



The Role of Parental Expectations on Career Development of Youths with Intellectual Disabilities in Selected Skills Training Institutions in Zambia

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Abstract: This study investigated the role of parental expectations on career development of youths with intellectual disabilities in selected skills training institutions in Zambia. The main concern that prompted this study to be undertaken between 2015 and 2017 was the lack of studies in Zambia on limitations in functional and adaptive behaviour among individuals with intellectual disabilities which ultimately affect their academic progress. The research was carried out in Kabwe, Chisamba and Ndola districts of Central and Copperbelt Provinces, Zambia. The study was a descriptive case study design. Sampling was done from a population of 390 and the sample composed of 60 respondents: 15 youths, 15 lecturers and 30 parents. Face to face semi-structured interviews, observations and focus groups discussions were used as key instruments to collect data. Data analysis was done by categorising the responses into themes. Findings indicate that factors that affect parental expectations are; parental education, occupation, social economic status, and parenting style; Parents convey their expectations through discussions, role modelling and non-verbal communication. The study also showed that parental expectations influence career development through discussions, role modelling, practicing and parenting styles. The study findings further revealed that parental expectations can inhibit or enhance career development of youths with intellectual disabilities. Based on the findings of this study, it is recommended that parents acknowledge the immense influence they have on their children's future and use their roles to the advantage of the entire family. Further, the study recommends the need for education providers to provide information and guidance to parents in relation to intellectual disability and career options available and sensitise parents to value their availability as primary facilitators of career development of their children. There is similarly need for the government to provide appropriate supports for families of youths with intellectual disabilities.

Keywords: Expectations, Career Development, Intellectual Disability, Parent

1. INTRODUCTION

By nature, parents want their children to be successful in life. They hope to one day see their children in satisfying careers for better livelihood. The thought of seeing their children in dead-end jobs may be saddening. This is particularly serious for parents of children with disabilities. For parents of children with intellectual disabilities, it is even worse.

The major duties of a family are the care giving responsibility and provision of education to children with or without disabilities. Coupled with this parents of children with intellectual disabilities have anxiety towards their children's futures (Gupta and Singhal, 2004). Questions like "How will my child live when I get old" or "How will my child support himself/herself when I die?" are the main concern for parents of children with intellectual disabilities.

Intellectual disability (ID), more formerly known as mental retardation, is a disability signified with generalized neurological disorders characterized by significantly impaired intellectual functioning and adaptive functioning. This in turn affects their academic performance, career development and consequently their post school outcomes.

The family is a place in which children learn to interpret reality Parents serve as significant interpreters for children of information about the world of work and children's abilities. One consistent finding in research suggests that adolescents' aspirations are influenced by their parents'

aspirations or expectations for them (Banks, Maitre and McCoy, 2016). While this may hold true for youths without disabilities, in Zambia there is no known documented research on parental expectations and career development of youths with intellectual disabilities.

In Zambia, even though educators understand that collaborating with families is vital to successful transition of learners to post school outcomes, there exists a significant gap between its assigned importance and how the family expectations translate into career development of youths with intellectual disabilities in particular.

2. STATEMENT OF THE PROBLEM

Education and policy makers worldwide continue to pay close attention to the ways in which parents can foster academic achievement of their children. In Zambia, the policy document of Educating Our Future (MOE 1996) provides increased parental collaboration in the provision of education. This is with the understanding that partnering with parents fosters learners' academic achievement and subsequently, career development (Banks, et al., 2016). Suresh and Santhanam (2011) correspondingly state that parents' involvement in the education of their children with intellectual disabilities causes improvement in academic and post school outcomes. Being primary educators, there is no doubt that parents come on board to partner with education providers with expectations for their children's future lives. What remains puzzling is the role of parental expectations in career development of youths with intellectual disabilities, as there is little researched information on this in Zambia. A situation of this nature constituted a problem, hence this study sought to collect empirical evidence to ascertain the role of parental expectations in career development of youths with intellectual disabilities.

3. PURPOSE OF THE STUDY

The purpose of this study was to explore the role of parental expectations in career development of youths with intellectual disabilities in selected skills training institutions in Zambia.

4. OBJECTIVES

The study was guided by the following objectives:

1. To assess the factors that affect parental expectations.
2. To establish how parents convey their career expectations to youths with intellectual disabilities.
3. To determine how parental expectations influence career development of youths with intellectual disabilities.

5. RESEARCH QUESTIONS

In order to address the study objectives, the study was guided by the following questions:

1. What factors affect parental expectations?
2. How do parents convey their career expectations to youths with intellectual disabilities?
3. How do parental expectations influence career development of youths with intellectual disabilities?

6. THEORETICAL FRAMEWORK

The study was guided by the Ecological Systems Theory by Urie Bronfenbrenner (1999) which assumes that development is best understood by examining one's context. Bronfenbrenner believes that career development is a lifelong process of getting ready to choose, choosing and typically continuing to make choices from among many occupations in our society. This depends so much on the heterogeneity of individuals and is influenced by the context in which they live. The theory advocates that the environment has direct influence on an individual's development. The theory states that a person's ability to reach their potential is dependent on the presence of opportunities in the settings in which he or she lives. It argues that individuals better adjust and are more satisfied in environments that match their attitudes, values, goals and experiences, that is, they are more satisfied when there is a fit between themselves and their environment (Schutheiss, Kress, Manzi and Glasscock, 2001). Being congruent with one's parents on career matters reflects a fit between individuals and their environment. Such a fit is likely to facilitate and foster career development (Duffy and Dik, 2009). Incongruity or lack of fit on the other hand is a potential external barrier to

career development (Schutheiss, et al., 2001). In addition, real life situations provide either opportunities or barriers to career development. The theory assumes that parents influence career development through interactions, relationships and expectations they create with their children. The more encouraging and nurturing these relationships, interactions and places are, the better the child will be able to develop careers.

The theory has five systems: Microsystem, Exosystem, Mesosystem Macrosystem and Chronosystem. These helped understand the role of parental expectations in career development of youths with intellectual disabilities.

7. SIGNIFICANCE OF THE STUDY

Findings may contribute to the knowledge gap of the significant role parental expectations play in career development of youths with intellectual disabilities. Findings may reveal the need for educators to shift focus from an individual to the family system. Findings may help school counsellors to engage parents in career planning early and to take part in the education curriculum programme.

8. LITERATURE REVIEW

It has long been recognized that high parental expectations lead to high academic achievements of learners in general. Some studies that have proved this fact have focused more on learners without disabilities (Whiston and Keller, 2008). This is not to say that there are no studies that have explored this phenomenon with a focus on learners with disabilities. Those that have focused on learners with disabilities have focused on expectations of teachers and issues of stigma and discrimination (Hornstra, Denissen, Voeten, Bergh and Bakker, 2010). Others have focused on comparing parental expectations in relation to different disabilities. Some studies have explored parents' expectations of teachers and of the school (Tartar and Horenczyk, 2000). There has been comparatively little research on parental expectations of children and young people with disabilities (with the exception of Newman, 2005; Doren, Gau and Lindstrom, 2012; Banks et al., 2016). The role of parental expectations on career development of youths has not been fully exploited. Similarly, In the case of Zambia, there are no documented studies that have explored the role of parental expectations on career development of youths with disabilities in general and those with intellectual disabilities in particular.

Blackorby, Schiller, Mallik and Hebbeler (2010) acknowledge that factors such as education and social economic status are intertwined. Families that can afford post-secondary education are more likely to hold high expectations for their children in turn affecting career development. In addition, these two factors each have systematic and significant relationships with the academic performance of students with disabilities (Blackorby et al., 2010). Similarly, earlier research by Newman (2005) found that parents of children with disabilities from low income households held significantly lower expectations than high income parents for their child's educational and occupational attainment negatively affecting career development. The concern in this study is how these expectations whether from low or high income households translate into career development of youths with intellectual disabilities.

Doren, et al., (2012) examined the extent to which parental expectations of young people with disabilities impacted on the actual outcomes achieved. The findings show that parental expectations predict outcomes, but that the type of disability moderates the relationship between parents' expectations and outcomes. The study shows that parental expectations influence career development but leaves out the 'how' part.

Banks et al. (2016) explored the role of parental expectations of children with disabilities and the factors shaping such expectations in Ireland. Findings reveal that parental expectations at the crucial stage of transition have long-lasting implications on career development. It is sad to note that not only were these studies conducted outside Zambia but they do not also show how parental expectations influence career development of youths with disabilities let alone those with intellectual disabilities.

In Zambia, studies have been conducted on individuals with intellectual disabilities for example, Ndhlovu, 2010; Mwondela, 2013; Bwalya, 2015; Koistein, 2008). However, none of them focused on the role of parental expectations on the career development of youths with intellectual disabilities. Yet

parental expectations have been found to play a significant role in shaping young people's academic outcomes and post school outcomes (Bank et al., 2016). This study therefore, sought to establish how parental expectations affect career development of youths with intellectual disabilities to fill the gap.

9. METHODOLOGY

9.1. Research Design

The study was a case study design a brain child of qualitative method. Consistence with Yin (2012), a case study is more suitable when the goal is to provide and answer to “how” and “why” questions which aim to explain a certain phenomenon. The design helped understand how parental expectations influence career development of youths with intellectual disabilities.

9.2. Research Sites

The study was conducted at Chipembi Farm College, Chisamba in Central Province, Kabwe School for Continuing Education, Kabwe in Central Province and the National Vocational Rehabilitation Centre, Ndola on the Copperbelt Province where youths with intellectual disabilities from across the country are offered skills training.

9.3. Target Population, Sample Size and Sampling Procedure

The population consisted of all youths with intellectual disabilities at the named sites, their lecturers and their parents. The target population was 390. The sample comprised of sixty (60) respondents; fifteen (15) youths with intellectual disabilities, thirty (30) parents of youths with intellectual disabilities and fifteen (15) lecturers of youths with intellectual disabilities.

9.4. Research Instruments and Data Collection Procedures

The study used semi-structured interviews, observations and Focus Group Discussions (FGD) to collect data. These were deemed appropriate because interpretivist researchers favour to interact and to have a dialogue with the studied participants (Wahyumi, 2012). Semi-structured interviews were administered to all respondents FGD were conducted to youths only. Observation was employed to assess the self-esteem of youths with intellectual disabilities. For triangulation purposes, other sources such as documentary study were consulted.

9.5. Data Analysis

Data analysis commenced in the field. The narrative method was used to analyze it. Data collected, was categorized into emerging themes.

9.6. Ethical considerations

All ethical considerations in this study such as; seeking permission from the university ethical committee, site authorities and respondent issues of confidentiality were taken into account and other basic research conventions. All were given chance to consent their participation in the study. In addition, their identity was kept anonymous.

9.7. Validity

The report was peer reviewed as a way of validating its contents.

10. FINDINGS AND DISCUSSION

The findings have been presented in a descriptive way. The respondents own sayings, have been incorporated as they were put to the researchers. The presentation of findings and discussion begins with factors that affect parental expectations followed by how parents convey their expectations to youths with intellectual disabilities. It ends with how parental expectations influence career development of youths with intellectual disabilities.

10.1. Factors that Affect Parental Expectations

The study revealed that factors such as parental social economic status, occupation, education and education affect parental expectations. 50 out of 60 respondents evidenced this. Respondents said that educated parents encourage their children to work hard at school for them to have better futures or livelihood. A female parent said;

The education level of the parents affects career development of youths with intellectual disabilities in that most if not all parents want their children to excel in school and proceed into employment. This is because they link education to better career options.

This finding is similar to that of Munyingi (2012) whose cross sectional research in Kenya found that parents of high education level were influential to career aspirations of their female youths. Blarckorby et al., (2010) also found that the education level of parents affected the career expectations they had for their children. The probable explanation of this could be that the education level of parents affects their thinking and the information they relay to children. This is a clear indication that such parents would want their children to do better than them or be like them. Likewise, Bronfenbrenner's chronosystem indicates that parental employment status has powerful influences on how parents respond to different issues such as the future of their children.

However, sometimes educated parents may have low expectations due to their seemingly understanding that children with intellectual disabilities have low intellectual functioning and therefore cannot do anything better in life. A prototype response to this effect came from a female lecturer who said:

...some parents though educated, have low or no expectation for their children because they think they understand the intellectual functioning of such children cannot allow them to perform to the standard of those without disabilities.

This mirrors Newman (2005) who found that parents of children with disabilities held low educational and occupational expectations. When parents have low expectations or none at all, they may not support, engage the child in career related activities or let alone discussions that would enhance career development. Similarly, Doren et al., (2012) notes that such parents put in little to help their children develop their careers. This probably explains why some parents in this study were reported not to discuss careers with their children while others were reported not to be involved in school activities like visitations. This also means that parents might communicate information of low or no expectations at all to their children affecting career development negatively.

From the findings, it was clear that parenting styles affect career expectation. 18 parents and 10 lecturers evidenced this. One female parent said;

The way parents rear their children also affects the expectations they have for their children and in turn, it affects career development. For example, if parents support their children fully, they also expect these children to perform to certain standards.

This finding is consistent with that of Young et al., (1997) who found that parental expectations were influenced by child rearing practices. It should be noted that the type of parents are defined by the level of responsiveness and demandingness. For example, authoritarian parents are associated with low responsiveness and high demandingness (Sadock and Sadock, 2003). On the other hand, parents who are not involved such as the neglectful ones or permissive ones have low or no expectations at all. The authoritative parenting style is marked by firm rules and shared decisions made in a warm and loving environment (Sadock and Sadock, 2003), is associated with self-confidence, persistence, social competence, academic success and the psychological well-ness of young adolescents. This is suitable for effective career development. Brofenbrenner's exosystem indirectly influences the development of the child in that the parenting style changes the patterns of interactions with the child affecting career development.

The study also found that the SES of parents influenced parental expectations. A prototype response to this effect came from one female parent who said:

...you know, some parents have certain positions in society or rank themselves highly. This then makes them not to be associated with low achievement from their children.

Kibera and Kamokoti (2007) also found that the aspirations of parents were influenced by their SES. The probable explanation of this could be that parents value their status and would want to maintain it. The status also drives the expectations. Parents would also want their children to make achievements that match their class in society. This then makes children to try hard to perform as expected and please their parents thereby developing careers. However, such high expectations for

children as posited by Bronfenbrenner's macrosystem may have a negative influence on career development in that this SES may cause a poor fit or incongruence for the child.

The study revealed that parental income affects the expectations that parents have on their children. 15 lecturers and 20 parents talked of support or provision emanating from income. For example, a female lecturer explained;

When parents have money, they are able to support their children in all activities including paying school fees and provision of basic needs. When parents do this, they expect their children to perform to certain standards.

This finding mirrors that of Newman (2005) who found that family income was an aspect that influenced career development of youths. When parents support their children, they do not do that in a vacuum but they always have expectations. There is no doubt that concepts of education, occupation and social economic status are closely related and they affect parental expectations thereby influencing career development.

10.2. How Parents Convey their Expectations to Youths with Intellectual Disabilities

Findings revealed that parents convey their expectations to their children through role modelling, discussions as well as non-verbal communications. 39 out of the 60 respondents evidenced this. A parent said;

...parents always talk to their children on what they expect from them....

This finding mirrors that of Olaosebiki and Mopelola (2014) who found that parents convey their influence on children through interactions. Likewise, Bronfenbrenner (1999)'s microsystem posits that parents' interaction with their children in the environment affect development (Roundy, 2015). The more encouraging the relationships between parents and their children are, the better the discussions and the more positive effect on career development. Olaosebiki and Mopelola (2014) also observe that family processes of interactions, communication and behaviour influence what the child learns about work within the environment. Through interactions within the context of the family, children learn about parental expectations (Natalie, 2006). It therefore implies that discussions parents had with their children are the means through which parental expectations were conveyed to them

It is important to note that discussions take different forms such as warning, advice, encouragement, persuasions and suggestions. For example, phrases such as; *"Do not make the same mistakes that I made, you should try this...., you can make it, Why don't you...."* carry imbedded parental expectations. These messages reveal a lot to youths who in turn strive to do better affecting their career development. As parents engage in discussions with their children, they make their career expectations known. Therefore, through career discussions parents had with their children parental expectations were conveyed.

Findings also showed that parents make their expectations known to their children through engaging them in different activities. This was evidenced by most (39) of the respondents. One lecturer said:

...parents often make their children to take part in activities related to careers or what they feel will be helpful to their children later in life.

This finding mirrors that of Cass (2013) who also found that parents allowed their children to participate in activities they valued. As youths participate in these chores or activities, they get feedback from their parents concerning their strengths and weaknesses. This helps them to develop self-concept and self-esteem thereby enhancing career development. Participating in chores or career activities at home help youths to see the interactive nature of career related roles. By allowing or encouraging children to take part in certain activities, parents help their children to gain an understanding of careers. Likewise Bronfenbrenner's theory assumes that the person's ability to reach their potential is dependent on the presence of opportunities in the settings in which they live.

NCWD/Youth (2014) argues that families have a significant role in providing youths with quality self-exploratory opportunities. They can provide a variety of outside school activities that can help children shape an understanding of who they are and what they are passionate about. As such, families can encourage youths to take advantage of career activities they are interested in and help

them understand the value of being involved in such activities. It should be noted that parents who begin the career development process with their youths early are better prepared to support them in building bright futures. Therefore, being allowed to engage in career related activities made youths aware of their parents' expectations.

It was also revealed that parents make their expectations known to their children through role modelling. One parent said:

As parents we normally act in a manner that is not only enticing but also inviting to our children which make them in turn admire what we do.

This finding is consistent with that of Cass (2013) who found that role models were the individuals whose behaviours, styles and attributes were emulated by others. By making themselves admirable, parents communicate their expectations. Likewise, by admiring these role models, the youths' desire to work later in life grew. Therefore, through modelling, parents convey their expectations to their children. This then indicates the need for parents to exhibit the right behaviour for children to model. Consistent with the microsystem of Bronfenbrenner's theory used in this study a child interacts with the family within the immediate environment. It is through these interactions that the child admires the parents. By availing themselves to be observed or admired, parents convey their expectations leading to development of careers. Role modelling communicates to children of how good or bad the career is and what its benefits are. In turn children begin to internalise their parents' careers.

10.3. How Parental Expectations Influence Career Development of Youths with Intellectual Disabilities?

The study found that parental expectations influence career development of youths with intellectual disabilities through discussions, role modelling and non-verbal communication. 39 out of 60 respondents evidenced this. Discussions are of various natures ranging from persuasion, advice to warning which was found to be influential. One male parent said;

Some parents force their children to take up certain careers regardless of what goes with the career. Some don't even look at the abilities of the child. Others too, under rate their children's abilities and push them to simpler careers.

A youth also said:

Nibatate bananileta kuno ati ni punzile volima....Namwine wake nenzekufuna ku nkala kapokola. (I was just told by my daddy to come and train here in General Agriculture. I did not want this course.I wanted to be a Police Officer).

A female lecturer also said:

Educated parents often have high expectations and they end up pushing their children into certain careers.

This finding mirrors that of Carry et al., (2010) who found that parents' expectations pressured students to pursue certain careers. When parents expect their children to take up certain careers they openly tell their children about them. In turn, pressures to conform and fulfil parents' expectations cause an individual to choose what parents want. As a result children may begin to identify and accept what parents say in order to please them. In addition, children may take their parents' comments as absolute and neglect to challenge them or to assess their validity affecting career development negatively. The theory also assumes that the main exosystem indirectly influences the development of the child in that sometimes the system includes the decisions that have a bearing on the child but in which the child has no participation in decision making. In cases where the youth decides to rebel against parental expectations, conflict arises causing incongruence or poor fit between an individual and the career as assumed by Bronfenbrenner.

It was found that parental expectations influence career development through explanations made by parents of what children are expected to do in future. Most parents take time to tell or explain to their children what they expect them to do in future. In turn, children develop careers tailored towards parental expectations. One youth said;

Ba yama bena balilanda ati tabalefwaya ndeshunguluka pa n'ganda... balefwaya naine nkalebomba. (My uncle said that he does not want me to be loitering at home...he wants me to be working).

Parents who find time to explain their expectations are authoritative in nature. These according to Sadock and Sadock, (2003) provide their children with explanations for their actions and expectations. Explanations provide children with a sense of awareness and understanding of parental values, morals and goals. The transmission of these morals, goals and values equip youths with tools needed for career development. Consistent with Bronfenbrenner's macrosystem, the family is a member of a cultural group which shares a common identity values and goals beliefs which have an effect on the development of a child.

Dumais (2006) argues that parents convey their expectations by giving messages concerning their beliefs about the child's abilities. Parents whose rearing practice is associated or marked by firm rules, expectations and shared decisions made in a warm and loving environment influence career development of their children. A lecturer also said;

Not all parents force their child...others ask their children what they can do and help them choose what they think their children can manage....of course the nature of the children also puts parents in an awkward situation....Nonetheless, some parents take time to explain to their children....

Such parents engage in bidirection communication with their children. This communication style nurtures skills in interpersonal relations producing better adjusted and more developed children. One parent said;

Abana ngatulebalanga icitemwiko, balomfwabwino nokupalama kubafyashi. Elyo ciilaanguka nokubeba efyomulefwaya. (When parents are close to their children, children feel loved and free to relate with their parents. Parents also take advantage of the relationship and communicate their expectations).

Consistently, Navin (2009) found that parental attachment was positively correlated with career exploration resulting in career development. When children are close to their parents, they explore careers. Such exploration can only be possible in a supportive environment as assumed by Brofenbrenner (1999).

The study found that parental expectations influence career development through modelling. A prototype response to evidence this came from a male lecturer who said;

Some parents may not really say what they want but rather communicate through modelling, gestures or actively engaging children in certain activities.

This is as the saying goes "Actions speak louder than words". It would appear that sometimes parents would not really engage in verbal discussions but indicate through gestures what they want their children to do. Children then interpret the gestures and act accordingly. Consistent with Brofenbrenner's microsystem, the environment is very vital for career development (Duff and Dik, 2009).

Similarly, Navin (2009) point out that parental expectations also influence career development through parental involvement in education of their children. Parental involvement includes the activities which parents participate in with their children, both in school and within the family. For example, attending school activities or programmes influence children's thinking leading to career development. One lecturer said;

When parents are involved in the education of their children, they monitor and guide children ...

As parents monitor their children, they also convey their expectations through discussions and gestures. This entails that parents who were actively involved in the education of their children offered the motivation and encouragement youths needed for career development. This explains why some youths said that they were hoping to work after training.

On the contrary, youths from families that are unsupportive are more likely to have less clearly defined goals for the future and in turn they see multiple barriers to achieving their goals (Hill et al., 2003). Lack of parental support is also predictive of the perception of limited access to opportunity for career development.

The study found that parents communicate their expectations through acting as role models. Parents as daily models provide cultural standards, attitudes, values and expectations through interactions. Doren et al., (2012) believe that some patterns of behaviour are internalized by children and shape their own 'beliefs, values, attitudes and behaviours that they ultimately impact on the outcomes achieved' (Doren et al., 2012:8). One youth said;

...escorting my mother to her tailoring shop and watching her make dresses made me feel nice. I started trying out but... so she suggested taking me for training that is why am here. I think I will be making different dresses...my mother makes nice dresses.

The desire to imitate parents' behaviour and roles influences youths with intellectual disabilities' career development. Similarly, Cass (2010) also found that role models where individuals whose behavior, styles and attributes were emulated by youths. The way parents carry themselves while performing daily activities convey strong messages on what they want their children to do or not. By observing and admiring parents, parental expectations are communicated to youths enhancing career development (Kochung and Migunde, 2011). Parents convey their expectations to children through interactions both verbal and nonverbal.

The study revealed that parental expectations influence career development through encouragement. When parents are involved in their children's activities, they encourage and monitor the progress conveying expectations. Outcomes children adopt towards work result from what parents say in an encouraging or discouraging manner. This then affects what children think, say and perceive about careers. Kamokoti and Kibera (2007) state that children who are encouraged in their daily activities seem to be at an advantage both in education and career development. Consistent with the ecological model, the more encouraging and nurturing these families and contexts are the more the chances of career development on the part of the youths.

Youths were asked, "How did you think of pursuing this training?" responses such as "My mother/father/uncle/auntie encouraged me" were given. Such findings suggest that youths aspirations are influenced by the encouragement they get from the significant others. Therefore, there is no doubt that parental encouragement is a way through which parental expectations translate into career development.

However, if parents do not expect anything or look down upon their children, they will not encourage them and this then negatively affects career development (Mau et al., 1998). One parent said;

...Kaili ababana nzelu nin'gono so benangu bamaona monga palibe vamene bangachite. (...because of the inadequate intellectual functioning of the children, some parents have low expectations).

Parents who hold less values and expectations place their children in certain career roles. Such families tend to direct their resources first to daily needs of the family, giving less hope and encouragement for career exploration to their children. Kamokoti and Kibera (2007) observe that parents of high economic status send their children to school earlier because they have the resources. Such parents are likely to provide financial, physical and emotional support to their children to achieve their expectations. This could explain why 4 of the parents were not only paying for their children but provided all their children needed.

11. CONCLUSION

This study sought to explore the role of parental expectations in career development of in selected skills training institutions in Zambia. The study revealed the following:

There were that factors that affected parental expectations among youths with intellectual disabilities. The majority of participants indicated that parental expectations can inhibit or enhance career development of youths with intellectual disabilities. Further that the factors that affect parental

expectations included; parental education, occupation, social economic status, and parenting style. The study further revealed that there were a number of ways in which parents convey their expectations, among them through discussions, role modelling and non-verbal communication. The study similarly showed that parental expectations influence career development through discussions, role modelling, practicing and parenting styles. Discussions are of various natures ranging from persuasion, advices to warning were found to be influential.

Findings suggest that youths aspirations are influenced by the encouragement they get from the significant others. Therefore, there is no doubt that parental encouragement is a way through which parental expectations translate into career development. Parents who hold less values and expectations place their children in certain career roles.

RECOMMENDATIONS

Recommendations are based on the findings. The findings are used to recommend what can be done, to improve social actions, policies, activities, and behaviour change (Dube 2011:124). In the light of the discussion and conclusion the study recommends the need to for;

1. Parents to acknowledge the immense influence they have on their children's future and use their roles to the advantage of the entire family.
2. Education providers to provide information and guidance to parents on intellectual disability and career options available
3. Sensitise parents to value their availability as primary facilitators of career development of their youths with intellectual disabilities..
4. The government to provide appropriate supports for families to enhance functioning of youths with intellectual disabilities.

FUTURE RESEARCH

Research should be conducted to

1. Provide valuable information that will enhances joint efforts of counsellors and parents as they prepare their children for career goals.
2. Determine what other key parental factors affect parental expectations.

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