



# Short Review

## Perspective on Career Transition of Students With Visual Impairments



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### ABSTRACT

This article focused on career transition issues of students with visual impairments (SVIs). This article utilized a narrative-integrative research design. The literature review shows that many educators and other stakeholders in the transition process are still unaware of the difficulties experienced by SVIs. The literature shows a mixed attitude from some educators towards students with disabilities in general, and students with VIs in particular. Most employers often do not want to hire people who are visually challenged. Literature also suggests that it is somewhat difficult to find common ground to support full inclusion to promote career transition for SVIs due to conflicting viewpoints among parents and educators of students with and without VIs. While some visually impaired students equipped with valuable job skills can find work in competitive jobs, a concerted effort should be made to overcome some employment hurdles they face. For SVIs to experience successful career transition, they need to be well-equipped with valuable job skills and assisted in job search and placement by career transition agencies.

**Keywords:** Transitionin, Disability, Education, Employment, Visual impairments

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## 1. Introduction

A sequence of transitions from one living area to the next characterizes every person's life. For students with visual impairments (SVIs), the transfer from the educational environment to the workplace is a crucial transition phase. Career transition is an insecure stage [1] that students go through after graduation as they prepare to assume the various responsibilities of adulthood in society. As shown by multiple studies on students' career transition rate, this difficult phase may prolong more than predicted for SVIs [2, 3]. Several factors, such as communication skills and literacy influence the employment involvement of SVIs [4]. Exploring the research on the career transitioning of visually impaired students is one of the best ways to understand why career education should be integrated into the curricula for persons with visual impairments. This article focused on the career transition issues of SVIs.

### Research questions

- (a) What is the state of knowledge about SVIs?
- (b) What are the attitudes toward SVIs?
- (c) What are the perceptions about SVIs?
- (d) What are the career transitioning challenges of SVIs?

## 2. Methods

This study was conducted using a narrative-integrative review research design. Materials were obtained from various electronic databases, including ERIC, Scopus, Google Scholar, PubMed, Scilit, Jstor, Index Copernicus, and BASE. Both qualitative and quantitative papers were analyzed using relevant search terms. The search terms included information about career transition of SVIs, attitudes toward students with visual impairments, knowledge about SVIs, and perception concerning SVIs.

## 3. Results

From the analysis of the reviewed literature, the authors presented the following results in Table 1 to address the four questions raised, which were discussed in the next section.

## 4. Discussion

This article examines the career transition issues of SVIs. The transition from school to adult life can be problematic for SVIs. A balance of skills training and self-efficacy-building activities is needed for transition-age blind/low-vision individuals [5]. According to research, educators, mentors, and blind/low vision role models have been shown to improve post-graduation outcomes, as well as parental expectations and participation [5]. Students with VIs have previously been found as having a higher chance of suffering high unemployment rates and limited engagement in post-graduate pursuits than those without disabilities [6]. According to the American Foundation for the Blind, 44.2% of persons with visual impairment were working in 2017, compared to 79.4% of those without impairments. Furthermore, 15.0% of SVIs had a college degree or above, compared to 30.0% of non-disabled persons [7].

According to social-cognitive research, teachers' viewpoints and attitudes towards SVIs contribute significantly to integrating all students into the standard school curriculum [8]. Several studies have shown a growing tendency for positive attitudes among educators [9–11]. Some regular educational leaders have demonstrated zealous professional commitment to the development and incorporation of inclusive educational practices. However, educators' attitudes toward students with disabilities were found to be affected by several factors, including environmental factors, prevailing interpretations of impairment, educators' age, academic degree, coaching, and teaching experience with individuals. On the contrary, according to other scholars, educators have a mixed attitude toward students with impairments in general and the blind in particular [12, 13]. According to Peck et al. [14], most parents of visually impaired students had neutral or favorable sentiments regarding inclusive education before enrolling their wards in school. On the other hand, other investigators [15] showed that parents of children without impairments believed that their children would be negatively affected if they were placed in the same classroom as students with impairments. Furthermore, some students without impairments showed certain favorable gestures toward their classmates with visual impairments indicating inclusion. Offering empathy and support, assisting with academic work, and prioritizing relationships are examples of such activities [16].

Visually impaired students may confront several problems when transitioning from school to job and community life. Government laws, such as limiting the

Table 1. Insights from literature review

No.	Questions	Lessons Taken From Literature
(a)	What is the state of knowledge about the career transition of SVIs?	Many educators and other stakeholders in the transition process are still unaware of the difficulties experienced by SVIs. In addition, they are still unaware of transition services/activities and agency support needed to ensure a successful transition for SVIs. There is also a lack of knowledge about SVIs among fellow students.
(b)	What are the attitudes toward SVIs?	In the case of SVIs, dealing with others' attitudes toward them can sometimes be difficult. Most students who do not have visual impairments show some positive behaviour toward their classmates who have impairments. They do so by demonstrating empathy and support, rendering assistance with academic work, and prioritizing relationships with SVIs. There is a mixed attitude from some educators toward students with disabilities, and students with VIs in particular. Several factors influence educators' attitudes toward students with disabilities. These factors include the environment, widespread interpretations of impairment, educators' age, academic qualification, coaching experience, and experience with individuals with disabilities.
(c)	What are the perceptions about SVIs?	It is somewhat difficult to find common ground to support full inclusion to promote career transition for SVIs due to conflicting viewpoints among parents and educators of students with and without VIs. A more successful approach to inclusive education is likely to be achieved when educators, parents, and school authorities fully grasp the underlying ideas of inclusion.
(d)	What are the career transition challenges of SVIs?	Some government policies negatively affect the career transition of SVIs. Most employers often do not want to hire people who are visually challenged. The perception of the financial expense of workplace adaptations, the delays visually impaired workers may have in achieving high levels of productivity and the difficulty in terminating the appointment of visually impaired workers whose job performance does not meet their expectations are among the concerns of employers. Demographic and psychosocial factors can affect the career transitioning of SVIs.

Abbreviations: SVIs, students with visual impairments



number of hours a person with a handicap can work and terminating medical benefits when a person finds a job may create financial barriers to starting paid work [17, 18]. Additionally, employers are often reluctant to hire individuals with visual challenge [17]. Employers are concerned about the perceived financial expense of workplace adaptations, the delays that visually impaired workers may have in achieving high productivity, and the possible difficulties in terminating a handicapped person whose job production is inadequate. On the other hand, employers with experience recruiting individuals with disabilities are far more inclined to hire people with disabilities in the future [19].

The career transition of SVIs is also influenced by demographical and psychosocial factors. Psychosocial factors include motivation to work, professional growth, confidence, self-esteem, peer assistance, and the availability of social connections [20]. Demographic characteristics include gender, age, race, educational attainment, health history, place of residence, and socioeconomic background [21–23]. Inadequate transport options and lack of the necessary facilities for independent travel make it difficult for visually impaired students

to be employed [24]. Other impediments [25] include a lack of resources (adapted material, equipment, and knowledge), employer or potential employer views, tolerance of others toward them, public awareness, personal concerns, and employment needs.

## 5. Conclusion

Visual impairment diminishes a person's ability to operate independently and can negatively affect daily living, which can extend to career transition. Students with VIs must be exposed to survival and social skills that allow them to experience a successful career transition. Experienced mentors can help these students conduct a more focused and effective job search and benefit significantly from career transition services.

## Ethical Considerations

### Compliance with ethical guidelines

This is a review article; therefore it does not require the approval of the Ethics Committee.

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## Authors' contributions

All authors equally contributed to preparing this article.

## Conflict of interest

The authors declared no conflict of interest.

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