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Influence of Effects of Stuttering on Vocational Aspirations among Young Adolescents Who Stutter in Kenya.

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ABSTRACT

Stuttering is characterized by repetitions, prolongations, hesitations and blocks. Resulting to effects such as anxiety, stigma, fear, and embarrassment. The purpose of the study was to find out effects of stuttering on vocational aspirations among young adolescents. Objectives of study were to; establish effects of stuttering on vocational aspirations among LWS. The study employed descriptive survey research design. Sample was got from the target population. Data was collected using valid and reliable instruments. Data was analyzed and presented in means. Findings indicated the most preferred vocations farming (M= 4.53), being an artist (M= 4.51), engineering (M= 4.45), and nursing (M= 3.96). Least rated teaching (M= 2.75), politicking (M= 2.13) as required much talking. In conclusion, stuttering effects such as anxiety, fear, frustrations, self-stigma and embarrassment negatively influenced choice of vocational aspirations among LWS in primary schools. LWS preferred vocations that require less talking to avoid negative effects of stuttering. The study recommends that LWS be guided in the choice of vocation. LWS need to be advised to pursue vocational aspirations that require less talking. This is in order to reduce the stuttering effects at work place in future. LWS need to be taken through guidance and counseling sessions on vocational aspirations.

BACKGROUND

According to Mckinnon, Sharynne and Reilly (2007), stuttering is the most serious speech disorder compared to voice and articulation disorders. This is a result of the negative traumatic consequences an individual goes through in all aspects of life. Stuttering is characterized by repetitions, prolongations, interjections, hesitations and blocks (Ogutu, 2005). This results in involuntary disruption of a person's capacity to speak (Craig, Hancock & Tran, 2003). This affects an individual's physical behaviour, emotions, perceptions, beliefs, attitudes, intentions and physiological responses (Ammon, 2010).

Fulya (2014) defined vocational aspirations as having a strong desire to pursue a certain job or career such as being a doctor, teacher, farmer, or an engineer. Vocational aspirations among learners are important as they influence attainment and hard work (Fulya, 2014). Fulya (2014) carried out a study in Turkey explored the fifth grade elementary school students' vocational aspiration and the factors affecting it. Sample size consisted of 115 students in 20 elementary public schools with which face-to-face interviews were conducted. Findings showed that engineering, medicine and teaching were the most preferred vocations by students. Boys were found to aspire to traditionally masculine occupations while girls aspired to traditionally female occupations. Parents seemed to be the most influential factor on students' vocational aspirations, followed by the favorite academic subject and social environment. On the other hand, vocational guidance activities were the least influential factor, which was not a surprise given that approximately 90% of the students indicated absence of vocational guidance activities. Based on the findings, improving the quality and quantity of the vocational guidance activities at schools is suggested.

Zhang, Saltukaroglu, Hough, and Kalinowski ((2009) carried out a study to assess the impact of stuttering on Persons Who Stutter (PWS) in various life aspects such as vocation, romance, daily activities, social life, family, and general lifestyle. The target population consisted of 91 university students, who answered questionnaire with 56 statements on a 7-point likert scale. Forty-four participants were randomly selected to assume a stuttering identity and 47 respondents to assume fluent identity.

Zhang et al. (2009), the results indicated that there was a significant difference between fluent and stuttering persons. The significance difference between the groups was found in more than two thirds of items regarding employment, romance, daily activities, and in fewer than half of items regarding family, social life, and general life style ($p < 0.001$). The study concluded that social penalties associated with stuttering appeared to be apparent to fluent individuals, especially in areas of vocation, romance, and daily activities (Zhang et al., 2009).

Both Fulya (2014) and Zhang et al. (2009) studies were related with regard to vocational aspirations among learners. Fulya (2014) study was based on vocational aspirations among regular learners. Secondly, key influential factors on students' vocational aspiration were parents, favourite academic subject, and social environment. The influence of other factors such as stuttering however was not established. Zhang *et al.* (2009) study focused on how stuttering influenced the type of vocations among PWS unlike Fulya (2014) who focused on vocational aspirations among regular learners. Both studies, however did not determine how stuttering effects such as fear, anxiety, frustrations, embarrassment, and self-stigma influenced vocational aspirations among young adolescent LWS. The current study bears similarity to Zhang et al. (2009) with regard to the impact of stuttering on vocations. Zhang *et al.* (2009) study compared fluent and stuttering persons with regard to vocation, romance, daily activities, family, and social life. Zhang *et al.* (2009) found out that stuttering had impact on vocation of PWS but failed to address whether stuttering had an influence on vocational aspirations among PWS. The present study determined the influence of stuttering effects on vocational aspirations among adolescent LWS in school. In view of the fact that data on vocational aspirations of LWS was limited, the present study is an important addition on stuttering in regular primary schools. Therefore, there was need to determine how stuttering effects such as anxiety, fear, embarrassment, frustrations, and self-stigma influenced vocational aspirations among young adolescent LWS.

Gabel, Blood, Tellis and Althouse (2004) carried out a study to establish role entrapment among people who stutter in careers. The purpose of this study was to explore whether people who stutter experience role entrapment in the form of vocational stereotyping. To accomplish this, 385 university students reported their perceptions of appropriate career choices for people who stutter. Direct survey procedures, utilizing the newly developed Vocational Advice Scale (VAS) were used in this study. Comparisons for the main effect of speaker status (person who stutters and person who does not stutter) were conducted using a one-way analysis of variance (ANOVA). Results of this analysis suggested that the university students reported an overall perception that stuttering affected career opportunities and that 20 careers were judged to be inappropriate choices for people who stutter. Conversely, 23 careers were judged to be appropriate choices for people who stutter. Findings of this study provided an initial data that supports that people who stutter may suffer from role entrapment related to vocational choice.

The present study was similar to Gabel et al. (2004) with regard to role entrapment in career choice towards persons who stutter. The present study examined the influence of stuttering effects on vocational aspirations among LWS in regular primary schools, unlike Gabel et al. (2004) study which focused on role-

entrapment at work place among PWS. Gabel et al's (2004) study used a comparative design; the present study used correlational design to find out the effects of stuttering on vocational aspirations among LWS. Gabel *et al*. study used analysis of variance (ANOVA) for data analysis while the present study used multiple regressions to find out how each effect of stuttering influenced each component of educational achievement among LWS. Unlike Gabel et al. (2004) study that used Vocational Advice Scale (VAS) for data collection, the present study used rating scale questionnaire and interview schedule as instruments for data collection. In addition, the study by Gabel et al. (2004) that was carried out on non-stuttering individuals on which careers were appropriate and inappropriate for PWS, the present study was carried out among LWS themselves; who were the primary respondents. The present study was more factual and valid because it was carried out among LWS themselves, unlike Gabel et al. (2004) study which was based on perceptions of non-stuttering individuals.

Gabel, Hughes and Daniels (2008) carried out a study in USA on the effects of stuttering severity and therapy involvement on role entrapment of PWS. The purpose of the study was to examine whether a group of university students would report role entrapment of PWS in form of occupational stereotyping. The sample size involved was 260 students who completed the Vocational Advice Scale (VAS). Results suggested that stuttering severity and the level of therapy involvement did not appear to alter the judges' reports for all of the careers except for the career of speech therapist. Findings suggested that university students reported that 16 of the careers listed on the VAS were appropriate choices for PWS and were less certain about advising for 27 other careers. Thus, findings from this study do not support the notion that stuttering leads to role entrapment in the form of vocational stereotyping and variations in therapy involvement or stuttering severity do not change perceptions of role entrapment.

McAllister, Collier and Shepstone (2013) carried out a study in Britain to determine the impact of stuttering on educational and employment outcomes when these other factors were controlled. Data was analyzed from the National Child Development Study (NCDS), a British birth cohort study that has followed a group of over 18,500 people born in 1958 from birth and throughout life. It has collected data from cohort members as well as their parents, teachers, and doctors covering topics as diverse as health and development, cognitive abilities, socio-economic circumstances, education, employment, and relationships. When the members were 7, 11 and 16 years-old, their parents were asked to say whether their child stuttered. By the time they were 16 years, 217 indicated they stuttered. Educational achievement and employment outcomes for PWS were compared with those who do not stutter of the same age who took part in the study.

The employment analyses investigated the impact of stuttering on the likelihood of being unemployed prior to age 23, pay at 23 and 50, and social class of occupation at 23 and 50. In all the analyses the researcher determined whether there was an association between stuttering and the outcome variable, and then looked at what happened when we controlled for the other factors. This second 'multivariate' analysis provided a more valid assessment of the impact of stuttering on the outcomes (McAllister et al., 2013).

Findings by McAllister et al. (2013) indicated there was a limited amount of evidence that adolescent stuttering might have a negative impact on later employment outcomes. Those reported to stutter in adolescence were not significantly more likely than controls to experience unemployment lasting a month or longer at the start of their working lives, nor did they earn significantly less at 23 or 50, or have a greater likelihood of being in a lower-status occupation at 23. But they were more likely to be in an occupation in a lower socio-economic class at 50. This may arise because of discrimination on the part of employers. Alternatively, it may be the result of the use of avoidance on the part of those who stutter. Many occupations with higher socioeconomic status (professional and managerial posts) required, or were perceived to require, good verbal communication abilities. PWS may avoid such jobs through fear that they will stand no chance of being offered such work or that their stuttering might prevent them from carrying out the role effectively. They may instead seek occupations that are lower in socio-economic status, which require less talking in order to avoid embarrassment and frustrations at work place (McAllister *et al*., 2013).

Klein and Hood (2004) carried out a study to examine the impact of stuttering on job performance and employability. The method involved administration of a 17-item survey that was completed by 232 people who stutter, aged 18 years or older. Results indicated that more than 70.0% of people who stutter agreed that stuttering decreases one's chances of being hired or promoted. More than 33.0% of people who stutter believed stuttering interfered with job performance, and 20.0% had actually turned down a job or promotion because of their stuttering. Results also indicated that men and minorities were more likely to view stuttering as handicapping than women and Caucasians. These findings suggested that people who stutter believed stuttering was handicapping in the workplace. The results may be helpful for clinicians who work with people who stutter.

Klompas and Ross (2004) carried out a study to investigate the life experiences of a group of South African adults who stutter and the impact of stuttering on their quality of life. Participants were 16 adults with a mean age of 28.9 and ranging from 20 to 59 years. Methods involved individual interviews designed to explore the life domains of education; social life; employment; speech therapy; family and marital life; and identity, beliefs and emotional issues. Main findings of the study indicated that the majority of participants perceived their stuttering did not have an adverse effect on their choice of occupation, ability to obtain work, and

relationships with managers and co-workers, although it was perceived to influence their work performance and hamper their chances for promotion. Although findings of this study concur with the present study with regard to vocation. Klompas and Ross (2004) focused on adult PWS aged between 28 to 59 years. The present study was carried out on a different age group; adolescent learners in class 6 to 8. In addition, the present study focused on vocational aspirations of LWS, unlike Klompas and Ross who focused on impact of stuttering in work environment.

Study findings by Zhang et al. (2009), Gabel et al. (2004), McAllister et al. (2013), Klompas and Ross (2005) were related as all focused on stuttering versus vocational aspirations and later employment. Fulya's (2014) study was based on factors influencing vocational aspirations among regular learners while Zhang et al (2009) was based on the impact of stuttering on various aspects of life such as employment. In addition, the study by Gabel et al. (2004) was based on role entrapment among PWS in career and how stuttering impacted on career opportunities. Gabel et al. (2008), study focused on effects of stuttering severity on role entrapment among LWS, where the study was done on non-stuttering university students. McAllister et al. (2013) was carried out to establish the impact of stuttering on employment outcomes. Findings indicated that there was no evidence adolescent stuttering might affect later employment. Fulya's (2014) study examined factors that affect vocational aspirations among elementary students. Key factor such as disability was not studied. The present study sought to determine how stuttering effects influence vocational aspirations among LWS. Stuttering is a speech disability.

The study by Zhang et al. (2009) was carried out on fluent individuals who assumed the stuttering condition. Thus, the present study was based on real facts from the LWS themselves, unlike Zhang et al. (2009) study which was based on perceptions of the non-stuttering students, who assumed the stuttering condition. The present study was correlational, unlike Zhang et al. (2009) study which was comparative. The present study sought to determine how stuttering effects influenced vocational aspirations; hence it was correlational. In view of the fact that data on vocational aspirations of LWS was limited.

The current study was carried out on CWS in primary schools unlike the study by Gabel et al. (2008) which was carried out on non-stuttering university students to get their perceptions on role entrapment. Secondly, the current study used questionnaire and interview schedule while Gabel et al. used VAS. Thirdly, the present study sought to determine the influence of stuttering effects on vocational aspirations among LWS. Unlike Gabel et al. (2008) study which found out role entrapment among PWS. In addition, the present study was carried out to find out which specific vocations LWS aspired to be in future and which ones the learner did not aspire to be in future, unlike Gabel et al. (2008) which was not specific on vocational entrapment among PWS.

Klein and Hood (2004) focused on adult PWS, however how stuttering influenced young adolescents in vocational aspirations was unknown, there was need to carry out a study among young adolescents LWS to get their views on how stuttering effects influenced choice of vocation in future. The current study bears similarity to Klein and Hood (2004) with regard to the influence of stuttering on careers. The present study examined the influence of stuttering effects on vocational aspirations among adolescent learners who stutter in regular schools, unlike Klein and Hood (2004) who used adults aged 18 years and above. Thirdly, Klein and Hood used a 17-item survey as instrument for data collection, the present study employed a rating scale, multiple choice questionnaire and interview schedule.

The present study bears similarity to Klein and Hood (2004) with regard to impact of stuttering on job performance. The current study established the influence of stuttering effects on vocational aspirations among learners who stutter. From the review of literature, a few empirical researches have been done in Africa and hardly any in Kenya on stuttering. Therefore, there was need to carry out a study to establish the influence of stuttering effects on vocational aspirations, a key educational achievement element among learners who stutter in regular primary schools in Kakamega County, Kenya.

According to a baseline survey across the former Western province in EARC centers (20102013), Kakamega County had the highest number of Learners who Stutter LWS (138), followed by Vihiga (84), Bungoma (33), and Busia (10) in primary schools. Baseline survey (2014/2015) reports indicated only a few, 179 LWS were found in 20 schools across Kakamega County. LWS were also found to experience difficulties in social activities, class participation, and vocational aspirations. This necessitated a study to be carried out in Kakamega County. Results of baseline survey across various EARCs in Western Kenya.

How these stuttering effects influenced vocational aspirations among young adolescent LWS in Kenya was also unknown. Therefore, the current study was carried out to determine the influence of stuttering effects on vocational aspirations among young adolescent LWS in regular primary schools in Kakamega County, Kenya. Purpose of the Study The purpose of this study was to determine the influence of stuttering effects on vocational aspirations among young adolescent learners who stutter in regular primary schools in Kakamega County, Kenya.

METHODOLOGY

The study employed descriptive survey and correlational research designs. Descriptive survey design was used to find out the classroom participation status among LWS. Correlational design was used in this study to find out the relationship between effects of stuttering on classroom participation among LWS. The study was carried out in

20 regular primary schools in Kakamega County. The target population consisted of 84 learners who stutter in class six, seven and eight, 2301 regular learners in class six, seven and eight, 120 teachers and 20 head teachers were involved in the study. The study employed multi-stage sampling technique, where it employed purposive, simple random and saturated sampling techniques. Purposive sampling was used to select schools which have LWS in Kakamega County. Stratified random sampling was used to select 329 regular learners in class six, seven and eight. Where sample size (n) was estimated using Krejcie and Morgan formula (1970). Stratified random sampling was used to avoid biasness. This technique ensured that each member of the target population had equal and independent chance of being included in the sample (Mugenda and Mugenda, 2003). Saturated sampling technique was used to select 76 learners who stutter in class six, seven and eight, 108 teachers and 18 head-teachers. Saturated sampling technique ensured all participants take part in the study, because the population of learners who stutter, teachers and head teachers is small. The technique ensures all categories of population presented were included in the sample (Best and Kahn, 2006).

Table 1: Target Population and Sample Size

Category Of Respondents	N	Sample size (n)	%
Learners who Stutter	84	76	90
Regular learners	2301	329	14
Teachers	120	108	90
Head teachers	20	18	90

N-Target population, **%**-percentage of sample size.

The study used questionnaire, interview schedule, observation schedule as the instruments of data collection. Content validity was used to establish the accuracy of the research instruments on extent to which the effects of stuttering occur among LWS. Content validity was established by presenting the research instruments to experts from Special Needs Education department, Maseno University who are conversant in content on stuttering to ascertain. The experts judged the instruments independently to ensure that all the content on each test item addressed specific objective on vocational aspirations and on effects of stuttering on vocational aspirations. The experts made recommendations on each section testing each objective. Later corrections were made based on recommendations before the instruments were used in the field. Reliability of the research instruments was established using test-retest method through a pilot study. For pilot study, ten percent of the study population was selected; where 8 learners who stutter, 230 regular learners, 8 teachers and 2 head-teachers were selected. Reliability for the questionnaire for learners who stutter was 0.89, while reliability for regular learners' questionnaire was 0.86. Reliability for interview schedule was established through triangulation. Necessary corrections were be made on the research instruments before being administered to the respondents. However, the population used for pilot study was not used in the actual study. For data analysis, quantitative data collected from the questionnaires was coded manually, entered into SPSS data sheet before analyzing it using the Statistical Package for Social Sciences (SPSS) – 16.0 version. For objective one, means and standard deviations were used to establish the classroom participation status among LWS, while multiple regression analysis was employed to establish the effects of stuttering on classroom participation while controlling for the effect of age, gender, socio-economic status of the parents, and their education level. Qualitative data collected from interview and observation schedules was organized, put into various categories and reported in an ongoing process as themes and sub-themes emerged. Results were presented using tables.

In coding and interpretation of the questionnaires from LWS and regular learners, the positively stated items from closed ended questionnaire were coded with each of the five points rating scale being given: Always (A) - 5 points, Very Often (VO)- 4 points, Often (O)- 3 points, Rare (R) - 2 points, Not at All (NA) - 1 point. For those statements that were negative, reverse coding was employed in order to find the desired results, where Always (A)- 1 point, Very Often (VO)- 2 points, Often (O)- 3 points, Rare- 4 points, Not at All (NA)- 5 points. Means and standard deviations for each item on extent to which effects of stuttering occur among LWS in Kakamega County were run using SPSS. In the interpretation of scores, a mean score of above 3.0 indicated a positive influence while a mean score of 3.0 implied a neutral influence while a mean score of below 3.0 implied a negative influence. For objective on effects of stuttering on vocational aspirations, multiple hierarchical regression analysis was used. In multiple regressions, the control variables such as age, socio-economic status and gender of learner were first analyzed in model 1 to establish their effect on vocational aspirations without controlling. In model 2, the control variables were controlled and how the five effects of stuttering influenced vocational aspirations established using enter method of multiple regressions. For interpretation of multiple regressions, significance level of p (sig) < 0.05 for each independent variable (5 effects of stuttering) was found to have an effect on vocational aspirations.

RESULTS AND DISCUSSIONS

Data on the effects of stuttering on vocational aspirations among LWS was collected using a questionnaire, coded, analyzed, and presented in Tables 2,3,4 and 5.

Preferred Vocational Aspirations according to LWS

Data on vocational aspirations that were preferred by LWS was analyzed using means and presented in Table 2.

Table 2: Preferred Vocational Aspirations according to LWS

	Vocation	M
1	LWS prefer teaching profession	2.75
2	LWS prefer engineering profession	4.45
3	LWS prefer profession of being a lawyer	2.30
4	LWS prefer preaching as a vocation	2.13
5	LWS prefer being a poet	2.66
6	LWS prefer business profession	4.04
7	LWS prefer farming profession	4.53
8	LWS prefer mechanic profession	3.86
9	LWS prefer carpentry	3.58
10	LWS prefer being a politician	2.43
11	LWS prefer artist profession	4.51
12	LWS prefer being a medical doctor or a nurse	3.96

KEY: **M**- Mean

Table 2 shows results on preferred vocational aspirations according to learners who stutter. The preference of vocations was rated as follows: farming (Mean= 4.53), being an artist (Mean= 4.51), engineering (Mean= 4.45), medical doctor or nurse (Mean= 3.96), mechanic (Mean= 3.86), carpentry (Mean= 3.58). Least rated vocations in terms of preference included: teaching (Mean= 2.75), poetry (Mean= 2.66), politician (Mean= 2.43), preaching (Mean= 2.13). Vocations that were preferred to a large extent required less verbal communication, while vocations that were preferred by LWS to a smaller extent required much verbal communication. This implied that LWS preferred vocations that required less talking as compared to vocations that required much talking.

Findings of this study were in agreement with study findings by Gabel, Blood, Tellis and Althouse (2004), who noted that some careers were inappropriate for persons who stutter. In the present study, careers which were least preferred by LWS included; teaching (Mean= 2.75), poetry (M= 2.66), politicking (Mean= 2.43), preaching (Mean- 2.13). Teaching, poetry, politics and preaching are vocations that require much verbal communication. The least rated vocations by LWS demanded much verbal communication. These vocations that were less preferred by LWS required much talking, while vocations that were high rated by LWS such as being a farmer, an artist and an engineer require less talking. This implied that LWS hated vocations that demanded much talking. Vocational aspirations of LWS tended to prefer vocations that demand less talking activities, such as farming and engineering; and least preferred vocations that demanded much talking such as teaching. This might be as a result of fear to stutter in case the learner pursued vocations that demand much talking.

The present study is related to Zhang et al. (2009), and Klompas and Ross (2004) with regard to impact of stuttering on vocation, it is worth noting that stuttering effects negatively influenced vocational aspirations among LWS. This is because most LWS were unwilling to persue vocations such as teaching, politicking and preaching, because LWS feared the vocations that required much talking as a result of stuttering condition.

From interviews, LWS had vocational aspirations with preference to vocations that require less talking such as engineering than a politician. Findings by Klein and Hood (2004) were closely related to present findings; both agreed stuttering had impact on vocation. The present study found out that as a result of stuttering effects, LWS preferred vocations that require less verbal communication. Therefore, stuttering effects negatively influenced vocational aspirations, a key educational achievement element among LWS.

The current study differed with study findings by Klompas and Ross (2004), who noted that PWS did not have difficulties on choice of occupation, ability to obtain work and form relations with others at work. In the current study, LWS preferred to be a farmer (M= 4.53), an artist (M= 4.51), an engineer (4.45) or a doctor as opposed to being a teacher (M= 2.75), preacher (2.13) or politician (2.43). This was because they preferred vocations that required little talking.

Based on the findings of the study, it is important to observe that LWS had difficulties in vocational aspirations as a result of negative stuttering effects as opposed to Klompas and Ross (2004) findings that indicated persons who stutter had no difficulties in choice of job or vocation. Thus, stuttering effects such as anxiety, self-stigma, frustrations, fear and embarrassment negatively influenced vocational aspirations among LWS in primary schools.

Reasons for Preferring Vocational Option Chosen

Data on reasons for preferring the vocational option chosen was collected using a questionnaire, coded, analyzed and presented in Table 3.

Table 3: Reasons for Preferring the Vocational Option chosen in Question One for a Person who stutters (LWS, n= 76)

Reason	f	%
The vocational option requires less talking	47	61.8
The vocational option earns more money	14	18.4
The vocational option is interesting	13	17.1
The vocational option is more demanding in terms of time and work	2	2.6
Total	**76**	**100.0**

Key: **f**- frequency, **%**- percentage

Table 3 shows data on reasons that led LWS to choose particular vocations. From Table 21, most LWS indicated that they preferred the chosen professions. This was because it required less talking 47 (61.8%), because it earns more money 14 (18.4%), because the vocation is interesting 13 (17.1%), and that the vocational option is more demanding in terms of time and work 2 (2.6%). Therefore, most LWS indicated that they preferred the chosen vocation because it required less talking.

Findings of this study concurred with those by Gabel et al. (2004) who observed that university students reported an overall perception that stuttering affected career opportunities among PWS; 20 careers were judged to be inappropriate choices for people who stutter. Conversely, 23 careers were judged to be appropriate choices for people who stutter.. In the present study, most LWS preferred the chosen profession because it required less talking 47 (61.8%). From the results in Table 3, vocations that were preferred included farming, being an artist, engineering, and medicine. This was because the professions required less talking. Thus, LWS felt that if they pursue vocations that require less talking in future, they might not be exposed to negative stuttering effects such as fear, anxiety, and stigma at the work place. Therefore, stuttering effects had significant negative influence on vocational aspirations among LWS. It is worth noting that Gabel et al. (2014) and the present studies agreed on role entrapment in vocational aspirations among PWS. Both the present study and Gabel et al. (2014) studies indicated stuttering affected career choice in different age groups right from primary school to university. However, the present study found out that LWS preferred vocations that require less use of spoken communication.

Reasons for not preferring the Least Rated Vocation

Learners who stutter were asked to choose reasons for not preferring the least rated vocation from the options given. Data on reasons why LWS rated least some professions was coded and analysed and presented in Table 4.

Table 4: Reasons for not preferring the least Rated Vocation

Response	F	%
LWS fear career that require much talking	53	69.7
LWS hate career that has low pay	7	9.2
The career is demanding	10	13.2
The career is boring	6	7.9
Total	**76**	**100.0**

f- frequency
%- percentage

Table 4 shows data on responses of LWS regarding why they did not prefer the career in question. From the table, most LWS indicated they fear careers that require much use of spoken communication 53 (69.7%) and that the career is demanding 10 (13.2%). A few indicated that they hate the career because it has low pay 7 (9.2%) while the least rated reason for disliking the career is that it was boring 6 (7.9%). Therefore, LWS did not prefer the career that they least rated because the career requires much talking.

Findings of the present study concurred with findings by Zhang et al. (2009) findings who found out that stuttering impacted negatively on the quality of life of PWS such as vocation. In the present study, most LWS rated they were afraid of pursuing careers that require much talking 53 (69.7%). This was as a result of inadequate fluency which made them to be afraid of careers that required much talking in order to avoid being frustrated and embarrassed in future while talking at work place.

The Extent to which the Effects of Stuttering Affect Vocational Aspirations among LWS

LWS were asked to respond to what extent the effects of stuttering affect their vocational aspirations. Data on the extent to which the effects of stuttering affect vocational aspirations among LWS was collected, coded, analyzed and presented in Table 5.

Table 5: Extent to which Effects of Stuttering Affect Vocational Aspirations among LWS (N= 76 LWS)

Response	F	%
To a very large extent	28	36.8
To a large extent	15	19.7
To some extent	17	22.4
To a small extent	8	10.5
Not at all	8	10.5
Total	**76**	**100.0**

Key: f- frequency, **%**- percentage

From Table 5 LWS indicated the extent to which effects of stuttering affect vocational aspirations as follows: to a very large extent 28 (36.8%), to some extent 17 (22.4%), to a large extent 15 (19.7%), to a small extent 8 (10.5%), and not at all 8 (10.5%). Most (36.8%) of LWS indicated that the effects of stuttering affected their vocational aspirations to a very large extent (36.8%) while few indicated to a small extent (10.5%), and not at all (10.5%). This means that most LWS agreed stuttering effects affected vocational aspirations among LWS.

Findings of this study disagreed with study findings by Klompas and Ross (2004), who indicated that

the majority of PWS perceived stuttering, did not have an adverse effect on the choice of occupation, ability to obtain work, and relationships with managers and co-workers, although it was perceived to influence their work performance and hamper their chances for promotion. In the present study, the majority of LWS noted that stuttering effects influenced vocational aspirations among LWS to a very large extent (28, 36.8%) and to a large extent (15, 19.7%). Unlike in Klompas and Ross (2004), effects of stuttering affected vocational aspirations among LWS. This is because LWS did not prefer vocations that involved much talking. This was in order to avoid embarrassment and frustrations in future vocation.

To validate the quantitative data on the influence of stuttering effects on vocational aspirations, the researcher further triangulated the quantitative results with results from the interview schedule. From the interview schedule, several issues arose.

LWS were interviewed on how they felt stuttering effects influenced their vocational aspirations. Seventy three LWS (96.0%) reported that stuttering effects influenced their vocational aspirations. For example,
LWS 015 reported:

I would prefer a job that involves less talking and dealing with few people. This will help me to avoid stuttering a lot while talking.

LWS 46 reported:

I would like to be an engineer so that I do not talk much. I would go for work that does not involve much talking to avoid being laughed at by others as I talk.

LWS 052 reported:

I would like to a job that doesn't involve much talking so that I don't feel embarrassed at work place. I fear jobs that require much verbal communication because of my condition.

The second question with regard to vocational aspirations was on the type of vocation they would like to pursue after school. Most LWS rated they would prefer to pursue vocations such as engineering, being a doctor, farming, pilot, carpentry, being a shopkeeper, and mechanic. All these vocations listed above by LWS in the interview require less talking. When more information was probed as to why they preferred the vocation, most LWS reported they prefer the vocation noted because it require less talking and they fear if they do jobs that require much talking, they will be embarrassed and frustrated at work place as a result of stuttering.

In addition, teachers and head teachers were also interviewed on the effects of stuttering on vocational aspirations. Teachers were interviewed on what advice they would give a LWS in terms of vocational choice. Ninety two teachers (85.0%) interviewed reported they would advise a LWS to pursue a vocation that requires less talking so that the child does not suffer from frustrations and embarrassment as a result of stuttering.

Teacher 72 said:

I would advise a learner who stutters to undertake vocations that do not require too much talking to avoid frustrations and embarrassment at work place as a result of stuttering.

Teacher 83 said:

I would advise LWS to pursue a job such as engineering because it requires less verbal communication. This would make me the learner to avoid being frustrated and embarrassed at work place in futat work place in future as a result of stuttering when talking.

From the interviews, both LWS reported they would pursue vocations that require less talking such as engineering. This was in order to avoid frustrations and embarrassment that would arise if they pursued vocations that required much talking. From teachers' views, they concurred with LWS. Teachers felt LWS should pursue vocations that do not require much talking to avoid frustrations and embarrassment at work place in future as a result of stuttering.

Therefore, stuttering effects negatively influenced vocational aspirations among LWS.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Stuttering effects such as anxiety, fear, frustrations, self-stigma and embarrassment negatively influenced choice of vocational aspirations among LWS in primary schools. LWS preferred vocations that require less talking to avoid negative effects of stuttering.

Recommendations

Teachers need to guide LWS in the choice of vocation. LWS need to be advised to pursue vocational aspirations that require less talking. This is in order to reduce the stuttering effects at work place in future. LWS need to be taken through guidance and counseling sessions on

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