# Assessing Theories and Strategies Regarding Career Transition for Students with Visual Impairments

**Chiedu Eseadi**

Department of Educational Psychology, University of Johannesburg, Johannesburg, South Africa

chiediue@uj.ac.za

## Abstract

The purpose of this paper is to examine evidence-based theories and strategies that can aid in comprehending and fostering the career transitioning of students with visual impairments. Understanding the various career transitioning theories will enable career professionals and visually impaired students to achieve a successful career counselling encounter. The suggested theoretical models highlight the importance of psychological and social variables in predicting a successful transition and the attainment of good and meaningful jobs by visually impaired students. The theories discussed in this paper include Schlossberg's transition theory; Bridges' transition framework; Psychological model for student retention; Psychology of working theory; Opportunity structure theory; Liquid modernity and life design; and Career construction theory. This article contributes to the literature on career counselling by arguing and elucidating the theoretical significance of these vocational counselling theories and strategies as they pertain to promoting career transition for visually impaired students. Theoretical knowledge could help to inform counselling methods and enable professionals, and various institutions to understand the contextual drivers of career transitioning, advocate for more inclusive workplaces, and explore solutions to reduce the number of unemployed visually impaired graduates. Career counsellors can adapt many techniques if they use an integrated theoretical approach to help visually impaired students transition from school to their potential employment.

**Keywords:** *Career counsellors, Counselling techniques, Theoretical knowledge, Students, Visual Impairments*

## Introduction

Visually impaired students constitute a distinct population with a diverse variety of etiological factors, talents, and personal attributes. The career transitioning process has a greater influence on the personal formation and education of these students than on other older adults in society who are visually impaired (Kelley et al., 2000). In addition to the adjustment encountered by all students, visually impaired students must cope with the problems of acquainting themselves with a new area and a variety of professionals and colleagues (Schneider, 2001). This viewpoint was also shared by Erin and Wolffe (1999) who argued that visually impaired students must be responsible for their time management in post-school settings. Visually impaired students in school are supported by experts who are responsible for delivering course materials; in university settings, these students act as their own spokespersons and must organize themselves in advance so as to gain access to course materials (Erin & Wolffe, 1999; Kochhar-Bryant et al., 2009).

The most serious challenge affecting these students is career transition concerns (Kochhar-Bryant et al., 2009). In comparison to students without a disability like visual impairment, the adjustment for visually impaired students is more demanding and consequently harder (Caton & Kagan, 2007). Thus, having a smooth career transitioning is a critical problem to both the

disabled student, the family of such a student and the university community. Chick and Meleis (1986) pioneered the Transition Theory by conducting a concept study of transition. They defined transition, presented a variety of transition qualities and aspects, and advocated transition links to clients, the environment, and health. According to their definition, transition refers to a passage from one phase, event, or position in life to the other. Transition is a continuous process that can cause disconnection, which is related to disruptions in the individual's way of life and emotions of uncertainties and unpredictability. During the transition period, students' patterns vary. Students with visual impairments will likely have a successful career transitioning outcome if they view the transition experience as positive, have realistic goals, acquire skills and abilities that will enable them to grasp and satisfy the needs of the new position, extensively prepare for transitioning, overcome emotional and physical discomforts which may occur during the transition and can obstruct the absorption of new knowledge and in turn wreak havoc on the transition process. Successful transition outcomes include connectedness and stability; role mastery, subjective feeling of well-being, and excellent interpersonal relationships are also markers of a successful transition (Chick & Meleis, 1986; Schumacher & Meleis, 1994). This paper examines various career transitioning theories and strategies that can aid in understanding and facilitating the career transition of visually impaired students.

### Research Questions

1. What are the theories that can aid in understanding and facilitating the career transition of visually impaired students?

2. What are the strategies that can aid in facilitating the career transition of visually impaired students?

## Method

This paper was written using the narrative-integrative review method. The researcher searched for related materials through databases such as Scopus, PsycINFO, PubMed, Medline, Reference Citation Analysis, BASE, Google Scholar, Dimensions, ERIC, Zenodo, CiterSeerX, and ResearchGate. The researcher also used the Google search engine and Microsoft Edge. The keywords used during the literature search to locate information about the topic include career transitioning theories, techniques for career transitioning, career development, transition theory, and career transitioning of students with visual impairments. Older articles that provided the origin of the theories reviewed in the work were used. Data gathered were analysed using narrative analysis.

## Results and Discussion

### Career Transition Theories and Techniques

Transition is the internal mental process that happens when individuals experience adjustment and migrate from the known to the unknown in response to challenges linked to cultural, sociological, and psychological factors (Perry & Allard, 2003; Prescott & Hellstén, 2005). The transition phase was originally used to describe the time between a top athlete's peak performance and retirement from athletics (Ericsson, 1993). The theory's basic idea dates back to the nineteenth century and was introduced in 1975 by Czech writers Vank and Hoek. In the 1970s, transition was defined as the developmental phases of motivation during a career pursuit, particularly a sports career. Their thesis was based on three theoretical orientations: Madson's theory, the theory of "Ustanovka" (the potential of activity and control) and Atkinson's idea of the "desire for achievement" (Atkinson & Feather, 1966; Hošek & Vaněk, 1975; Uznadze,

1961). The researchers emphasized the need for a developmental approach. Generalization, differentiation, stabilization and involution are terms for the four developmental stages which they proposed during a conference presentation (Hošek & Vaněk, 1975). The terms were later adjusted to include; primary (spontaneous) expansion, which translates to "early intervention for a career"; selective self-inclusion; stabilization; and involution. However, the impact of age, level of performance (freshmen, masters, high achievers), motivation type (innate predisposition, primary, secondary), social environment (parents, teachers/coaches, schoolmates, and groups), and government aid on the career transition of students with visual impairment cannot be overstated. The function of parents and social environment appear to be quite significant for future growth in life-span profession. The transition markers between phases are critical for deciding whether to quit or continue in a career pursuit.

Students go through changes, and may likely not agree with them. Although change can occur rapidly, making a good transition when confronted with change can typically take more time. Statistics demonstrate that an increasing population of students with disabilities (e.g., learning difficulties, severe diseases, mobility abnormalities, visual impairments, autism spectrum disorders) are pursuing university education (National Center for Education Statistics (NCES)., 2009). Whereas the completion of university education is an essential objective, it is only a step toward the ultimate aim of securing an employment with the degree certificate in an interesting area. Transitioning from school to work may be easier for some visually impaired students who have in one way or the other boosted their self-advocacy and career decision-making abilities, recognize that there is ability in disability, acknowledge their own strengths and weaknesses and be able to communicate them, able to establish objectives that are both reasonable and achievable and also persist in achieving their objectives (Hitchings et al., 2001). As a result, it is crucial to review important theories and techniques that will enhance the understanding and facilitating of career transitioning of students with visual impairments. Thus, this section will provide theoretical approach to facilitating career transitioning for students with visual impairments.

**Schlossberg Transition Theory**

Schlossberg's transition theory was proposed by an adult development and adult transition specialist, Dr. Nancy K. Schlossberg. In 1981, Dr. Schlossberg published an article in the Counselling Psychologist Journal titled "A Model for Analyzing Human Adaptation." The transition theory was conceived in response to a need to have a model for helping persons in transition understand themselves and connect to the resources they required to cope with the everyday and remarkable aspects of life (Evans et al., 2010). For Schlossberg (1981), transitions are characterized by both anticipated life events and subtle shifts, like the loss of a professional goal or the non-occurrence of an anticipated event. In the human adaptation to the transition paradigm, the significance of transition is determined by how it fits within the individual's distinctive life stage or circumstances, rather than by the actual change itself. The original notion claimed that three sets of components impact adaptation (or failure to adapt) to a transition: (1) transition-specific traits, (2) pre- and post-transition environmental experience, and (3) individual personality attributes. Adaptation is the process through which a person progresses from being entirely consumed with the shift to adopting it into his or her life (Schlossberg, 1981). This process is influenced by the balance of an individual's resources and deficits, as well as changes in pre- and post-transition surroundings, support, and individual attributes. The model was modified to include four sets of traits that impact people's capacity to deal with transitions: circumstance, self, support, and tactics (Schlossberg, 1989).

Anderson et al. (2012) position the transition theory within the context of adult development theory in general. Schlossberg's transition theory goes into great detail on the

transition process, the integrative transition framework, and the "4 S system." Transitions can be classified as individual, interpersonal, or job-related. Incorporating the theory with Cormier and Hackney's counselling model gives practitioners a valuable tool to help visually impaired individuals navigate transitions (Papay, 2015). The following principles form the foundation of transition theory: adults are continually presented with transitions; how they react depends on the sort of change, their perceptions of the shift, the environment in which it occurs, and its influence on their life. A transition is a long-term process that encompasses phases of absorption and continuing review as people move in, out, and through it (Anderson et al., 2012). The first stage of any transition is either moving in or out. When students with visual impairments go from school to work, they must acquire new duties, connections, and routines. Institutions should offer onboarding programs to enable professionals understand what is expected of them in assisting visually impaired students in transferring to new careers (Anderson et al., 2012). Students, particularly those with visual impairments, experience difficulties such as integrating their job hunt with other elements of their lives and feeling both encouraged and challenged as they embark on their new path. According to Schlossberg, moving out signifies the conclusion of one set of changes and the beginning of the next. After the change is fully incorporated, a period of stability is reestablished.

The '4 S System' as identified by Schlossberg include four primary sets of elements that impact visually impaired students' capacity to cope with career transitioning; Situation, Self, Support, and Strategies. These sets indicate that students' assets and liabilities are the factors for determining how well they will cope with the career transitioning (Schlossberg et al. 1995). The resources available to a student in these areas impact his or her capacity to handle change. Visually impaired students react to transitions in different ways, and the same person could respond differently each time. The way a student perceives what is going on has an impact on how they account for their assets and obligations. During career transitioning, students with visual impairment should consider the first element 'situation' in terms of the triggers, duration, timing, control, role change, concurrent stress and assessment. The student should be able to identify how these factors will influence their career transitioning. Transitions present students with assets and liabilities. In some cases, liabilities may outweigh assets, which makes the adjustment somewhat seamless, while in other cases, assets may outweigh liabilities, which makes the transition more challenging. Students' views of a transition, whether positive, awful, or neutral, influence how they feel and cope. In analyzing the first "S" of a student's situation, consider the cause of the shift, the timing, the degree to which they are able to control the transition, the new responsibilities they have assumed, the duration of the transition, their prior experience with related transitions, their analysis of the transition, and any additional demands they are faced with.

The second element to consider during career transitioning is self. Under 'self,' two subjects to investigate are personal and demographic variables, as well as psychological resources. Gender, socioeconomic status, age, health status, life stage, and ethnicity are all personal and demographic components that directly impact how a person experiences and judges life. Schlossberg's theory holds that age is decided not by how many birthdays celebrated, but by where individuals are in life based on their economic, interpersonal, and cognitive capacities. Ego development, attitude, dedication, and values are examples of psychological resources. Visually impaired students must understand 'self' in terms of these mentioned factors to be able to achieve the objectives of their transitioning. The third element which is 'support' should be provided to these students during career transitioning. Intimate connections, family, friends, coworkers, and communities may all provide social support, which is frequently seen as the key to coping with stress which may rise during career transitioning

of these students. The fourth element is strategy. Strategy here represents the responses that can alter the situation of the student, control the challenges and enable them manage stress associated with career transitioning without being overwhelmed during career pursuit and development (Pearlin & Schooler, 1978). Four copig strategies include "direct action, inhibition of action, information seeking, and intrapsychic activity" (Lazarus & Folkman, 1984).

Individuals in transition are frequently perplexed and require guidance (Anderson et al., 2012). Career transitioning of students with visual impairments would be smoother if they are equipped with the coping strategies of dealing with stress associated with transitioning from school to employment. Likewise, students, especially those with visual impairments going through a change are often perplexed and in need of help. This Schlossberg's theory of career transitioning can be applied to student of all ages regardless of the condition. Hence, professionals in the field of special education and those that provide career transitioning services to visually impaired students should be acquainted with this theory and be able to apply it. Lack of coping strategies during transitioning may likely limit the chances of students with visual impairment who intend to pursue their career abroad. Career transitioning professionals should be aware and understand the '4 S System' in order to facilitate the career transitioning of visually impaired students.

**Bridges Transition Framework**

Bridges' (2011) Transition Model offers a comprehensive insight into the transition process and classifies it into three interconnected stages. When students first encounter change, they enter the initial phase, 'Ending, Losing, and Letting Go,' during which they experience anxiety, rejection, resentment, sadness, disappointment, uncertainty, disorientation, and a sense of loss. This period may represent the initial weeks of a student's school experience, when they encounter external changes associated with their new surroundings (e.g. culture), experience what it is like to live and share apartments with fellow students, and the amazing outlook of the new school. Students may suffer emotions of homesickness, isolation, despair, anxiety, discontent, and perplexity as a result of these changes. The 'Neutral (Transition) Zone' is the second phase, in which students are still linked to their former position as students while attempting to adjust to their new one as graduates. Students, including visually challenged ones are frequently perplexed, irritable, and doubtful during this period, which includes skepticism, low productivity, and concern about their job search. This stage of student transition is characterized by both external and internal changes, which can result in anxiety, for instance, meeting new people, concerns about academic achievements, feelings of discomfort due to the inability to respond to questions during interviews and discussions, and anxiety prior to, during, and after tests (Gu et al., 2010; Wrench et al., 2013; Yumatov et al., 2001). Students are said to have reached the third phase, 'The New Beginning,' when they begin to acknowledge the proposed change and then begin to develop the talents they require to operate well in the new method. In other words, at this phase, they have re-energized their commitment to their job and their readiness to learn. In terms of student career transition, this might be the point at which they have developed confidence and acclimatized to the university learning patterns and learned to be more organized, prepared, and to think accordingly. Thus, even though Bridges' Transition model was created for an organizational setting, it might be used to describe student career transitions.

**Psychological Model for Student Retention**

Effective social and academic integration as well as career transitioning is determined by the past and potential experiences. The psychological skills and abilities of students also play a significant role in the transition process. Based on this theoretical model established by Bean and Eaton (2002), students enter educational institutions with psychological characteristics that

have been influenced by a variety of experiences, skills, and self-assessments. Visually impaired students should evaluate crucial psychological variables such as self-efficacy, opinions and recommendations from significant persons about a university course enrolment, and acceptable academic and social events before their enrolment at the university. The arrival of students including visually impaired ones is often followed by completing a variety of self-assessments. The students may go through a number of psychological procedures. Students may feel disoriented, disillusioned, nervous, sad, alienated, and pressured as a result of changes in their surroundings, like social changes and the rigors of a new educational milieu. The students at this period go through a number of psychological processes which include self-efficacy (the extent of confidence a student has in their capability to complete a task), developing techniques to survive in a new environment (coping behavior), and locus of control. Coping techniques are formed when academic and social self-efficacy rises, and an internal locus of control is established. As a result, the student may now have more confidence, be more motivated, have better internal attribution, and have less stressful experience during career transitioning as well as achieve a positive transitioning outcome. By recognizing unique psychological processes, this theoretical model connects social and intellectual interactions. Psychological processes that contribute to student success include improving self-efficacy, internalizing the locus of control, and strengthening coping practices. Although this model was created to help students stay in school, it may also be used to investigate the psychological processes that help visually impaired students during career transitioning.

**Psychology of Working Theory and Career Transitioning**

The Psychology of Working Theory (PWT) was conceived in reaction to the need to move beyond a focus on individual characteristics to include environmental determinants of student's career routes. Psychology of Working Theory is one such current approach that emphasizes the importance of an interdisciplinary framework to career development, relying on several domains like sociology, organizational psychology and economics to clearly comprehend the transition needs of visually impaired students and the barriers they experience while attempting to find meaningful employment after graduation (Blustein, 2006; Duffy et al., 2016). The PWT is therefore an attempt to synthesize information from multiple disciplines in order to clearly comprehend the obstacles that confront students as they navigate work-related activities throughout their lives. The theoretical account proposes for a more equitable model to work, acknowledging the hardship faced by graduate students including those with visual impairments in finding suitable employment after school. The theory examined the theoretical and empirical paradigm of what constitutes a suitable career. PWT defines determinants, facilitators, modifiers, and results of decent work with regard to contextual factors, like economic constraints and exclusion practices that influence the odds of accessing gainful employment; psychological elements such as working voluntarily and career adjustability; and proactive personality, support systems, and economic factors. PWT promotes the understanding of career transitions for those striving for acceptable employment conditions by tackling concerns of employment for adults participating in and those attempting to enter the workforce. According to the PWT, sociocultural aspects must be prioritized in analyzing career transition decision of students, especially those from low and working-class origins, as well as disabled and disadvantaged groups. By providing a comprehensive view about work that crosses beyond identity and privilege situations, the PWT's fundamental goals align with counsellors' focus on social justice, diversity,and intersectionality. Various studies based on PWT demonstrated how social class influence work experience of students from a diverse background (Ali, 2013; Blustein, 2001; Noonan et al., 2007). Similarly, such studies also show how experiences of discrimination influences the process of career development and transition among students (Eggerth et al., 2012; Flores et

al., 2011) and the factors that determines career decision making and achievement (Blustein, 2008; Duffy et al., 2012).

The fundamental goal of this PWT is to expound the key factors in the process of finding decent employment and to show how doing decent work brings about need fulfillment, job fulfillment, as well as contentment. This theory is important in understanding and facilitating career transitions of student with visual impairments in that it addresses the issue encountered by students during transition from school to employment. Career transition for visually impaired students is typically characterized as the transition from education to full-time job, as well as the shift of roles from student to worker (Schoon & Heckhausen, 2019; Vuolo et al., 2011). As a result, a good transition entails obtaining work, doing well at work, and having positive work attitudes (Feldman & Ng, 2007). To adopt a modern understanding of career transition, Ling and O'Brien (2013) recommended that a successful transition should be described not only by objective indicators (getting a job and staying employed), but also by subjective indicators like education–employment fit and perceived employability (Peeters et al., 2019). According to studies, not being able to find a "good" job can have a negative influence on individuals and their work relationships (Kim & Allan, 2019; Koen et al., 2014). Underemployment comes from a mismatch between the present job and the degree or training received (Danziger & Ratner, 2010; Medvide et al., 2019). In order to facilitate the career transitioning of visual impaired students, they must have adequate knowledge required for the job position. For starters, there might be a mismatch between the type of schooling and the type of job: Students who are forced to accept a job outside of their field of study or training may be unable to utilize their previous talents and must learn new ones upon resumption of duty. Second, this misfit may also relate to a mismatch between educational attainment and occupational rank, resulting in overqualified people feeling undervalued and dissatisfied with their alternatives. A successful career transition allows students to find jobs that aligns with their education and career interest.

**Opportunity Structure Theory**

The opportunity structure theory asserts that sociocultural variables influence career choice and transitioning of students. According to Roberts (1968), the notion of choice is a false one; our expectations and career options are determined by the social structures that surround us. This social framework influences the decisions we make regarding educational pursuit and employment. Roberts views people's environmental setting as an influencer of their opportunities. Residential areas, credentials, the status of the economy, family background, gender, and other factors all combine to take away visually impaired students' ability to have a smooth career transition within the perspective of this theory. The focus for Roberts is on being realistic about and recognizing the impacts of the society and coming to terms with it. Roberts stated that an acceptable theory for comprehending school-leavers' transition to employment must be built on the idea of 'opportunity structure,' rather than 'occupational choice.' Roberts further emphasized that jobs are about adjusting oneself to the chances that are available, and not about relying on destiny. Roberts' study looked at school leavers and the relationship between career supports and how socially connected they were to particular jobs based on class, ethnicity, and gender. Roberts drew his results from a survey of 196 young males, aged 14 to 23, based on hypotheses developed from Ginzberg and Super's work. In his research, he came to the conclusion that participants' aspirations are dictated by the jobs they choose, rather than vocations being driven by ambitions. Social elements were more important than career coaching and mentoring. According to Roberts, we are all confronted with an opportunity structure based on our identities (Roberts, 1968). Rather than the social closeness to their objectives, a student's career prospects are decided by the sort of school they attend and the varied levels of social proximity to the occupations they pursue, the sort of home they come

from, as well as the familial occupational ties that exist in their households; the future career of students is also influenced by their initial job.

Roberts (1968) reaches the conclusion that students only attach instrumental value to professional choice and are more interested on leisure. However, losing or not securing a job rapidly has an effect on psychological and social status. Students' career growth is hampered by insufficient information about vocations, confining them to 'what they know.' This is partly as a result of the limited learning about various vocations and occupations. To enable visually impaired students have a successful career transitioning, they and career professional should understand the role the social environment plays in career development and transition. The students should be equipped with occupational information prior to their graduation. Career counsellors must match the student's aspirations to the options accessible to them that fits their disabled condition. Career services should also include information on various vocations as well as job employment agencies. Career practitioners should also be concerned with the student's long-term career requirements and goals.

**Liquid Modernity, Life Design and Career Transitioning**

People nowadays lead fluid lives in which the societal structures and practices that restricts their choices and define routines and patterns of acceptable behavior dissolve too quickly to serve as reliable references (Guichard, 2015). Today's flexible cultures do not provide young children with the basic cultural principles that guided parents in the past, which defined the roles men and women should play and made life worthwhile (Guichard, 2015). Consequently, individuals usually navigate their lives on vague and illusive maps, requiring them to find their own paths.  The liquid modernity paradigm presented three effective career transition interventions that empowers career experts to understand the variations amongst career interventions rather than lumping them all as 'career counselling,' 'career guidance,' or 'career mentoring.'  Career counselling help students to vocationally establish a self-concept that is suitable for the present workplace expectations. Based on their philosophies, career interventions may be of two categories: advice and education (Guichard, 2015; Savickas, 2012). The paradigm for career advice, according Savickas, (2012), focuses on enhancing self-awareness, extending vocational knowledge and assisting clients towards developing a professional personality that is consistent with conventional employment standards (Guichard, 2015). Career education focuses on the process of cultivating one's career, with the goals of assessing their progress, orienting them towards prospective professional development opportunities, and assisting them in cultivating the attitudes and abilities required to complete work activities effectively. Understanding work duties and criteria, academic qualifications, career possibilities, and recruitment methods like creating curriculum vitae, cover letters, and sending job applications are all part of career education (Guichard, 2015; Savickas, 2008). Career guidance, advising and education are major activities in institutions of higher learning. Career specialist in these institutions should assist students in developing consciousness, workplace expertise, and how to maintain a good fit for a particular position as well as gain entry into the work environment which can be achieved through adequate job search skill training, networking, internship, volunteering, and employment opportunities. Because of the complexities of transitions in life, career counselling and life design play a crucial role in bringing the students and all that goes on in their individual life back into the jigsaw (Savickas 2012).

Students with visual impairments may benefit from career professionals taking into account their personal stories, which reflect their unique cultures, surroundings, and historical context.  There is a difference in the pattern of transitions experienced by these students compared to the past. Upon entering the workforce, students will have to adjust to a less predictable professional path, more flexibly defined vocational opportunities, and more frequent

job changes (Savickas et al., 2009). In order to be successful in the current workplace, these students must learn to accept flexibility and technology while creating novel opportunities that add value to their lives (Feller & Whichard, 2005). It is essential that they learn how to take control of and design their own paths in the professional world, to engage in continuous improvement, and to have the flexibility necessary to establish careers in flexible organizations and in a global economy. These students must learn to negotiate unpredictable and unstable work through adaptability, continuous learning, and career transitions; instead of making plans, they must be ready for possibilities. This is because the current professional environment requires more effort, self-awareness, and confidence (Savickas 2012, 2013). It is imperative for visually impaired students to demonstrate a strong sense of self, as it may provide the constancy that allows such students to make sense of their pasts and move ahead into their futures. Individuals may cope with the instability and uncertainty of the present-day dynamic workplace and dearth of defined career paths by embracing stability, relevance, and continuity in their identities and life experiences (Peila-Shuster, 2016; Savickas 2012). It is essential to differentiate between "self" and "identity". Identity refers to how individuals perceive themselves in dealing with social duties; it is the meeting of the self and the social environment, which leads to the formation of identity (Savickas, 2012). As a result, as visually impaired individuals move from school to work, they must fight to reclaim their identify as a 'worker' and expert in the workplace. From the point of view of life design, self-construction is not ultimately defined by career determination. Career counsellors should therefore assist visually impaired students in developing the self-awareness needed to design their life in a manner that will provide them with the ability to accept and describe their own norms rather than relying on the social conventions of career progression as obtained in career guidance.

**Theory of Career Construction**

In the process of making career decisions, individuals co-construct jobs through interpersonal interactions that aid them in articulating their self-concepts and justifying their goals, according to the theory of career construction (TCC). An individual's objective career path may be evident to others, however, they are also required to develop a subjective career path that provides meaning to, guides, and sustains vocational behavior during transitions (Savickas, 2005, 2013). Here, the clients who receive career development counselling share stories about their work history, as well as current transitions and challenges, which are then incorporated into a "self-and-work identity narrative" (Savickas, 2013). It is this self-and-work identity narrative that is used to make sense of a transition and control emotions, eventually assisting in determining what comes next and prompting action toward a more fulfilling existence (Savickas, 2013). The TCC emphasizes two meta-competencies: identity and career flexibility. Identity lends personal significance to vocational conduct and professional opportunities within the life of individuals. Career adaptability describes the strategies individuals adopt to cope with existing and expected duties, changes, and tragedies in their employment positions that modify their integration (Porfeli & Savickas, 2012). Career adaptability is made up of four components. These elements are as follows: 1) career concern – building a favorable and optimistic attitude towards work; 2) career control – growing consciousness to indulge in occupational activities; 3) career curiosity – being passionate in a field, wanting to gain new job skills, and researching prospective results; and 4) career confidence – building and strengthening one's self-efficacy to achieve ambitions, strategize, and carry out a specified plan (Hartung et al., 2008; Porfeli & Savickas, 2012; Savickas, 2013). These career adaptability components work together to control the dynamic, multifaceted, multidirectional, and unpredictable connections between students and their surroundings; this allows them to readjust to contextual and other external factors as they arise. This adjustment is crucial during periods of transition because it can help students

deal with anxiety and handle confusion (Rossier, 2015). Furthermore, career adaptability has been linked to vocational identity and development which constitute a wider variety of interests, as well as less perceived internal and external limitations to students' consciousness (Koen et al., 2014; Porfeli & Savickas, 2012; Soresi et al., 2012). During career transitioning of visually impaired students, social interaction determines their career choices. The students should be able to identify areas of strength that can make a meaningful contribution to the workplace and able to adapt to any given career environment by acquiring relevant skills, being open to opportunities, and improving their career self-esteem.

**Strategies for Career Transitioning of Students with Visual Impairments**

Career transitioning requirements vary by student. The process of transition will be guided by the preferences, demands, and challenges of visually impaired students. It is critical to include the student in the development of the IEP as well as future plans. When aiding visually impaired students to transition from school into the labour market, their preferences and objectives should be considered and supported. Educators of these students should increasingly expect them to accomplish more for themselves as they progresses through high school, especially in the senior year. Visually impaired students should be able to utilize their optical techniques without difficulties at this point, as well as solve complex challenges while using the device. The students should be able to advocate for their own visual requirements and, to practically become self-sufficient. This involves expecting the students to take on more responsibility for their own demands and to address difficulties on their own. Career counsellors should encourage these students to set future objectives as part of the transition plan and in order to build self-determination. Visually impaired students should be able to create a strategy for achieving their objectives, make decisions concerning daily tasks, understand their rights and obligations, living arrangement, and know their skills, weaknesses, likes and dislikes.The students and the educational team should work together to determine an employment objective and create an individualised plan for employment (IPE). The IPE must be tailored to a student's specific occupational interests, talents, and capabilities. To establish a coherent plan of employment for the student, the IPE and corresponding individualized education program (IEP) should be well coordinated (Willings, n.d.).

Students with stable social skills, such as knowing relationship limits, having motivation and high self-esteem, successfully expressing one's condition and essential adjustments, and portraying oneself in a pleasant manner, have a better chance of making a successful career transition. Career inspections should be completed and executed as soon as possible to identify areas of weakness and build strategies to resolve those problems facing visually impaired students in transitioning from school to workplace. Effective communication, mentoring, interactions with peers, and community involvement experiences through volunteering or other programs are all strategies that can help these students develop good interpersonal skills (Crudden, 2012).  For these students to also make a successful career transition, they must be able carryout a given daily tasks independently. When accommodations are desired, the students should be able to detect and request them. These students must comprehend and be able to adhere to basic hygiene and dressing requirements for a variety of contexts, as well as having the best possible directional and movement abilities. "Blind individuals must be able to get from point A to point B," Everything else is pointless if you don't have mobility." Situational evaluations are crucial in identifying potential capabilities and issues of concern among these students (Crudden, 2012).

Students with visual impairments should be able to demonstrate comparable academic achievement to their non-blind peers. The expanded core curriculum, which promotes skills assessment and identification of areas of concern specific to coping with a visual impairment,

is an effective method of improving academic performance for visually impaired students (Sapp & Hatlen, 2010). Also, issues relating to the the students' ability to use adaptable equipment including assistive technology should be addressed. Furthermore, the formation of a good work ethic has been identified as a critical phase in the transition process (Crudden, 2012). Also, career exploration is an essential strategy for facilitating career transition for visually impaired students. It is critical for selecting employment objectives that a person is passionate about and capable of accomplishing. It is also necessary to include family members of visual impaired students in career planningThe ability to interview, communicate, and prepare for a job is crucial for a successful career transition among visually impaired students. Putting these skills into practice can be accomplished by these students through summer jobs, summer camps, after-school work, and school-sponsored labor activities. These students can also develop work-related skills through job shadowing, volunteering, assisted employment, externships, internships, and on-the-job training.

## Conclusion

The capacity to transition from student to worker mode is required while transitioning from education to job. Understanding the various career transitioning theories will enable career professionals and visually impaired students achieve a successful career counselling encounter. Also, understanding how the modern workplace has influenced career transition is critical for identifying the impacts of chaotic career transitioning and avoiding its long-term consequences. The suggested theoretical models stress the importance of psychological and social variables in predicting the possibility of a successful transition and the attainment of good and meaningful job by visually impaired students. Considering developing a multidisciplinary and critical theoretical viewpoint is both relevant and necessary in order to better grasp the career transition complexity and facilitate the process for students. The theoretical knowledge could help to inform counselling methods, and enable professionals, and various institutions to understand the contextual drivers of career transitioning, advocate for more inclusive institutions, and explore solutions to minimize the number of unemployed visually impaired graduates. The understanding and application of the discussed theories may lead to a successful career transitioning of students with visual impairments. The theories stipulated the various roles career counsellors should undertake while helping their clients in career transition process. Career counsellors can use many techniques if they use an integrated theoretical approach to help visually impaired students transition from school to their potential employment. Embedded within the theories are the roles of students, in this case, visually impaired students. The integration of these career theories into transition frameworks can provide significant prospects for supporting effective transitions for visually impaired students. Each theoretical approach may help visually impaired students find purpose and significance in their situations, provide new opportunities and generate optimism for the future. The theoretical models can assist visually impaired students with positioning themselves within their transitions in a manner that will aid them to retain their sense of meaning and belongingness. Students with visual impairments may get a feeling of unique meaning, make sense of changes, and discover potential opportunities with an understanding of consistency by using unique tales, analyzing them to find implications and significant messages, and rebuilding them into personal narratives.

## Acknowledgment

## Ethical Considerations

This article does not need any approval from an ethics review board since it is a review paper.

## Authors' contributions

Chiedu Eseadi conceptualized the research article, conducted the literature search and synthesis, prepared the drafts of the manuscript, proofread and revised it. The final version of the manuscript is submitted for publication with the approval of the author.

## Conflict of interest

The author declare no conflict of interest.

## References

Ali, S. R. (2013). Poverty, social class, and working. In D. L. Blustein (Ed.), *The Oxford handbook of the psychology of working* (pp. 127–140). New York, NY: Oxford University Press.

Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2012). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world.* (4th ed.). New York: Springer Publishing Company, LLC.

Atkinson, J. W., & Feather, N. T. (1966). *A theory of achievement motivation.* New York: J. Wiley.

Bean, J., & Eaton, S. (2002). The Psychology Underlying Successful Retention Practices. *Journal of College Student Retention*, *3*(1), 73–89.

Blustein, D. L. (2001). Extending the reach of vocational psychology: Toward an inclusive and integrated psychology of working. *Journal of Vocational Behavior.*, *59*(2), 171–182. http://dx.doi.org/10.1006/jvbe.2001 .1823

Blustein, D. L. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy.* Mahwah, NJ: Lawrence Erlbaum Associates.

Blustein, D. L. (2008). The role of work in psychological health and well-being: A conceptual, historical, and public policy perspective. *American Psychologist*, *63*, 228–240. http://dx.doi.org/10.1037/0003066X.63.4.228

Bridges, W. (2011). *Managing Transitions: Making the Most of Change.* (3rd ed.). Nicholas Brealey Publishing; Revised edition.

Caton, S., & Kagan, C. (2007). Comparing transition expectations of young people with moderate learning disabilities with other vulnerable youth and with their non-disabled counterparts. *Disability & Society*, *22*(5), 473-488.

Chick, N., & Meleis, A. I. (1986). Transitions: A nursing concern. In *Nursing research methodology.* (Chinn, P.L, pp. 237–257). Boulder, CO: Aspen Publication.

Crudden, A. (2012). Transition to employment for students with visual impairments: Components for success. *Journal of Visual Impairment and Blindness*, *106*(7), 389–399. https://doi.org/10.1177/0145482x1210600702

Danziger, S., & Ratner, D. (2010). Labor market outcomes and the transition to adulthood. *The Future of Children.*, *20*, 133–158. https://doi.org/10.1353/foc.0.0041

Duffy, R. D., DiemeR, M. A., Blustein, D. L., & Autin, K. L. (2016). The Psychology of Working Theory. *Journal of Counseling Psychology*, *63*(2), 127–148. http://dx.doi.org/10.1037/cou0000140

Duffy, R. D., Diemer, M. A., Perry, J. C., Laurenzi, C., & Torrey, C. L. (2012). The construction and initial validation of the Work Volition Scale. *Journal of Vocational Behavior*, *80*(2), 400–

411. http://dx.doi.org/ 10.1016/j.jvb.2011.04.002

Eggerth, D. E., DeLaney, S. C., Flynn, M. A., & Jacobson, C. J. (2012). Work experiences of Latina immigrants: A qualitative study. *Journal of Career Development*, *39*(1), 13–30. http://dx.doi.org/10.1177/089484 5311417130

Ericsson, K. A. (1993). Expert performance in sports: advances in research on sport expertise. In I. L. Champaign (Ed.), *Human Kinetics*. Inc.

Erin, J. N., & Wolffe, K. E. (1999). *Transition issues related to students with visual disabilities.* Austin: Pro-ed.

Evans, N. J., Forney, D. S., Guido, F., Patton, L. D., & Renn, K. A. (2010). Schlossberg's transition theory. In 2 (Ed.), *Student development in college: Theory, research and practice.* (pp. 212–226). San Francisco, CA: Jossey-Bass.

Feldman, D. C., & Ng, T. W. H. (2007). Careers: Mobility, Embeddedness, and Success. *Journal of Management.*, *33*, 350-377. http://dx.doi.org/10.1177/0149206307300815

Feller, R., & Whichard, J. (2005). *Knowledge nomads and the nervously employed: Workplace change and courageous career choices.* Austin, TX: PRO-ED.

Flores, L. Y., Mendoza, M. M., Ojeda, L., He, Y., Meza, R. R., Medina, V., & Jordan, S. (2011). A qualitative inquiry of Latino immigrants' work experiences in the Midwest. *Journal of Counseling Psychology*, *58*, 522–536. http://dx.doi.org/10.1037/a0025241

Gu, Q., Schweisfurth, M., & Day, C. (2010). *Learning and Personal Growth in a "Foreign" Context: Intercultural Experiences of International Students.* Colchester, Essex Hodgson.

Guichard, J. (2015). *From vocational guidance and career counseling to life design dialogues. In Handbook of life design: From practice to theory and from theory to practice.* (L. Nota & J. Rossier (eds.)).

Hartung, P. J., Porfeli, E. J., & Vondracek, F. W. (2008). Career adaptability in childhood. *The Career Development Quarterly*, *57*(1), 63–74.

Hitchings, W. E., Luzzo, D. A., Ristow, R., Horvath, M., Retish, P., & Tanners, A. (2001). The career development needs of college students with learning disabilities: In their own words. *Learning Disabilities Research & Practice*, *16*(1), 8–17.

Hošek, V., & Vaněk, M. (1975). Úspěch jako motivační factor při sportovní činnosti. [Success as the factor of motivation during sports activities.]. *Psychologie a Sport. [Psychology and Sport.] Proceedings of Sport Psychologist, FEPSAC.*, 76–93.

Kelley, P., Sanspree, M., & Davidson, R. (2000). Vision impairment in children and youth. In B. Silverstone (Ed.), *The lighthouse handbook on vision impairment and vision rehabilitation* (2nd ed., pp. 1137–1151). New York: Oxford University Press. Kitzinger.

Kim, T., & Allan, B. A. (2019). Underemployment and meaningful work: The role of psychological needs. *Journal of Career Assessment*, *28*, 76–90. https://doi.org/10.1177/1069072718824004

Kochhar-Bryant, C., Bassett, D. S., & Webb, K. W. (2009). *Transition to postsecondary education for students with disabilities.* Thousand Oaks: Corwin Press.

Koen, J., Klehe, U. C., & Van Vianen, A. (2014). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior.*, *81*, 395–408. https://doi.org/10.1016/j.jvb.2012.10.003

Lazarus, R., & Folkman, S. (1984). *Stress, Appraisal, and Coping.* New York: Springer.

Ling, T. J., & O'Brien, K. M. (2013). Connecting the forgotten half: The school-to-work transition of noncollege-bound youth. *Journal of Career Development 4*, *40*(4), 347–367.

Medvide, M. B., Kozan, S., Blustein, D. L., & Kenny, M. E. (2019). School to work transition of non-college bound youth: An integration of the Life Design paradigm and the Psychology of Working Theory. In (Ed.),. In *Handbook of innovative career counselling* (Maree, J., pp.

157–172). Springer. https://doi.org/10.1007/978-3-030-22799-9_10

National Center for Education Statistics (NCES). (2009). *2007-2008 National Postsecondary Student Aid Study (NPSAS: 08).* Data Analysis System (DAS-T) Online Version 5.0.

Noonan, A. E., Hall, G., & Blustein, D. L. (2007). Urban adolescents' experience of social class in relationships at work. *Journal of Vocational Behavior. ., 70*(3), 542–560. http://dx.doi.org/10.1016/j.jvb.2007.01.005

Papay, J. (2015). *Transitioning: Schlossberg's Transition Theory* (Vol. 3, pp. 103–111). The Pennsylvania State University.

Pearlin, L. I., & Schooler, C. (1978). The structure of coping . *Pub. Med, 19*(1), 2-21.

Peeters, E., Nelissen, J., DeCuyper, N., Forrier, A., Verbruggen, M., & DeWitte, H. (2019). EmployabilityCapital:AConceptual Framework Tested Through Expert Analysis. *Journal of Career Development, 46*(2), 79–93.

Peila-Shuster, J. J. (2016). Supporting student transitions: Integrating life design, career construction, happenstance, and hope. *South African Journal of Higher Education, 30*(3), 54–67. https://doi.org/10.20853/30-3-633

Perry, C., & Allard, A. (2003). Making the connections: Transition experiences for first-year education students. *Journal of Educational Enquiry, 4*(2), 74–89.

Porfeli, E. J., & Savickas, M. L. (2012). Career Adapt-Abilities Scale-USA form: Psychometric properties and relation to vocational identity. , . *Journal of Vocational Behavior, 80*, 748–753. https://doi.org/10.1016/j.jvb.2012.01.009

Prescott, A., & Hellstén, M. (2005). Hanging together even with non-native speakers: The international student transition experience. In *Internationalizing Higher Education.* (pp. 75–95). Springer.

Roberts, K. (1968). The Entry into Employment: An Approach towards a General Theory. *The Sociological Review, 16*(2), 165–184.

Rossier, J. (2015). Personality assessment and career interventions. In J. Hartung, M. L. Savickas, & W. B. Walsh (Eds.), *APA handbook of career intervention: Foundations* (1st ed., pp. 327–350). Washington, DC: American Psychological Association. https://doi.org/10.1037/14438-018.

Sapp, W., & Hatlen, P. (2010). The expanded core curriculum: Where we have been, where we are going, and how we can get there. *Journal of Visual Impairment & Blindness., 104*, 338–348.

Savickas, M. L. (2005). *The theory and practice of career construction. In Career development and counseling: Putting theory and research to work.* (S. D. Brown & W. R. Lent (eds.)). Hoboken, NJ: John Wiley and Sons.

Savickas, M. L. (2008). Helping people choose jobs: A history of the guidance profession. In J. A. Athanasou & R. van Esbroeck (Eds.), *In International handbook of career guidance.* (p. 97–113). Dordrecht: Springer Netherlands.

Savickas, M. L. (2012). Life design: A paradigm for career intervention in the 21st century. *Journal of Counseling and Development, 90*(1), 13–19. https://doi.org/10.1111/j.1556-6676.2012.00002.x.

Savickas, M. L. (2013). *Career construction theory and practice. In Career development and counseling: Putting theory and research to work.* (S. D. Brown & W. R. Lent (eds.); 2nd ed.). Hoboken, NJ: John Wiley and Sons.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., & Guichard, J. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior., 75*(2), 239–250. https://doi.org/10.1016/j.jvb.2009.04.004.

Schlossberg, N. K. (1981). A model for analyzing human adaptation. The Counseling Psychologist. *Sage Publications*, 9(2), 2–18. https://doi.org/10.1177/001100008100900202

Schlossberg, N. K. (1989). *Overwhelmed: Coping with life's ups and downs.* Lanham, MD: Lexington Books.

Schneider, K. (2001). *Students who are blind or visually impaired in postsecondary education.* George Washington University, HEATH Resource Center. http://eric.ed.gov/PDFS/ED468793.pdf

Schoon, I., & Heckhausen, J. (2019). Conceptualizing individual agency in the transition from school to work: A social-ecological developmental perspective. In *Adolescent Research Review*. Springer. https://doi.org/4 135–148. 10.1007/s40894-019-00111-3

Schumacher, K. L., & Meleis, A. I. (1994). Transitions: a central concept in nursing. *Pub. Med*, 26(2), 119–127. https://doi.org/doi: 10.1111/j.1547-5069.1994.tb00929.x.

Soresi, S., Nota, L., & Ferrari, L. (2012). Career Adapt-Abilities Scale-Italian Form: Psychometric properties and relationships to breadth of interests, quality of life, and perceived barriers. *Journal of Vocational Behavior*, 80, 705–711.

Uznadze, D. N. (1961). Experimentalnyje osnovy psichologii ustanovki. Tbilisi: Mecniereba. In M.Vaněk & V. Hošek (Eds.), *Need for achievement in sport activity.* (pp. 83–92.).

Vuolo, M., Staff, J., & Mortimer, J. T. (2011). Weathering the great recession: Psychological and behavioral trajectories in the transition from school to work. *Developmental Psychology*, 48(6), 1759–1773.

Willings, C. (n.d.). *Transition Plan*. https://www.teachingvisuallyimpaired.com/transition-plans.html

Wrench, A., Garrett, R., & King, S. (2013). Guessing where the goal posts are : managing health and well-being during the transition to university studies. *Journal of Youth Studies, 16*(6), 730–746.

Yumatov, E. A., Kuz'menko, V. A., Badikov, V. I., Glazachev, O. S., & Ivanova, L. . . (2001). Emotional Stress in Students during Examinations. *Human Physiology.*, 27(2), 221–227.

--- This page is intentionally blank---