

GUIDANCE SERVICE PROVISION IN HIGH SCHOOLS FOR PUPILS WITH VISUAL IMPAIRMENTS: A CASE OF SEFULA AND MUMBWA HIGH SCHOOLS FOR THE BLIND.

By

FAITH KYULABANTU MWAMBA

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA
IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION- SPECIAL EDUCATION.

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY
AND SPECIAL EDUCATION

2011



DECLARATION

I, Faith Kyulabantu Mwamba, declare that this dissertation represents my own work and that it has not been previously submitted for a degree at the University of Zambia or at any other University and that it does not incorporate any published work or material from other publications. All secondary data has been acknowledged.

Signed:.....*Faith Kyulabantu Mwamba*.....

Date:..*25/07/2011*.....

DEDICATION

I dedicate this work to all persons with visual impairments.

0281510

APPROVAL

This dissertation by Faith Kyulabantu Mwamba has been accepted as fulfilling part of the requirements for the award of the degree of Master of Education (Special Education) of the University of Zambia.

Signed:.....*Daniel Ndhlovu*..... Date: *25/07/11*.....

Signed:.....*Mall*..... Date: *25/07/11*.....

Signed:.....*J. Banda*..... Date: *25/07/11*.....

ACKNOWLEDGEMENT

The author wishes to express profound gratitude to several people who contributed to this important document. Firstly, sincere thanks must go to Dr. A. Cheyeka and Dr. J.T. Phiri for their commitment and leadership. The development of this document saw the involvement of all Malcolm Moffat College of Education and Serenje District Education Board Staff but more importantly, the Principal Mr. M.F. Chilufya and the District Education Board Secretary Ms. F. Kalembo and the Typists/Secretaries Mrs. M. Bwalya and Ms. C. Mwape. Without this broad involvement, the dissertation would not have been completed successfully.

Secondly, I wish to acknowledge the contribution from Jacob Mgemzulu, all the pupils with visual impairments at Mumbwa and Sefula High schools for the Blind, together with teachers who participated in volunteering information required to put together this dissertation.

Lastly, gratitude goes to my husband Nicholas Mwenya Mwamba and my youngest children Bibusa and Kupela who missed my presence for fairly long periods while I did my studies and research. I also wish to acknowledge the Ministry of Education and the Provincial Education Officer (Central province) for granting me the opportunity to study. Tribute also goes to my colleagues whose contributions steered the progress of this work to its successful completion. These are: Musonda Silungwe (Cheshire Home-Lusaka), Mikala Mbewe (Bauleni Street Kids-Lusaka), Mary Mondela (UTH Special School-Lusaka), and Grace Kanema (Chavuma High School), my room mate Ruth Simbeye (Senior Planning Officer-Central province), Thomas Mtonga (UNZA Staff Development Fellow-Great East Road Campus) and Mulonda Manyando (Munali High School Unit for the Deaf-Lusaka).

LIST OF TABLES

Table 4.1.1 Pupils with visual impairments’ responses to whether or not they faced problems in high schools..... 31

Table 4.1.2 Challenges faced by pupils with visual impairments..... 32

Table 4.1.3 Pupils with visual impairments’ responses to types of common disciplinary cases in school..... 33

Table 4.1.4 Pupils with visual impairments’ responses to types of common disciplinary cases among boys and girls..... 33

Table 4.1.5 What pupils with visual impairments wanted to change in their schools..... 34

Table 4.2.1.1 Responses to whether or not their hobbies were identified as they entered school..... 35

Table 4.2.1.2 Responses to whether or not they participated in extra curricular activities..... 35

Table 4.2.1.3 Pupils with visual impairments’ responses to who is in charge of extra curricular activities by the school..... 36

Table 4.2.1.4 Pupils’ responses to which extra curricular activities they are interested and involved in..... 36

Table 4.2.2.1 Responses to who inducted them by school 37

Table 4.2.2.2 Responses to whether or not they were helped in subject selection.. 37

Table 4.2.2.3 Responses of who helped them in subject selection by gender.... 38

Table 4.2.2.4 Pupils’ response to who helped them when they encounter problems in certain subjects by school..... 38

Table 4.2.2.5 Responses to who provided them with study skills..... 39

Table 4.2.2.6 Pupils’ responses to who assisted them in Braille related problems.. 39

Table 4.2.3.1 Pupils’ responses to whether or not they are expected to undergo medical examination at the school..... 40

Table 4.2.3.2 Responses to who organized health talks by school..... 40

Table 4.2.3.3 Pupils’ responses to who assisted when they needed health care by Gender..... 41

Table 4.2.4.1 Pupils’ responses to who they shared with in case of personal or social life problems..... 41

Table 4.2.4.2 Responses to who assisted when a pupil became of age by gender.. 42

Table 4.2.4.3 Pupils’ responses on whether or not re-entry policy was good by
School..... 42

Table 4.2.4.4 Responses to who assisted the readmitted pupils fit in
school once again by gender..... 43

Table 4.2.5.1 Pupils’ responses to who provided them with information to
get into universities/colleges..... 43

Table 4.3.1 Pupils’ responses to whether or not their school offered
guidance and counseling services..... 44

Table 4.3.2 Responses to whether or not guidance and counseling was
Time-tabled..... 45

Table 4.3.3 Pupils’ responses to whether or not guidance services were useful
to them..... 45

Table 4.3.5.1 Responses to provision of resources..... 46

Table 4.3.5.2 Head teachers’ responses to main disciplinary cases in the school.. 47

Table 4.3.6.2 Counselor’s responsibilities..... 48

Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ECZ	Examinations Council of Zambia
DPI	International organization for persons with Disabilities
HIV	Human Immuno-deficiency Virus
IQ	Intelligence Quotient
MDG	Millennium Development Goals
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZAMISE	Zambia Institute of Special Education

ABSTRACT

This study evaluated school guidance service provision in high schools for pupils with visual impairments in Mumbwa and Sefula High schools for the Blind. The sample consisted of forty eight respondents from two co-educational boarding high schools running a unit for the visually impaired pupils.

The sample had a total of thirty six pupils with visual impairments, two head teachers, two counselors and eight teachers. The head teachers, counselors and teachers responded to a semi-structured interview guide while the pupils with visual impairments discussed in a Focus Group Discussion and responded to a questionnaire.

This study utilized both qualitative and quantitative research methods. The instruments were both open and closed guides. The following variables relevant to the provision of guidance services to pupils with visual impairments in high schools were studied: problems pupils with visual impairments faced, types of the guidance services available for pupils with visual impairments and pupils' evaluation of the guidance services in high schools. Data analysis was done through categorizing themes that emerged by descriptions and statistical interpretation. Triangulation of both qualitative and quantitative techniques was employed.

The overall analysis revealed that there were peculiar problems pupils with visual impairments faced. These include lack of modified materials in science, mathematics and graphs, lack of orientation in subject selection, no specialized teachers in subject courses, no textbooks transcribed in Braille, inadequate time to take down notes, not enough Braille paper and radio cassette recorders to use in the resource room, not able to participate in writing weekly tests and having to depend on one or two resource teachers to transcribe Braille work. In addition, pupils revealed that they faced problems in relating with the sighted fellow pupils and teachers in terms of getting assistance in their school work. Royal National Institute of the Blind (2005) alludes to the fact that what a sighted person is able to accommodate through vision in order to build an experience, a visually impaired experiences through touch or verbal description from people around.

The results further revealed that, avocational, educational, health, social/personal and vocational guidance services provided in the schools were not meeting the specific needs of the visually impaired. The pupils with visual impairments' evaluation of the guidance services in these high schools were that generally, these services were of no benefit to them since their needs did not tally with those of the fellow sighted peers.

In order to improve and effectively implement guidance service provision to pupils with visual impairments in these two schools, the study recommended that the Ministry of Education should send trained Counselors, specifically skilled, to handle pupils with visual impairments in these schools. These Officers should be assigned to the guidance units on full time basis and be equipped with appropriate methodologies in accordance with counseling ethics. It also recommended that resource teachers should be trained in subject content at high school level in order for them to be able to supplement on what pupils with visual impairments learn from the classrooms. In this respect, the Ministry should endeavor to organize in-house workshops for resource teachers found in high schools running units for pupils with visual impairments. This may enable teachers to be equipped with subject content and counseling skills if inclusion is to be beneficial for these pupils.

TABLE OF CONTENTS	Page
Declaration.....	i
Dedication.....	ii
Approval.....	iii
Acknowledgement.....	iv
List of tables	v
Abbreviations and Acronyms.....	vii
Abstract.....	viii
 CHAPTER ONE-INTRODUCTION.....	 1
1.1 Study Overview.....	1
1.2 Background to the study.....	1
1.3 Statement of the problem.....	3
1.4 Purpose of the study.....	4
1.5 Objectives of the study.....	4
1.6 Research questions.....	4
1.7 Significances of the study.....	5
1.8 Delimitation of the study.....	5
1.9 Limitations of the study.....	5
1.10 Operational Definitions of Terms.....	6
 CHAPTER TWO-LITERATURE REVIEW.....	 7
2.0 Introduction.....	7
2.1 Problems pupils with visual impairments in high schools face.....	7
2.2 Types of Guidance Services.....	12
2.2.1 Avocational Guidance Services.....	13
2.2.2 Educational Guidance Services.....	13
2.2.3 Health Guidance Services.....	14
2.2.4 Social/personal Guidance Services.....	16
2.2.5 Vocational Guidance Services.....	17
2.3 Pupils with visual impairments' evaluation of Guidance Services...	18

2.4	Summary.....	22
CHAPTER THREE-METHODOLOGY.....		24
3.1	Research design	24
3.2	Study Sites.....	24
3.3	The Pilot Study.....	25
3.4	Target population.....	25
3.5	Sample size.....	26
3.6	Sampling procedure.....	26
3.7	Research Instruments.....	27
3.6	Data collection procedure.....	28
3.9	Data analysis.....	28
3.10	Problems encountered during Field Work.....	29
3.11	Ethical consideration.....	30
3.12	Summary.....	30
CHAPTER FOUR- FINDINGS OF THE STUDY		
4.0	Overview.....	31
	Problems pupils with visual impairments face.....	31
4.2	Types of guidance services available and effective in high schools for pupils with visual impairments.....	35
4.2.1	Avocational Guidance Services.....	35
4.2.2	Educational Guidance services.....	37
4.2.3	Health Guidance Services	40
4.2.4	Social/personal Guidance Services.....	41
4.2.5	Vocational Guidance Services.....	43
	Pupils with visual impairments' evaluation of Guidance Services...	44
4.3.4	Improvement of Guidance and Counseling Services.....	45
4.3.5	School head teachers' responses to Guidance Services.....	48
4.3.6	School counselors' responses to Guidance Services.....	48
4.3.6.3	Responses to how many times they had sessions with pupils.....	49

4.3.7 Teachers’ responses to Guidance Services..... 50

4.4 Summary..... 51

CHAPTER FIVE..... 52

5.1 Overview and Discussion of Findings..... 52

5.2 Summary..... 61

CHAPTER SIX..... 62

6.2 Conclusion..... 62

6.3 Recommendations..... 63

6.4 Area of future research..... 63

REFERENCES..... 64

APPENDICES

Appendix 1..... 67

Appendix 2..... 70

Appendix 3..... 71

Appendix 4..... 73

Appendix 5..... 74

CHAPTER ONE

INTRODUCTION

1.1 Study Overview

This dissertation is divided into six chapters. The first chapter is the introduction and it is aimed at highlighting a brief history of high school education provision for pupils with visual impairments and guidance services in Zambia. It also presents the statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, limitations of the study and operational definitions of terms. In the second chapter, a review of relevant literature is presented to bring out findings from similar studies. Chapter three highlights the methodology to show how the research was designed in terms of population size, sample, the research instruments utilized, data collection and also data analysis. The fourth chapter presents the research findings using both the qualitative and quantitative methods. Tables will be used in the presentation of the findings by the use of themes which will be coded. The statistics will be coded in frequency tables. In the fifth chapter the discussion of the research findings will be highlighted. In this chapter, interpretation of the findings presented in the fourth chapter will be discussed exhaustively. Finally, the sixth chapter presents the conclusion and recommendations arising from the findings of the study. These recommendations are intended for use by the relevant authorities and any other interested bodies in the field of guidance and counseling services and education.

1.2. Background of the Study

1.2.1. High School Education Provision

Pupils with visual impairments in high schools receive the same education with fellow peers who are sighted. Shea and Bauer (1994) states that though usually associated with failure in contributing to the economic and developmental growth of the country, pupils with visual impairments have the right to education just as their sighted peers. Pupils with visual impairments require alternative forms of teaching and learning strategies. This involves the use of Braille to write and other assistive devices to increase accessibility to education. According to the education system in Zambia, pupils with visual impairments can receive high school education in either residential (boarding) schools such as Magwero School for the blind, a unit at high school, for example, Mumbwa High School or an

integrated set up like at Munali High School (Ministry of Education, 2007). High schools for pupils with visual impairments were first introduced in Zambia by the Missionaries of the Dutch Reformed Church at Magwero Mission School. This was after seeing how pupils from the lower grades perform as well as those in the regular classes (Snelson, 1990). These classes were the initiative of one of the Missionaries' wives, Issie Hofmeyer, who had a passion for blind children in the community. Mrs. Hofmeyer taught them how to read the Bible, work with numbers and how to live in hygienic surroundings.

Although high schools for pupils with visual impairments later expanded to other provinces of Zambia, very little was done in terms of providing guidance and counseling for them. Research findings show that careers teachers in these high schools concentrated mainly on arranging for the pupils' examinations while little or no care was directed towards their guidance or counseling needs in all other areas. As such, poor results and general performance in most high schools providing education to pupils with visual impairments have been reported year after year. According to this study, some questions arose like; what should providers of education in these high schools do to work round this challenge? What facilities need attention to assist this group of pupils to excel in their academic work to compete favorably with their fellow sighted peers? What sort of guidance and counseling provision should Ministry of Education put in place to meet their peculiar needs?

The rationale behind this case study was to look at these questions, thereby bringing in the need for the Ministry of Education to redirect its resources and efforts towards meeting pupils with visual impairments' guidance and counseling requirements. In as much as the Ministry of Education, through the various levels of educational provision, has tried to offer the best education to pupils with visual impairments, issues of guidance and counseling services need redress.

1.2.2. Guidance Services in Zambia

According to the Ministry of Education (1996), pupils with visual impairment have a right to guidance services as much as those of their peers with sight. The Zambian education system provides for these services by appointing officers at all levels of its structure, ministry headquarters, the provinces, the districts and down to the schools. The provision of school guidance services goes as far back as 1967 when careers guidance in Zambian schools was introduced. In 1970, the Ministry of Education

directed all secondary schools to nominate teachers to be seconded to the office of the careers master. These officers were responsible for helping pupils choose what they would become after completing their secondary education. In 1971, the Ministry of Education established a Careers Guidance Unit. An officer was appointed to coordinate, organize and inspire the work of careers teachers in secondary schools. This officer was to work under the administration of the Psychological Services at the Ministry of Education headquarters in Lusaka (Ministry of Education, 2003).

The functions of the Psychological Services Unit were later transferred to the Examinations Council of Zambia in 1981. The unit at the Ministry of Education (MoE) was then renamed School Guidance Services, responsible for careers guidance and broadened to handle issues related to HIV/AIDS, child abuse, psychological life skills, and many others as an integral part of its operations in 1990 (MoE, 2003). The components in school guidance services involved; educational, personal, social, vocational and general counseling. Guidance teachers at school level report to the district coordinators who report to the Senior Education Officer-Guidance at the province who then reports to the School Guidance Services placed at the Directorate of Teacher Education and Specialized Services. This was consolidated by introducing a course at Technical and Vocational Teachers College for Guidance and Counseling teachers to be deployed in high schools. The same course is offered at National In-Service Training College. The Ministry of Education's resolve to ensure that pupils in all schools received adequate school guidance services is reflected in its policy document *Educating our Future* which states:

‘A core set of life-skills for the promotion of a health and well being of learners includes decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationships, self-esteem and confidence should be promoted in high schools’ (MoE, 1996: 43).

In this dissertation, therefore, the author discusses guidance services offered to pupils with visual impairments in high schools and their evaluation of these services as beneficiaries; a case of Mumbwa and Sefula High Schools for the Blind.

1.3. Statement of the Problem

Recent studies on guidance services (Tuchili, 2008 and Kasonde, Ndlovu and Phiri, 2007) have shown that school guidance services are offered in many high schools in Zambia. However, there is a marked absence of attention given to problems faced by pupils and guidance services available to pupils with

visual impairments in high schools. Pupils with visual impairments at high school level are unique in many ways. This is because, unlike their fellow peers in regular classes who receive the kind of teaching/learning interaction among themselves and teachers, theirs require special variation and in most cases, a modified curriculum. In so doing, they might encounter challenges beyond which their other peers and teachers can assist. It is not known to date whether guidance services were available and effective for pupils with visual impairments.

1.4. Purpose of the Study

The purpose of this study was to fill the knowledge gap by finding out how effective and beneficial the guidance service provision for pupils with visual impairments at high school level.

1.5. Objectives of the Study

1.5.1. General Objective:

The study aimed at evaluating the guidance services for pupils with visual impairments in high schools.

1.5.2. Specific Objectives:

The specific objectives of the study were to:

- i. Investigate the problems pupils with visual impairments in high schools face.
- ii. Find out the types of guidance services available and how effective they are for pupils with visual impairments in high schools.
- iii. Investigate the pupils with visual impairments' evaluation of the guidance services in high schools.

1.6. Research Questions

The following questions guided the study:

- i. Are there any problems pupils with visual impairments in high schools face?
- ii. What are the types of guidance services available and how effective are they for pupils with visual impairments in high schools?
- iii. Do pupils with visual impairments evaluate guidance services in high schools?

1.7. Significance of the Study

This study evaluated the guidance services available for pupils with visual impairments in high schools. This becomes vital if the services are to be made effective in meeting the unique needs of this category of pupils. It is hoped that this study will stimulate interest for future research in these important areas of provision of guidance service to pupils with visual impairments.

The findings from this study may also help the Ministry of Education review policies to effectively guide the running of guidance services in high schools in general and for pupils with visual impairments in particular. Furthermore, this knowledge may also be used by school administrators to create safe and conducive learning/teaching environments for pupils with visual impairments through guidance services provision.

1.8. Delimitation of the Study

This study was limited to two high schools for pupils with visual impairments at Mumbwa and Sefula High schools for the blind in Central and Western provinces. Out of the six government high schools for pupils with visual impairments, only Mumbwa and Sefula High schools were purposively sampled. Respondents were limited to the head teachers of the two schools and ten teachers inclusive of the school counselors from the same schools. The study targeted sixty pupils with visual impairments to be selected gender sensitively from each school. Due to low levels of enrolment, all the pupils with visual impairments were included in the study, giving a total of thirty-six pupils. These were expected to provide information on guidance service provision and its effectiveness in the high schools under study.

1.9. Limitations of the Study

The author's use of only two high schools for pupils with visual impairments reduced the generalization of the findings. The results of the findings from the ten teachers, the two head teachers and thirty-six pupils with visual impairments due to low levels of enrolment from the two high schools under study may limit the study.

1.10. Operational Definitions of Terms

The following terms were used in this study:

Avocational Guidance:	The process of assisting pupils to meaningfully utilize the time outside the normal classroom time.
Counseling:	The process of helping pupils to make informed decisions.
Educational Guidance:	The process of assisting pupils to plan a suitable educational program and make progress in it.
Guidance Services:	The organized procedures and processes to achieve a helping relationship.
Guidance Teacher:	The person in-charge of guidance services at the institution of learning.
Health Guidance:	A process of assisting pupils to promote and protect their health in order to achieve their wellness.
High School:	A school running from Grades 10-12 in the Zambian educational system.
Resource Teacher:	A teacher in the resource room to assist pupils outside classroom hours.
Social/Personal Guidance:	A process of assisting pupils to know how to behave when relating with other people.
Visual Impairment:	A problem in the visual functioning of pupils that limits their ability to learn in a similar fashion as their peers.
Vocational Guidance:	Processes of helping pupils to choose an occupation, prepare for it, enter it and progress in it.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

In this chapter, the author reviews literature on school guidance services for pupils with visual impairments in high schools from written documents. The review is presented according to the sub themes which include: problems pupils with visual impairments in high schools face, types of guidance services available for pupils with visual impairments in high schools and the pupils with visual impairments' evaluation of the guidance services in high schools. This chapter reviews the results of other similar studies carried out elsewhere. It also relates the study to the on-going findings in the literature on school guidance service provision for pupils with visual impairments. Furthermore, it fills in the gaps and extends prior studies for establishing the importance of the study and creating a bench mark for making comparisons of other studies in the same area. In this case, the author relates the reviewed literature to guidance service provision for pupils with visual impairments in high schools.

2.1. Problems Pupils with Visual Impairments in High Schools Face

High schools play a key role in providing education to pupils with visual impairments who, due to their condition/malfunction of their vision, would have fallen out of school at basic education level. By modifying and managing their learning/teaching strategies, these pupils can benefit more from the learning environment. According to Shea and Bauer (1994), pupils with visual impairments at high school level have various problems. These include lack of modified materials in science oriented subjects, poor teacher-pupil relationships and limited teachers skilled in transcribing reading materials. In some cases, specialist teachers leave for high paying jobs or they simply are promoted to inspectorate posts or various posts in the Ministry of Education. Lack of recreation, orientation in mobility skills, and being subjected to the same centrally-set examinations is quite a challenge. The issue of increased school fees at high school level, stigmatization and poverty add to the problems these pupils face.

Many high schools for pupils with visual impairments have presented reports on the difficulties they face in taking up science oriented subjects. The report compiled by the Ministry of Education Statistical Bulletin (2008) revealed that most pupils with special educational needs enrolled at basic education level do not proceed into grade ten. The cause for this acute failure rate may be attributed to poor orientation of science related subjects as reported in the bulletin. The survey carried out by Kalabula and Mandyata (2007) also indicated that pupils with visual impairments face problems with regard to taking up mathematics as a subject and other subjects that involve graphs. Pupils with visual impairments are only introduced to mathematics notation at grades 1-4 and slowly fall off from learning complicated number notations (Zambia's National assessment Survey Report, 2006). The teachers who specialize in teaching this group of pupils from Zambia Institute for Special Education (ZAMISE) mostly abandon areas requiring them to read and work extra hard. The Examinations Council of Zambia's report of 2010 on the introduction of electronic marks capturing system at grade nine indicated that most pupils with visual impairments who sat their Grade 9 examinations did not tackle those questions involving graphs, maps of mathematics, thereby making it difficult for them to meet the required pass-mark.

Neikerk and Prins (2001) found out that in Zimbabwe, pupils with visual impairments have their materials of science related subjects modified before they are subjected to them. The specialist teachers often sit to work at modifying materials before they are distributed into schools. Unlike the Zambian set up, the study in Zimbabwean education system provides for a component to have the visually impaired department procure assistive devices from the very lower grades upwards (Chintamani, 2003). Pupils with visual impairments benefit from the use of various assistive materials that include accessible keyboards, large print, Braille and speech recognition computer software. Pupils in this category are given optional courses to undertake in order for them to compete equitably with the other peers in the same grades. With this policy in place, pupils with visual impairments are provided with an equal platform to maximize their intellectual potential.

In the recent past, ZAMISE's revised program for in-service teachers who specialize in the teaching of pupils with special educational needs, have in their course content, components that require them to handle all the disabilities (Zambia Institute for Special Education Revised Course Program, 2007). With this type of program in place, teachers are expected to master strategies of teaching every

category of disability from pre-school through to tertiary level. This type of curriculum poses a challenge to both lecturers and student teachers in that teaching/learning interaction calls for more time and extensive exercises in all areas to be able to master the material. The two-year program is not adequate for both (lecturers and student teachers) to complete the syllabus and execute the material to students and pupils respectively. Lecturers from this college are required by the Examination Council of Zambia to transcribe scripts and mark for all pupils with visual impairments in Zambian schools and units for Grades 9 and 12 countrywide. Imparting of skills in science related subjects to student teachers becomes a challenge for lecturers when they have less time at their disposal. Braille writing requires a lot of practice and constant exercise for both learner and teacher.

According to Hayes (2008), a study on South African schools for pupils with visual impairments indicated that local authorities in charge of schools engage independent officers/personnel skilled in Braille transcribing to work with the examining body. This helps the schools and colleges to maximize on time needed to learn the skill with less or no interruption. Most science and mathematics materials are transcribed in Braille to assist both teachers and pupils to understand the work and use the knowledge in related circumstances and in their day to day life.

With regard to poor teacher-pupil relationship, Child (1990) studied psychological and social changes that a growing child undergoes and its effect on the intellectual/cognitive processes. The study revealed that children find it easier to relate well with older folk when they feel safe to express themselves. This is even more demanding for children with disabilities who need extra care and love by those next to them. Pupils with visual impairments lack spatial orientation and mobility skills of their surrounding, which makes them feel left out in interacting with fellow peers. He further reports that most children whose background lack security and love from the immediate siblings find it difficult to relate with the outside world. This impacts more on pupils with visual impairments' daily interaction with teachers in the school set up when their background was shaky. Zambia's National Assessment Survey Report (2006) reveals that pupils with visual impairments' academic performance was lower in places where these pupils are residents (boarding facilities) than those coming from homes as day scholars.

Dembo (1994) in his study on the issue of transcribing materials for Braille users commented that, skilled personnel require maximum concentration and enough time to be able to work undisturbed. Some of the materials to be transcribed may be so bulky in Braille that putting them together would need volumes of paper. The example is made on the many volumes of Bible books in Braille just to make persons with visual impairments access the word of God. Zambia's National Assessment Survey Report (2006) supports Dembo's observation and reports that there are limited skilled personnel in the field of Braille transcribers in our educational system. This is reflected in the general performance in most schools offering this service. Pupils with visual impairments fail to access reading materials as they progress into higher grades since most books in literature and other subjects are not transcribed into Braille.

MoE (2007) reported that transcribed Braille materials, lay uncollected at the National Library for the Blind in Chilenje. The reasons advanced are that the materials are bulky and most schools that need to use these materials are far from Lusaka where the Library is and are handicapped in terms of transport. The report continues to state that pupils with visual impairments using these materials may need extra help from the few skilled personnel who are busy and may not be available or simply far to be reached. This is because when any dot of the reading material is not clear enough, it becomes very difficult for them to make out the meaning.

In the recent past, the Ministry of Education has seen a lot of change in its structure. Many officers have been redeployed to allow specific human resource to handle jobs they were trained in to meet the millennium development goals. With this change, a lot of specialized teachers have since been promoted to various positions, leaving the schools handicapped. Some of these specialized teachers have moved to neighboring countries or overseas for greener pastures. According to the survey report by Kalabula and Mandyata (2002), in most schools for pupils with impairments, only one or two teachers skilled in Braille writing are available to handle the load. Pupils who are not very conversant in Braille depended heavily on fellow pupils to help them with academic work. In some cases, 20% of teachers were reported to have been asking for assistance from skilled pupils in Braille.

The Agent for Immigrants' Work Permit Survey Report (2008) in Canada reported that Canada received over 38% immigrants in the year under review. And out of these 17% are in the medical fields. 11% are specialized teachers, 6% are housemaids and the remaining 4% are in assorted or general jobs. The 11% mark for specialized teachers vary from the lower level through to tertiary level. These teachers found in various special schools in Canada are reported to have gone there in search of good living. Similarly Kalabula and Mandyata (2002) reported the many Braille specialists who have left the country in search of greener pasture. This has left a huge gap in teachers handling pupils with visual impairments in the *Zambian schools*.

In terms of extracurricular activities, Shertzer and Stone (1976) revealed that this was a problem faced by pupils during their time at school. School administrators in many local authority schools in America have allocated about an hour every afternoon for the school pupils to be involved in same recreation and leisure of some kind – music, games, drama and reading for enjoyment or sporting activities as part of their daily activities at school. These activities help pupils exercise their wellness and fitness. In some cases pupils who excel in one or more skills from these activities end up specializing as professionals. Chintamani (2003) found the same in his study on pupils with special needs. 45% of these pupils involved in recreation and leisure during their learning program tend to improve on their IQ test assessment and general functioning as their fellow peers.

Unlike the reports from Shertzer and Stone (1976) Zambia's case is different in the sense that in most government run institutions for pupils with visual impairments, very little or no activity is designed for these pupils. This report reveals that most pupils with visual impairments are usually involved in drama and music or goal ball for those schools run by missionaries and private individuals or companies. Ministry of Education (2007) makes the same observation and argues that pupils with visual impairments need a variety of activities for them to develop their self-advocacy. In this case, recreation and leisure is not just a by the way thing for pupils with visual impairments but that school administrators must deliberately provide for these pupils.

The other problem faced by pupils with visual impairments is orientation/mobility. A study was carried out by Wisconsin National Agenda Committee and funded by individuals with disabilities Education Act discretionary project through DPI in Texas (Hatlen, 2001). The study revealed that

students need to develop problem solving strategies necessary to travel in familiar and unfamiliar school and community settings. According to the study, 60% of pupils with low vision performed better in finding their way in the new environment than the 40% of the totally blind peers. The case was reversed by taking the group to their familiar grounds. 68% of the totally blind pupils found their way with no trouble while 32% of the pupils with low vision had problems. Developing body concepts, spatial awareness, orientation strategies, and an understanding of the world are building blocks for age-appropriate, independent travel for pupils who are blind or have low vision (Hatlen, 2001). Additionally, the findings revealed that all pupils with visual impairments need an orientation and mobility assessment regardless of the mode of travel (foot, wheelchair, walker or other) and whether vision is the only impairment or one of several.

The Ministry of Education (2007) indicated that pupil- attrition rate in most schools for visual impairments were high from grade 8 upward. The high level of attrition rate was mostly attributed to the fees that pupils have to pay when they leave the free basic education level. In the report by Ministry of Education Statistical Bulletin (2008) of the 23.6% pupils with visual impairments enrolled in various basic schools for the blind, only 9.5% of them proceed to grade 8. This per cent is further reduced at Grade 9 which records only 2.4%. The survey carried out by Kalabula and Mandyata (2002) attributes this to the introduction of fees as pupils get into secondary grades. The report also found that while introduction of fees at secondary level may not have significantly influenced the drop in pupils' attrition rate, other variables such as parents' choices of who to send to school between the sighted and the blind was a significant factor. The report on family's choice of who to send to school is connected to poverty levels in the majority of Zambian families. In more than one case, parents struggle to send their children to school at higher levels especially when they are to make a choice between those they perceive that one day they will help the rest of the family and those who may not.

2.2. Types of Guidance Services

The reason for guidance services in schools is to assist pupils in the choice of educational courses and rewarding professions; assist to place pupils in occupations and in their future education and training. These services also help in enriching pupils' study skills and maintaining of their mental wellness. Guidance services are also beneficial in counseling and identifying pupils with special needs (Phiri and Ndhlovu, 2006). The literature on different types of guidance services expected to be offered to pupils

with visual impairments will be reviewed in this section.

2.2.1. Avocational Guidance Services

Pupils with visual impairments in high schools at a Unit or residential/Boarding school spend more time outside the classroom each day. It is at such times that teachers in charge of extra –curricular activities engage these pupils in educational programs outside the classroom like drama, music and dance, clubs and societies, games, reading for enjoyment, sporting activities or community service and goal ball within and outside the school. What they do during such times has a huge bearing in building their self confidence and advocacy. Hatlen (2001) report that pupils who are blind or visually impaired can participate in many of the same individual and group activities enjoyed by the sighted peers as long as they are accessible. Intra personal characteristics are usually expressed during such play times. Educational providers ought to fill up the ‘free time’ so that pupils do not lose their way and be involved in idle activities at formative years. During those activities in schools with fully functioning guidance services, pupils with visual impairments who are gifted and those with unwanted characteristics can be taken note off and consequently provided with the needed intervention (Tuchili, 2008). Therefore, avocational guidance services are necessary to assist pupils with visual impairments select hobbies, sporting activities and cultural programs.

Shea and Bauer (1994) carried out a study to investigate teachers’ perceptions of the correlation between pupils with visual impairments’ participation in extra-curricular activities and their communication, cognitive, self-management, academic achievement and independence skills in special schools of India. Teachers from eighty (80) special schools participated in the study. The study reported that teachers perceived that pupils who involved themselves in extra-curricular activities performed better. Rashid and Sitra (2005) carried out a similar study on the Malaysian schools and the findings were that pupils’ general performance in other classroom tasks improved if actively involved in extra-curricular activities. According to these research works, extra-curricular activities added to the general academic attainment and positive behaviour in pupils.

2.2.2. Educational Guidance Services

Educational guidance services are important in order to mitigate problems faced by pupils. It should also be provided at crisis point when pupils with visual impairments have difficulties in making

choices on which subject combination is right and what mode of communication to use (Braille or large print). It is also helpful for them to concentrate in class and improve on their school work when they are performing poorly academically. For pupils with visual impairments in high schools, guidance services have an essential role to play in making sure that each pupil's educational decisions are grounded and are helped to develop effective self-management in education and career paths.

The importance of educational guidance services was highlighted in a study by Hatlen (2001) investigating the effects of educational guidance on the pass rate at 'O' level for pupils with visual impairments in Texas school for the blind. In the study the experimental group was exposed to educational guidance services in the group counselling while the control group was not. Two years' results were used to generate pre-and post-test scores. And t-test statistics was employed to analyze the generated data. The results of the study revealed that the educational guidance intervention was effective and indeed pupils with visual impairments passed and competed well with the sighted peers. Kochhar (2006) investigated the correlation on general performance of pupils with the study skills and stress patterns during examinations. In the process of guiding the pupils with visual impairments, educational guidance services play a vital role in removing problems that would otherwise have impeded on their academic performance. It is also theorized that pupils with visual impairments easily adapt to education's demands when they are able to make decisions and choices about the educational facilities at their disposal (Cox, 2007). This is confirmed by Barki and Mukhopadhyay (2008), they found that there was better pupil achievement with a health educational guidance system in schools for pupils with visual impairments. Pupils who passed through the hands of a guidance service provider to assist in developing good study skills and choice of subjects reduced stress in them.

2.2.3. Health Guidance Services

A prerequisite for pupils with visual impairments to participate fully in the curricular and extra-curricular activities is good health or general wellness. Merki and Merki (2003) allude to the fact that pupils need guidance to appreciate and employ good health practices and habits. Health guidance services aim at making sure that pupils adhere to the preventive and restorative measures in keeping with wellness. Things like the supervision of sanitation in school dormitories, protection through immunization against diseases, early diagnosis and treatment of illness and health education through formal or informal sensitization may be employed.

In their study, Rashid and Sitra (2005) found that pupils with visual impairments' behavioral, psychological, maturational, developmental and gender-specific sexual and reproductive health needs and concerns were not addressed. They studied the factors influencing access and utilization of preventive reproductive health services by pupils with visual impairments in high schools using a sample of 130 pupils aged 15 to 17 years in Forms three to five from six residential and mainstream secondary schools in Malaysia. The study attributed the findings to lack of pupil-friendly services, inadequate school health services and lack of sufficient awareness among the pupils with visual impairments on preventive reproductive services available. It was also clear that health workers were not enough to handle the load of pupils needing their services. Additionally, there was lack of friendly environment and adequate counseling rooms in the schools under study.

According to Nicholson and Wyche (1997) most schools in Virginia in the United States provided health services such as screening, monitoring pupils' immunization status, providing first aid, administering medication and providing a wide range of health services for pupils with various disabilities and special health care needs. While guidance services add significantly to the reduction on disciplinary problems in pupils (Baker and Gerler, 2001,) lack of sufficient information on drugs, defensive parents, lack of proper guidelines from Ministry of Education on guidance services and misplaced duties of counselors due to workloads has impacted negatively on the provision of these services.

The Ministry of Education (1996) observes that, poverty related malnutrition, sexually transmitted diseases such as HIV and AIDS, environmentally related malaria and other health problems were widespread. This poses a danger to effectively and efficiently deliver quality education to pupils since there is a very strong relationship between health and education. The Ministry of Education stressed that guidance services would assist greatly in mitigating the effects of ill health through the dissemination of health education in collaboration with the other stakeholders in the provision of health education such as the Ministry of Health. Pupils as the custodian of their own health play a major role in the provision of guidance services through peer counseling to fellow pupils with visual impairments at such times when school counselors and health staff are not available. Mutie and Ndambuki (2002) in a study to establish peer counseling experience among selected pupils with visual

impairments in dotted Kenyan secondary schools, the findings revealed that peer counselling was essential for the general development and growth of pupils. Schools with effective peer counseling services improved in academic performance, self advocacy/awareness, discipline and competitive attitude in most pupils with visual impairments. Additionally the development of an effective system to ensure availability of assistive devices, financial support, good will and in-service training of counsellors, enhanced counseling services and ultimately met the intended objectives of providing peer counseling.

2.2.4 Social/personal Guidance Services

Pupils with visual impairments in high schools may have problems related to themselves. Hatlen (2001) states that social/personal guidance services are directed at assisting pupils with visual impairments on problems of social and personal nature. These problems may spring from family relations, friends, teachers and society at large. The pupils with visual impairments in high schools might feel insecure and frustrated when they fail to meet their personal, parental and societal set goals. They are sometimes affected by the feeling of inadequacy, jealousy of their siblings, domination of adults, lack of love or affection from people around them. Furthermore, difficulties in mobility and inferiority among others add to their feeling of inadequacy. Social/personal guidance services help them to adjust and are well equipped to handle these social and personal challenges. It must be noted that due to their peculiar and nature of disability, these pupils are affected by the above problems in a peculiar way too.

Another study by Mutie and Ndambuki (2002) on the influence of peer group counseling and school influence on the self-awareness of pupils in the Kenyan secondary schools was undertaken. Fifty-six (56) high school pupils with visual impairments from three schools, one for residential, one for mainstream/integrated setup and the third was a Unit at a regular school which revealed that social and personal guidance increased pupils’ self-awareness.

In a related study, Tompson (2006) found that in most American special schools, social and personal guidance led to significant and sustainable reduction in suicidal tendencies and withdrawal syndromes in pupils with visual impairments in high schools. In his study a sample of 158 pupils with visual impairments was referred for school-based substance abuse counseling. Out of the 158 pupils, 87 of

them were exposed to group counseling while 71 of them were under treatment as usual for substance abuse in the school system in which the study took place. The findings supported the contention that school-based group counseling could lead to significant and sustained reductions in pupils' general abuse of narcotic substance in high schools.

2.2.5. Vocational Guidance Services

Vocational guidance services assist pupils with visual impairments in high schools to select suitable vocations after they considered their strengths, limitations, educational and professional qualifications. Theoretically these services are meant to equip pupils for a particular career by selecting a relevant course of study and program. Detailed information on what pupils with visual impairments need to have as a prerequisite for whatever career they would want to follow ought to be provided through vocational guidance. Issues to do with the cutoff point, duration of training, commencement dates for courses at institutions of tertiary learning, subject combinations and application procedures becomes vital.

According to Stephens (1970) the objectives for vocational guidance services include the clarification of the type and extent of the decision the pupils with visual impairments make and the goals they seek to attain. Pupils can commit themselves to discovering more about themselves in terms of their interests, needs and abilities through vocational guidance services in order for them to make progressive choices. Mutie and Ndambuki (2002) investigated the impact that career guidance and counseling had on the level of career indecision in pupils with visual impairments in Kenya. The sample consisted of 78 Grade 11 and 12 pupils with visual impairments from the three different school setups in special education. The study revealed that the level of career indecision reduced greatly for pupils who received guidance services at their high schools. Vocational guidance services therefore assist pupils to select suitable vocations according to an individual's strength, limitations, educational and professional qualifications.

These services prepare pupils for the career path they take by selecting relevant courses and programs, progress in the program and availing them information on various career prospects than limiting them to obvious careers of teaching, music and telephone operator. According to Neikerk and Prins (2001) the most effective career counseling consisted of individualized interpretation and feedback,

opportunities for necessary behaviors to imitate and information on relevant occupations available on the market. The other involves written homework exercises and helping pupils make realistic career choices in light of their social network. They found a positive correlation between the effectiveness of career counseling interventions and the number of critical components included in the process. Barki and Mukhopadyay (2008) found that there was an increase in career decision-making and vocational skills, self-efficacy in pupils with visual impairments provided with guidance services in high schools. They indicated that pupils felt well able to make career-related choices and performed tasks than those who never benefited from vocational guidance services. The findings also revealed that pupils with visual impairments subjected to this service increased their expectations of pursuing and obtaining a challenging but satisfying career.

A study to examine what factors led to young adults' decision-making on career paths was undertaken by Cor Meijer, Pijl and Hegarly (1995) in Netherlands. It consisted of 586 enrolled pupils with visual impairments in high schools aged between 15 and 19 years with 50% males and 50% females. The study revealed that most pupils with visual impairments in high schools received little or no vocational guidance services outside the home. It also revealed that 56% of the pupils did not find anyone to assist them in the school on career prospects or options while 20.6% and 18.3% of the pupils found teachers and counselors helpful respectively. The study further revealed that 16.1% of them felt the school had assisted them with career choices.

Another study was conducted by Hatlen (2001) to investigate junior and senior high school pupils with visual impairments' view on the terms 'occupation' and 'career' in Texas. The findings of the study revealed that there was a need for pupils to be provided with occupational information in order for them to establish their area of interest and be able to participate in active exploration. The study further revealed that earlier career lessons promoted earlier exploration; this therefore enabled older pupils with visual impairments to progress to more complex exploration involving challenging career paths as far as blindness is concerned. Earlier exposure had a potential to foster career growth and better preparation of the older pupils in making appropriate and informed choices for their future. Credence to this view is given to Hayes (2008) who viewed vocational guidance services as a means for pupils to choose a pathway through life in terms of employment, career or occupation. In order for these pupils to apply their experience and knowledge to their own particular situation, they needed to wisely

interpret information derived from these services.

2.3. Pupils with visual impairments' evaluation of Guidance Services

Guidance services in high schools for pupils with visual impairments are intended to improve quality of life. However, there is need to provide these pupils an opportunity to evaluate the services in order to establish the extent to which their needs are met and level of satisfaction with the service provision at school level. This section reviews literature related to the pupils' evaluation of the guidance services in high schools.

Moyles (2007) carried out a study in India which surveyed 200 pupils with visual impairments' experiences and perceptions of school guidance. The findings showed that for pupils who had an encounter with a counsellor, half of them found the experience rewarding while the other half found it unbeneficial. Pupils who expressed dissatisfaction with the experience were asked to specifically point out things they found unrewarding to them. Most of them pointed out that the process of counselling was lacking confidentiality since information shared to the counsellors leaked to parents, teachers and other staff in the school.

In a related study in some South African schools, Bartlett and Burton (2009) evaluated the impact of comprehensive developmental guidance implementation on pupils with visual impairments. Outcomes were from a state-wide group of 245 high schools. The findings from the study showed that in schools where guidance services are fully operational, pupils behaved well, recorded less disciplinary cases, made use of the avocational time and generally achieved academic excellence. It further revealed that pupils with visual impairments had a better focus on their future world of work and related well in their school environment. The results clearly showed that pupils had built a positive perception of the guidance services availed to them.

Darling-Hammond and Bransford (2005) in a study conducted on information and choices of subjects in a senior school in San Francisco found that there was little evidence that subject choice by school pupils with visual impairments was a considered planned exercise. Their findings showed that 35% of pupils had not received an information pamphlet of subject combination on offer by all schools in the study. This suggested that the information was not sufficiently salient or of value therefore pupils had

to discover by chance and formal. The conclusion of this study was that pupils at adolescent age were not able to make optimal decisions as they lacked sufficient and appropriate vocational information. Hayes (2008) affirming these results stated that while a lot of high schools for pupils with visual impairments provided a range of career-related guidance services and information resources to assist pupils in their choice process, only limited research had addressed how useful and meaningful this help is to pupils.

In their research to evaluate educational guidance in Malaysia, Rashid and Sitra (2005) the study showed that generally high school pupils with visual impairments' assessments of access to educational guidance ranged between poor and moderate. A good third of the pupils thought they had received adequate amounts of individual guidance but almost three quarters of them felt they had not been provided with anything of the services. Notwithstanding, according to this study the availability and access of educational guidance services for these pupils attending general upper high schools in urban areas and country municipalities was well accessed than in smaller towns and rural setting. The study further revealed that pupils perceived that the provision of guidance services on personal growth and development and on study skills as being between poor and moderate. They also reported that they had received significant assistance with regard to learning, developing their study strategies and setting themselves goals. For the most general upper high school pupils, it was found that they thought that they had not been given enough information on working life and occupations. A further one third reported having had no working life orientation periods.

Hayes (2008) surveyed respondents' knowledge, opinion of guidance services and experience and also sought recommendations on how guidance services could be improved. The findings showed that over two thirds of the 450 respondents who participated in the study were 'very positive' or 'positive' about the guidance services provision while one fifth described themselves as being 'negative' or 'very negative'. Furthermore 68% of the sample reported that guidance services were available while they were in school.

Kirk et al (2006) evaluated school psychological counseling services based on high school pupils with visual impairments' view. The study consisted of 255 pupils. The pupils' Personal Information Card and the School Guidance services Schedule were utilized for data analysis. The report revealed that

pupils listed the guidance services from the most utilized to the least as follows: placement, orientation, consultation, follow-up, information gathering and outreach, public and family relations, research and evaluation and appraisal and counseling services. Moyles (2007) evaluated the psychological counseling and guidance services offered in high schools for pupils with visual impairments. According to the views of 146 specialist teachers in Indian schools, the study revealed that teachers scaled the guidance services from the most utilized to the least in the fashion: orientation, consultation, information gathering and outreach, placement, research and evaluation, appraisal, follow-up, public and family relations and counseling services. It also showed that in schools where the study was conducted approximately 49% of all guidance services were offered.

UNESCO (2000) stated that most African schools guidance services were left in the hands of teachers having high teaching loads with no training in the area of guidance and counseling. The implication of this finding was that while guidance services may be available in schools, many pupils were in school without accessing the services. The scenario was compounded by the fact that in most cases, guidance services were limited to the graduating pupils in high schools or officers in such places required to handle matters to do with examinations registration. Most pupils graduated from these schools with little or no idea on what type of jobs to find on the labor market, what training programs available and career paths to follow.

Another study to establish the perceptions of pupils with visual impairments in high schools of the roles and functions to school counselors was undertaken by Mutie and Ndambuki (2002). They found that pupils rated five counseling roles as the most important for counselors. These were; helping all pupils in career paths choices that were suitable, in registration, maintaining school records and files, scheduling to provide all pupils with a safe place to talk about problems related to academic work and starting new programs to assist them obtain information about college training or job market.

However, the same is not the case for pupils with visual impairments in the Zambian high schools. According to the various reviewed literature from Ministry of Education and other reports on guidance and counseling services in most Zambian schools, both counsellors and pupils face many challenges. According to Phiri (2005) although guidance services were provided in schools, there were a lot of challenges encountered. In spite of these challenges, the findings conclude that the school counselors

tried their best to offer the services to the pupils. In a related study Kasonde, Ndhlovu and Phiri (2007) investigated the impact of Guidance and Counselling services on high school learners in Zambia. The study found that guidance and counselling were available in school and that both teachers and learners perceived them as rewarding. Similarly, a study by Tuchili (2008) evaluated school guidance and counseling services in one of the basic schools and two day high schools in Lusaka, Zambia. The findings of the study were that while pupils profited from guidance services, there were still a number of challenges encountered and needed redress. Some of the challenges included the need to train and orient teachers in guidance service provision and provide career talks to pupils in rural schools to reduce on examination malpractice.

While it is important to clear about the role and effectiveness of guidance service provision to pupils in high schools in Zambia, the need to focus on every pupil attending high school education becomes cardinal. This is true because providing guidance and counseling services to these pupils regardless of the ability enhances their performance thereby adding to the nation's development aspirations. This view by the author is made from the many reports reviewed during the process of literature review stage.

2.4. Summary

Guidance services for pupils with visual impairments in high schools provides a chance for them to be informed in making choices that otherwise would be a nightmare if left to them. The problems encountered by almost every growing teenager as they go through life are various and therefore the need to provide them with guidance becomes necessary. Where a sighted pupil meets a crisis in choice of subject combination during a course of study, a pupil with visual impairments becomes even more disoriented. Ministry of Education (1996) emphasis on access to equal opportunities in education for all is a step in the right direction. Various researchers and educationalists have endeavored to investigate good practices in guidance service provision to school pupils in order that progress and development in these future world leaders could be realized.

In view of the information from the reports reviewed in this document that guidance services for most high schools in other countries has a holistic impact, the same cannot be said about the Zambian situation. In this study, an attempt was made to try gathering information and wishes of pupils with visual impairments from two provinces of Zambia. The study's initial target population was 120 pupils with visual impairments and yet only a total of 36 pupils from both high school Units for the blind. Unlike the reports from the Ministry of Education on overall performance of the pupils with visual impairments from every province, this study show that enrolments for pupils with visual impairments was quiet low at high school level in this country. This may mean that most pupils with visual impairments fail to access high school education in Zambia as compared to other countries.

This case study endeavored to establish effective means of guidance service provision to pupils with visual impairments in high schools. The intent was to get hands-on view from the pupils with visual impairments as they encounter life. In many cases, researches of guidance service provision have focused on impact of academic performance by the recipients who are the pupils. Very few studies have attempted to get to pupils with visual impairments in order to find out what they regarded as effective delivery of guidance services at high school level. This work attempted to redirect other future researchers to focus on recipients of the guidance services and not the providers or implementers. The Ministry of Education has done more research on the providers and implementers of Guidance services.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The purpose of this chapter is to explain how the research was carried out and to highlight any problems that were experienced in order for other researchers to avoid them. The chapter presents information on the study area, the research design, the pilot study, the population, the sample size and sampling procedure and the research instruments. The other segment will highlight data quality, data collection methods, ethical considerations, data collection techniques, data analysis, data interpretation and challenges encountered during field work. With this in place, the study was carried out in such a way that answers to the research questions were found (White, 2005).

3.1. Research design

The study utilized descriptive and case study research design. According to Farrant (2008) a research design can be defined as a method used to gather information from various sources in order to generate answers to research problems. It puts the researcher in the frame of mind to get to places where to find possible documentation and sources of data relevant to the question under study. It also limits the researcher on areas available at his /her disposal for data collection and analysis if they are using one of the following designs; experimental design, case study, survey.

According to Cohen, Manion and Morrison (2007) one or more methods can characterize a research design. The advantage is laid on the use of description since it not only collect facts but it may also result in formulating principles and drawing solutions to problems. A combination of descriptive and case study allows for detailed responses and time to be spent on the site where the research is to be carried out.

3.2. Study Sites

The study was carried out at Mumbwa and Sefula High Schools for the Blind located in Central and Western Provinces of Zambia respectively targeting a Unit and residential high schools for pupils with visual impairments. These high schools for the pupils with visual impairments were handpicked as Case study for the purpose of providing information on the study.

3.3. The Pilot Study

A pilot study was undertaken on a group of pupils with visual impairments at Munali High school Unit for the Blind. This pilot study represented pupils with the same characteristics of the group on which the final instruments (questionnaires and focused group discussions guidelines) were to collect information from. The group was later involved in the focused group discussions to clarify on the answers from the questionnaires.

This activity was carried out to ensure that items found in the questionnaires meant for the final research answered the objectives for the study. According to White (2005) on the basis of the responses from the pilot study, interpretation of the questionnaires by participants ensures reliability and suitability of administering of the final study. Teachers of these pupils were involved to assist in supervising the pilot study through reading the questions out loud to maximize on time.

3.4. Target population

In the context of the research the term ‘target population’ has been defined as all members of any well defined class of people, events, or objects who have been designated as being the focus of an investigation (Cohen, Manion and Morrison, 2007). In this study, all high school pupils with visual impairments, teachers, and Head teachers and the School Counselors of Mumbwa and Sefula High Schools for the blind were targeted to make up the population. Kombo and Tromp (2006) refer to population as the entire sources of the information a researcher employs to guide a research. This can include a group of people, trees, documents, historical monuments and any other from which a sample can be drawn. A target group on the other hand describes the specific group of individuals, in the case of this study, pupils with visual impairments, teachers, Head teachers and school counselors from whom findings and generalizations were drawn.

3.5 Sample size

A sample is a small proportion of the population selected for the purpose of observing and analyzing information. This sample should have the characteristics, know-how and be accessible to help in the area of study that a researcher is to investigate. According to Best (2006) the larger the sample the more representative it is likely to be and results of the findings would be generalized to the target population. This is so because one would not include everyone or everything in the population to draw data.

This study included 48 informants from the two high schools for pupils with visual impairments under study. These were distributed as, 36 high school pupils with visual impairments, 8 teachers, 2 School Counselors and 2 Head teachers as informants. The researcher took care to be gender sensitive in the case the 8 teachers but it was not possible in the case of pupils because of the low levels in enrollment. In this case, all the 36 pupils with visual impairments from these two High Schools participated in the study.

3.5.1. Gender of Respondents

Respondents were requested to indicate their sex. Their responses are shown in table 1 below.

Table 1: Respondents by sex

Type of respondent	Female	Male	Total
Teachers	4	4	8
Pupils with visual impairments	12	24	36
Head teachers	1	1	2
School Counselors	1	1	2

3.6. Sampling procedure

According to Kombo and Tromp (2006) sampling procedure refers to the part of the study that indicates how participants selected to be included in the sample is done. The selection is done systematically. In this study, probability and non-probability sampling procedures was used. In the former there is an equal and none zero chance of being selected while in the latter the subjects were purposively sampled on the basis of providing required information.

In selecting the pupils, the researcher was limited to picking on all the pupils with visual impairments due to the low levels in enrollment since the number targeted was not met. Teachers from each school were also stratified into male and female respectively. Then using simple random sampling 2 female teachers and 2 male teachers were picked from each school. The names of all these respondents in their strata were written on pieces of paper and after that the required number was picked out. The Head teachers and School Counselors were purposively sampled to provide information needed for the study. In this case, selection of Head teachers and Counselors was purposive to meet the researchers' specific need. The power and logic of purposive sampling is that a few cases studied in depth yield many insights about the topic under study (White, 2005).

3.7. Research instruments

Data was collected using the following instruments:

3.7.1. Questionnaires

The use of the questionnaire is to assist in building rapport and explain the reason for carrying out the study. It would also help to gather data within a shortest possible time. According to Cohen, Manion and Morrison (2007) a questionnaire increases the external validity of the study done in the natural setting. On the other hand, questionnaires can be misinterpreted. Questionnaires were administered to pupils with visual impairments in Braille while in cases where it was not easy for pupils to use Braille writing, recorded data and in some cases supervised recording of responses was utilized.

3.7.2. Semi-structured interview schedules

Semi-structured interview schedules were administered to Head teachers, School Counselors and Teachers. Best (2006) refers to semi-structured interview schedule as a list of questions prepared by the researcher to guide the respondents for the purpose of collecting data. Semi-structured questions help to even make follow-ups on unclear responses during the interview.

3.7.3. Focused group discussions

The focused group discussions were held with pupils with visual impairments to clarify and shade more light on issues raised in the questionnaire. Detailed information not straight forward in the questionnaire were discussed. This provides a large amount of data in a short time to help triangulate with more traditional forms of interviewing, observations and questionnaires (Kombo and Tromp, 2006). This was the third instrument used in collecting data for this study.

3.8 Data collection procedure

Before collecting data the researcher undertook a pilot study at Munali School Unit for the blind on a group of pupils with visual impairments. The questionnaires were distributed to pupils and their teachers were involved in administering and collecting the questionnaires. This pilot study was undertaken to assist the researcher estimate how long and well suited the questions were to answer the objectives of the study. Best (2006) refers to this process as a means of finding out the length for distributing questionnaires and collecting them back before the actual study is carried out. In this study, questionnaires and focused group discussions guidelines for pupils, interview schedules for Head teachers, Teachers and School Counsellors were prepared, appointments to visit schools were arranged and data from both published and unpublished materials were utilized.

Data were collected using the instruments mentioned above. The researcher was on site administering questionnaires through close supervision with the help of class teachers. The interviews for the Head teachers, School Counselors and teachers were conducted. A separate date for the focused group discussions was arranged after checking through the questionnaires submitted by pupils. Only notes were taken no recording was done.

3.9. Data analysis

Data analysis is a process of examining the data collected by making deductions and inferences from it. It is during this process that underlying structures are uncovered, any anomalies detected, any important variables extracted and underlying assumptions tested. According to Kombo and Tromp (2006) data analysis can be done qualitatively or quantitatively.

In this study, both qualitative and quantitative methods were utilized in analyzing data. Statistical data was described to analyze the data from questionnaires administered on pupils, while themes were used on interview questions and focused group instruction guidelines and recorded data for Head teachers, Teachers, School Counselors and pupils respectively. These took the form of frequency tables and percentage presentation.

Data are analyzed for several reasons. One of them being that information may usually be bulky and jumbled. It is therefore necessary to make sense out of this collected data. Data therefore needed to be analyzed for it to be meaningful and useful when answering the research questions. There are two broad approaches or methods to this analysis. In this study data were qualitatively analyzed but at the same time part of them were quantitatively analyzed. The approach or method one uses depends upon the type of data available. Use of both approaches is highly enriching and advantageous. Data was analyzed using tables and descriptions.

3.10. Problems encountered during Field Work

While in the field collecting data the researcher encountered some problems. To start with the schools had just opened for the third term and were busy analyzing end of term two results, giving out reports, preparing for national Census and final examinations. Administering the questionnaires to pupils with visual impairments took a bit of time in the sense that some pupils required to use supervised response recording as they could not use Braille writing. This meant seeking permission from them to have someone record their responses and therefore some questions took the form of tape-recorded responses. Out of the targeted one hundred and twenty respondents to questionnaires only twenty seven pupils with visual impairments were available to answer due to low levels of enrollment and availability of writing frames. Secondly one teacher was not cooperating.

Because of the nature of the researcher (Education Standards Officer) this teacher thought all responses made would be reported. Therefore in this case the author believes no correct information was collected from this teacher though the teacher in question was reminded of the ethical considerations surrounding research.

3.11. Ethical considerations

The researcher is responsible for the ethical standards to which the study adheres. It was therefore clearly stated that all the information got from the schools was confidential and purely for academic purposes only. No names of respondents were recorded in this paper. Finally, the respondents in questionnaires exercised their right to be part of the research or not. There was informed consent, meaning that all participants agreed verbally to be part of the study.

3.12 Summary

The researcher chose this methodology as it fitted well with the research problem. This enabled the researcher to answer the research questions adequately. The methodology was found to be relevant.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Overview

This chapter presents the results from the individual high schools for pupils with visual impairments. Head teachers, School Counselors, teachers and pupils, responses on guidance service provision in high schools are presented. The responses are divided into three parts. The first part deals with the first objective of the study which was to find out problems pupils with visual impairments in high schools face. The second part of this section presents the second objective which was to establish the types of guidance services available for pupils with visual impairments in high schools and finally the last part of the objective which was to investigate pupils with visual impairments' evaluation of guidance services in high schools would be addressed

4.1 PROBLEMS PUPILS WITH VISUAL IMPAIRMENTS FACE

TABLE 4.1.1 PUPILS WITH VISUAL IMPAIRMENTS' RESPONSES TO WHETHER OR NOT THEY FACED PROBLEMS IN HIGH SCHOOLS.

YES		NO		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
26	72	1	2.8	9	25

The study revealed that of the respondents, 26 (72%) indicated that pupils with visual impairments in high schools had problems that were peculiar only to them and only 1 (2.8%) indicated no problems at all. Further 9 (25%) of them did not respond to the questionnaires while of the 26, 12 (33.3%) and 14 (38.8%) of the girls and boys respectively indicated that they had peculiar problems.

TABLE 4.1.2: CHALLENGES FACED BY PUPILS WITH VISUAL IMPAIRMENTS

S/N	CHALLENGE FACED	SCHOOL			
		Sefula		Mumbwa	
		Frequency	Percent (%)	Frequency	Percent (%)
1	Alternative devices	10	27.8	17	47.2
2	Note Taking	8	22.2	14	38.9
3	Missing Results	10	27.8	17	47.2
4	Inadequate lessons in science and mathematics	9	25	17	47.2
5	No computer lessons	10	27.8	17	47.2
6	Inadequate resource teachers	9	25	16	44.4
7	Discrimination from teachers and sighted pupils	7	19.4	15	41.7
8	Inadequate counseling and guidance sessions for individuals	9	25	15	41.7
9	Unfriendly physical infrastructure and surrounding	7	19.4	13	36.1
10	Untrained resource teachers in individual subjects	10	27.8	17	47.2
11	Lack of care from Administrators	9	25	17	47.2

27 (27.8% from Sefula and 47.2% from Mumbwa) pupils with visual impairments that indicated that alternative devices were a challenge while those that indicated that unfriendly physical infrastructure and surrounding posed a challenge were 20 of whom 7 (19.4%) came from Sefula and 13 (36.1%) from Mumbwa High School for the Blind. The study revealed that almost all the challenges listed in Table 4.1.2 were common in these two schools under study.

TABLE 4.1.3 PUPILS WITH VISUAL IMPAIRMENTS’ RESPONSES TO TYPES OF COMMON DISCIPLINARY CASES IN SCHOOL

Disciplinary cases:	SEFULA		MUMBWA		TOTAL FREQUENCY	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
-pregnancies	1	2.8	5	13.9	6	16.7
-out of bounds	0	0	8	22.2	8	22.2
-thefts	2	5.6	0	0	2	5.6
-drug abuse	5	13.9	6	16.7	11	30.5
-pre-marital sex	2	5.6	2	5.6	4	11.1
-absenteeism	2	5.6	1	2.8	3	8.3
-fighting	1	2.8	4	11.1	5	13.9

The findings indicated that out of bounds was very common at Mumbwa High School while drug abuse was highly prevalent at Sefula High School for the Blind. This is revealed in the respondents from Mumbwa of 8 (22.2%) while Sefula was 0 (0%).

TABLE 4.1.4 PUPILS WITH VISUAL IMPAIRMENTS’ RESPONSES TO TYPES OF COMMON DISCIPLINARY CASES AMONG BOYS AND GIRLS

	BOYS		GIRLS		TOTALS	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
-pregnancies	3	8.3	3	8.3	6	16.7
-out of bounds	4	11.1	4	11.1	8	22.2
-thefts	1	2.8	1	2.8	2	5.6
-drug abuse	4	11.1	7	19.4	11	30.6
-pre-marital sex	2	5.6	2	5.6	4	11.1
-absenteeism	3	8.3	0	0	3	8.3
-fighting	2	5.6	3	8.3	5	13.9

On the issue of which cases of indiscipline were most common at these schools, responses that shared equally from both gender were over theft 1 (2.8%), pre-marital sex 2 (5.6%), pregnancies 3 (8.3%) and out of bounds 4 (11.1%). Drug abuse is indicated as the most prevalent by the girls and the boys while theft is indicated as least by the boys and girls.

TABLE 4.1.5 WHAT PUPILS WITH VISUAL IMPAIRMENTS WANTED TO CHANGE IN THEIR SCHOOLS

SOMETHING PUPILS WANTED TO CHANGE	SCHOOL			
	Sefula		Mumbwa	
	Frequency	Percent (%)	Frequency	Percent (%)
-have trained resource teachers in all subjects	10	27.8	16	44.4
-provide alternative devices for use in the resource room e.g. embossers, Braille printer and others	7	19.4	15	41.7
-have special times with Counselors to address specific problems at the Unit	10	27.8	17	47.2
-have computer lessons	10	27.8	17	47.2
-have Braille text books in all subjects	10	27.8	16	44.4
	8	27.8	17	47.2
-have enough writing frames and styluses	9	22.2	15	41.7
-have cassette recorders for recording lessons	5	25	17	47.2
-have specific times to write weekly tests	10	13.9	8	22.2
-have ECZ set up a place at the marking centre for Braille transcribers to avoid loosing of results	9	27.8	17	47.2
-improve the school environment for easy mobility	7	25	14	38.9
-there should be no discrimination from both teachers and pupil				

The study revealed that from the eleven issues listed in Table 4.1.5 almost all the pupils with visual impairments at these two high schools (27.8% from Sefula and 47.2% from Mumbwa) indicated that they wanted a number of issues changed in their school.

4.2 TYPES OF GUIDANCE SERVICES AVAILABLE IN HIGH SCHOOLS

4.2.1 AVOCATIONAL GUIDANCE SERVICES

TABLE 4.2.1.1 RESPONSES TO WHETHER OR NOT THEIR HOBBIES WERE IDENTIFIED AS THEY ENTERED SCHOOL

YES		NO		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
16	44.4	9	25	9	25

The response rate to the question on whether pupils with visual impairments’ hobbies were identified by the school was 27 (75%) with a failure rate of 9 (25%). The study indicated that 16 (44.4%) of the respondents had their hobbies identified while the other 9 (25%) indicated that their hobbies were not identified. Of these respondents whose hobbies were identified, 6 (16.7%) were girls while 10 (27.8%) were boys.

TABLE 4.2.1.2 RESPONSES TO WHETHER OR NOT THEY PARTICIPATED IN EXTRA CURRICULAR ACTIVITIES

YES		NO		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
15	41.7	12	33.3	9	25

11 (30.6%) boys indicated that they do participate in extracurricular activities while 4 (11.1%) were girls. The study revealed that 45: 28.8 of the respondents indicated that yes and no respectively.

TABLE 4.2.1.3 PUPILS WITH VISUAL IMPAIRMENTS’ RESPONSES TO WHO IS IN CHARGE OF EXTRA CURRICULAR ACTIVITIES BY SCHOOL

	Teacher		Counselors		Friend		Prefect		None	
	Freque ncy	Percent (%)	Frequenc y	Percent (%)	Frequenc y	Percent (%)	Frequenc y	Percent (%)	Frequen cy	Percent (%)
Sefula	6	16.7	0	0	0	0	1	2.8	3	8.3
Mumbwa	7	19.4	0	0	0	0	1	2.8	18	50
Total	13	36.1	0	0	0	0	2	5.6	21	58.3

Of the 36 respondents, 13 (36.1%) indicated that teachers were in charge of the extracurricular activities and only 2 (5.6%) indicated that prefects were in charge. Among 21 (58.3%) pupils with visual impairments who did not respond to the questionnaires, others indicated that no one was in charge of the extracurricular activities in these two schools.

TABLE 4.2.1.4 PUPILS’ RESPONSES TO WHICH EXTRA CURRICULAR ACTIVITIES THEY ARE INTERESTED AND INVOLVED IN

	Drama and Dance		Music		Sports		Art and Design		Reading for enjoyment	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
SEFULA	0	0	2	5.6	1	2.8	1	2.8	4	11.1
MUMBWA	1	2.8	5	13.9	2	5.6	0	0	0	0
TOTAL	1	2.8	7	19.4	3	8.4	1	2.8	4	11.1

In terms of the types of extracurricular activities pupils with visual impairments are interested and involved in, 7 (19.4%) indicated being interested and involved in Music of whom 2 (5.6%) were from Sefula while 5 (13.9%) were from Mumbwa High School for the Blind. 3 (8.4%) pupils indicated that they are interested and involved in Sports and 4 (11.1%) in reading for enjoyment. Out of the 20 (55.6%) remaining pupils, 9 (25%) did not take part in responding to the questionnaire while 11 (30.5%) indicated that they were either interested in subject clubs or not interested in any activity at all.

4.2.2 EDUCATIONAL GUIDANCE SERVICES

TABLE 4.2.2.1 RESPONSES TO WHO INDUCTED THEM BY SCHOOL

	Head teacher		Counsellor		Teacher		Friend		None	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Sefula	0	0	0	0	1	2.8	1	2.8	8	22.2
Mumbwa	0	0	6	16.7	2	5.6	6	16.7	2	5.6
Total	0	0	6	16.7	3	8.3	7	19.4	10	27.8

The response rate to the question was 26 (72.2%) while the failure rate was 10 (27.8%). 12 (33.3%) pupils from Mumbwa were inducted either by the School Counsellor or a friend while only 2 (5.6%) pupils of Sefula were inducted by either a Teacher or a friend. 10 (27.8%) pupils from both schools were not inducted by any one.

TABLE 4.2.2.2 RESPONSES TO WHETHER OR NOT THEY WERE HELPED IN SUBJECT SELECTION

YES		NO		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
11	30.6	16	44.4	9	25

As to whether the pupils had received any help in choosing subjects 11 (30.6%) indicated that they did receive assistance while 16 (44.4%) did not. 9 (25%) did not take part in responding to the questionnaire.

TABLE 4.2.2.3 RESPONSES TO WHO HELPED THEM IN SUBJECT SELECTION BY GENDER

	Teacher		Counselor		Parent/Guardian		Resource Teacher		None	
	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)
Boys	1	2.8	1	2.8	0	0	2	5.6	11	30.6
Girls	1	2.8	0	0	0	0	4	11.1	7	19.4
Total	2	5.6	1	2.8	0	0	6	16.7	18	50

As to who helped pupils with selection of subjects, 11 (30.6%) boys indicated that no one assisted them and 2 (5.6%) indicated that they were assisted by a Counsellor and another one by a Teacher. 7 (19.4%) girls indicated that no one helped them, 4 (11.1%) were assisted by the Resource Teacher while 1 (2.8%) was assisted by a class teacher.

TABLE 4.2.2.4 PUPILS’ RESPONSE TO WHO HELPED THEM WHEN THEY ENCOUNTER ED PROBLEMS IN CERTAIN SUBJECTS

	Teacher		Counselor		Friend		Resource Teacher		None	
	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)
Sefula	7	19.4	0	0	2	5.6	0	0	1	2.8
Mumbwa	4	11.1	1	2.8	0	0	11	30.5	1	2.8
Total	11	30.5	1	2.8	2	5.6	11	30.5	2	5.6

The response rate to the question was 27 (75%) while the failure rate was 9 (25%). Of the respondents, 25 (69.4%) received help whenever they encountered problems in certain subjects either from the class teacher, School Counselor, Resource teacher or Friend but 2 (5.6%) did not.

During the Focused Group Discussions with pupils on the question of why they particularly approached these people and not others, pupils’ responses varied from such reasons as; teachers had better understanding of subject content while those who chose to go to Resource teachers indicated that they are directed to take all their problems to the unit by the rest of the members of staff in the

school. One among the all respondents indicated that they chose to go to the Counselor because they needed help while the rest preferred a friend or no one for fear of being discriminated against.

TABLE 4.2.2.5 RESPONSES TO WHO PROVIDED THEM WITH STUDY SKILLS

	Teacher		Counselor		Resource teacher		Friend		None	
	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)
Sefula	5	13.9	0	0	2	5.6	1	2.8	2	5.6
Mumbwa	2	5.6	1	2.8	2	5.6	1	2.8	11	30.5
Total	7	19.5	1	2.8	4	11.1	2	5.6	13	36.1

As to who provided them with study skills, 14 (38.9%) received assistance in study skills either from the teacher, Counselor, Resource teacher or friend but 13 (36.1%) did not.

TABLE 4.2.2.6 PUPILS’ RESPONSES TO WHO ASSISTED THEM IN BRAILLE RELATED PROBLEMS

	Teacher		Counselor		Resource teacher		Friend		None	
	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)
Sefula	0	0	0	0	9	25	0	0	1	2.8
Mumbwa	0	0	0	0	17	47.2	0	0	0	0
Total	0	0	0	0	26	72.2	0	0	1	2.8

On who assisted them when they encountered problems in Braille, 26 (72.2%) pupils indicated that they were assisted by the resource teacher while 1 (2.8%) indicated that no one assisted.

4.2.3 HEALTH GUIDANCE SERVICES

TABLE 4.2.3.1 PUPILS’ RESPONSES TO WHETHER OR NOT THEY WERE EXPECTED TO UNDERGO MEDICAL EXAMINATION AT THE SCHOOL

YES		NO		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
5	13.8	22	61.1	9	25

Of the respondents, 7 (19.4%) from Sefula indicated that they were not expected to undergo medical examinations the first time they reported to the school while 3 (8.3%) responded in the affirmative. Mumbwa’s responses were 15 (41.6%) said NO while 2 (5.6%) responded in the affirmative. 9 (25%) did not respond to the question.

TABLE 4.2.3.2 RESPONSES TO WHO ORGANISED HEALTH TALKS BY SCHOOL

	Teacher		Counselor		Resource teacher		Friend		None	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Sefula	2	5.6	0	0	0	0	0	0	8	22.2
Mumbwa	1	2.8	1	2.8	0	0	0	0	15	41.6
Total	3	8.3	1	2.8	26	0	0	0	23	63.8

On who organized health talks in the school, 23 (63.8%) pupils indicated that talks were not done while 4 (11.1%) pupils indicated that they were conducted by either a teacher or Counselor.

TABLE 4.2.3.3 PUPILS’ RESPONSES TO WHO ASSISTED WHEN NEEDED HEALTH CARE BY GENDER

	YES		NO		NO RESPONSE	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Boys	6	16.6	9	25	0	0
Girls	8	22.2	4	11.1	0	0
Total	14	38.8	13	36.1	0	0

Of the 14 (38.8%) YES responses, 1 (2.8%) was male from Sefula High School for the Blind while 5 (13.9%) were from Mumbwa. 3 (8.3%) male pupils from Sefula High School for the Blind indicated no and 6 (16.6%) were from Mumbwa High School. 5 (13.9%) female pupils from Sefula indicated in the affirmative while 3 (8.3%) were from Mumbwa and 1 (2.8%) female from Sefula indicated no while 3 (8.3%) female pupils were from Mumbwa.

4.2.4 SOCIAL/PERSONAL GUIDANCE SERVICES

TABLE 4.2.4.1 PUPILS’ RESPONSES TO WHO THEY SHARED WITH IN CASE OF PERSONAL OR SOCIAL LIFE PROBLEMS

	Teacher		Counselor		Resource teacher		Friend		None	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Sefula	1	2.8	0	0	1	2.8	7	19.4	1	2.8
Mumbwa	3	8.3	1	2.8	1	2.8	8	22.2	4	11.1
Total	4	11.1	1	2.8	2	5.6	15	41.6	5	13.9

15 (41.6%) pupils indicated that they found it easy to approach friends when confronted with personal or social problems while 12 (33.3%) indicated that they sort assistance from either a teacher, Counselor, Resource teacher or simply stayed back.

TABLE 4.2.4.2 RESPONSES TO WHO ASSISTED WHEN A PUPIL BECAME OF AGE BY GENDER

	Teacher		Counselor		Parent		Matron		None	
	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)
Boys	4	11.1	1	2.8	2	5.6	4	11.1	4	11.1
Girls	1	2.8	0	0	4	11.1	5	13.9	2	5.6
Total	5	13.9	1	2.8	6	16.7	9	25	6	16.7

9 (25%) pupils indicated that they sort assistance from the Matron while 8 (22.2%) pupils received help either from teacher, Counselor, parent or none.

TABLE 4.2.4.3 PUPILS’ RESPONSES TO WHETHER OR NOT RE-ENTRY POLICY WAS GOOD BY SCHOOL (This information is necessary to know whether pupils were guided and counseled on the re-entry policy)

YES		NO		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
18	50	9	25	9	25

Of these respondents who indicated in the affirmative, 4 (11.1%) were from Sefula High School for the Blind while 14 (38.9%) were from Mumbwa High School. 6 (16.7%) from Sefula High School’s responses were in the negative while 3 (8.2%) were from Mumbwa High School.

TABLE 4.2.4.4 RESPONSES TO WHO ASSISTED THE READMITTED PUPILS FIT IN SCHOOL ONCE AGAIN BY GENDER

	Teacher		Counselor		Parent		Matron		None	
	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)
Boys	5	13.9	1	2.8	1	2.8	0	0	8	22.2
Girls	1	2.8	1	2.8	1	2.8	4	11.1	5	13.9
Total	6	16.7	2	5.6	2	5.6	4	11.1	13	36.1

13 (36.1%) pupils indicated that no one assisted the readmitted pupils to fit in school once again while 14 (38.8%) indicated that either teacher, Counselor, parent or matron assisted the readmitted pupils to fit in.

4.2.5 VOCATIONAL GUIDANCE SERVICES

TABLE 4.2.5.1 PUPILS’ RESPONSES TO WHO PROVIDED THEM WITH INFORMATION TO GET INTO UNIVERSITIES/COLLEGES

	Teacher		Counselor		Friend		Matron		None	
	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)	Frequen cy	Percent (%)
Sefula	5	13.9	0	0	1	2.8	0	0	4	11.1
Mumbwa	7	19.4	0	0	2	5.6	0	0	7	19.4
Total	12	33.3	0	0	3	8.4	0	0	11	30.5

12 (33.3%) pupils indicated that they got information on how to get into Universities/Colleges from teachers while 14 (38.8%) got information from either a friend or no one at all.

As to how pupils with visual impairments got information on career/job opportunities suitable for them, 6 (16.7%) indicated that they usually got information from friends or sponsors while 10 (27.8%) indicated that they either read from newspapers or manuals in the Resource Units. 11 (30.5%) indicated that they mostly got information about career/job opportunities from Non-Governmental Organizations dealing with persons with Low vision or Blindness.

4.3 PUPILS WITH VISUAL IMPAIRMENTS’ EVALUATION OF GUIDANCE SERVICES

In order to investigate the pupils with visual impairments’ evaluation of guidance and counseling services in High Schools for the Blind responses were sought from them on the availability of guidance services. It was also important to find out if school counselors were available to meet the specific needs of these pupils. This was done by finding out if guidance and counseling services were time-tabled and whether the pupils with visual impairments did benefit from the guidance services provided or their suggestions to improve these services. Head teachers, School Counselors and Class teachers’ responses on the provision of the guidance services are also presented here to authenticate pupils’ evaluation of these services.

TABLE 4.3.1 PUPILS’ RESPONSES TO WHETHER OR NOT THEIR SCHOOL OFFERED GUIDANCE AND COUNSELLING SERVICES

OFFERED		NOT OFFERED		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
8	22.2	19	52.7	9	25

Of the respondents, 8 (22.2%) indicated that there was guidance service provision in the high schools while 19 (52.7%) revealed that these services were not in existence at all.

During the Focused Group Discussions pupils said that the Guidance and Counseling Department existed in the school although the Resource Unit did not benefit from its services. Examples cited were that pupils with visual impairments needed to have their particular problems addressed by having separate and regular meetings organized specifically to discuss needy areas in the Resource Unit.

TABLE 4.3.2 RESPONSES TO WHETHER OR NOT GUIDANCE AND COUNSELLING WAS TIME-TABLED

TIME-TABLED		NOT TIME-TABLED		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
4	11.1	22	61.1	10	36.1

22 (61.1%) pupils indicated that the guidance and counseling was not on the school/class time-table while 4 (11.1%) said it was on the time-table.

TABLE 4.3.3 PUPILS’ RESPONSES TO WHETHER OR NOT GUIDANCE SERVICES WERE USEFUL TO THEM

USEFUL		NOT USEFUL		NO RESPONSE	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
4	11.1	23	63.9	9	25

23 (63.9%) pupils indicated that the guidance services were not useful to them while 4 (11.1%) said they were not useful at all.

4.3.4 IMPROVEMENT OF GUIDANCE AND COUNSELLING SERVICES

The general view by the pupils on improving the guidance and counseling services in the school was that there should be special trained counselors in the Department of Guidance and Counseling. That way, pupils with visual impairments would receive direct and individual needs. For example, one male pupil from Sefula high school (Unit for the Blind) said ‘It is not easy to discuss health matters with our school counselor because whenever you go to him for a problem, he always sends you back to the Resource teacher.’ The pupils also suggested that the Department should stock Assistive Devices for use and provide pupils with visual impairments particular information on job opportunities and career path specially suited for them. Another female pupil from Mumbwa high school said ‘although the office room is in place, we are not given the Assistive Devices we need as visually impaired pupils and mostly the counselors only helps us during examination registration period. It was revealed that Braille

Computers would help improve their general performance if the Department of Guidance and Counseling addressed the issue of networking with other organizations.

The pupils also suggested the need for school Counselors to have special times to meet the pupils in the Resource Units to discuss issues concerning them. One pupil from Mumbwa suggested that ‘school counselors should be equipped with information on college requirements for us pupils with visual impairments and discuss needy matters at a personal level’. Another one also added that ‘the government through Ministry of Education should send school counselors for refresher courses from time to time to improve the general running of the Department’.

4.3.5 SCHOOL HEADTEACHERS’ RESPONSES TO GUIDANCE SERVICES

TABLE 4.3.5.1 RESPONSES TO PROVISION OF RESOURCES

SCHOOL	RESOURCES PROVIDED	RESOURCES NOT PROVIDED
SEFULA	X	
MUMBWA	X	

Both School Administrators indicated that in terms of room, personnel and training plan, the schools had managed to provide the department of guidance and counseling except for materials needed for pupils with visual impairments. It was also revealed that both schools had not written policy on guidance service provision for pupils with visual impairments except the general one. In Sefula, the Head had the following to say: “We do not have a policy specifically for pupils with visual impairments but a general policy on guidance services. We hope to narrow it down now that we have been enlightened.” (Head teacher-Sefula High School: 3rd October 2010)

TABLE 4.3.5.2 HEADTEACHERS’ RESPONSES TO MAIN DISCIPLINARY CASES IN THE SCHOOL

Main Disciplinary Cases	Frequency	Percent (%)
Beer Drinking/drug abuse	2	100
Out of bounds	2	100
Absenteeism from lessons	2	100
Pre-marital sex/Pregnancies	2	100

The study revealed that 2 (100%) with regard to matters of discipline, pupils with visual impairments had a problem with keeping to rules and regulations. Pupils tended to stay away from lessons with the excuse that there was no need to sit in a science lesson where a teacher is not describing diagrams or formulas. In Mumbwa, the Head teacher said that, “These pupils you are talking about are always thinking negatively about their teachers and they are rebellious making it difficult to control them. They do what they think is right and not what the teachers tell them.” (Head teacher- Mumbwa High School 1st October 2010).

It was also revealed that pupils with visual impairments were treated the same in regard to sickness in school as the sighted pupils. The Counselors in the high school were expected to attend to problems faced by pupils with visual impairments the same way they treated the other group of pupils in the school. The most important role for the Counselors with regard to pupils with visual impairments was one to do with entries for the final examinations.

Furthermore, the Head teachers lamented that pupils with visual impairments had a habit of falling off the learning program due to pregnancies and would not report back. Their comment on the challenges they faced in running the guidance services in their schools was that most of the times pupils with visual impairments demanded special attention from every member in the school. As to whether they had any suggestions on how the Department could improve the two administrators’ responses included the following: that there was need for full time specially trained counselors for pupils with visual impairments; provision of Assistive Devices from Teacher Education for Specialized Services and also the need to have the guidance and counseling time-tabled.

4.3.6 SCHOOL COUNSELLORS’ RESPONSES TO GUIDANCE SERVICES

The period that the two school counselors served at Sefula and Mumbwa was 7years and half-a-year respectively. When asked whether or not they were formally trained in the field of counseling, one indicated in the affirmative while the other indicated in the negative.

TABLE 4.3.6.2 COUNSELLOR’S RESPONSIBILITIES

S/N	RESPONSIBILITIES	PERFORMED		NOT PERFORMED	
		SEFULA	MUMBWA	SEFULA	MUMBWA
1.	Career Guidance			X	X
2.	Subject Selection		X	X	
3.	Assistive/alternative Devices Provision			X	X
4.	Sensitization on;				
	-health		X	X	
	-extracurricular activities	X	X		
	-examinations	X	X		
	-study skills			X	X
	-re-entry policy	X	X		
5.	General School orientation			X	X
6.	Linking pupils with visual impairments to;				
	-care givers(Social Welfare Sponsors)		X	X	
	-parents’ organizations		X	X	
	-Non-governmental organizations			X	X
	-Associations for the blind			X	X
	-outside institutions interested in the blind pupils			X	X

The study through the interview with the school counselors revealed that subject selection, health talks, linking pupils to care givers and parents’ organizations was performed by Mumbwa. Sensitization in extracurricular activities, examinations and re-entry policy was performed by both Sefula and Mumbwa while career guidance, assistive/alternative devices provision, study skills, general school orientation, linking pupils to NGOs, Associations for the Blind and outside institutions interested in the Blind was not performed by both Sefula and Mumbwa.

4.3.6.3 RESPONSES TO HOW MANY TIMES THEY HAD SESSIONS WITH PUPILS

It was also found that school counselors did not meet pupils with visual impairments as individuals but generally when getting data related to the pupils’ examination entries. One school counselor said ‘most of the times pupils with visual impairments require help in academic matters and because I am not conversant in Braille, I refer them to the Unit’. As to why guidance services were not time-tabled both school counselors said that the school time-table did not provide for it. They both also said they were overloaded with teaching load and that pupils with visual impairments had contact with Resource teachers. The study also revealed that counselors allowed pupils to visit their offices whenever they needed help and provided help in the area of subject selection.

4.3.6.4 COUNSELLORS’ RESPONSES TO AVAILABILITY OF ASSISTIVE/ALTERNATIVE DEVICES

In the both schools, counselors were not equipped with assistive/alternative devices for pupils with visual impairments to help them handle academic pressure in mathematics and science related subjects. The reasons given for this were that these counselors were not trained to handle pupils with visual impairments but the general pupils. One counselor said ‘even though I am trained in Guidance and Counseling, I did not train in visual impairments so it becomes difficult to for me to handle them’. It was also revealed that even though they were responsible in organizing for Braille examination papers during the final year, pupils with visual impairments dealt more closely with their Resource Unit teachers or matrons in almost every area of personal and social issue in the school.

When asked whether or not they encourage pupils to participate in extracurricular activities, career paths and how often they organized for health talks, both counselors indicated that they did these things though not specifically for the pupils with visual impairments. One counselor said ‘Health talks are organized through various organs such as health clubs and health institutions while career talks or seminars are held by inviting several people from different professions’.

The study also revealed that the common disciplinary cases in the school were reported to be out of bounds, beer drinking, fighting, absenteeism from lessons, pregnancies and pre-marital sex. One counselor said ‘the department could improve when officers are on full time, specially trained to handle pupils with visual impairments and reduced teaching loads’. Counselors indicated the need for provision of assistive/alternative materials in the department to assist pupils with visual impairments.

4.3.7 TEACHERS’ RESPONSES TO GUIDANCE SERVICES

The average length of service the respondents ranged from longest serving in years (9) to the shortest serving in years (1) between the schools. Asked whether they had formal training in teaching pupils with visual impairments, 4 (50%) indicated that they had been trained ranging from certificate to degree level while 4 (50%) said they were not trained in teaching pupils with visual impairments.

Regarding the challenges encountered in class when interacting with this group of pupils, one teacher said that ‘pupils face problems in mathematics and science related subjects which affect their performance’. Furthermore, others indicated that it was easy to help in explaining terms that were straight forward than diagrams and formulas. For teachers who had been formally trained, their experience was better in many areas.

The study through the interview of teachers also revealed that common disciplinary cases were absenteeism from lessons, truancy by pupils with visual impairments, pregnancies, drug abuse and out of bounds. One teacher from Sefula said ‘because these pupils come from Sefula Basic School just next to the High School, they find themselves getting back to visit their friends at wrong times’. Asked whether or not pupils received assistance from guidance services 5(62.5%) indicated in the negative while 3 (37.5%) indicated in the positive. When asked on how often the school organized career seminars for pupils 8 (100%) indicated that the school did through the department of guidance Unit though not specifically for pupils with visual impairments but all the pupils.

On what could be done to improve the provision of guidance services in their individual schools, one teacher indicated that ‘there was need for full time counselors, in-house training in handling pupils with visual impairments and policy on guidance services at school level’. Furthermore, teachers lamented that pupils with visual impairments received very little attention from the department of

Guidance Service Unit since counselors were not trained to handle pupils with visual impairments. They also brought out the need for both the Resources teachers and school guidance committees to work together in giving help to pupils with visual impairments

4.4 Summary

The situation in the two high schools clearly shows that there were elements of negative attitudes in the Head teachers and class teachers towards pupils with visual impairments. The policy on education does not discriminate any pupil regardless of ability. The only draw back was that very few teachers were trained in guidance and counseling.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Overview

This chapter presents a discussion of the findings. The discussion follows the variables upon which data collection was based namely, problems pupils with visual impairments in high schools faced, types of guidance services available for pupils with visual impairments in high schools and pupils with visual impairments' evaluation of the guidance services in high schools. Furthermore the chapter discusses the statement of the problem raised, '....and yet there is a marked absence of attention given to problems faced by and the guidance services available to pupils with visual impairments in high schools'.

5.1 The first objective was to investigate the problems pupils with visual impairments in high schools face. In relation to the above objective, the study revealed (as in table 4.1.1) that pupils with visual impairments had problems that were only peculiar to them. Majority of the responses 72% established this. Among the notable problems pupils with visual impairments in high schools faced (as in table 4.1.2) were the lack of alternative or assistive devices for pupils with visual impairments to use 75% responses. Unlike the report from Neikerk and Prins (2001) whose study confirmed that Zimbabwean education system provided for modification and procuring of assistive devices to use by the visually impaired department from the very lower grades upwards, a sharp contrast found in the Zambian schools where pupils with visual impairments are dependant mostly on the innovation of the Resource Teacher to make their learning viable.

The other problem of pupils with visual impairments was mobility due to physical infrastructure in high schools. The Ministry of Education is currently working on developing user-friendly school structures in almost all newly built schools countrywide to meet the Global benchmark of the MDGs (Zambian schools). The study revealed that pupils with visual impairments found the school grounds challenging to master due to continued change, such as placing objects or leaving windows wide-open in the corridors.

Blindness was the biggest challenge pupils with visual impairments encountered in finding their way in a place which always changes shape. Furthermore pupils felt embarrassed whenever they bumped themselves and flipped before their sighted fellows.

In the area of note-taking and Braille materials, the findings showed that 61.1% of the respondents were mostly affected since academic achievement was largely dependant on these. A large number of pupils with visual impairments excelling in their academic performance were due to supply of learning and teaching materials in meeting learning demands. It was also established that in most cases pupils with visual impairments' final examination results always went missing at ECZ. In the effort to work around this, the Examination Council of Zambia Review (2010) has devised a strategy to have all Braille marked scripts kept in one Marking Centre. These findings were also supported by Dembo (1994) and Ministry of Education Statistical Bulletin (2008) in contrast with the class performance and final results.

In fact Head teachers, counselors and teachers indicated that there was a problem in giving pupils with visual impairments weekly tests when their work was not transcribed in time. The result of this affected their general performance even at the end of grade 12 final examinations especially that their work was transcribed by personnel who were not familiar to their Braille writing. If left unchecked continued stigma and life of dependence on care-givers would remain a permanent mark on persons living with low vision.

5.2 The second objective was to find out the types of guidance services available and how effective they were for pupils with visual impairments in high schools. In establishing the types of guidance services available, special reference would be paid towards avocational, educational, health, social/personal and vocational guidance services in high schools for the Blind.

5.2.1 Avocational guidance services

The essentials to avocational guidance services are the identification of hobbies and participation in extracurricular activities for pupils with visual impairments. This means that pupils need to direct their energies to things that are profitable to them outside classroom time. The findings revealed (as in Table 4. 2.1.1) that 44.4% of the respondents had their hobbies identified while 25% of them no

hobbies were identified. This is to say most pupils did have interest in engaging themselves in other things during free time. Sefula had more who had their hobbies identified than Mumbwa despite it having a larger number of respondents.

Indicators from the study revealed that pupils with visual impairments were actively involved in extracurricular activities as shown in table 4.2.1.2 where 41.7% of the majority respondents indicated in the affirmative. It all means that most pupils had time to relax during free time by taking part in clubs and sports. In terms of guidance and counselling ethos, pupils who take time to engage in extra curricular lessen stress by keeping their minds busy. The study revealed that 36.1% of pupils said that teachers were in-charge of extracurricular activities. It is therefore incumbent on all counsellors to find time to guide pupils to develop interest in gifts and talents outside classroom work. It was also revealed that the majority of pupils with visual impairments 19.4% were interested in music and 16.9% were interested in either reading for enjoyment, Art and Design or Drama and Dance. In most cases pupils with visual impairments are known for their enjoying of music as a means to sooth their souls (Kirk et al, 2006). In this way some pupils with visual impairments might utilize these gifting as vocations later on in life.

Of the respondents, 33.3% pupils with visual impairments indicated that even though they were interested in these curricular activities, there were very few alternatives for them to pick from. This led to some of the pupils to have nothing to do which made them be involved in a lot of indiscipline behaviors. Head teachers, Counselors, Teachers and pupils with visual impairments indicated through the interview discussions that there were a lot of cases of indiscipline among the pupils because of having a lot of free time on their hands. It was important for the school administration to ensure that there was a variety of extracurricular activities for pupils with visual impairments to reduce on indiscipline.

5.2.2 Educational guidance services

Induction activities as a component of educational guidance services were meant to allow for continuity from one school to another, information about various school facilities, rules and regulations and much more to assist new comers fit in the institution. The study revealed (as in table 4.2.2.1) that the majority of pupils with visual impairments 27.8% were not inducted at all although

19.4% were inducted by a teacher. This revelation may be interpreted to mean that pupils with visual impairments found life at the new school challenging since they did have a starting point. From the findings it is clear that most of the pupils had to use discovery method in the new setting.

Furthermore, pupils inducted by a counselor were only 16.7% which showed that very few pupils received assistance from the department of guidance services. It was also established that only 30.6% received help with regard to subject selection and this was from either a teacher or Resource teacher while the counselors offered help to 2,8%. This area is critical for pupils with visual impairments in the sense that proper care ought to be taken if they are to compete well in society (Phiri, 2005). Kalabula and Mandiyata (2002) allude to the fact that most pupils with visual impairments end up taking a course of study limited to available learning/teaching materials.

The findings of the study implied that most of these pupils entering the high school level found it difficult not only to settle in school but also fit into programs that would be of benefit when they left school life. Subsequently these pupils broke school rules and regulations, failed to establish themselves in the course of study and had problems of social adjustment. Sefula and Mumbwa high school Units for the Blind were rocked with several disciplinary cases and poor academic performance as a result. Better pupil achievement is realized when proper orientation is carried out. It was therefore incumbent upon the guidance units in the two schools to provide pupils with visual impairments with the induction exercise (Barki and Mukhopadhyay, 2008).

Study skills are vital for pupils' preparation for final examinations. The findings revealed (as in table 4.2.2.5) that pupils with visual impairments did not receive the needed study skills to prepare for final Examinations. This is shown from the majority responses of 36.1% who indicated that they did not get any assistance at all. In case where the study skills were provided, 19.5% pupils indicated that they received help from largely from a teacher while 11.1% came from Resource Unit personnel. The striking issue was that only 2.8% was from counseling department. These findings were not surprising as Head teachers responses indicated that they left all issues to do with academic matters in the care of the counseling department. A contrast here is recorded from the study undertaken by Cox (2007) in the Malaysian schools for the Blind where counselors met pupils regularly to discuss study plans.

In regards problem sharing in various subjects, pupils found it easier to approach subject teachers and Resource Unit personnel than counselors. Pupils that chose teachers for assistance gave such reason as being conversant in subject content, willingness to help and that they were friendly. In the case of Resource Unit teachers the reasons advanced were that they were available and offered Braille expertise.

It was also established from both teachers and counselors' interview discussions that counselors were not readily available for consultation mainly because they had a lot to do and that they had no knowledge in Braille. Therefore in matters related to Braille, 72.2% was received from Resource Unit personnel.

5.2.3 Health guidance services

The findings revealed (as in table 4.2.3.1) that it was not mandatory for pupils reporting for the first time in school to undergo medical examinations although they needed to produce an assessment report as pupils requiring special education. This was very evident from the study since the majority 61.1% indicated in the negative and 13.8% affirmed which was very clear that they referred to the assessment report during the focused group discussions with them. There is a sharp contrast with a case undertaken by Shea and Bauer (1994) that pupils' medical records help school administration in caring for health needs of pupils with visual impairments. It is evident that one of the many responsibilities to be performed by counselors was to keep health records of their clientele.

The study also revealed (as in table 4.2.3.2) that schools did not organize health talks regularly even though there were activities related to health sensitization. More pupils 63.8% indicated that there were no talks and whenever similar health activities were organized, teachers took the lead but not the guidance department. Issues discussed were mainly to do with personal and school hygiene, sexually transmitted diseases and HIV and AIDS, preventive maintenance and general health matters. In spite of these talks being offered, pupils with visual impairments felt that administration needed to specifically address health matters related to them than offering this in general. This may be the reason why many female pupils with visual impairments get pregnant before writing their final examinations.

With regard to the schools providing pupils with health care, half the respondents indicated that they had received the needed care and half indicated that they did not. The study established that pupils got the necessary health-care from the school authorities whenever they fall ill by being taken to nearest clinics or hospital. Head teachers and counselors indicated that it was school policy that a teacher on duty would deal with cases of health-care.

5.2.4 Social/personal guidance services

Social/personal guidance services are meant to help pupils with visual impairments resolve their social or personal problems. The findings established that these pupils were not provided with this service as evidenced in table 4.2.4.1. Pupils sought help largely from friends and only 2.8% walked to the guidance unit for help. Teachers were ranked second in the provision of personal conflicts within and among pupils' life in the school. The study further established that when pupils became of age, 25% pupils found it easier to share their experience with a Matron while 16.7% pupils indicated that they shared with a parent or no one. The work of a counselor to a teenager helps establish trust for adults of the opposite sex more so for a pupil with disability. It all means that pupils with visual impairments require counselors would trust to discuss personal matters.

It was further revealed that pupils confided in teachers first before going to a counselor. The study were in conformity with that of Kasonde, Ndhlovu and Phiri (2007) on the impact of guidance and counseling services on high school learners in Zambia, who reported that when learners had problems they mostly talked to their friends first, then the class teachers and finally the counselors.

Pupils with visual impairments who get pregnant during school period undergo so much pressure which requires special social/personal guidance services. They may be unsure of their future in terms of whether they would continue with their education and the reaction of parents or sponsors, teachers and community at large. The school counselor becomes cardinal to ensure that the re-entry policy is fully explained to such pupils. With regard to this policy, the study established (as in Table 4.2.4.3) that most pregnant pupils with visual impairments stayed away from school completely even when 50% indicated that it was a good policy. The reasons advanced were that in most cases these victims are not counseled and encouraged to come back when they are able to.

It was also revealed that for pupils who manage to report back, 16.7% pupils indicated that teachers assist making the readmitted girls to fit in while 11.1% indicated that the Matrons performed the task and 5.6% was done by the counselors. The guidance is inevitable for the victims because as could be seen both pupils and educators had mixed feelings on the re-entry policy. In Netherlands, A sharp contrast was found in schools where guidance personnel always tried their best to speak to pupils with visual impairments on issues of human rights and educational documents (Tompson, 2006).

5.2.5 Vocational guidance services

The provision of information on the requirements for entry into Universities/College to pupils with visual impairments is one key component of vocational guidance services. The findings established (as in table 4.2.5.1) that 33.3% pupils with visual impairments were provided with information by teachers and 8.4% from friends. It was also revealed that 30.5% pupils with visual impairments did not receive any information at all but they depended on loose news around them as they interacted in community. The counselors from both schools did not have the information but depended on the Resource teachers who, unfortunately indicated that they expected the guidance unit to. The development was substantiated by the fact that the counselors (as in table 4.3.6.2) had no materials for them to carry out their duties. The fact was confirmed by pupils with visual impairments, Head teachers and teachers when they complained of lack of resources and materials as in table 4.3.6.4).

Offices of the counselors had no charts, pamphlets, syllabi or books transcribed into Braille. Counselors and Head teachers further asserted that there was no support from the Ministry of Education in terms of materials in the provision of guidance services. Though Ministry of Education has tried to provide guidance services at all levels, materials for pupils with visual impairments are non excitant in the high schools. It was further established that although pupils in high schools were provided with information on entry requirements to higher institutions of learning, there was lack of resources and information on subject combination.

It is imperative that pupils with visual impairments who entered and left any high school were provided with adequate and accurate information on their possible career paths. It was not sufficient to formulate occupational and educational goals after passing the final examinations. Pupils with visual impairments should be furnished with detailed information such as required subject combinations of

course of study, procedure of applying for a particular course, the duration of training and commencement dates for various training institutions. It was vital for institutions to lobby from the Ministry of Education through the department of Teacher Education and Specialized Services to provide materials such as prospectus, charts, pamphlets/booklets that are transcribed into Braille and assistive/alternative devices containing such relevant information from Universities and Colleges.

The findings revealed (as in 4.2.5.2) that the majority of the pupils 30.5% received information on career/job opportunities from Non-governmental Organizations (NGOs) and 27.8% from their sponsors or friends while 16.7% was from the media. The findings implied that pupils with visual impairments go through high school level with no idea of what they will become at the end of the course of study but depend entirely on chance. This is supported by Hayes (2008) who found that unless pupils with visual impairments applied their experience and knowledge to their own particular situation, choosing a pathway through life in terms of employment, career or occupation would remain a dream.

5.3 The third objective was to investigate the pupils with visual impairments' evaluation of the guidance services. The study established that although the two schools had school counselors, the services did not benefit the pupils with visual impairments. This was seen from the 52.7% pupils who indicated that the services were not offered and only 22.2% indicated in the affirmative in table 4.3.1. However, Head teachers, counselors and teachers indicated that since there was a department established in the two schools, it was proof enough that guidance services was available. The study revealed that pupils with visual impairments' individual problems were not addressed by counselors despite their presence in school.

The study also established that pupils with visual impairments were not satisfied with the guidance services as the benefits were not realized from the department. This was evidenced with the 63.9% response rate of pupils who indicated that guidance services were not useful to them against the 11.1% response rate. It was true that half of the pupils' problems were not addressed according to their individual needs. In as much as they appreciated the presence of the guidance unit in school, they felt that counselors and administrators did not take matters of guidance to pupils with visual impairments seriously. According to them the seriousness in the provision of the services would have been seen in

the time-tabling of guidance and counseling and frequency in meeting them as a special group. Meetings were done generally to such an extent where counselors only met all the pupils in the school examination registration or a public address on health or career talk. The implication was that the contact time between pupils with visual impairments and counselors were nonexistent. Pupils as individuals met counselors when and as need arose. This was also said by some pupils with visual impairments who were dissatisfied with the guidance services and felt counselors disliked or blamed them.

It was further established that pupils with visual impairments, Head teachers, counselors and teachers were fully aware of the causes of such inadequacies in the provision of guidance services. Some of the issues highlighted were that school counselors were not trained in handling pupils with visual impairments. This was revealed from the responses of all the Head teachers, counselors, teachers and pupils with visual impairments. Quality and effective delivery of guidance services to pupils with visual impairments required special training. The findings were supported by UNESCO (2000) that stated that the problem of providing guidance services in Africa was hampered by the fact that the guidance units were ran by untrained personnel and usually loaded with other teaching engagements.

Access to school counselor was not easy to pupils with visual impairments because of the excuse that they did not have knowledge in Braille. It was not surprising therefore when pupils with visual impairment opted for others for assistance and not school counselors. Schools in conjunction with the Ministry of Education needed to ensure that high schools were supplied with full-time special trained counselors. Counselors were not equipped with information and contact with such institutions as universities, colleges, libraries for the blind, social services and/or many other organizations to ensure that pupils received quality services.

In regard to assistive/alternative devices, the findings revealed that Ministry of Education through the department of Teacher Education and Specialized Services did not send materials to Sefula and Mumbwa schools for the Blind. Head teachers and counselors indicated that even if the schools were to receive the equipment for pupils with visual impairments to use; only Resource Unit personnel would be able to operate them. Much of quality guidance service delivery in these two schools was hampered by lack of shared vision among the key players (in this case school administration,

counselors and resource Unit personnel) in order to meet the needs of pupils with visual impairments.

5.4 Summary

From the discussions above, it is evident that the three objectives were achieved in the study. The problems were found, the types of guidance services available and their effectiveness were found out and the pupils’ evaluation of the guidance services in high schools was established. Furthermore, the research questions were answered.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The study evaluated the guidance services for pupils with visual impairments in high schools in Sefula and Mumbwa schools for the Blind. Three objectives guided the study namely; to find out the problems pupils with visual impairments in high schools face, to establish the types of guidance services available for pupils with visual impairments in high schools and to investigate pupils with visual impairments' evaluation of the guidance services in high schools. Descriptive and case study research design were utilized to collect data from the two schools (Sefula and Mumbwa schools for the Blind). There were 48 respondents consisting of 2 Head teachers and school counselors, 8 teachers and 36 pupils with visual impairments.

The findings established that pupils with visual impairments faced numeracy problems and very peculiar to them. Among the problems they faced included lack of modified materials in science, mathematics and graphs, induction in subject selection, no specialized teachers in subject courses, no text books transcribed in Braille, no enough time to take down notes, no enough Braille paper and radio cassette recorders to use in the resource unit. The study revealed that avocational, educational, health, social/personal and vocational guidance services were not meeting their specific needs. Pupils with visual impairments were not satisfied with the services provided. Moreover, there are challenges which must be addressed to make guidance services more effective. Among the recommendations made are that the Ministry of Education should send trained counselors specifically skilled to handle pupils with visual impairments in such schools. It also recommended that Resource Teachers should be trained in subject content materials at high school level in order for them to supplement on what pupils with visual impairments learn from the classrooms.

6.2 Recommendations

Based on the findings discussed above, the following recommendations are made:

- Ministry of Education should send trained counselors specifically skilled to handle pupils with visual impairments in such schools.
- Resource Teachers should be trained in subject content materials at high school level in order for them to supplement on what pupils with visual impairments learn from the classrooms.
- Counselors with training in visual impairment should be on full-time and with less teaching load to attend to pupils with visual impairments.
- Teacher Education and Specialized Services should work with high schools offering special education by providing assistive/alternative devices such as Braille computers, Embossers etc.
- School administration should endeavor to put in place a work place policy on guidance service provision for pupils with visual impairments.
- School counselors should keep themselves abreast with current issues in guidance service provision by attending In-house training and workshops regularly.

6.3 Areas of future research

The following were identified as areas of possible future research: To begin with there is need to establish the attitude of Head teachers with no background of visual impairment training towards the presence of pupils with visual impairments in high schools. Secondly some researchers may ascertain the relationship between effective guidance service provision and pupil performance. Lastly it is the author's wish that future research may be conducted to establish whether or not teachers with visual impairments would make better counselors for pupils with visual impairments at high school level.

REFERENCES

- Agent for Immigrants' Work Permit, (2008) *Survey Report for 2008*. Vancouver: Open Press Canada.
- Baker, S. B. & Gerler, E. R. (2001) 'Counseling in Schools.' In: Locke, D. C., Myers, J. E. & Herr, E. L. (Eds.). *The Handbook of counseling*. Thousand Oaks, CA: Sage Publications.
- Barki, B. G. & Mukhopadhyay, B. (2008) *Guidance and Counseling; A manual*. New Delhi: Sterling Publishers.
- Bartlett, S. & Burton, D. (2009) *Introduction to Education Studies*. (2nd ed). London: SAGE.
- Best, J. W. (2006) *Research in Education*. (4th ed). New Jersey: Prentice Hall, Inc.
- Child, D. (1990) *Psychology and the Teacher*. London: Routledge.
- Chintamani, K. (2003) *Exceptional Children*. New Delhi: Sterling Publishers.
- Cohen, L., Manion, L. & Morrison, K. (2007) (6th ed). *Research Methods in Education*. London: Routledge.
- Cor Meijer, J., Pijl, J. & Hagarly, W. (1995) *New Perspectives in Special Education*. London: Routledge.
- Cox, G. (2007) *Special Education needs; Inclusion and Diversity*. (2nd ed). New York: Glencoe McGraw-Hill.
- Darling-Hammond, L. & Bransford, J. (2005) *Preparing Teachers for a Changing World*. (Eds.). San Fransco: Jessey-Bass.
- Dembo, H. M. (1994) *Applied Psychology*. New York: Longman.
- Farrant, J. S. (2008) *Principles and Practice of Education*. Edinburgh: Longman.
- Hatlen, P. (2001) *Rehabilitation and Education for Blindness and Visual Impairment*; DPI Journal vol.28; Number 1; spring 2001.
- Hayes, D. (2008) *Foundations of Primary Teaching*. (4th ed). London: Routledge.
- Kalabula, D. M. & Mandyata, J. (2002) 'Evaluation of Inclusion for pupils with visual Impairments in Zambian schools'. Lusaka: University of Zambia. Unpublished.

- Kasonde, N. S., Ndhlovu, D. & Phiri, J.T. (2007) 'The impact of guidance and Counselling services in high school learners in Zambia'. Lusaka: University of Zambia: Unpublished.
- Kirk, S. A, Gallagher, J. J, Anastasiow, N. J, & Coleman, M. R. (2006) *Educating Exceptional Children*. (11th ed). Boston: Houghton Mifflin Company.
- Kochhar, S. K. (2006) *Educational and Vocational Guidance in Secondary schools*. New Delhi: Sterling Publishers.
- Kombo, J. & Tromp, S. (2006) *Applied Research Methods*. Nairobi: Paulies.
- Merki, M. B. & Merki, D. (2003) *Health: A guide to Wellness*. (8th ed). New York: Glencoe McGraw-Hill.
- Ministry of Education, (1996) *Educating our Future: National Policy*. Lusaka: Zambia Educational Publishing House.
- Ministry of Education, (2003) *The School Guidance and Services Policy Guidelines on the Administration and Management of Guidance and Counselling in Educational System*. Lusaka: Zambia Education Publishing House.
- Ministry of Education, (2007) *Inclusive Education: Decentralisation System*. Lusaka: Zambia Educational Publishing house.
- Ministry of Education, (2008) *Educational Statistical Bulletin*. 89 Mogadishu RD, Lusaka: Golden Touch Graphical Printers.
- Moyles, J. (2007) *Beginning teaching and Learning in Primary Education*. (3rd ed). New York: Open University Press.
- Mutie, E. K. & Ndambuki, P. (2002) *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford University Press.
- Neikerk, E. V. & Prins, A. (2001) *Counselling in Southern Africa: A youth Perspective*. Sandown: Heinemann Publishers.
- Nicholson, B. J. & Wyche, R. (1997) *Research methods in health: Investigating Health services*. Buckingham: University Press.
- Phiri, A (2005) 'An investigation into guidance and counselling in four schools in Eastern Province-Zambia' Thesis (M.A. ED). University College of Dublin.

- Phiri, J. T. & Ndhlovu, D. (2006) 'Introduction to Guidance and Counselling'. Lusaka: Open University.
- Rashid, A. & Sitra, A. (2005) Teachers Perception on the effectiveness of Co- Curricular Activities: *A case Study of Malaysian Schools*. UNITAR E-JOURNAL Vol. 1, No. 1, 32-44.
- Royal National Institute of the Blind, (2005) *Braille Primer: Based on BRITISH BRAILLE*. Peterborough: RNIB.
- Shea, T. M. & Bauer, A. M. (1994) *Learners with Disabilities*. Madison: Brown & Benchmark.
- Shertzer, B. & Stone, S. (1976) *Fundamentals of Guidance*. (3rd ed). Boston: Houghton Mifflin.
- Snelson, P. (1990) *Origin and Development of Education in Zambia: From Pre-Independence to 1964*. Lusaka: Kenneth Kaunda Foundation.
- Stephens, W. R. (1970). Counsellor Training in Historical Perspectives: *Contemporary Education*. Vol., XLI. Number 5 (April)
- Tuchili, A. M. (2008) 'Evaluation of school guidance and counselling services provision in selected schools in Lusaka District'. Thesis (M.ED Psychology). Lusaka: University of Zambia. Unpublished.
- Tompson, G. (2007) *Foundations of Education for Africa*. Harare: College Press.
- UNESCO, (2000) Report on guidance services in African schools. New York: United Nations Children's Fund.
- White, C. J. (2005) *Research: A practical guide*. Pretoria: Ithuthuko Investments (Publishing).
- Zambia Institute of Special Education. (2007) *Revised Course Content-Two year Programme*. Lusaka: University Press.
- Zambia's National Assessment Survey Report, (2006) *Learning achievement at the Middle Basic level*. Lusaka: Printech LTD.

APPENDICES

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION.

APPENDIX 1

QUESTIONNAIRE FOR PUPILS WITH VISUAL IMPAIRMENTS

Dear pupil,

I am a post graduate student at the University of Zambia. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give relevant and objective information which would assist in finding out how as a pupil you view the guidance services at your school.

This study is purely academic therefore all responses will be treated as confidential. You need not give the details of your identity.

Personal details

- (i) What is your school?District.....
- (ii) What is your age?.....Your gender.....

Answer the following questions:

1. Does your school offer guidance and counselling services? (write) Yes [] No []
2. Do you have a school counselor? (write) Yes [] No []
3. If NO to question 2 above, who does the counseling?.....
4. Is the guidance and counseling on the school/class time-table? (write) Yes [] No []
5. On the first day you reported to this school who took you around the school
Grounds, classrooms and dormitories?
(write) Head teacher [] School counselor [] Prefect [] Class teacher [] None []
6. (a). When you first reported to this school, were you assisted in choosing what
subjects to take? (write) Yes [] No []

- (b). If the answer in question 6. (a) above is YES, who helped you choose subjects?
 (write) Class teacher [] Counselor [] Parents/guardian [] Friend []
 Head teacher [] None []
7. (a). As a pupil with visual impairment, do you have particular problems that sighted pupils do not face? (write) Yes [] No []
 (b). If your answer to question 7. (a). above is YES, list some of the problems.
 (i)
 (ii).....
 (ii).....
8. Who do you go to whenever you find problems in certain subjects?
 (write) Teacher [] Counselor [] Parents/Guardian [] Head teacher [] Friend []
 None []
9. Give the reason for your answer in question 8. above.....
10. Who provides you with study skills to prepare you for final examinations?
 (write) Teacher [] Counselor [] Parents/Guardian [] Head teacher [] Friend []
 None []
11. When you encounter problems related to Braille, who assists you?
 (write) Teacher [] Resource teacher [] Counselor [] Friend []
12. When you first got into this school did you identify your hobbies?
 (write) Yes [] No []
13. (a). Do you participate in extracurricular activities? (write) Yes [] No []
 (b). If the answer in question 13. (a). above is YES, who is in charge?
 (write) Teacher [] Counselor [] Friend [] Prefect [] None []
 (c). In which extracurricular are you interested and involved in?
 (write) Drama and Dance []
 Music []
 Sports []
 Art and Design []
 Reading for enjoyment []
 Other (specify).....
14. Are you expected to undergo medical examinations the first time you report to this school?
 (write) Yes [] No []
15. Who organizes health educational talks in the school?
 (Tick) Teacher [] Counselor [] Pupil [] Talks are not done at all []
16. When you fall sick in school does the school assist to take care of your health Problem?
 (write) Yes [] No []

17. Who do you share with in case of personal or social life problems?
(write) Teacher [] Counselor [] Parents/Guardian [] Friend [] None []
18. In your view which of these disciplinary problems are most common in your school?
(write) i. Absenteeism []
ii. Beer drinking []
iii. Drug abuse []
iv. Fighting []
v. Premarital sex []
vi. Pregnancy []
vii. Other (Specify).....
19. Is the policy to readmit pupils who left school after getting pregnant good?
(write) Yes [] No []
20. Who assists the readmitted pupils fit in school once again?
(write) Teacher [] Matron [] Counsellor [] Friend [] None []
21. When a pupil become mature and of age, who assists them understand their body system? (write) Teacher [] Matron [] Counsellor [] Friend [] None []
22. Who provides you with information to get into Universities and Colleges?
(write) Teacher [] Counsellor [] Matron [] Friend [] None []
23. How do you get information on career/job opportunities suitable for you?.....
.....
24. Is there anything you would want to change to better the life of the visually impaired pupil?.....
25. Suggest ways in which guidance and counseling services in your school could be improved.
.....
.....
.....
.....
.....
26. Having answered all these questions would you say that guidance and counseling services at this school have been useful to you as a pupil with visual impairment.

Thanking you for your participation.

APPENDIX 2

INTERVIEW GUIDE FOR HEAD TEACHERS IN HIGH SCHOOLS FOR PUPILS WITH VISUAL IMPAIRMENTS

1. As school administrator do you provide for guidance services in terms of personnel, room, materials, training plan and other matters?.....If not, what are the challenges?.....
2. What is the school policy on guidance service provision for pupils with visual impairments?.....
3. What are the main disciplinary cases you encounter from pupils at your school?.....
4. What is the school policy on pupils who fall sick in the school?.....
5. To what extent is the Counselor involved in assisting pupils to resolve various problems in the school?.....
6. Do you have girls who returned to school after being pregnant...
.How have pupils received the re-entry policy?.....
7. What are the challenges you face in running the guidance services in the school?.....
8. Do you have any suggestions on how guidance services provision could be improved upon?.....

Thank you for your cooperation.

APPENDIX 3

INTERVIEW GUIDE FOR COUNSELLORS IN HIGH SCHOOLS FOR PUPILS WITH VISUAL IMPAIRMENTS

1. How long have you served as a counselor at this school?.....
2. Did you undergo any formal training at any level in counseling?.....
3. What are your responsibilities and duties as a counselor of the pupils with visual impairments?
 - i.
 - ii.
 - iii.
 - iv.
4. How many times do you have sessions with pupils in guidance and counseling?.....
5. Is guidance and counselling time-tabled on your day to day schedule?.....If not why?.....
6. Do you allow pupils with visual impairments to visit your office whenever they have problems?If so, how often?.....
7. Do you provide assistance to pupils in the area of subject selection or any academic issues?.....If so, how do you do it?.....
8. Do you assist pupils with alternative or assistive devices to help them handle academic pressure in mathematics or science related subjects?.....If not, why?.....
9. During the final year of examinations what is your role as counselor for pupils with visual impairments?.....
10. Are pupils encouraged to participate in extra curricular activities?.....If so, how?.....
11. What challenges do you encounter in helping pupils on issues related to either teacher or fellow pupil relationships?.....
12. How free are the pupils to approach you for help in personal matters of their lives?.....
13. Is your office fully equipped with necessary materials on careers information, subject areas for pupils with visual impairments, assistive devices, Braille materials pamphlets and career paths or any important documents?.....If so, how do you use these materials?.....
14. How often does your office organise for health educational talks?.....
15. What are the most common disciplinary cases in the school?

- a.
- b.
- c.
- d.

16. In your view what could be done to improve the provision of guidance services for pupils with visual impairments in your school?.....

Thank you for your cooperation

APPENDIX 4

INTERVIEW GUIDE FOR TEACHERS IN HIGH SCHOOLS FOR PUPILS WITH VISUAL IMPAIRMENTS

1. How long have you been teaching pupils with visual impairments?.....
2. Have you had any formal training in teaching this group of pupils?.....If so up to what level?.....
3. What challenges do you encounter in your class interaction with these pupils?
4. Do pupils find it easier to approach you when they get in trouble with personal issues?.....
5. How is the general performance of the classes you handle?.....
6. What are the most common disciplinary cases in the school?
 - i.....
 - ii.....
 - iii.....
 - iv.....
7. In your view are pupils receiving assistance from the guidance service provision in the school?.....If so what is the evidence?.....
8. Does the school organise for career seminars for pupils?.....If so how often?.....
9. What could be done to improve the provision of guidance services in your school?.....
10. In case you have any other concerns I would be grateful if you listed them below.
 - i.....
 - ii.....
 - iii.....
 - iv.....

Thank you for your cooperation

APPENDIX 5

FOCUSED GROUP DISCUSSIONS GUIDE FOR PUPILS WITH VISUAL IMPAIRMENTS

1. What are the most common problems you as pupils with visual impairments encounter?
2. Where do you go whenever you face problems whether personal or academic?
3. Which group of people do you find easy to approach when you are faced with a crisis in deciding what to do on any matter?
4. How would you describe the performance of your school counsellor?
5. What is your view on guidance services in your school?