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VOCATIONAL REHABILITATION AS A CORRELATE TO PERSONALITY DEVELOPMENT OF PERSONS WITH VISUAL IMPAIRMENT IN THE ANGLOPHONE REGIONS OF CAMEROON

Prof. Nsagha Sarah and Soh Gainsom Emmanuelle

University of Buea, Cameroon

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ABSTRACT

Vocational rehabilitation seeks to restore individuals with disabilities to their optimal, physical, mental, social, vocational, and economic ability. These individuals with disabilities include persons with visual impairment. Visual impairment has a devastating effect with deep emotional and economic complications. The loss of vision after an illness or trauma causes major changes in lifestyle and habits which may results to problems in psychological adjustment. This study investigated “Vocational rehabilitation as a correlate to personality development of persons with visual impairment in the Anglophone Regions of Cameroon”. To achieve the objective of the study, the specific objectives used were; to evaluate the relationship between vocational guidance and counselling and the personality development of persons with visual impairment, to assess the relationship between Orientation and mobility and the personality development of persons with visual impairment. The study adopted a correlational survey design with the sample of 30 persons who had gone through vocational rehabilitation. The instrument used for data collection was a questionnaire. The data were analyzed using frequency counts, percentages and the Pearson moment correlation test to establish the relationship between vocational rehabilitation and personality development. The findings showed that there exist a moderately strong and positive relationship between vocational guidance and counselling and personality development of persons with visual impairment ($P=0.049$, <0.05). Findings equally affirmed that there exist a very significant strong and positive relationship between orientation and mobility and personality development of persons with visual impairment ($P=0.001$, <0.05). Based on the findings, some recommendations were made that policy makers should formulate rules and policies governing the welfare of persons with visual impairment in choosing careers they like. The government and community should provide well equipped training institutions to enhance the training of persons with visual impairment.

KEYWORDS: Vocational rehabilitation, personality development, visual impairment.

INTRODUCTION

The primary goals of vocational rehabilitation are integration which is aimed at helping persons with visual impairment gain remunerative employment, Self-efficacy and self-esteem which builds their personality and facilitates their integration in the society (Murugami, 2010). The programmes offered by vocational rehabilitation centers are generally very individualized and goal-oriented. They offer programmes such as; vocational guidance, vocational training, restoring mobility, basic literacy and numeracy skills, job placement services, employment services and follow-up (International Labour organization, 2008).

Vocational rehabilitation trainers work with persons who are visually impaired to bring out their vocational skills in order to make them to be self-reliant (Munyi, 2007). The Cameroon Labour law section 174 emphasizes on vocational training, rehabilitation and employment of persons with disabilities. These personal skills acquired enables persons with visual impairment to earn a living thereby boosting their personality.

Literature Review

Scottish Executive (2007) describes vocational rehabilitation as a process which enables persons with functional, psychological, developmental, cognitive, and emotional impairment or health disabilities to overcome barriers to accessing, maintain or returning to employment or other useful occupation. Vocational rehabilitation plays a tremendous role in developing the personality of persons with visual Impairment.

Vocational rehabilitation is therefore a programme of services which helps persons with disabilities to obtain skills and ways of securing a job, keeping it and developing a life time career for themselves (Murugami, 2010). In other words, it empowers persons with disabilities and those with visual impairment in particular by making them to be self-reliant which facilitates their integration in to society bearing thereby enabling them to interact and socialize with others in the society. According to the World Health Organization (2010), if vocational rehabilitation is made accessible to persons with disabilities, it can reduce the rate of poverty among them. This is because, vocational rehabilitation approaches often put much emphasis on a wide range of important issues. These issues often range from access to human, material and financial resources. The availability of job opportunities to persons with disabilities removes barriers and enables them especially persons with visual impairment to be economically empowered in their communities.

Vocational rehabilitation services are often offered to persons especially adults who are visually impaired who had difficulties in coping in a school setting. In a vocational rehabilitation center, persons who are visually impaired receive services such as; vocational guidance and counseling, job placement, training in mobility and orientation, braille reading and writing and training in daily living skills. These services are aimed at fostering independent living. Article 27(d) of the United Nations Conventions of human rights for persons with disabilities clearly enables persons with disabilities to have effective access to general, technical, vocational guidance programmes, placement services and continuing training.

Vocational guidance is primarily a total programme in rehabilitation centers and in school activities that are designed to assist people especially persons with visual impairment for useful achievement in their life goals through adequate planning with good adjustment. Vocational guidance according to Okonkwo (2011) is complex in nature and encompasses the total needs of the individuals to be guided. Counselling as a process helps people to understand themselves enough and to be able to solve one's own problems. Counselling as a service aims at understanding the individual, conceptualizing his problems or needs and being able to assist him overcome these needs or problems. It is therefore important that counselling as a service aims at solving a particular problem hence it is problem-solving oriented in approach.

According to Ike (1997), counselling involves assisting the individual in making viable and realistic vocational choice, making realistic adjustment into the world of work and assisting the individual to discover their potentialities and their vocational competence. Counselling helps individuals who are visually impaired to understand the purpose of their conflicting areas of life better, detecting alternative solution to problems and living a fulfilled life (Idowu and Esere, 2007).

Vocational guidance allows persons with visual impairment to focus on whatever they are engaged in and assist them in their problem-solving (Eze, 2005). Etuk (2013) in London (1973) viewed vocational guidance as dealing with matters of occupational choice or career planning, preparation, placement, and adjustment on the job. It is a phase of guidance needed by most youths in their late teens and adults.

One of the problems that a person with visual impairment faces is the disability to move around smoothly and independently from one place to another. Training in orientation and mobility teaches persons who are visually impaired to move independently and confidently in the society by utilizing certain skills and fully making use of other senses along with the help of some equipment such as mobility, practices and devices (Wolwer Frommann, Halfmann, Piaszek, Streit, & Gaebel, 2005).

Orientation and mobility skills taught in vocational rehabilitation centers enriches concepts, abilities and skills that help enhance a comfortable and independent movement of persons with visual impairment in the society (Jacobson, 2013). Persons with visual impairment must be trained to utilize their kinesthetic sense fully and should be taught about how to get settle in the different environment making use of their other senses (Emerson & Corn, 2006). As a result, Fazzi and Naimy (2010) Points out that the aim of orientation and mobility training is to enable persons with visual impairment to live and travel independently in their environments. The target of an Orientation and mobility instructor is to provide a set of instructions followed by practical environment and experience to develop the skills. According to Pavey, Douglas, Mclinden & McCall (2003), skills in orientation and mobility have proven to be useful for persons with visual impairment for them to be accessible in any social environment in an independent and effective manner. Thus, it serves the purpose of facilitating the educational, vocational, social, and recreational opportunities for the visually impaired. (McDonnall, 2011; Riley, 2000; Wolffe & Kelly, 2011).

Offering required orientation and mobility services to persons with visual impairment at the suitable time can enhance the probability that they can take part evocatively in a range of sectors. It can be helpful in their teaching and training, including nonacademic, academic, and extramural activities and practices. Once these persons are no longer in their academic institutions, their exercise and practice of attaining orientation and mobility expertise must increase their efficiency of moving around self-sufficiently in a range of academic, professional, and communal settings significantly. These assistances should also develop the capability of persons with visual impairment acquiring jobs, retaining their professions, and taking part more completely in community and family life (Ahmed, Khan, & Nasem, 2011).

According to Maslow's (1943) each person has a hierarchy of needs that must be satisfied, ranging from physiological requirement to love, esteem and finally self-actualization (Tay & Diener, 2011). Therefore, for persons with visual impairment to be provided with other services like vocational guidance and counseling services, vocational training services, basic survival skills such as Orientation and mobility, braille reading and writing skills need to first of all be provided. These physiological needs for persons with visual impairment who can't read print and face the disability to move smoothly and independently from one place to another are of absolute importance. Orientation and Mobility and Braille reading and writing skills are therefore vital and are the first basic skills which persons with visual impairment in vocational rehabilitation centers need to first acquire. From the pyramid, Maslow represented the more basic needs at the bottom and used the terms "physiological", "safety", "belonging and love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern through which human motivations generally move. For

persons with visual impairment to get to attain the sixth level or stage which is self-actualization, they must meet the basic or physiological needs which are braille reading and writing, Orientation and mobility skills at the bottom before moving to the highest need (self-actualization) for their personality to be developed. These skills permit them to be autonomous and independent.

Tuttle and Tuttle (2004) states that, individuals who are visually impaired should be exposed to a variety of skills, interactive occupation that can prevent unwanted isolation. Kifo and Efe (2008) noted that vocational training prepares persons especially persons with visual impairment for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vacation. Hence, the programme allows individuals to learn about, explore and prepare for trade. Agbonigiasede (2007) reiterate that vocational training helps contributes towards the development of good citizenship by developing the physical, social, civic, cultural and economic competencies of the individual.

METHODS

A correlational survey design was adopted for the study. The aim of this design was to explore the relationship that exists between two or more variables. This design was appropriate for this study because it was suitably used to seek the opinion of respondents on their vocational rehabilitation skills and the relationship it has on their personality development.

The sample of this study was made up of thirty people who had passed through vocational rehabilitation. The sampling technique that was used for this study was the purposive sampling technique. This sampling technique was used because the researchers had some pre knowledge about respondents since they were out of vocational rehabilitation centers and were working already. The instrument used for data collection was a Likert Scale Design Questionnaire.

Table 1: Reliability Analysis Report for Pilot Test

Variables	Cronbach's Alpha Coefficient	Variance	Number of valid cases	Number of valid items
Vocational guidance and counselling	0.674	0.150	5	10
Orientation and mobility	0.670	0.089	5	10
Personality development	0.708	0.024	5	10
Overall reliability analysis value	0.801	0.152	5	30

The reliability analysis report for the pilot test was not violated for any conceptual components or variables with Cronbach's Alpha Coefficient values all above 0.5. The relatively high Cronbach alpha values implied that the participants were objective and consistent in their responses. The overall reliability analysis of the instrument at pilot test was 0.801.

Method of Data Analysis

Data was analyzed using both the descriptive and inferential statistics. The descriptive statistical tools used were frequency count and percentages. Pearson test and Chi-square test were the two inferential statistical test adopted for the study. The Pearson test which is a parametric test was used in testing the hypotheses of the study. This test was used because the data for all the variables approximately was normally distributed as revealed by Kolmogorov-Smirnova and Shapiro-Wilk test on the table of test of normality below with P-values all greater than 0.05. Finally, findings were presented using frequency distribution tables and charts with inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting only 5% margin of error.

Table 2: Tests of Normality

	Kolmogorov-Smnov ^a			Shapiro-Wilk		
	Statisti c	df	P- value.	Statist ic	df	P- value.
Vocational guidance and counseling	.233	30	.200*	.887	30	.104
Orientation and mobility	.151	30	.080	.942	30	.102
Braille and writing skill	.120	30	.200*	.950	30	.167
Vocational training	.172	30	.124	.889	30	.105
Personality development	.193	30	.006	.947	30	.137

*. This is a lower bound of the true significance.

FINDINGS

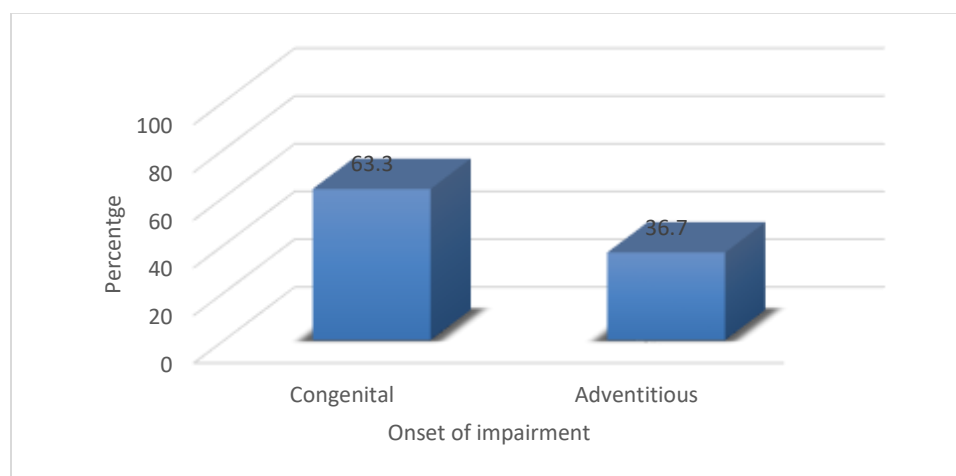


Figure 1: Distribution of participants by the onset of impairment

Distribution of persons with visual impairment by the onset of impairment, 19(63.3%) was congenital and 11(36.7%) were adventitious.

Table 3: Distribution of type of Visual Impairment by Onset

Type of impairment	Statistics	Onset of impairment		Total
		Congenital	Adventitious	
Low vision	n	9	3	12
	%	75.0%	25.0%	100.0%
Totally blind	n	10	8	18
	%	55.6%	44.4%	100.0%
Total	n	19	11	30
	%	63.3%	36.7%	100.0%

From table 3, among the 12 persons with low vision sampled, 9(75.0%) were congenital and 3(25.0%) were adventitious. Also, among the 18 persons with total blindness sampled, 10(55.6%) were still congenital meanwhile 8(44.4%) were adventitious.

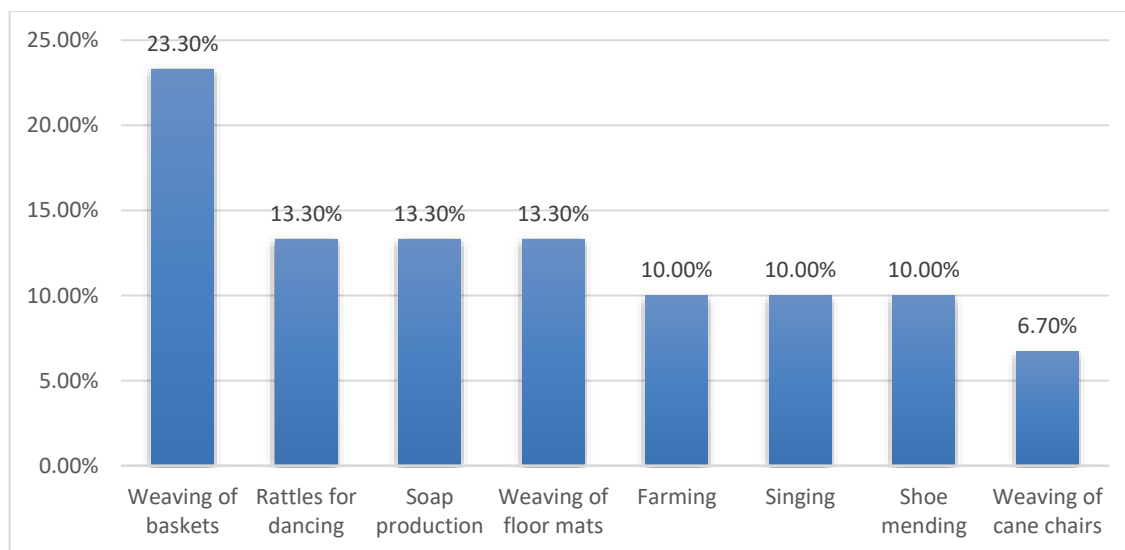


Figure 2: Distribution of Participants by Career Type

Finally, distribution of persons with visual impairment by type of career, 7(23.3%) of them are weaving baskets, 4(13.3%) each fabricate rattles for dancing, produce soap, and weave floor mats. Also, 3(10.0%) of the persons with visual impairment each are farmers, singers, shoe menders and 2(6.7%) of them are weaving cane chairs.

Presentation of Findings by Objectives

To evaluate the Relationship between Vocational Guidance and Counselling and the Personality Development of Persons with Visual Impairment

Table 4: Vocational Guidance and Counselling of Persons with Visual Impairment

SN	Test items	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)
1	I have knowledge in different vocations	7 (23.3%)	14 (46.7%)	3 (10.0%)	6 (20.0%)
2	What am doing suite my personality	14 (46.7%)	10 (33.3%)	6 (20.0%)	0 (0.0%)
3	I have skills necessary for what am doing today	9 (30.0%)	18 (60.0%)	1 (3.3%)	2 (6.7%)
4	I am happy and satisfied with what am doing today	11 (36.7%)	13 (43.3%)	3 (10.0%)	3 (10.0%)
5	People are proud of who I am today	15 (50.0%)	14 (46.7%)	0 (0.0%)	1 (3.3%)
6	Am I not regretting choosing this career	13 (43.3%)	10 (33.3%)	1 (3.3%)	6 (20.0%)
7	I do my things today without asking people opinions	11 (36.7%)	6 (20.0%)	8 (26.7%)	5 (16.7%)
8	Mastery of my career has to give me self confidence	19 (63.3%)	10 (33.3%)	0 (0.0%)	1 (3.3%)
9	I partake in community development	21 (70.0%)	8 (26.7%)	1 (3.3%)	0 (0.0%)
10	I easily yield to corrections	20 (66.7%)	9 (30.0%)	1 (3.3%)	0 (0.0%)

Multiple Response Set

n=30

In summary, findings on table 4 showed that vocational guidance and counselling have helped majority of persons with visual impairment 25 (84.0%) meanwhile only 5 (16.0%) of persons with visual

impairment did not felt the value of vocational guidance and counselling. The figure below presents a summary of finding on vocational guidance and counselling to persons with visual impairment.

Table 5: Participants' Personality Development

Personality development	Responses	
	N	Percent
High	29	97.3.0%
Low	1	2.7%
Total	30	100.0%

In summary, the findings on table 5 above showed that the majority of the persons with visual impairment 29 (97.3%) have high personality development meanwhile only 1 (2.7%) of them do not.

Table 6: Relationship between vocational guidance and counselling and personality development of persons with visual impairment

	Test statistics	Vocational guidance and counseling	Personality development
Pearson test	R-value	1.000	.362*
	P-value	.	.049
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

When the relationship between vocational guidance and counselling and the personality development of persons with visual impairment was examined, the finding showed that there exists a significant ($P=0.049$, <0.05), moderately strong and positive relationship. The positive sign and moderately strong effect ($R=0.362^*$) implied that vocational guidance and counselling significantly and positively improve on the personality development of persons with visual impairment.

To Assess the Relationship between Orientation and Mobility and the Personality Development of Persons with Visual Impairment.

Table 7: Orientation and Mobility of Persons with Visual Impairment

SN	Test items	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)
1	I work freely without assistance	14 (46.7%)	9 (30.0%)	1 (3.3%)	6 (20.0%)
2	I go to where I like at any time	4 (13.3%)	11 (36.7%)	7 (23.3%)	8 (26.7%)
3	Going to my workplace is not a problem	9 (30.0%)	14 (46.7%)	2 (6.7%)	5 (16.7%)
4	My mobility cane is always beside me	11 (36.7%)	11 (36.7%)	7 (23.3%)	1 (3.3%)
5	Moving is not a challenge to me now	13 (43.3%)	6 (20.0%)	4 (13.3%)	7 (23.3%)
6	I find it easy moving on the road	11 (36.7%)	5 (16.7%)	4 (13.3%)	10 (33.3%)
7	I am not afraid of working alone	11 (36.7%)	10 (33.3%)	4 (13.3%)	5 (16.7%)
8	I teach my friends how to use a mobility cane	12 (40.0%)	11 (36.7%)	3 (10.0%)	4 (13.3%)
9	I hardly fall when working with mobility my cane	13 (43.3%)	10 (33.3%)	5 (16.7%)	2 (6.7%)
10	I move about with a lot of confidence	12 (40.0%)	13 (43.3%)	3 (10.0%)	2 (6.7%)

Multiple Responses Set

n=30

In summary, the finding showed that majority of the participants 21(70.0%) have good orientation and mobility skills meanwhile 9 (30.0%) of them of the participants do not.

Table 8: Relationship between Orientation and Mobility and Personality Development of Persons with Visual Impairment

	Test statistics	Orientation and mobility	Personality development
Pearson test	R-value	1.000	.562**
	P-value	.	.001
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Also, when the relationship between orientation and mobility and personality development of persons with visual impairment was examined, the finding showed that there exists a very significant ($P=0.001$, <0.05), strong and positive relationship. The positive sign and strong effect ($R= 0.562^{**}$) implied that orientation and mobility skills significantly and positively improve on their personality development of persons with visual impairment.

Table 8: Summary of Findings

Research objectives	Comments
To evaluate the relationship between vocational guidance and counselling and the personality development of persons with visual impairment	Findings showed that vocational guidance and counselling has helped majority of persons with visual impairment 25 (84.0%) meanwhile only 5 (16.0%) of the persons with visual impairment did not felt the value of vocational guidance and counselling. Statistically, There exists a significant, moderately strong and positive relationship between vocational guidance and counselling and the personality development of persons with visual impairment ($R= 0.362;P=0.049$)
To assess the relationship between orientation and mobility and the	Finding showed that majority of the participants 21(70.0%) have good orientation and mobility skills meanwhile 9 (30.0%) of them of the participants do not. Statistically, there exists a very significant strong and positive relationship

personality development of persons with visual impairment. between orientation and mobility and the personality development of persons with visual impairment (R= 0.562 P=0.001)

DISCUSSION

The Relationship between Vocational Guidance and Counselling and the Personality Development of Persons with Visual Impairment

Finding showed that there exists a significant, moderately strong and positive relationship between vocational guidance and counselling and the personality development of persons with visual impairment. The positive sign and moderately strong effect imply that vocational guidance and counselling significantly and positively improve on the personality development of persons with visual impairment. In other words, persons with visual impairment stand a better chance to improve on their personality development when they seek the services of vocational guidance and counselling.

This is supported by Denga (1983) who opined that there exist a relationship between vocational guidance and personality development of person with visual impairment. This is because vocational guidance involves a cluster of formalized services that helps students with visual impairment to attain fullest self-development and self-realization of their potentials. This is also in congruence with Shertzer and Stone (1976) cited in Ike (1997) who argued that vocational guidance helps individuals to understand themselves and their world.

Kolo (2001) also opined that vocational guidance helps to enlighten people with visual impairment by facilitating growth and positive adjustment through self-understanding. According to Ike (1997), counselling enables people with visual impairment to solve problems in the areas of educational, vocational and personal-socio. He further alleged that vocational counselling makes persons with visual impairment to have good vocations based on their personality trait. It also assists them in making viable and realistic vocational choice, realistic adjustment into the world of work as well as in discovering their individual potentialities and vocational competence.

Ndambuki (2000) and Ndirangu (2007) further argued that vocational guidance counselling helps to develop the learner's intellectual abilities, develop a balanced personality and to have a complete intellectual, spiritual, moral and social life. Vocational Guidance and counselling programme therefore helps in assisting individuals with visual impairment to harmonize their abilities, interests and values, thereby enabling them to develop self-knowledgeable skills and to formulate life goals, plans which are realistic.

The Relationship between Orientation and Mobility and the Personality Development of Persons with Visual Impairment.

When the relationship between orientation and mobility and personality development of persons with visual impairment was examined, finding showed that there exists a very significant, strong and positive relationship between orientation and mobility. The positive sign and strong effect imply that orientation and mobility significantly and positively improve on the personality development of persons with visual impairment. In other words, persons with visual impairment will have high personality development when their orientation and mobility skills are well developed.

Orientation and mobility have been recognized by numerous researchers in the field of visual impairments as a significant skill area for youngsters with visual impairment to gain their free independent movement. This is in congruence with Jacobson (2013) who explains that orientation and mobility enriches concepts, abilities and skills that enhance a comfortable and independent movement of persons with visual impairment in the society. Hatlen, 1996; Hazekamp & Huebner, 1989; Huebner, Merk-Adam, Stryker, & Wolffe, 2004; Lowenfeld (1964) also supported that, Orientation and mobility training teaches persons with visual impairment to move independently and confidently in the society by utilizing certain skills and fully making use of other senses along with the help of some equipment such as mobility practices and devices. McAllister and Gray (2007) further assert that, People learn various life leading skills by noticing exploring and examining the surrounding using their senses primarily the sense of sight. However, persons with visual impairment need to acquire orientation and mobility skills to help them move around easily.

Apart from the development of independence movement, Huebner et al., (2004) pinpoints that training in orientation and mobility permits persons with visual impairment to develop social collaboration abilities, free living aptitudes, compensatory aptitudes, amusement and relaxation abilities, profession training, the utilization of assistive innovation, visual proficiency aptitudes, also, self-determination, introduction and versatility that are particularly recognized in the National Agenda for the education of children with visual impairments . Orientation and mobility skills have proven to be useful for them to be accessible in any social environment in an independent and effective manner for persons with visual impairment (Pavey, Douglas, McLinden, & McCall, 2003). Thus, it serves the purpose of facilitating the educational, vocational, social, and recreational opportunities for children with visual impairment (McDonnall, 2011; Riley, 2000; Wolffe & Kelly, 2011).

Abang (1995) attest that, orientation and mobility is relevant for persons with visual impairment in the development of their self-confidence, spatial concept, knowledge acquisition, listening ability and power

concentration and also enables them to enables persons with visual impairment to get respect and admiration from the seeing community.

CONCLUSION

This study sought out to investigate the impact of vocational rehabilitation and personality of persons with visual impairment in the Anglophone regions of Cameroon. It has specifically examined the relationship between vocational guidance and counselling, orientation and mobility on the personality development of persons with visual impairment. In this regard, it was observed that the above variables have a significant relationship on the personality development of persons with visual impairment since the results were statistically significant. Although all the variables proved statistically significant, it is still essential to underline here that when persons with visual impairment are vocationally guided and counselled and rehabilitated at an early age, and their personal characteristics are match with their career choices, they develop positively and it influences their personality development.

RECOMMENDATIONS

Based on the findings, policy makers should formulate rules and policies governing the welfare of persons with visual impairment in choosing careers they like. These rules and regulations should be made accessible and act as a guide to enable persons with visual impairment to know the different services that are offered in vocational rehabilitation centers and its advantage on their overall wellbeing as well as their ability to cope in the world of work.

Policy makers need to also ensure that proper follow up is exhibited so that stated rules, policies and regulations are implemented accordingly for the achievement of the stated objectives and goals.

Counsellors need to ensure that vocational guidance and counselling services are properly provided to persons with visual impairment especially from the start of rehabilitation to the end. The vocational counsellors need to ensure that persons with visual impairments are well placed after rehabilitation. Regular visits should as well be made at their sheltered workshop to find out how they are doing and coping.

Moreover, the parents and the families of persons with visual impairment are called upon in the first place to enroll their children with visual impairment in a vocational rehabilitation centers earlier for proper rehabilitation in order to enable them to learn faster and acquire the skills needed for day to day living. They should also consider showing Unconditional love, care, support and guidance to their children with visual impairment as this is needed to encourage and help them in developing their personality.

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