

**PROVISION OF CAREER GUIDANCE SERVICES TO STUDENTS  
WITH LEARNING DISABILITIES IN SECONDARY SCHOOLS IN**

**UGANDA**

**THE CASE OF HOIMA CITY**

**BY**

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**19/U/GMSNE/18721/PD**

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF  
RESEARCH AND GRADUATE TRAINING IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE  
AWARD OF A MASTER OF SPECIAL NEEDS  
EDUCATION DEGREE OF KYAMBOGO  
UNIVERSITY**

**SEPTEMBER, 2023**

## DECLARATION

I, Atugonza Lydia, certify that the research paper in question is entirely original and hasn't ever been submitted to any institution of higher learning for an award contender for any kind of honor.

Signed:..... Date:.....

**APPROVAL**

We the undersigned certify that this research dissertation entitled “Provision of Career Guidance Services to Students with Learning Disabilities in Secondary Schools in Uganda, the case of Hoima City” was conducted under our supervision and is ready for submission.

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## **DEDICATION**

I dedicate this dissertation to my spouse and children in appreciation of their financial, moral, and spiritual support.

May the good Lord generously reward them!

## **ACKNOWLEDGEMENT**

I want to express my deep gratitude to the wonderful people for their crucial assistance in helping me produce this study report.

The Lord Almighty deserves the most praise for allowing me to successfully finish my report.

I would like to convey my gratitude to the Kyambogo University administration and the Faculty of Special Needs and Rehabilitation for enabling me to pursue a degree of master in special needs education, which has considerably boosted my professional development as a teacher.

Throughout this research endeavor, I would want to sincerely thank my conscientious supervisors, Dr. Okwaput Stackus and Dr. Omugur Julius Patrick, for their direction, oversight, and role as educators.

My humble appreciations to my immediate supervisor Madam Kihumuro Harriet (DEO) and all the education department staff members for the great support in various aspects during my study. May God reward them abundantly!

I wish to acknowledge all sorts of support from my dear family members and friends who contributed generously to enable me accomplish this work. This research report is what it is because of them.

Finally, I wish to appreciate all those who took part in this study for their precious time and for accepting to provide me with adequate information which has significantly contributed to this study.

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## LIST OF ACRONYMS

|        |   |
|--------|---|
| ADA    | American with Disabilities Act                            |
| ADB    | African Development Bank                                  |
| CCSSO  | Council of Chief State School Officers                    |
| EBIS   | Employment Barrier Identification Scale                   |
| Htr    | Head teacher  |
| ICP    | Individual Career Plan                                    |
| LDs    | Learning Disabilities                                     |
| LOTF   | Learning Opportunities Task Force                         |
| MoES   | Ministry of Education and Sports                          |
| NOIC   | National Occupational Information Committee               |
| OECD   | Organization for Economic Co-operation and<br>Development |
| PLAN   | Program of Learning in Accordance with Needs              |
| PWDs   | Persons with Disabilities                                 |
| SADC   | South African Development Community                       |
| STWOA  | School-to-Work Opportunities Act                          |
| SWLDs  | Students with Learning Disabilities                       |
| SWOLDS | Students without Learning Disabilities                    |
| Tr     | Teacher.  |

|        |  |
|--------|--|
| UBOS   | Uganda Bureau of Statistics                                      |
| UNESCO | United Nations Education Scientific and Cultural<br>Organisation |
| U.S    | United States  |
| USDE   | United States Department of Education                            |

## **ABSTRACT**

The study examined the career guidance services provided to students with learning disabilities in secondary schools in Hoima City. The study objectives included the following: to explore the career guidance services offered, examine how the services are offered and analyze the challenges teachers experience in offering the services to students with learning disabilities. The study was conducted using a case study design and qualitative methodology. Head teachers, educators, and students with disabilities took part in the study. The aforementioned respondents were interviewed using semi-structured interview guides in order to collect data. The study findings showed that career guidance services are provided to students with learning disabilities although it is inadequate. These services include: educational guidance, provision of remedial support, career guidance and counseling and instilling discipline to the students. The challenges experienced in provision of career guidance services include: inadequate materials, inadequate knowledge and skills of teachers, lack of interest of teachers in career guidance services, lack of enough teachers to be assigned career guidance service roles, lack of parental involvement and support, low self-esteem of students, indiscipline among the students with learning disabilities, negative attitude from parents, the absence of strong government policy on recruitment of many teachers mainly to provide career guidance, the rigidity of the education curriculum and lack of enough funds designated for career guidance services. The study recommends that teacher training, funding, teacher recruitment, motivation of teachers, parental involvement, integration of career guidance in curriculum, sensitization of parents and more policy formulation on career guidance service provision should be improved.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

Career counseling services are defined by the Organization for Economic Co-operation and Development (OECD) (2014, p. 19) and Watts and Fretwell's (2004, p. 2) reports of the World Bank as services intended to assist people of any age and stage of life in making decisions about their education and careers as well as managing their careers. Included in these services are;

- Career information, including details on programs, professions, and career trajectories. Although it may be offered in print, it is becoming more and more web-based in nature.
- Career counseling that is provided one-on-one with clients or in small groups with a particular emphasis on the unique career difficulties that each client faces.
- Career education is a subject area within the curriculum that aids individuals in developing the abilities needed to manage their professional development.

The word "career" could be taken to mean that only privileged groups in high-income countries view such processes to be worthwhile. This would be the case if the term "career" were to be understood as the ascent via an organized hierarchy within a given occupation or profession. These services are now being offered in a manner that is much more inclusive in light of the individual's lifelong development in terms of learning and employment (Watts, 2009).

Career counseling has been emphasized since the late 1800s, and this has contributed to the growth of secondary school learning, life, and employment (Dollarhide and Sanginak, 2012).

The significance of employment and selecting the best career has long been acknowledged by philosophers and thinkers. In his book "choosing a vacation," The earliest known practitioner of career guidance, Parsons (1909), spoke about choosing the "right" profession and referred to it as one of the pillars of our humanity. Schoulen (2004) emphasized the connection between achieving a fulfilling career and a peaceful balance in life.

A learning disability is defined by the US Government in Public Law 94-142 as "a malfunction in one or a combined effect of the basic psychological processes involved in fully grasping or in utilizing language, spoken or written, which may display itself in an inexact capacity to listen, talk, read, spell, or make mathematical calculations." The phrase covers a range of issues, including dyslexia, developmental aphasia, brain damage, and mild brain malfunction. (Karanth,2002).

While learning difficulty affects each student differently, the following skills are often affected:

- **Conceptual skills:** They could struggle to understand complex ideas, solve problems, and relate causes and effects.
- **Motor skills:** They could have trouble moving and coordinating themselves.

- **Visual-spatial skills:** They may struggle with visual processing, visual imagination, and spatial relationships.
- **Social skills:** It could be challenging to recognize social cues and communicate in a way that is appropriate for social situations. They might not comprehend humor or teasing.
- **Abstract thinking:** They could struggle to comprehend what they read and comprehend the big picture. Learning disabled students may excel in memorization of specifics but struggle to comprehend fundamental ideas. Additionally, they could have problems structuring their thoughts.

In order to guarantee that the number of students with learning disabilities keeps increasing, it is essential to ensure that they have the opportunity for career planning, similar to how the School-to-Work Opportunities Act of 1994 placed a strong emphasis on career planning that enables a seamless transition from school to work (Cunanan & Maddy-Bernstein, 1995). One million more students were deemed learners with disabilities in 2007, as reported by the United States Department of Education (USDE).

The National Occupational Information Committee (NOIC) (1994) recommended that the United States adopt a wholly integrated strategy for career guidance. To guarantee that students with disabilities obtain tools to ease their transition from secondary level to post-secondary life, further federal law criteria are necessary (Cunanan et al 1995).

In accordance with UNESCO (2010), occupational flexibility is crucial as it results in the development of broad skills and knowledge that are applicable to a variety of occupations within a given field so that the person is not constrained



in what they choose of occupation and has the ability of switching from a single profession to another throughout their lifetime. A national certification framework may also improve such vocational flexibility (Bjornavold and Coles, 2008; Young, 2007). For instance, almost all of the states in the South African Development Community (SADC) region are included among the roughly 100 countries where the frameworks are being built (Bjonavold and Deij, 2009). Since students need direction if these frameworks are to be utilized effectively, the South African Qualifications Authority was tasked with taking the lead in developing a national plan for career counseling in South Africa (Walters et al, 2009).

The fact that Uganda's educational system does not adequately prepare learners for the demands of the labor market is one of the most frequent complaints leveled against it. Due to this and insufficient career advising services, students with learning difficulties are no longer benefiting from their education. Due to this, there are only 2500 students with learning difficulties enrolled nationwide (African Development Bank, 2017).

In Uganda, career guidance has been emphasized by Ministry of Education and Sports for example requiring that all secondary schools have dedicated time throughout the year to provide these services. This is organized by the Ministry's Department for Special Needs Education, Career Guidance, and Counseling. According to the Ministry, career counseling's primary objective is to ensure that students have a better awareness of the world they will enter after graduating and how they can fully assist by using their skills in the profession. This is why all educational institutions are required to hold a career day or a career week for all students. This can also involve institutions inviting the

parents, professionals and religious leaders to talk to students about life after secondary school.

Employers frequently lament the fact that young people, and especially young people with disabilities, are unaware of the career alternatives that are open to them in addition to lacking the skills necessary to perform genuine work (African Development Bank, 2017). The major cause of unemployment in Uganda today is linked to poor career guidance to youth who fail to take better study careers that can earn them favorable competition in labour market. The youths that are disadvantaged and those with learning disabilities do not have access to role models or a strong institutional setting to give them the guidance they need.

Based on the United Nations Population Fund's 2012 State of Uganda Population report, Uganda has the highest proportion of people under the age of 30 worldwide (78% of the population). On top of that, it's estimated that more than 40,000 young people in Uganda graduate from academic institutions each year, but the market can only support 8,000 jobs each year. The rate of youth unemployment in Uganda is the highest in Africa and may perhaps approach 83% (African Development Bank, 2017).

The country is still using the colonial education system, which places an emphasis on preparing students to become clerks, attorneys, and teachers, therefore the school system bears the brunt of the responsibility (white collar jobs). The country, however, now more than ever needs skilled workers such as metal fabricators, carpenters and mechanics among others. There is a general lack of skilled workers in Uganda.

Uganda has put into place a variety of initiatives designed to especially provide jobs for young people in an effort to address the issue of unemployment. Uganda has strong policies that provide an environment wherein the private sector can generate jobs as well as those that concentrate on increasing youths' employability through the acquisition of relevant skills and knowledge, claims the State of Uganda's Population Report (2014).

Support for business expansion: After realizing that Uganda's micro, small, and medium-sized firms have been a significant source of employment, the government has employed microfinance to promote the culture of self-employment.

The government is making an effort to address the unemployment issue in regard to the aforementioned. For instance, the budgets for 2019 and 2020 included \$10 million for a youth venture capital investment fund to provide young people with startup funding.

There isn't much information available on career advice services offered to students with learning difficulties and how these services are provided in Uganda in general or in Hoima City in specific. There is no concrete evidence that this is taking place in Hoima City, despite some attempts made by teachers to offer career counseling to kids with learning difficulties. This has created a big vacuum among students which has left most of them in the state of hopelessness in as far as their career prospects are concerned.

### **1.1.1 Theoretical Background**

Currently, career guidance is firmly established as a tool for "helping citizens overcome institutional hurdles to study and employment related to gender,

ethnicity, age, disability, and social class" (OECD, 2004). This is driven by a social justice viewpoint that prioritizes removing obstacles to adult learners with learning disabilities' full involvement in decision-making, employment, and education (Young, 1990; Lrving, 2005).

The social justice campaign has prioritized issues relating to social class, ability, race, gender, and sexual orientation. The need of social justice within the career business is generally acknowledged, regardless of political or ideological background (Arthur, 2008). For instance, a distributive social justice discourse that emphasizes obligations, flexicurity, and job management skills structures lifelong learning (DES, 2000; Grummell, 2007; Sultan, 2012).

Individuals have a responsibility to pursue life - long learning in order to boost their productivity potential and their ability to make use of the knowledge and abilities they have acquired through career counseling (Irving, 2005). Disability education and employment policy discussions frequently bring up issues of accessibility and inclusion (DES,2000; 2001; European Commission, 2010; OECD, 2004).

### **1.1.2 Contextual Framework**

There is a surprising lack of knowledge addressing persons with learning impairments, despite the fact that there is a wealth of knowledge regarding career-related choices that involve individuals without disabilities. Students with disabilities must overcome severe educational obstacles that will inevitably hinder their ability to successfully transition from school to the workforce (African Development Bank, 2017).

With the exception of few private providers of career guidance services, the services which are available are not adequate in Uganda in general and Hoima City in particular (Uganda Society for Disabled Children, 2009). Only one organization—Parents of Children with Learning Disabilities—was founded in Hoima with the goal of elevating the quality of life for children with learning disabilities. It has a physical location at the Hoima Referral Hospital. Its main goal is to assemble resources and inform parents on how to improve life for young people with learning disabilities.

The 2017 Functional Difficulties Survey, which used the Washington Group Questions, found that 16.5% of adults, 7.5 percent of children aged 5 to 17, and 3.5% of toddlers aged 2-4 had a disability. 12.4 percent of Ugandans live with some form of impairment, UBOS Census Report, indicating that there are around 4.5 million Ugandans who are disabled and present a development challenge (UBOS, 2019). 14.4% of the adults had physical impairments, 7.4 percent had visual impairments, 2.7 percent had hearing impairments, 14.4 percent had physical impairments, and 15.7percent had mental impairments, which included psychosocial and or/and intellectual, communication challenges, memory or attention issues (UBOS, 2018, p. ix).

People with disabilities (PWDs) in Uganda are occasionally excluded from the advantages of economic progress and national development, like many underprivileged groups (Fulgencio, 2009). The life prospects and productivity of people with disabilities are decreased by physical and mental disability. The majority of PWDs in Uganda suffer amid poverty as a result of discrimination and marginalization connected to their disabilities, as well as a lack of career

guidance assistance that would have allowed them to make their own educated decisions.

In Hoima City more than 214 students with learning disabilities continue to experience low self-esteem, poor performance and have worries about their transitions, vocations and career choices in which to venture after their school life. The majority of these students seem to have cognitive challenges. According to school administrators in some of the schools in Hoima city, at least 45% of students drop out of the schools annually and 57% of the student fail the promotional and leaving examinations which affect their proper transitioning (Uganda Society for Physically for Disabled Children, 2009). Therefore, the purpose of this study is to determine how much career advice assistance is offered to Hoima City students with learning difficulties.

### **1.1.3 Theoretical Orientation**

Career guidance services are services offered to people in order to make informed decision on their future work in which to venture. Albert Bandura's personality theories, which include the social cognitive notion of self-efficacy, served as the foundation for this study. The field of school counseling, according to Bandura's theory, promotes self-efficacy, which affects young adolescents' academic performance, learning behavior, motivation, and objectives. In light of the aforementioned, Bandura's work offers a framework to help teachers, parents, and students understand and modify behavior.

Continuing with the productivity illustration, goal theory provides a far more upbeat perspective of human changeability and provides solid conceptual and empirical support for how to set goals and how they function. Regardless of age

or field of endeavor, teaching people how to control their motivational activities through goal planning enables them to attain considerable increases in productivity Bandura, (1991) b; Locke & Latham (1990).

## **1.2 Statement of Problem**

For students with learning difficulties to access post-secondary education and employment prospects, career guidance in the classroom is crucial. Although a lot is known about the career-related services offered to students in Uganda who do not have impairments, astonishingly little is known about how these services are offered to students in Hoima City who do. Regarding the career guidance services offered to students with learning difficulties in Hoima City, no empirical research has been done. In light of this, the study investigated the ways in which career guidance services are offered to students who struggle with learning in secondary schools in Hoima City.

## **1.3 Purpose of the Study**

The purpose of the study was to examine the provision of carer guidance services to students with learning dis\abilities in secondary schools in Hoima City.

## **1.4 Objectives of the Study**

The study objectives included:

1. To explore the career guidance services offered to students with learning disabilities in secondary schools in Hoima City.

2. To examine how the career guidance services are offered to students with learning disabilities in secondary schools in Hoima City.
3. To analyse the challenges teachers experience in offering career guidance to students with learning disabilities in secondary schools in Hoima City.

## **1.5 Research Question**

The study answered the following research questions:

1. What career guidance services are offered to students with learning disabilities in secondary schools in Hoima City?
2. How are the career guidance services offered to students with learning disabilities in secondary schools in Hoima City?
3. What are the challenges teachers experience in offering career guidance services to students with learning disabilities in secondary schools in Hoima City?

## **1.6 Scope**

### **1.6.1 Content Scope**

The primary emphasis of the study was the provision of career guidance services to students with learning disabilities.

### **1.6.2 Geographical Scope**

The study was carried out in three secondary schools in Hoima City, western Uganda.



### **1.6.3 Time Scope**

The study was carried out from August 2021 to March 2022.

### **1.7 Significance of the Study**

The following are some potential applications for the study's findings:

The report may be used by organizations responsible for formulating policy to implement measures that may improve the offering of career guidance services to Ugandan secondary school students with learning difficulties.

The study's findings may be used as a starting point by researchers who want to carry out similar studies, and they might provide fresh knowledge to the field of career counseling for Ugandan secondary school students with learning difficulties.

The study can shed insight on the value of career guidance for students with learning difficulties in secondary schools in Uganda for those involved in the education system.

### **1.8 Explanation of Key Concepts**

A learning disability is defined as "the broad term that refers to a heterogeneous set of disorders made evident by challenges as a result in the acquiring and application of listening, speaking, reading, writing, reasoning, or arithmetic competences that are integral to the person and considered to be attributable to some sort of central nervous system dysfunction," as revealed by the National Joint Committee on Learning Disabilities (1990).

A person's career is the progression and decisions they make over the course of their lifetime, particularly those that are connected to their jobs. In some cases, the term "career" can refer to a variety of jobs held over a protracted length of time, as well as titles attained and tasks completed (www.businessdictionary.com, 2012).

The Section 504-part of the American Disabilities Act (ADA) of (1975) prohibits discrimination against students with impairments, requires specific accommodations for all children with disabilities, and demands the provision of a free appropriate public education in the setting with the fewest restrictions. Counselors and others utilize the personalized professional Plan as a tool to assist kids and adults in tracking their professional growth (www.Ericdigests.Org, 2012).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter offers an analysis of the literature that the researcher consulted. This is done in accordance with the chapter one study objectives. The following are these objectives: To examine the career guidance services provided to students with learning disabilities in secondary schools in Hoima city, to find out how these services are provided, and to look at the difficulties teachers face when delivering these services to students with learning disabilities in secondary schools in Hoima city.

#### **2.1 Career guidance services offered to students with learning disabilities in secondary schools**

All stakeholders in the community—parents, counselors, administrators, and the community at large—agree that program development, counseling, student acceptance of occupational and educational planning, patient referral, placement, parental support, staff consultation, study, and public affairs all have an importance in the services offered to students. According to ASCA (2011), these services are referred to as a component of a whole school counseling program.

Counselors are needed to provide employment education and career guidance to a growing number of unconventional learners, such as those with learning disabilities, in addition to confronting the common issues that young people face every day and assisting in finding answers to them.

To make sure that students develop the academic skills required to transition to the post-secondary phase of life and career, counseling obligations and interceptive measures must be coordinated. The school counselor is typically the only one in a position to effectively represent the necessities of the student. Outreach training, formative assessments, family involvement, intra-interagency collaboration, personal career plan (ICP) implementation, and ICP updates are a few ways for professional career planning and guidance (Cunanan and Bernstein, 1995).

The authors mentioned above appear to understand the value of career guidance services including occupational planning, personalized career plans, placements, and referrals among others as having a substantial influence on the career transition of learners with learning difficulties. However, parental participation is necessary for this to be completely and successfully fulfilled.

Students must comprehend the connection between education and employment. This necessitates the inclusion of the idea of first-hand knowledge of essential work skills via hands-on experience, the advancement of effective workplace practices, the use of resources from the private sector to promote positive work values and lessen occupational bias and stereotyping, and Bevgt, Sausaman, and Benning (2003). The subsequent research gave some suggestions for how to enhance occupational education. The Program of Learning in Conformity with Needs (PLAN) study's career component identified a variety of student professional development strategies that can be helpful to counseling professionals who are already employed. At the secondary level, PLAN's career component placed an emphasis on methods of job knowledge and exploration

outside of the classroom. Watching movies and reading are examples of information seeking.

Writing to admission offices at various schools, reading pamphlets and occupational text material, listening to audio presentations of careers, speaking with teachers, counselors, and visiting speakers, and engaging in exploratory activities outside of school include: Visiting workplaces to observe employees in action, college campuses or training facilities, researching work-study opportunities, and scheduling interviews for part-time, unpaid positions (Dunn, 1992).

Both occupational education and interpersonal skill development are crucial, as is cognitive development. Research has shown that social aptitudes and behavioral characteristics also have an impact on academic and professional success of people with learning difficulties, along with to specialized and tailored education.

The authors seem to cherish the role played by occupational education and the seeking for occupational information which enable students with disabilities to obtain career related information for proper transition from school to work. When evaluating students over careers and assisting them in making successful transitions, it is important to analyze each student's unique work-related interests, capacity and preparedness to learn using a distinct learning style, work unique feature skills, and interpersonal and professional abilities (Roje, 2002). Over 86 career assessment methods that were appropriate for people with disabilities were uncovered by Kapes and Vacha-Haase in 1994. The only tool

created especially for people with impairments is the Employment Barrier Identification Scale (EBIS), which is one of them (Rojewski, 2002).

All the above authors greatly support career assessment as the best tool to ascertain career related interest of the learners with disabilities so as to determine their future vocations in which they can venture.

## **2.2 How career guidance services are offered to students with learning disabilities**

Teachers view the responsibilities of the school counselor as including individual and group counseling, career guidance, exam administration and meaning, college counseling, and individual as well as group therapy. Secondary school counselors are aware that career planning, educational counseling, individual therapy, and group counseling are the four most important components of counseling services. Although career counseling and college information are considered by students to be the two most crucial counseling services, most lack the abilities needed to succeed in higher education and workplace environments (Hutchinson, Barrick, and Gloves, 1986). The authors unequivocally support the idea that group and individual counseling are some of the essential ways that services for career counselling should be offered.

For students with special needs (such as learning disabilities), the literature review evaluated the importance of correct diagnosis and the provision of special accommodations. The Canadian government carried out one study in particular to look into this issue. In order to gain a greater understanding how to facilitate learning-disabled students' transition to post-secondary institutions in

addition to how to figure out the support, services, and accommodations facilities required for learning-disabled students, the Ontario government created the Learning Opportunities Task Force (LOTF) in 1997 (Harrison and Nichols, 2007). The Ontario study sought to increase the enjoyment of post-secondary education for people with impairments. 12,042 students from 6 Canadian colleges and four Canadian universities participated in the study, which looked at the academic and personal backgrounds of participants prior to their enrolment in postsecondary institutions along with their development throughout the pilot program. The authors seem to emphasize the importance of accommodation of student with learning disabilities as a main vehicle through which career guidance services can be offered. Counselors advocate using group as well as individual therapies that are acceptable, appropriate, and tailored to the needs of people with learning difficulties in order to address cognitive development.

In the course of the 1960s and 1970s, the notion of individualized student planning as a part of guidance and counseling at school initially came into existence (Kalchik & Oertle, 2011). The Individual Career Plan (ICP) incorporates four fundamental characteristics, including extensive to adapt multiple life rates, developmental, dynamic modeling to build upon, and with maturation, similar to the Individualized Education Plan (IEP) required by the Individuals with Disabilities Education Act (IDEA) in 1975 to encourage the academic progress of students with learning disabilities. ICP plans are individualized, competency-based, and driven by the person. The Individual Learning Plan (ILP), created by the Council of Chief State School Officers (CCSSO) to augment the K–12 curriculum, was made public.

In the event that none of the plans mentioned above was appropriate for a specific student situation, the section 504 would probably apply provided that the children were determined to be disabled.

The Program of Learning in Conformity with Needs (PLAN) project, which emerged from the findings of the largest nationwide survey of talents, interests, and ambitions, was one of the biggest efforts to rationalize individualizing education in the USA. The 1960 Talent Project sample of American teenagers included almost 400,000 high school students from throughout the country (Dunn, 1972). The curriculum placed a strong emphasis on the need for career counseling to be provided in a confidential setting so that the client can speak openly (Bootcamp, 2021).

The evaluation mainly concentrated on PLAN's employment and guidance components. the encouragement of normal, or at least mostly normal, growth and development in students, minimizing the number of children experiencing abnormal or typical issues and the idea that problems are currently being solved, a multiple diagnosis of the issue and the development of a solution to address it, etc. (Dunn, 1972). The review backed up the value of personalized career planning. It was considered to be yet another method for assisting pupils in determining their own occupational interests and ambitions. The authors above support the idea of individualized career planning as one of the proven effective ways through career guidance should be provided.

The National Occupational Information Coordinating Committee (NOICC) (1994) recommended a comprehensive strategy to career counseling and consulting, according to Cunanan and Bernstein (1995). Hoyt (1981) described



career education as a catalyst for change in individuals rather than a program add-on since it focuses on employment and providing people with job expertise rather than specific occupational work abilities (Benning, Bergt, and Sausaman, 2003).

The aforementioned authors' opinions unequivocally support the use of an integrated strategy as the most effective means of providing complete career guidance services to learners who have disabilities.

### **2.3 Challenges experienced in offering career guidance services to students with learning disabilities in secondary schools**

Inconsistencies in how people interpret the function of guidance counselors were found in a review of the literature, as well as the counselors' failure to correctly diagnose pupils with learning difficulties. Additionally, poor student participation in planning and services is crucial for their development of occupational skills and proper career educations that will enable them to transfer into suitable job choices after high school.

In research by Harrison et al. (2007), 961 students with Learning Disabilities (LD) who had received their diagnosis after secondary school provided answers to an admission questionnaire that had been especially created. The results of the research showed that secondary education had problems and that special education programs weren't widely available. The majority of the kids had never gotten an official recognition of a learning disability; half were given some sort of special education program in primary or secondary school; one-third of them had repeated a grade; and many said their cognitive condition had damaged their

self-esteem. One of the study's limitations was the fact that all of the data was self-reported and relied on individual experiences.

The views of the above authors illustrate that most of the student with learning disabilities in secondary schools are lacking diagnosis to fully establish the difficulties they face in learning. Additionally, they lack special education.

In accordance to the literature review of the K–12 environment, there is a great deal of concern if developmental efforts in high school are "hit or miss" endeavors rather than including thorough guidance and career planning activities in particular for children believed to have special needs or be at risk. According to Wimberly and Noeth (2005), an ACT study looked into the connections between class selection, educational planning and decision-making, and support systems (family, friends, and school staff). The study's revealed a disconnection between program selection, career counseling, and actual participation in planning activities, which leads to subpar achievement of desired outcomes.

The authors employ students with learning difficulties to show how complete career counselling and planning activities are not included in curricula for children with special needs. Along with the aforementioned, inadequate goal implementation is also present.

In his introduction to "Thinking and acting like a solution," a focused school counselor, Parson (2009) offers a noteworthy assessment of the current counseling scene. According to him, there are many different types of sadness, crippling anxieties, draining obsessions, broken self-concepts, and self-destructive behaviors among the intensity and complexity of problems that are

currently being brought to counselors (Parson, 2009). Counselors need to be adequately ready to intervene when dealing with these challenging situations.

The present obstacle of secondary school and transferring is ensuring that individuals with learning difficulties may apply to and take an active role in higher education (NCSE, 2010). According to the authors, students with learning problems cannot enroll in secondary school, which hinders their ability to transition.

The majority of learning-disabled children are subject to the standard grading, although it may be necessary to make specific accommodations, make changes, or use other assessments to measure genuine student achievement. (Katsiyannas, Shiner, and yell, 2006).

The authors seem to express that, students with learning disabilities are graded normally like any other ordinary students which is not proper besides; these students may require special modification, reasonable accommodations or alternative assessment procedures in order to gage real achievements.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter highlights the strategy that functioned as the study's master plan, with a particular emphasis on the approach, the study population, sample size, and sample selection technique that were used during the research project. The methods and tools for gathering data were also highlighted, along with the ethical considerations, data quality assurance procedures, and explanations of the data analysis procedures.

#### **3.1 Study Design**

Using a case study methodology, the researcher examined the provision of career guidance services for students with learning disabilities in Hoima City, Uganda. According to Creswell (2014), a case study is an examination and description of a given circumstance, individual, or individuals. Due to a case study's advantages in assisting the researcher in intensely gathering material that is rich with specific descriptions of the topic under inquiry, case studies highlight the depth of information derived from participants' actual life experiences (Yin, 2011 in Creswell, 2014). Hoima City served as the case study. The way in which career guidance service provision is handled in schools affects the lives and proper career transition of students with learning disabilities, a situation which was best investigated using a case study.

### **3.2 Research Approach**

A qualitative methodology with a descriptive focus was employed by the researcher. According to Taylor and Bogdans (1984), a qualitative approach is the most all-encompassing type of research methodology that generates descriptive information about people's surroundings and their perceptible behaviors. This method is also frequently subjective, rich, and composed of in-depth knowledge that is typically expressed in words. Additionally, by comprehending people's emotions, perceptions, and actions, it can shed light on in-depth information about their views, beliefs, motivations, or behaviors.

### **3.3 Target Population**

Target population, according to Yoko and Onen (2005), is the complete population of subjects that the researcher is interested in. In this study, there were 287 participants, including 210 teachers, 63 students with learning disabilities, and 14 secondary headteachers from Hoima City. These were 14 head teachers of the secondary schools in Hoima City, 210 teachers in those schools and 63 students with learning disabilities. The above population was opted for simply because; they were anticipated to have knowledge of how secondary schools in Hoima City provide career guidance services to students who have difficulty learning.

### **3.4 Sampling**

Three secondary schools were included in the study sample. Nine respondents from three secondary schools were chosen for the study, including three head teachers, three teachers, and three students with learning disabilities. The three

schools were purposively sampled on the basis that they had students with learning disabilities. Teachers were carefully chosen through sampling at random. Creswell (2014) asserts that random sampling improves the value of the participant data. Teachers were categorized, and then draws were undertaken in each school. In school A, 25 pieces of papers were labelled from number 1 to 25, School B, 1 to 26 and School C, 1 to 27. In each school, the teachers were instructed to pick number 3 in order to participate in the study. Therefore, in each school, whoever picked number 3 qualified to participate in the study. Creswell's (2014) recommendation that a case study should only include a small number of people served as the study's direction for choosing the sample size (say from 1 to 40). The researcher was able to obtain a significant amount of information from each respondent for a sample size of this size.

Simple random sampling was applied to come up with only one student with learning disabilities as a respondent from each school. The reason behind this is that simple random sampling increases chances of every student to be selected and take part in the study.

One group of students with learning difficulties was formed, and a random selection process was used to select one response from that group. In school A, 27 pieces of paper with the numbers 1 through 27 were labelled; in schools B and C, the numbers 1 through 18 were assigned; and in each school, during the drawings, the students were told to select the number 5 in order to take part in the study. Therefore, the student who selected option 5 in each school was eligible to take part in the study.

As was already established, just three students with learning disabilities were detected out of the entire student body using a basic random selection.

### 3.5 Sample Size

**Table 1:** The table showing sample size and population of three schools

| <b>Category</b>   | <b>Target population of 3 Schools.</b> | <b>Sample size</b> | <b>Sampling techniques</b> |
|-------------------|--|--------------------|----------------------------|
| Head teachers     | 14                                     | 3                  | Purposive sampling         |
| Teachers          | 210                                    | 3                  | Simple random sampling     |
| Students with LDs | 63                                     | 3                  | Simple random sampling     |
| <b>Total</b>      | <b>287</b>                             | <b>9</b>           |                            |

### 3.6 Data Sources

Primary data was the main source of information collected from the selected participants, that is to say, teachers, students and head teachers. Amin (2005) also supports the use of primary data by emphasizing that such data is relevant in minimizing duplication and helps to gather enough information to fully explore a topic.

### 3.7 Data Collection Methods

Data was gathered through interviews. A talk between two people constitutes an interview. As a result, an interview is a two-way dialogue between two

persons that is started by the interviewer and used to gather data for study. Interviews were chosen for the study because they allow you a lot of asking flexibility and provide you the chance to prompt and probe for more information with new questions. Additionally, it enables the interviewer to learn the participants' viewpoints, attitudes, and sentiments towards the pressing concerns (Wiesma and Juss, 2008), which was cited (Guion, Diehl and MCDonald, 2012). During the conduct of the study, the following were interviewed; head teachers, teachers and students with learning disabilities.

Structured, unstructured, and semi-structured interviews are the three different forms of interviews. However, only those were employed in this study since they enabled the researcher to probe and delve for more precise information. Semi-structured interviews containing open-ended questions were not. A guide for semi-structured interviews was created using the study's objectives and topic as a guide. The interviewer prepared a list of questions in advance, and she was free to alter any of them for the upcoming content discussion. A specific question that was thought to be confusing to some respondents was explained, and more details were also provided.

During the interview sessions, the researcher took notes of views, experiences, beliefs, feelings, actions, verbal-interaction, thoughts, behaviours and motivation of individual participants. The respondents were asked about the services offered to students in secondary schools with learning disabilities in terms of career guidance, how such services are delivered, and the challenges experienced in doing so. This information helped the researcher to deeply comprehend and explore the research topic.



### **3.7.1 Document Analysis**

The researcher reviewed documents that contain details regarding the career guidance services offered to students who have difficulty learning in schools using document analysis as a data gathering approach. During the data collection process, the researcher requested the head teachers to give all the documents indicating the provision of career guidance services in their schools. The researcher found and read the documents from only one school out of three schools in which the study was conducted. That was an indication that in other schools, there was no clear evidence that career guidance was taking place. These records confirmed to the researcher the career guidance services offered to learners with disabilities, how those services are delivered, who delivers them, and the difficulties encountered in doing so.

### **3.8 Quality Control**

For the purposes of credibility. The researcher collected detailed information using numerous different techniques in order to enhance dependability, transferability and the accuracy of findings. To ensure dependability, the researcher provided much detailed description of her study situation and methods employed during the conduct of the study. This may enable other researchers to compare the study findings to a similar situation they are familiar with. For transferability, each step or process in the study was captured and reported in details to help other researchers to repeat the inquiry and achieve similar results. The study can be repeated and the process helps other researchers to comprehend the methods and their effectiveness.

In a bid to ensure that the data collection tools achieve what they are designed for, the research tools were presented to the lecturers who double as research supervisors in the researcher's department. They judged the tools independently and recommendations were made on its accuracy. The data collection tools were refined following the recommendations of the lecturers before it was put into use.

### **3.9 Data Collection Procedure**

Prior to carrying out the study in the sampled area, the researcher asked the supervisors for their permission of the research proposal as well as of the designed tools. Additionally, an introductory letter was got from the University leadership for data collection and this letter enabled the researcher to get introduced to the schools' Authority in order to obtain permission to carry out the study. The tools were finally pre-tested by the researcher to ascertain their accuracy. Piloting was done and involved only six respondents who were interviewed by the researcher. These participants in the pilot study were selected from schools other than those identified for the main study. The respondents who were involved in the pilot study included 2 head teachers, 2 teachers and 2 students with learning disabilities. Those respondents to participate in the study were identified with the aid of the teachers in the schools identified. On getting the authorisation from school leadership to conduct the study, the researcher proceeded to identify the respondents from each school and captured their identities for easy recognition. The prior visits were made to the selected schools to identify the respondents. This was done under the guidance of the head teachers who guided the researcher on identifying the teachers who teach

learners with learning disabilities and subsequently learners with disabilities. On meeting with the teachers and the learners with disabilities, the researcher gave out what was expected of respondents and the respondents also gave out their expectations regarding the study. After both the researcher and participants had agreed with each other, semi-structured interviews were conducted. The researcher took notes of whatever information that was provided by the respondents. Each interview session lasted for twenty-five to thirty-five minutes only.

The researcher requested the head teachers to give the documentation relevant to the career guidance services offered in the schools during the data gathering process. The documents were obtained in only one out of the three schools. The researcher read the documents one by one and the notes on career guidance service provision were taken.

### **3.10 Ethical Issues**

Research ethical considerations, with a focus on consent and confidentiality, were a topic of focus at all stages of the research study in order to produce honest results (Marshall and Rossman, 2011; Creswell, 2014). At all times, including during data collection, storage, use, analysis, and reporting of results, confidentiality was upheld.

All participants in the study were asked to provide their consent before taking part in the study, and the researcher informed them that all information would be treated with the strictest confidentiality and would not be associated with the individuals who provided it. During the data collection process, anonymity was ensured by utilizing fictional identities. To safeguard the respondents' identities,

these fictional names were created. The researcher also tried to protect and respect the privacy of respondents while analysing and reporting the findings by not revealing geographical location or the places of work and their names. This anonymity inculcated cooperation between the researcher and the respondents. Furthermore, respondents were asked to sign statement of consent to avoid violation of the individual rights of any form.

The researcher carefully kept the data within lockable cupboards. This limited unauthorised individuals from accessing identifiable data. After its use, the researcher disposed and destroyed the data/documents properly.

### **3.11 Description of Data Analysis**

Data analysis process involves changing, cleaning and organising data to determine useful information, purposely to make informed conclusions and decision during report writing.

In this study, the raw data was gathered through semi structured interview schedules and were transcribed into detailed notes basing on the objectives. The researcher read the interview transcripts while finding out similarities or dissimilarities. Then coding followed. The codes ABC were used on the interview guides to represent the names of the schools in which the study was conducted. Other codes ranging from Htr1 to Htr3, Tr1 to Tr3 and SWLDS 1 to SWLDS 3, were used to represent the head teachers, teachers and students with learning disabilities respectively. Those codes were used basically to conceal the names of the schools and the respondents. The objectives helped to identify themes from the data that was gathered. Finally, the information was merged

and organized to determine its meanings. Tables based on themes identified from objectives were then created using the data.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION OF RESULTS

#### 4.0 Introduction

This study examined the provision of career guidance services to students with learning disabilities in secondary schools in Hoima city.

The data was gathered from documentation on career guidance found in the research schools as well as from head teachers, teachers, students with learning challenges, and students. Semi-structured interviewing techniques and document analysis were used to gather it. The data were summarized under the pertinent research objectives after being examined using thematic data analysis techniques. The following research objectives served as the study guiding principles:

- To explore the career guidance services provided to Students with learning disabilities in secondary schools in Hoima city
- To examine how the career guidance services are provided to students with learning disabilities in secondary schools in Hoima city
- To identify the challenges teachers, experience in providing career guidance to students with learning disabilities in secondary schools in Hoima city

In this chapter, the data is presented in two sections: Section A and B. Section A presents demographic data on the study participants while Section B presents findings following the objectives of the study.

**Section A: Demographic data on the study participants**

**Table 2: General enrollment in the schools of the study**

| <b>School</b> | <b>Total in schools</b> | <b>No. of SWLDs</b> |
|---------------|-------------------------|---------------------|
| School A      | 1,589                   | 123                 |
| School B      | 858                     | 70                  |
| School C      | 550                     | 43                  |
| <b>Total</b>  | <b>2997</b>             | <b>236</b>          |

**Source: Primary data 2022**

The total student enrollment for the study was recorded by the researcher. This was carried out in order to compare the overall number of students enrolled in the study schools to the enrolment of students with learning disabilities. It was found out that 2997 as the total enrollment of students in the three schools, 236 students have learning disabilities.

**Table 3: Education Qualification of Head teachers and Teachers in the field of Special Needs Education**

| <b>Category of Respondent</b> | <b>Education qualification SNE</b> |          |          |                |          |          |                    |          |          |
|-------------------------------|------------------------------------|----------|----------|----------------|----------|----------|--------------------|----------|----------|
|                               | <b>Degree</b>                      |          |          | <b>Diploma</b> |          |          | <b>Certificate</b> |          |          |
|                               | <b>A</b>                           | <b>B</b> | <b>C</b> | <b>A</b>       | <b>B</b> | <b>C</b> | <b>A</b>           | <b>B</b> | <b>C</b> |
| Head teacher                  | 0                                  | 0        | 0        | 0              | 0        | 0        | 0                  | 0        | 0        |
| Teacher                       | 0                                  | 0        | 0        | 0              | 0        | 0        | 0                  | 0        | 0        |

**Source, Primary data, 2022**

The head teachers, teachers, and levels of education for the special needs education sector are shown in the table above.

It was discovered that neither the head teachers participating in the study nor the teachers that took part in it had formal training in the area of special needs education. This information was gathered because it was thought that the level of schooling might have an impact on knowledge of the study's subject and general knowledge of the career guidance provided to secondary school students with learning difficulties, which was the study's main focus.

**Table 4: Respondents and their accessibility rates**

| <b>Respondents</b> | <b>Target respondents</b> | <b>Respondents accessed</b> |
|--------------------|---------------------------|-----------------------------|
| Head teachers      | 3                         | 3                           |
| Teachers           | 3                         | 3                           |
| SWLDs              | 3                         | 3                           |
| <b>Total</b>       | <b>9</b>                  | <b>9</b>                    |

**Source, Primary data, 2022**

The respondents and their accessibility rate are shown in the table above. All nine respondents were available to the researcher. In the study schools, the researcher contacted nine people; three head teachers, three teachers, and three students with learning disabilities.



## Section B: Data Presentation

### 4.1: Career guidance services that are provided to SWLDs in schools

**Table 5: Career guidance services provided to SWLDs**

| Themes                             | Kind of services         | Items                                       | Supporting data   |
|------------------------------------|--------------------------|---|---|
| Educational guidance               | Vocational training      | Choices of courses                          | <i>“We provide educational guidance to our SWLDs so as to make informed decisions about their future career and we guide them on how to make choices,”</i> Htr 1, disclosed. <i>“At our school teacher my teachers give us information on different courses we can take after the secondary school”,</i> SWLDs1 said. |
| Career guidance and counselling    | Guidance and counselling | Attainment of the goal                      | <i>“We support SWLDs providing them with guidance and counselling to attain their goals,”</i> Tr2, Tr1 and Tr3 said.  |
| Provision of remedial support      | Learning area            | Area of difficulty                          | <i>“Our teachers give us support in form of remedial so that we can improve and excel,”</i> SWLDs 3 and SWLDs2 revealed.  |
| Instilling discipline to the SWLDs | Behaviours               | Relationship between discipline and success | <i>“We encourage SWLDs to behave well if they are to succeed in life,”</i> Htr1, tr2 and Htr2 mentioned. <i>“Career guidance teachers at our school always encourage the students with learning disabilities behave</i>   |

*themselves if they want achieve a lot in life”Htr3 said.*

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**Source, Primary data, 2022**

Table 4 demonstrates that the career guidance services offered to secondary school students with learning disabilities mostly consist of educational counseling, the provision of remedial support, career guidance and counseling, and teaching the students’ discipline. When asked about the services provided, one head teacher revealed, *“teachers provide career guidance and counseling to the students with learning disabilities”* Tr 2 and Htr 1 disclosed that *“We provide educational guidance to students with learning disabilities so as to make informed decisions about their future career.”* One student asserted, *“Our teachers provide educational guidance during remedial support sessions.”*

This shows that other critical career guidance services and processes are; provision of career referrals, making consultations on career guidance and opportunities among the staff, making career researches and public relations and student appraisal sessions are not provided. It’s also noted that before carrying career guidance the schools carry out aptitude assessment, interview administering and parental involvement.

The information above reveals that career guidance services are still insufficient for these kids, given the sizeable population of learners enrolled in secondary schools in Hoima City. This finding is consistent with ASCA's (2011) observation that program development, counseling, students' approval of educational and occupational planning, referrals, placement, parent engagement, staff consultation, research, and public relations all deserve a place in the services offered to students. Counselors are needed to provide

employment education and career guidance to a burgeoning number of non-traditional students, such as those with learning challenges, in addition to addressing the common problems that youngsters face every day and assisting in their solutions. These services are listed as being a part of a complete program for school counseling. More career counselling services are needed for these students to thrive in life because this has left many students feeling dismal about their career direction and transition after secondary school.

The data also shows that Hoima City schools offer remedial support services to students with learning disabilities. The teachers accomplish this by engaging in repetitive instruction and overlearning. This corrective assistance could be very important in improving SWLD performance. When remedial support is hands-on, it may also give SWLDs concrete information and, as a result, give students the right career orientation. This supports the argument made by Benning, Bevgt, and Sausaman (2003) that students need to understand the connection between education and work. It also entails developing productive work habits, utilizing resources from the private sector to encourage positive work ethics, minimizing occupational bias and stereotyping behaviors, and utilizing experiential learning to gain first-hand knowledge of fundamental job abilities.

As indicated by the data, some of the critical services including program development, student appraisal, career referrals, consultations among the staff and career assessment are not provided. This could be as result of inadequate knowledge by both school administrators and teachers on the need for these services. This may also be attributed to the government which does not have strong policies that advocate for career guidance provision to students with learning disabilities secondary schools in Uganda. If teachers could be

supported with enough information on career guidance provision, students with learning disabilities would be able to benefit from such services.

#### 4.2 How career guidance services are provided to SWLDs in schools

**Table 6: How Career guidance services are provided to SWLDs**

| <b>Theme</b>              | <b>Item</b>  | <b>Supporting data</b>   |
|---------------------------|--|--|
| How services are provided | Group sessions   | <i>“We are provided career guidance in groups,” a SWLDs 3 mentioned.</i>   |
|                           | Class sessions   | <i>“We provide career guidance class by class in their classrooms,”tr2 revealed and Tr3 said, “In this school, career guidance is provided in one class at a time”.</i>  |
|                           | One on one guidance                                      | <i>“The teachers provide career guidance by calling students one by one. This is always done under the tree and at times in isolated room,” Htr1 said.</i>   |
| Personnel involved        | Teachers, head teachers & career masters                 | <i>We provide career guidance verbally during assemblies Htr3 said</i>   |
| Resources involved        | Time, electronic, teachers’ materials, written materials | <i>“We do not have enough equipment e.g electronic and other materials to provide career guidance;. Htr1 said, “Our school lacks many resources including electronic materials which can be used to provide career guidance”. “In our schools we don’t have any resources to use in giving career guidance services to students”.Tr2 said.</i> |

**Source: primary data, 2022**

Table 5 above, indicates that career guidance services are provided in groups, per class and individually (one on one). These were disclosed by the students, head teachers and the teachers. When asked how career guidance services are provided, one teacher asserted, *“We provide career guidance services to the students with learning disabilities in groups that is during group sessions”* Tr2 and Htr2 revealed. Tr3 and Htr 1 mentioned, *“We provide career guidance services to students with learning disabilities individually.”* Additionally, Htr 3 said, *“In my School, teachers provide career guidance services class by class.”*

The data demonstrates that Hoima City's methods for offering career guidance services to students with learning disabilities are insufficient. This is an indication that other viable ways through which career guidance services can be provided have not yet been implemented in the secondary schools. Some of these ways are: Aptitude assessment.

Interviews administering and interpreting the tests, school advising, outreach strategies Instruction, parental involvement and experiential learning.

The aforementioned results are consistent with assertions made by authors like Hutchinson, Barrick, and Gloves (1986), who stated that secondary school counselors are aware of the significance of individual personal counseling, academic counseling, group counseling, and career planning as the four most important functions of counseling services. Additionally, they point out that career counseling and school information are perceived by students as being the most important counseling services, despite the reality that many students lack the skills necessary to succeed in post-secondary and workplace settings.

Furthermore, the study explored where the career guidance services are provided in the schools. One head teacher said “*My teachers provide career guidance services under the shade or tree.*” “One student said, “*In this school, teachers provide career guidance services in classrooms.*” When asked about who provide career guidance services at school, the one teacher said, “*It is the teachers who provides career guidance services.*” A head teacher said, “*It is career masters who provide career guidance services to the students at school.*” One of the students said, “*It is the head teachers who provide career guidance to students with learning disabilities.*” This implies that the only people offering career counselling services to kids with learning difficulties are the instructors and the head teachers; no role models or resource people have been invited to the schools. As noted by Gloves (1986), role models are important because they serve as good example to students with learning disabilities. Additionally, from the assertions above, there are no specific places designated for career guidance provision since some of the respondents mentioned that career guidance services are provided under the tree, shade and in the classrooms. Given that there are no private spaces set aside for career guidance activities, the information above suggests that services for students with learning difficulties are offered in public. This may be detrimental to students’ privacy while receiving career guidance services. It may hinder them from opening up, affect their psychology due to the absence of confidentiality and hence infringement on their rights. Students need private settings to be able to open up and air out the challenges they go through. This is in line with Boot camp, (2021) who revealed that career guidance should be offered in a private setting in order to enable the client open up in confidence.

### 4.3 Challenges teachers experience in providing career guidance services to SWLDs in schools

**Table 7: Challenges experienced in provision of services to SWLDs**

| Themes                 | Item  | Supporting data  |
|------------------------|---|--|
| Personal issues        | Lack of interest of teachers  | <i>“Most of the teachers have no interest in providing career guidance which renders SWLDs not make informed career choices,”</i> Tr2 said.  |
|                        | Lack of enough skills and knowledge                                   | <i>“In this school, teachers lack enough knowledge and skills on career guidance service provision. A reason why career guidance provision is very low in this school,”</i> Tr 1 said.                             |
|                        | Low self-esteem of SWLDs  | <i>“SWLDs have low self-esteem and consider themselves failures in life and therefore they regard career guidance useless to them,”</i> Htr 2 asserted.  |
|                        | Negative attitude of the parents on career guidance                   | <i>“Our parents have negative attitude towards career guidance service provision to SWLDs. This makes them lag behind without enough information on our future career,”</i> SWLDs 1 mentioned.                     |
|                        | Indiscipline of SWLDs   | <i>“In this school, SWLDs do not behave well especially during career guidance sessions. This makes our teachers annoyed with us and give up on us,”</i> SWLDs 3 said.   |
|                        | Lack of parental involvement and support.                             | <i>“Many parents of SWLDs do not care about the future career of their children and therefore they don’t support us at all,”</i> Tr2, said.  |
| Policies issue         | Existing policies on career guidance                                  | <i>“We do not have working policies on career guidance service provision in our schools,”</i> Htr 1 said.  |
|                        | Rigid curriculum  | <i>“The government curriculum which we are following is not inclusive enough to address the needs of all the students. For example, I have not seen anywhere it talks about career guidance,”</i> Htr 2 disclosed. |
| Resource related issue | Inadequate funds to buy materials to use in providing career guidance | <i>“My school does not have enough money to purchase materials to be used to provide career guidance services. Without enough materials, it is hard for us to provide career guidance services,”</i> Htr 3 said.   |

**Source: primary data, 2022**

The data in the table indicates that there are numerous challenges that constrain career guidance service provision to students with learning disabilities in secondary schools in Hoima City. These challenges range from financial to material and they grossly affect adequate service delivery to the students with learning disabilities in regarding to career guidance service provision in the schools.

When asked about the challenges, teachers experience in provision of career guidance services, Tr 2 said, *“There are inadequate materials to be used in providing career guidance services to students with learning disabilities in our school here.”* On the same question, Htr1 said, *“In this school, there are no enough funds to support us in the procurement of career guidance service materials for students with learning disabilities.”* Htr 3 disclosed that *“In my school, we lack parental involvement and support on career guidance provision to students with learning disabilities, we try as much as possible to involve parents and seek for their support from them but they tend to ignore our requests”*, SWLD 1 said, *“My fellow students are so indiscipline that they can even abuse and annoy our teachers during career guidance sessions”*, SWLD 2 said, *“Some students at our school tend to dodge the career sessions by hiding away from attending the session, this implies, they have negative attitude and career guidance services.”* Similarly, Tr 1 said, *“In this school, some students with learning disabilities have low self-esteem and they feel career guidance services are useless to them”*.

The above finding is consistent with Harrison et al.'s (2007) observation that there are variations in perceptions of the obligation of guidance counselors, failure on the part of counselors to correctly identify students with learning



difficulties, and faulting learners for participating in planning and services needed to their appropriate career educations and development of occupational skills required for transitioning into acceptable career routes after high schools.

When asked to whom they attribute the above challenges in schools, one of the head teachers said, *“It is the government with weak policies on career guidance service provision.”* Htr 3 disclosed that, *“It is the students who are not interested and they give hard time during career guidance sessions and they have negative attitude.”* SWLDs 2 said, *“It is the teachers to be blamed for poor career guidance services in secondary schools”* Tr 3 however blames parents and said, *“It is the parents to whom I attribute the source of challenges because they are very reluctant on career guidance service provision and they do not offer support to the school on career guidance service.”* The above findings indicate that the stakeholders are blaming one another. This implies that the stakeholders including the government have not done enough to support career guidance services provision in the secondary schools. This may leave the majority of students with learning disabilities with deficiencies in as far as career guidance services are concerned and hence, no clear career direction for students after school.

When asked what could be done to solve the challenges the teachers face in provision of career guidance services to students with learning disabilities. Tr 1 said, *“There is need for government to scale up teacher training in the area of career guidance service provision.”* In a related view, Htr1 said. *“Teacher training in the field of career guidance is the best way to go if we want to equip teachers with the enough skills in career guidance provision; the government should focus on that.”* This is in agreement with Parson's (2009) description of

the environment in which career masters today face a variety of serious and complex issues, such as various types of despair, excruciating anxiety, passions that drain one's vitality, a broken self-concept, and self-destructive behaviors. He contends that in order to effectively address these complicated concerns, counselors must be sufficiently prepared.

Furthermore, when asked what could be done to solve the challenges teachers face in providing career guidance in schools, SWLDs 3 said, *“Teachers need to be supported with enough materials to use while providing career guidance services and I think government should do that to support career guidance services in schools.”* On the similar view Htr2, however proposes the need for resources and said *“In order to solve challenges teachers face in providing career guidance in schools, schools need to hire resource persons and experts to provide career guidance services. The reason behind this is that most of these teachers do not have enough knowledge on how to provide career guidance services to students with learning disabilities, I hope with that way, this problem can be solved.”* In addition, Tr 2 said, *“If career guidance services are to be realized among the students with learning disabilities in schools, the parents should be much more involved in supporting the teachers, with this, students are likely to study towards their career goals.”* This is in line with Wimberly and Noeth's (2005) claim that the programming, class selection, and support systems (family, friends, school personnel) have a significant influence on the process of preparing and making decisions for education and the provision of career counseling services.

The data mentioned above highlight how important stakeholders are to the provision of career counseling services. According to Jordan et al. (2010),

extensive awareness raising may be necessary to reduce stigma and explain mental health, psycho-social care, the associated issues, and their causes to the community. This is also in line with theory of change that underpins this study, which advocates for community and other stakeholders' involvement in order to provide adequate career guidance services to the people who need such services.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The dissertation's summary, conclusions, and suggestions are presented in this final chapter. This was done in respect to the findings of the previous chapter. The presentation here is guided by three research objectives. Career guidance services offered to Students with learning disabilities in secondary schools in Hoima city, how the services are offered to students with learning disabilities and the challenges teacher experience in offering those services.

#### **5.1 Summary of Findings**

The study established that secondary schools in Hoima City offer certain career guidance services to students with learning difficulties. These services include counseling and career guidance, as well as teaching students' discipline and offering remedial assistance. This is an indication that other critical career guidance services such as career assessment, provision of career referrals, making consultations on career guidance and opportunities among the staff, making career researches and public relations and student appraisal sessions are not carried out provided.

Given the large number of secondary school students with learning disabilities who require these services, these offerings are insufficient. This may be manifested by having many students who are in state of hopelessness in as far as their career direction and transition after secondary level is concerned. This

insufficiency of services does not only affect students' academic performance but also affects their career prospects, aspiration as well as their career direction.

It was also found that there were limited ways through which career guidance services are provided. The researcher found out that career guidance services are only provided in groups, per class and individually (one on one). The other viable ways through which career guidance services should be provided such as aptitude assessment, interviews administering and interpreting the tests, school advising, outreach strategies instruction and experiential learning are not employed in schools in Hoima City. This puts future and career aspiration of students at risk and hence may affect their efforts towards achieving their goals.

The study found that there are various challenges that could prevent secondary schools in Hoima City from offering career guidance services to students with learning disabilities. These challenges include; inadequate materials to be used in provision of career guidance services, inadequate knowledge and skills of teachers on career guidance service provision, lack of interest of teachers in career guidance service provision, lack of enough teachers to be assigned career guidance service provision, lack of parental involvement and support, low self-esteem of students, indiscipline among the students with learning disabilities, negative attitude from parents, the absence of strong government policy on recruitment of career service providers, the rigidity of the education curriculum and lack of enough funds designated for career guidance services provision.

These challenges considerably restrict the availability of career counselling services to students with learning disabilities, which may have an impact on both their academic achievement and professional goals.

## **5.2 Conclusions**

In light of the career guidance services offered to students with learning difficulties in schools in Hoima City, the researcher draws the conclusion that they are inadequate. This may deprive many students who require such services the opportunity of accessing them.

The study also shows that the ways through which career guidance services are provided in schools are not yet efficient enough to enable the students with learning disabilities to gain from them in full swing. A great deal of work needs to be done mainly in the modes of delivery of those services.

The schools providing career guidance services to students with learning disabilities in Hoima City, are however, facing many challenges in attempt to provide these services. These challenges range from material to financial. This may have adverse effects to the performance and career aspiration of learners with learning disabilities.

## **5.3 Recommendations**

The following recommendations are hereby offered to enhance the provision of career advisory services in secondary schools in Hoima City based on the findings and conclusions reached.

- i. Teacher training in the field of career guidance service provision is an asset to equip the teachers with knowledge and skills on the same.
- ii. Parental support and involvement in career guidance service provision is a key if career guidance services provided to students with learning disabilities are to be realized in schools.

- iii. The government of Uganda and development partners in education should consider formulating more policy guidelines to scale up career guidance service provision in schools.
- iv. Adequate funding to schools in area of career guidance by both government and NGOs in order to uplift career guidance service provision is very essential.

#### **5.4 Areas suggested for further research**

The following areas are suggested for future research by the researcher.

- 1) The effects of career guidance services in education of students with learning disabilities in secondary schools.
- 2) Parental involvement in provision of career guidance services to the students with learning disabilities in secondary schools.

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## APPENDICES

### APPENDIX I: INFORMED CONSENT FORM

Dear respondent,

My name is Atugonza Lydia, a student at Kyambogo University pursuing a master's degree in Special Needs Education. You are requested to participate in the study titled provision of career guidance services to students with learning disabilities in secondary schools in Uganda a case of Hoima City

The purpose of the study is to examine the provision of career guidance services to students with learning disabilities in secondary schools in Hoima city. You have been chosen to be the potential participant because you are believed to be having vast knowledge on the study topic. Only 9 participants will take part in the study.

If you agree to take part in the study, you will give information to the researcher on provision of career guidance services to students with learning disabilities in secondary schools in Hoima city. This will be done through interviews: The findings will be shared with you when the study is complete. The response you supply will be treated with utmost confidentiality and therefore your name will not be disclosed feel free. The study findings will add knowledge to different professionals who work with students with learning difficulties. Your participation is voluntary and expect no payment. I case you have a question feel free to contact me about the study on Tel No: 0782043592

**Tick where applicable.**



- I give permission for my oral interviews.
- I do not give permission for my oral interviews.

Name of the  
participant.....

Signature.....

Date.....

## APPENDIX II: ASSENT FORM FOR CHILDREN

Provision of career guidance services to students with learning disabilities in secondary schools in Uganda: The case of Hoima City

Investigator(s).....

Researcher .....

The purpose of this study is to examine the provision of career guidance services to students with learning disabilities in secondary schools in Uganda: The case of Hoima city. This will inform recommendations made by the researcher on how these students can be helped.

Since you are thought to have extensive understanding of providing career guidance services to students with learning disabilities in your school, I'm asking you to take part in the study.

You are free to ask questions if you do not understand any part of this study. In case you think of question later, through your teachers you can contact me on Tel no:0782043592

When the study is complete, I shall write a report and we share the research findings.

I.....would like to participate in this research study.

Date.....

Name of a person who obtained assent form.....

Signature.....

Date.....

Local principal investigator's  
name.....

Signature  
.....

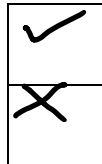
Date.....  
.....

**APPENDIX III: DOCUMENTARY ANALYSIS GUIDE**

| Name of the documents that affirm career guidance                       | Available | Not       |
|---|-----------|-----------|
| service provision to students with learning disabilities in schools.    |           | available |
| School mission depicting career guidance services for students with LDs |           |           |
| Annual, termly, monthly and weekly reports on career guidance services  |           |           |
| School policy manuals reflecting career guidance services               |           |           |
| Students' handbooks with information on career guidance services        |           |           |
| School strategic plans on career guidance services                      |           |           |
| School timetable incorporating career guidance session time             |           |           |
| School curriculum catering for career guidance service provision        |           |           |
| School calendars showing career guidance days/week/month                |           |           |

|   |  |  |
|---|--|--|
| School logbooks showing career guidance services                                |  |  |
| School administrator's/staff's emails containing information on career guidance |  |  |
| Career guidance training materials  |  |  |
| Flyers with career guidance messages  |  |  |
| Posters with messages on career guidance services                               |  |  |
| School minutes having information on career services provision                  |  |  |

**KEY**



**APPENDIX IV: SEM-STRUCTURED INTERVIEW GUIDE FOR  
HEAD TEACHERS**

**SECTION A: Background information**

- (i) Self-introduction
- (ii) Seeking background information about the participant (work experience in teaching students with learning disabilities).

**SECTION B: Career guidance services offered to students with learning disabilities**

1. How many students are in your school?
2. How many students with learning disabilities are in this school?
3. What services are offered to students with learning disabilities in your school?
4. What career guidance services are offered to students with learning disabilities in your school?
5. Who provide career guidance to students with learning disabilities in your school?
6. Of what help are those services mentioned above?

**SECTION C: How career guidance services are offered to students with learning disabilities**

7. How are the career guidance services offered to students with learning disabilities?
8. Where do you provide career guidance services to students with learning disabilities?

**SECTION D: Challenges teachers experience in offering career guidance services to students with learning disabilities**

9. What challenges experienced in offering career guidance services to students with learning disabilities in this school?

10. To whom do you attribute the cited challenges in question 9 above?

11. In your opinion, what could be done to solve the challenges experienced in offering career guidance to students with learning disabilities in this school?

**Thank you for your cooperation**

**APPENDIX V: SEM-STRUCTURED INTERVIEW GUIDE FOR  
TEACHERS**

**SECTION A: Background information**

- (i) Self-introduction
- (ii) Seeking background information about the participant (work experience in teaching students with learning disabilities).

**SECTION B: Career guidance services offered to students with learning disabilities**

1. How many students are in your class?
2. How many students with learning disabilities are in your class?
3. What services are offered to students with learning disabilities in this school?
4. What career guidance services are offered to students with learning disabilities in this school?
5. Who provide career guidance services to students with learning disabilities in your school?
6. Of what help are those services mentioned above?

**SECTION C: How career guidance services are offered to students with learning disabilities**

7. How are the career guidance services offered to students with learning disabilities in this school?
8. Where do you provide career guidance services to students with learning disabilities in this school?

**SECTION D: Challenges teachers experience in offering career guidance services to students with learning disabilities**

9. What challenges experienced in offering career guidance services to students with learning disabilities in this school?

10. To whom do you attribute the cited challenges in question 9 above?

11. In your opinion, what could be done to solve the challenges the teachers experience in offering career guidance services to students with learning disabilities in this school?

**Thank you for your cooperation**



**APPENDIX VI: SEM-STRUCTURED INTERVIEW GUIDE FOR  
STUDENTS WITH LEARNING DISABILITIES**

**SECTION A: Background information**

- (i) Self-introduction.

**SECTION B: Career guidance services offered to students with learning disabilities**

1. What services are offered to you in this school?
2. What career guidance services are offered to you as a student in this school?
3. Who provide career guidance services to you in your school?
4. Of what help are those services mentioned above?

**SECTION C: How career guidance services are offered to students with learning disabilities**

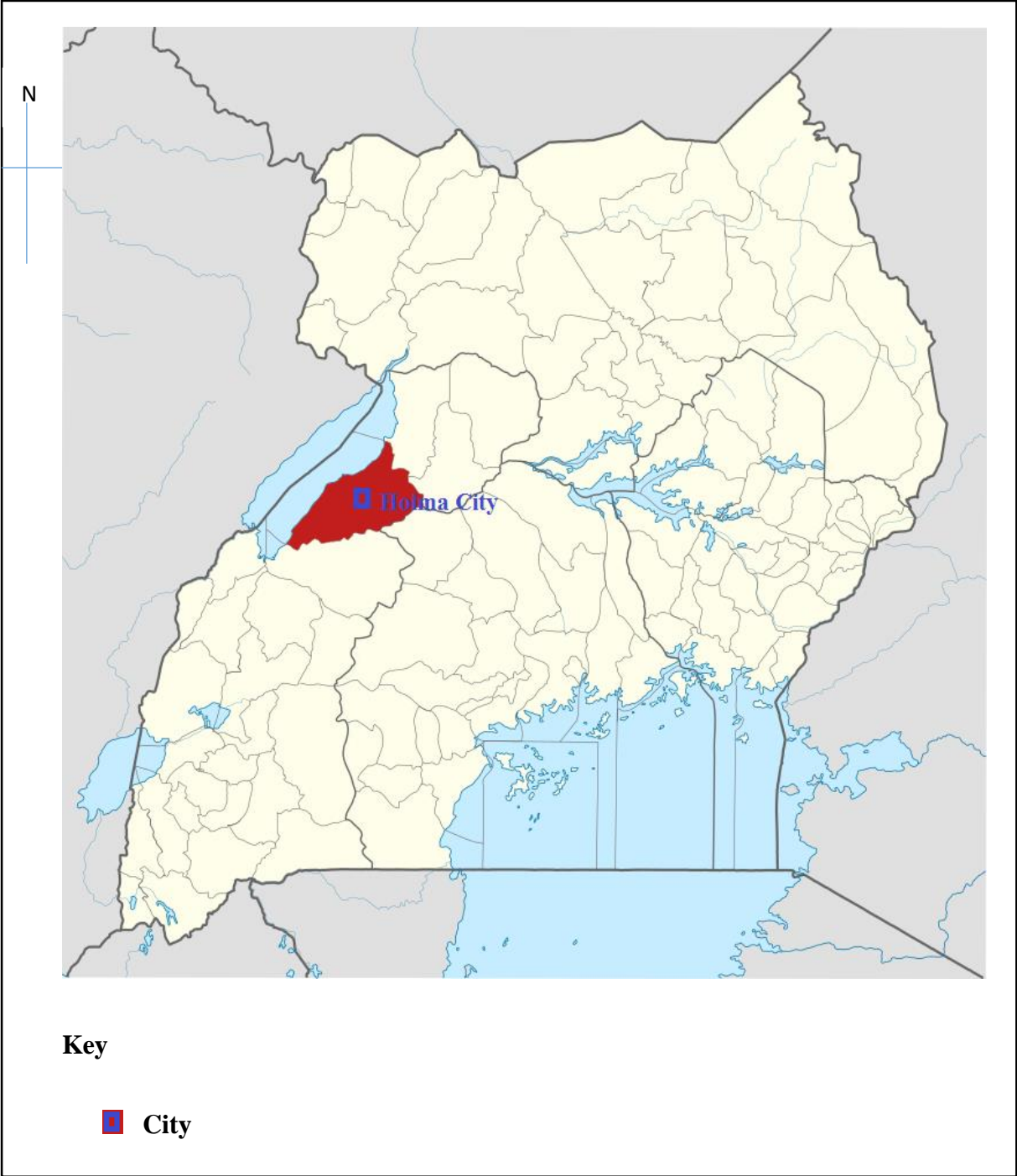
5. How are the career guidance services offered to you in this school?
6. Where do you receive career guidance services in this school?

**SECTION D: Challenges teachers experience in offering career guidance services to students with learning disabilities**

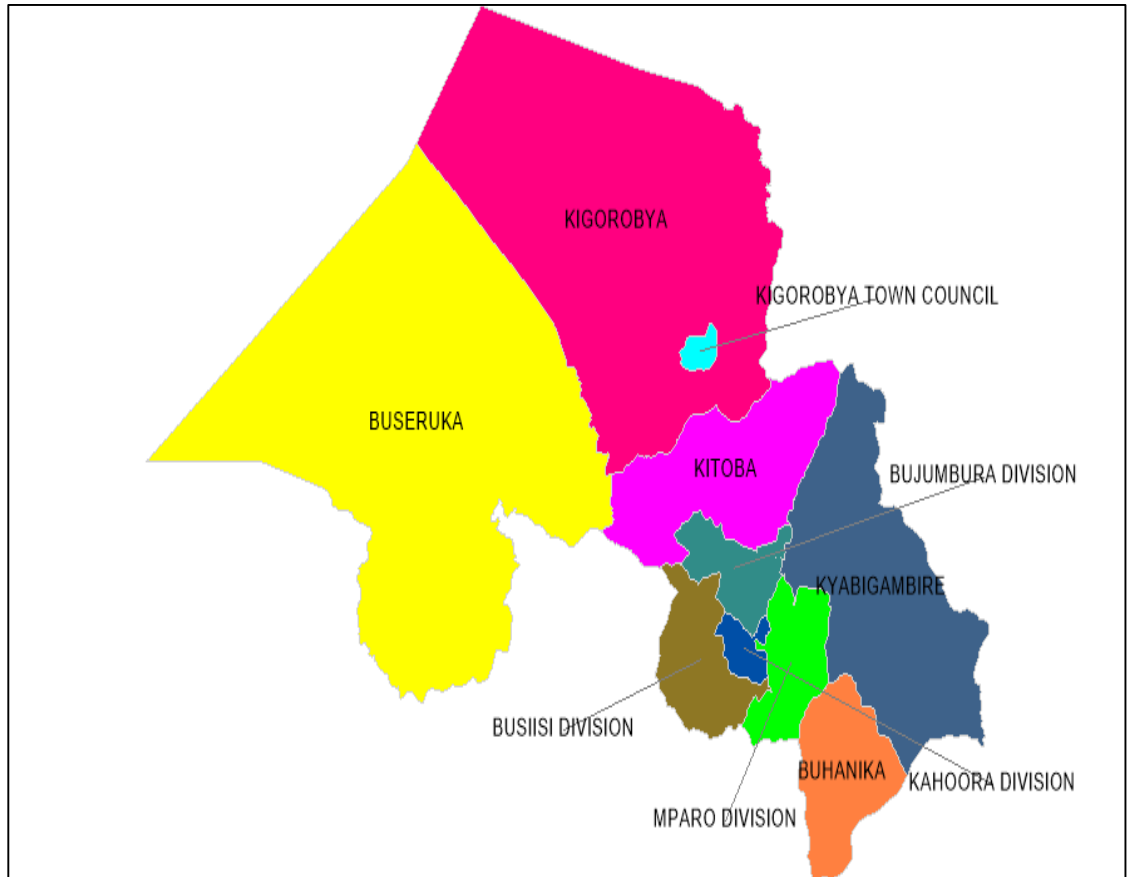
7. What challenges do you think your teachers experience in offering career guidance services to you in this school?
8. To whom do you attribute the cited challenges in question 9 above?
9. In your opinion, what could be done to solve the challenges the teachers experience in offering career guidance services to you in this school?

**Thank you for your cooperation**

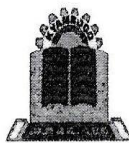
**APPENDIX VII: MAP OF UGANDA SHOWING HOIMA DISTRICT**



## APPENDIX VIII: HOIMA CITY STUDY AREA



## APPENDIX IX: INTRODUCTORY LETTER



**KYAMBOGO UNIVERSITY**  
**FACULTY OF SPECIAL NEEDS AND REHABILITATION**  
P. O. BOX 6478 KAMPALA  
Tel: 041-286237/285001 Fax: 041-220464  
*Department of Special Needs Studies*

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13<sup>th</sup> January 2022

To: The Head teacher

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Dear Sir/ Madam

**Subject: INTRODUCTORY LETTER FOR DATA COLLECTION**

The bearer of this letter is a student in the Department of Special Needs Studies, Kyambogo University. S/he is registered to pursue a study programme leading to the award of a Master of Special Needs Education. As part of the programme, s/he is expected to conduct research in the area of special needs education and rehabilitation and to submit a thesis. S/he has expressed interest to carry out research in your institution/organization.

The purpose of this letter, therefore, is to introduce the student to you, and to request you to allow her collect data from your institution.

Sincerely,

SIN  
Dr Okwapu Sackus  
Head of Department

