

Bernadetha Gabriel Rushahu

**Guidance and Counselling Services to
Students with Disabilities in Higher
Learning Institutions in Tanzania**

Practices and Implications

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Erstgutachter: Prof. Dr. Paul Mecheril

Zweitgutachter: Prof. Dr. Rudolf Leiprecht

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List of Abbreviations and Acronyms

BACP	British Association for Counselling and Psychotherapy
BBC	The British Broadcasting cooperation
CCBRT	Comprehensive Community Based Rehabilitation in Tanzania
CMC	Center for Migration, Education and Cultural studies
DAAD	German Academic Exchange Services
DUCE	Dar es Salaam University College of Education
EFA	Education for All
FG-MIG	Fachgruppe Migration und Bildung
FOWE	Forschungswerkstatt
HE	Higher Education
HESLB	Higher Education Students Loan Board
HLIs	Higher Learning Institutions
IUCo	Iringa University College
MoEVT	Ministry of Education and Vocational Training
MoEST	Ministry of Education Science and Technology
MUCE	Mkwawa University College of Education
MUM	Muslim University of Tanzania
NSGRP	National Strategy for Growth and Reduction Poverty
PEDP	Primary Education Development Programme
PWD	People with Disabilities
SAUT	St. Augustine University of Tanzania
SEDP	Secondary Education Development Programme

SEKUCO	Sebastian Kolowa Memorial University
SJUT	St. John University of Tanzania
SPSS	Statistical Package for Social Sciences
SUA	Sokoine University of Agriculture
SWD	Students with Disabilities
TCU	Tanzania Commission for Universities
TGPS	Tanzania Germany Programme to Support Health
TIE	Tanzania Institute of Education
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Educational Fund
UNPF	The United Nations Population Fund
URT	The United Republic of Tanzania
WHO	World Health Organization

Vorwort

Die Idee, dass Bildung nicht nur partikular, sondern grundsätzlich allgemein zu ermöglichen sei, liegt demokratischen Bildungsinstitutionen, auch der Idee der Universität in demokratischen Gesellschaften, programmatisch zugrunde und legitimiert sie. Diese demokratische Programmatik steht jedoch in einem Spannungsverhältnis zur empirischen Praxis der Bildungssysteme. Diese befinden sich nicht außerhalb gesellschaftlicher (Macht-)Verhältnisse, sondern sind Teil gesellschaftlicher Unterscheidungsformen, Routinen und Prozeduren der Ermöglichung von Positionen. So werden unter der Maxime der Gleichberechtigung und Chancengleichheit zwar formell gleiche Ausgangsbedingungen im Bildungssystem zur Verfügung gestellt, diese führen aber häufig zu einer Reproduktion von Ungleichheit, weil soziale Herkunft und kulturelle Zugehörigkeit differenziell auf das „Passungsverhältnis“ zwischen den Strukturen der Bildungsräume und den von Einzelnen, hier: Studierenden, eingebrachten Vermögen, Kenntnissen und Routinen wirken. Dies zeigt der wiederholt bestätigte Befund der sozialen Selektivität des (universitären) Bildungssystems. In besonders augenfälliger Weise wird dies klar, wenn wir uns das Scheitern und die Beschwerden vergegenwärtigen, die der implizite Leib-Standard der Architektur, der Organisation, der Inhalte und der Habitus universitärer Einrichtungen jenen zumutet, die diesem Standard nicht selbstverständlich entsprechen.

Im Rahmen solcher Überlegungen ist die empirische Studie von Frau Bernadetha Gabriel Rushahu zu verstehen und angesiedelt. Sie beschäftigt sich zentral mit drei Fragen: Auf welche Barrieren stoßen Studierende mit Behinderung an Hochschulen in Tansania? Welche institutionellen Beratungs- und Unterstützungsangebote bestehen für Studierende mit Behinderung an diesen Hochschulen? Welche Hinweise gibt die Beantwortung dieser Fragen für die Ermöglichung der Verbesserung der Studien- und Lebenssituation von Studierenden mit Behinderung an Hochschulen in Tansania?

Wichtig ist, auf die Komplexität der Studie hinzuweisen, die als Mehrebenenuntersuchung angelegt ist. Frau Rushahu hat eine Fragebogenstudie zur Situation von Studierenden mit Behinderungen und Einschränkungen an zehn

tansanischen Universitäten konzipiert und durchgeführt (über 200 Fragebögen), hat 30 Interviews mit Studierenden mit Behinderungen und Einschränkungen an den Universitäten konzipiert und durchgeführt sowie weitere über 30 Interviews mit Berater/innen an den Hochschulen sowie Hochschulleiter/innen, sonderpädagogischen Lehrer/innen, Mitarbeiter/innen der Tanzania Commission for Universities, des Higher Education Students Loan Board sowie des Ministry of Education and Vocational Training durchgeführt. Weiterhin existieren Beobachtungsdaten mit Bezug auf die Situation von Studierenden mit Behinderungen an den Universitäten in Form von Feldnotizen sowie Video- und Photographien.

Das große Verdienst der vielfältigen Studie von Frau Rushahu ist es, ein umfangreiches Archiv empirischer Eindrücke (Interview-, Fragebogen-, Beobachtungs- und photographische Daten aus zudem unterschiedlichen Akteursperspektiven) über die Situation von Studierenden mit Behinderung an tansanischen Hochschulen angelegt zu haben. Die Studie macht nachdrücklich Bedarfe deutlich, die an tansanischen Universitäten in der Sicht relevanter Akteure existieren, um Studierenden mit Behinderungen angemessene Studienbedingungen anzubieten. Frau Rushahus Studie kann auf nur wenige vergleichbare Studien für den tansanischen Hochschulbereich zurückgreifen, ist somit gewissermaßen gerade angesichts der breiten empirischen Anlage der Untersuchung als eine Art Pionierstudie zu bezeichnen, die ein für die Hochschulforschung insgesamt hochbedeutsames Thema behandelt, das der Öffnung von Hochschule für Studierende, die dem Normalitätsskript der traditionellen Hochschule nicht ohne Weiteres entsprechen.

Frau Rushahu legt eine aufwändige Untersuchung vor, die von Relevanz für die Bildungsforschung ist, da hier Hochschulforschung unter Fragen von Diversität und Bildungsgerechtigkeit empirisch betrieben wird, zudem in einem Feld, in dem sich relativ wenige empirische Untersuchungen finden.

Paul Mecheril

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Zusammenfassung

Hochschulen so genannter Entwicklungsländer bieten im Allgemeinen wenig Unterstützung für Studierende mit Behinderung an, obgleich diese signifikante Belastungen und Barrieren in deren Hochschulalltag erfahren. Effektive Beratungs- und Betreuungsangebote sind insbesondere in Hochschulen bedeutsam und unerlässlich, um das Wohlergehen der Studierenden zu fördern. Ziel der Angebote ist es, Studierende mit Behinderung dazu zu befähigen, ihr Studium in einer selbstbestimmten Weise zu bewältigen und unter Bedingungen von Chancengleichheit an Hochschulen teilhaben zu können. Trotz allem kann ein allgemeiner Mangel an Forschungen in Bezug auf Beratungs- und Betreuungsangebote für Studierende mit Behinderung konstatiert werden. Dieser Mangel verdeutlicht sich insbesondere in Bezug auf hochschulspezifische Forschungen zu Beratungs- und Betreuungsangeboten für Studierende mit Behinderung. Diese Dissertation beschäftigt sich deshalb sowohl mit der Frage, inwiefern Beratungs- und Betreuungsangebote für Studierende mit Behinderung an Hochschulen in Tansania bestehen als auch inwiefern diese zu ihrem Ziel beitragen (können), eine barrierefreie Teilhabe von Studierenden mit Behinderung an ihrer Lernumgebung zu ermöglichen. Um dies zu untersuchen wurden sowohl quantitative wie qualitative Forschungsmethoden (Fragebogen, Interviews, Gruppendiskussionen, Beobachtungen und Videographie) angewandt. Hierfür wurden insgesamt 225 Personen von zehn Hochschulen in Tansania befragt, davon 190 Studierende mit Behinderung, zehn Berater/innen, zehn Hochschulleiter/innen, zwölf sonderpädagogische Lehrer/innen, ein Verantwortliche/r des TCU (Tanzania Commission for Universities), ein Verantwortliche/r des HESLB (Higher Education Students Loan Board) sowie ein Verantwortliche/r des ehemaligen MoEVT (Ministry of Education and Vocational Training) bzw. aktuell: MoEST (Ministry of Education, Science and Technology).

Die Untersuchung verdeutlicht, dass eine Mehrheit der Studierenden mit Behinderung vielfältigen Herausforderungen beim Zugang zu Hochschulinstitutionen begegnet. Diese Herausforderungen sind unterschiedlichen Typs:

akademisch, persönlich, sozial, Stigmatisierung, institutionell, ein Mangel an Beratungs- und Betreuungsangeboten, ein Mangel an sonderpädagogischen Einrichtungen, ein Mangel an Ressourcen, unausgebildete Berater/innen, wenig Wissen und Selbstvertrauen in Bezug auf die Wichtigkeit von Beratungs- und Betreuungsangeboten etc. Aus diesen Gründen gibt es nur wenige Hochschulen, die Beratung und Betreuung für Studierende mit Behinderung anbieten, obgleich diese einer Vielzahl an Schwierigkeiten begegnen. Die Studie untermauert hierzu den dringlichen Bedarf nach Beratungs- und Betreuungsangeboten an den Institutionen der höheren Bildung. Darüber hinaus berichtet die Mehrheit der befragten Personen über einen Mangel an Bewusstsein über und Inanspruchnahme von Beratungs- und Betreuungsangeboten, infrastrukturelle Barrieren, nicht ausgebildete Berater/innen, einen Mangel an Beratungs- und Betreuungsressourcen, unangemessene finanzielle Unterstützung sowie einen Mangel an Vertraulichkeit als einige der Barrieren und Herausforderungen, die Studierende mit Behinderung vorfinden, wenn sie Beratungs- und Betreuungsservices aufsuchen.

Die Studie untersucht darüber hinaus Herausforderungen und Möglichkeiten, mit denen sowohl Studierende mit Behinderung als auch Berater/innen in der Versorgung durch Beratungs- und Betreuungsangebote konfrontiert sind. Hierzu verdeutlicht die Untersuchung Strategien, die dazu genutzt werden können, die Angebote zu verbessern. Die Studie empfiehlt eine angemessene Weiterbildung und Vorbereitung der Berater/innen, um zu einer stärkeren Professionalisierung beizutragen. Zugleich stellt Öffentlichkeitsarbeit einen bedeutsamen Aspekt dar, um das allgemeine Bewusstsein über die Verfügbarkeit für und die Nutzung von Beratungs- und Betreuungsangeboten zu fördern. Die Untersuchung schlägt neue Strategien vor, um die Effektivität von Beratungs- und Betreuungsangeboten für Studierende mit Behinderung zu gewährleisten.

Basierend auf den Untersuchungsergebnissen wird zu einer umfassenden Informationsmaßnahme auf nationaler Ebene geraten, um alle Schüler/innen und Studierende mit Behinderung in Tansania über die Beratungs- und Betreuungsangebote im gesamten Bildungssystem zu informieren. Die Untersuchungsergebnisse und ihre politischen Implikationen ermöglichen einen Einblick, wie Beratungs- und Betreuungsangebote für Studierende mit Behinderung in Tansania verbessert werden können. Die Untersuchungsergebnisse samt ihrer politischen Implikationen können darüber hinaus einen Beitrag zur

Ausarbeitung angemessener politischer Maßnahmen leisten, die vom Ministerium für Erziehung, Wissenschaft und Technologie (Ministry of Education, Science and Technology) zur nachhaltigen Verbesserung der Beratung und Betreuung von Studierenden mit Behinderung in Tansania herangezogen werden können.

Abstract

Generally, higher learning institutions in the so-called developing countries do not provide much support to students with disabilities. Students with disabilities experience significant burdens and barriers in their educational life. Effective guidance and counselling services, especially in higher learning institutions have become significant and vital in order to promote students' well-being. The services are aimed at enabling students with disabilities to manage their studies and participate well in the institutions in a self-determined manner with equal opportunities. However, there is a relative lack of research on guidance and counselling services provided to students with disabilities in general. In particular, there is a scarcity of research exploring the guidance and counselling services provided to students with disabilities in higher learning institutions. This thesis, therefore, sought to gain a better understanding of the extent to which guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania with the aim of supporting them to cope with the learning environment. The study was both quantitative and qualitative, using a questionnaire, interviews, focus group discussion, observation and documentary film, as data collection instruments. The study involved 225 respondents from ten higher learning institutions in Tanzania. Respondents were described in five groups including: 190 students with disabilities, 10 counsellors, 10 higher learning institutions administrators, 12 special education teachers, 1 official from Tanzania Commission for University (TCU), 1 official from Higher Education Students Loan Board (HESLB) and 1 official from the then, Ministry of Education and Vocational Training (MoEVT), now the Ministry of Education, Science and Technology (MoEST).

The study revealed that the majority of the students with disabilities faced many challenges in attaining higher learning institutions. The challenges were of different types, including: academic, personal, social, stigma, cultural, institutional, a lack of guidance and counselling services, a lack of special education units, a lack of resources, untrained counsellors, low self-esteem on

the importance of guidance and counselling services. It was, therefore, realised that there are few higher learning institutions, which offer guidance and counselling services, although these students faced many difficulties. The study revealed that there is an urgent need for guidance and counselling services in higher learning institutions. In addition to that, the majority of the respondents reported a lack of awareness and utilization of guidance and counselling services, infrastructural barriers, untrained counsellors, a lack of guidance and counselling resources, inadequate financial support and a lack of confidentiality as some of the barriers and challenges that students with disabilities faced when seeking guidance and counselling services.

In addition to that, the study assessed challenges and opportunities faced by both students with disabilities and counsellors in the provision of guidance and counselling services and recommended strategies that can be adopted to improve these services. The study recommended that the professionalization of counsellors through proper training and preparation is urgently needed. Moreover, it is important to bring awareness to the public concerning disabilities issues and the importance of guidance and counselling services available, and how to utilize them fully. The study has suggested new strategies to be adopted in order to have effective guidance and counselling for people with disabilities in the higher learning institutions.

On the basis of the findings of this study, it is recommended that there should be a guiding policy at the national level to inform about guidance and counselling services for all students at all levels of education in the country. The study findings and policy implications are expected to provide insight on how to improve guidance and counselling services for students with disabilities in Tanzania. Furthermore, the study findings and policy implications were expected to suggest feasible policy options that can be adopted by the Ministry of Education, Science and Technology and higher learning institutions for better performance and sustainability of guidance and counselling services for students with disabilities in Tanzania. Finally, the findings of this study would act as a stimulus for further research related to disabilities and counselling services in Tanzania.

1 Introduction and Background to the Problem

1.1 Introduction

This chapter introduces the study of guidance and counselling provided to students with disabilities in higher learning institutions in Tanzania. This study sought to examine the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania and how they support them to cope with the learning environment. The chapter presents the background of the study and examination of the research problem, as well as the purpose and objective of the study. It also provides the research questions, significance and scope of the study. The conceptual framework guiding the study is also presented in the chapter.

1.2 Background of the study and state of research with emphasis on Africa

The literature shows a relative lack of research involving guidance and counselling provision for students with disabilities in higher learning institutions in Tanzania despite the fact that students with disabilities face many challenges in higher learning institutions. In Tanzania, students with disabilities experience personal, social, academic and psychological problems at home, in the community and higher learning institutions. The challenges of everyday living experienced by students in the institutions of higher learning leave many of them devastated, not able to make realistic academic choices and unable to cope with life (Nyaga, 2011). Therefore, students with disabilities constantly face various barriers in their educational environment (Paul, 2000:209). Such students in higher education frequently need support to succeed in their studies (Simmeborn, Adolfsson & Granlund, 2013).

These students have additional needs attributable to those disabilities such as living on their own and dealing with the disability in an educational environment. The daily life tasks of those of individuals with disabilities are more complicated than the ones experienced by students without disabilities

(Graham, Weingarden, & Murphy, 1991). In terms of mobility, for example, the visually and physically impaired students face architectural obstacles within the school's existing environment. Many of these students continue to encounter problems during their late undergraduate and graduate years (American Council on Education, 1995). Appleby (1994) found that nearly one-half of college students with disabilities sought personal guidance and counselling services and suggested that the types of issues related to their transition and adjustment could be quite different from the problems presented by the nondisabled population due to physical and attitudinal barriers.

The "World report on disability" reveals that of the more than one billion disabled people in the world, 110-190 million encounter significant difficulties in their daily lives. Persons living with some form of disability account about 15 percent of the world population (WHO & World Bank, 2011). However, people with disabilities are among the most marginalized groups in the world. This is largely due to the lack of services available to them and the many obstacles that they face in their everyday lives (WHO & World Bank, 2011). In Tanzania, approximately 9 percent of the population has a disability. People with disabilities are among the most vulnerable groups in the Tanzania society. Literature shows that students with disabilities often face additional challenges in their educational environments; these students face both physical and attitudinal barriers within the university environment (Stanley, 2000 & Paul, 2000).

Guidance and counselling is a service provided to different people with different problems, ranging from personal to a variety of social problems (Sima, 2007 & Sima, 2010). The result of the global, social, cultural, economic, emotional and psychological turbulences have necessitated the provision of guidance and counselling as an alternative to many other traditional approaches of solving people's problems (Mcleod, 2009). Higher learning institutions should be a place where every individual gets the right to learn and grow intellectually. Barki & Mukhopadhyay (1989) and Indire (1979) point out that guidance and counselling services are meant to make a disabled individual happy, successful and able to adjust to the environment where (s)he lives.

In Africa, the concept of Guidance and Counselling, although relatively new in educational systems, has been embraced by most governments (UNESCO, 2001). Despite the fact that most African countries recognize the essential role of guidance and counselling services to students with disabilities there are

limited research studies conducted to assess the nature of the guidance and counselling services being implemented to improve the students with disabilities' decision-making processes that lead to improved future benefits (Biswalo, 1996).

Generally, universities in developing countries offer little in the way of provisions and support to students with disabilities, although students with disabilities experience considerable burdens and barriers in their educational life (Koca-Atabey et al., 2011). Many researchers report that the aim of guidance and counselling for students with disabilities is to enable students to manage their studies and participate in life at higher education institutions level in a self-determined manner with equal opportunities while studying. Effective counselling, especially in higher learning institutions have now become significant. The need for counselling has become vital in order to promote the well-being of the students. However, there is a relative lack of research involving guidance and counselling for students with disabilities.

In Ethiopia, despite the dreadfulness of the challenges and needs for guidance and counselling services, the higher education educators reported that guidance and counselling services in the universities, especially to students with disabilities, are extremely overlooked (Daniel, 2004). Furthermore, Seyoum (2011) observes that students with disabilities in Ethiopia do not have sufficient knowledge on the kind and extent of guidance and counselling services offered on university campuses.

It is true that higher learning institutions consist of different learners with varied abilities as well as disabilities. All in all, they are all brought together to be educated and acquire specific skills, which will enable them later in their lives to stand on their own. In the university teaching/learning setting, guidance and counselling is a multidimensional form that encompasses personal, academic and occupational perspectives. Day (2004) reports that in university's academic atmosphere, the guidance and counselling practices are an efficient and effective way of supporting and helping students to deal with problems and issues in the educational, career and personal/social areas.

However, studies in Tanzania show that students with disabilities experience serious problems that are social, personal, psychological and academic in nature, which affect their performance (Biswalo, 1996; Possi, 1996 & Sima 2010). Possi (1996) argues that there is no equal access to education, especially at higher learning institutions; some of the reasons advanced for the imbalances

in Tanzania may be, due to negative attitudes towards people with disabilities, a lack of role models, and a lack of teaching-learning materials, as well as inaccessibility of educational buildings. There is no adequate special arrangement to support students with disabilities and those who belong to groups of low socio-economic status (Seyoum, 2011). In addition to that, guidance and counselling services in higher learning institutions are not offered by different individuals with specialization in a particular field: even ordinary lecturers play the counsellor role because most of the higher learning institutions in developing countries, particularly in Tanzania have no or very few professional counsellors.

Research has found that counsellors are often said to be unaware of what people with disabilities need in terms of counselling. Many counselling professionals do not know how to develop appropriate intervention programs for students with disabilities due to a limited understanding of approaches (i.e. attitudes, values, beliefs) and have only inadequate skills to address the needs of this group (Glenn, 1998). Without appropriate knowledge and understanding of the needs and characteristics of specific groups of students with disabilities, school counsellors may not know how to contribute to their academic, career, and personal/social development (Reis and Colbert, 2005). The need for counselling services increases as the lives of people with disabilities are put under stress. Many of the small number of minority clients seeking for counselling are dissatisfied because of its failure to address fundamental issues related to client differences (Sue & Sue, 1990, Bimrose & Bayne, 1995). In a society with a high number of persons with disabilities, the expertise of a counsellor with special training in rehabilitation is required (Westword & Nayman 2012).

In Tanzania, Education for All (EFA) is the major focus of the government. It justifies the need for efforts to provide quality and accessible education for all groups in the way of promoting quality education for all. Although Tanzania has adopted and implemented a number of laws for people with disabilities like the Constitution of the United Republic of Tanzania, the Protocol of the UN Convention signed and ratified, the Disabled Persons Employment Act of 1982, and the Disabled Persons Care and Maintenance Act of 1982 as well as policies like: National Disability Policy of 2004, National Disability Mainstreaming Strategy of 2010–2015 and standards pertaining to people with disabilities, including their right to productive and decent work, vocational training and basic services, but there is still a lack of institutional capacities for

implementing disability laws and policies in Tanzania. Yokoyama (2012:38) reported that the fulfilment of the goals of the Secretariat of the African Decade of Persons with Disabilities (SADPD) will require not only institutional capacities, but also changes in people's attitudes and social structures. Also, the URT (1977) constitution and its amendments prohibit discrimination against people with disabilities at all levels of education but people with disabilities still face discrimination in access to higher education.

In addition to that, Biswalo (1996) comments that in Tanzania policies pertinent to guidance and counselling are still lacking. However, the Ministry of Education has somehow tried to institutionalize the services inside the education system by appointing professional masters and mistresses. Nevertheless, people with disabilities still face a number of challenges such as: inaccessible environment, stigmatization and discrimination, inadequate education and employment opportunities, high illiteracy rates, a lack of awareness of disabilities` issues amongst parents and the community at large, inadequate or a lack of resources at school, and weak law enforcement agencies and decision-makers leading to the killing of people with albinism.

Tanzania is thought to have the largest population of albinos in Africa (Malone, 2009). Victims include children snatched or abducted from their parents. The killers and their accomplices use hair, arms, legs, skin, eyes, genitals, and blood in rituals or for witch potions. Fishermen incorporate albino hair into their nets with the hope of catching more fish from Lake Victoria or to find gold in the belly of the fish that they catch (Obulutsa, 2009). So, albinos in some East African countries such as Tanzania are not only socially marginalized but also targets of witchcraft related killings (Alum, Gomez & Ruiz, 2009 & UNICEF, 2010). Several news articles published recently on the internet reveal the extreme discrimination and violence against people with albinism, especially in Burundi and the United Republic of Tanzania, but also in Côte d'Ivoire, the Democratic Republic of Congo, Kenya, Senegal and Zimbabwe, although in the United Republic of Tanzania violence against people with albinism has reached alarming proportions: several dozens were killed (UNICEF, 2010:27).

While the country is seen to be promoting education for all, there is underrepresentation of students with disabilities, especially in higher learning institutions. The Tanzania Education Network (2005) conducted a study in Tanzania and reported that most students with disabilities dropped out because of teachers and peer abuse, stigma and discrimination. According to this study,

stigmatic attitudes are prevalent in schools and in the wider community and there are only weak efforts to abolish them.

In recent years, the number of people with disabilities has increased. According to the Tanzania disability survey (URT 2008), there has been an increase in number in both public and private universities in Tanzania but there is not much information about their social and academic lives in these institutions. Johnson (2006) argues that many students with disabilities experience frustration with their post-secondary experiences stemming from: negative attitudes from others, physical barriers on campus, a lack of appropriate services and programmes and inadequate funding to improve those services and programmes. People with disabilities have the same right to education as persons without disabilities. All in all, the government has continued to offer special assistance to students with disabilities in some universities and university colleges and introduced strategic planning for guidance and counselling. A few studies have been undertaken on how higher learning institutions help students with disabilities to realise their potentials (Tungaraza, 2010 & Mwaipopo, Lihamba & Njewe, 2011). A study done by the Poverty Reduction Programme Research Project (Morley & Croft, 2011) titled: “Widening participation in higher education in Ghana and Tanzania: Developing an equity scorecard” found that the subject of disability in higher education has been significantly overlooked by researchers, managers and policymakers in Ghana and Tanzania.

Therefore, this study sought to examine the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania, as well as the support accorded to them to cope with the learning environment. The study also investigated the views and attitudes of students with disabilities towards guidance and counselling services in higher learning institutions. The study findings and policy implications were expected to suggest feasible policy options that should be adopted by the Ministry of Education, Science and Technology (MoEST) as well as higher learning institutions for better performance and sustainability of guidance and counselling for students with disabilities in Tanzania.

1.3 Motivation for the study

The differences and challenges among students with disabilities have called for intensive research in the field of counselling people with disabilities with

the aim of classifying their abilities and disabilities, diagnosing the causes and finding the remedies in order to meet each individual student's educational needs.

The researcher was interested in this area because of being qualified professionally in educational psychology and having an extensive experience in teaching guidance and counselling courses, especially students with special needs. The researcher has been employed for the last nine years, to teach psychology courses for Bachelor of Educational Psychology degree programmes, as an assistant lecturer in the Department of Educational Psychology at the School of Education at the University of Dar es Salaam, Tanzania. The researcher has been interacting with students with disabilities in many ways at the university. Many of them were studying education.

Students with disabilities need special help for different personal, social and academic challenges they face in higher learning institutions. Mkanula (2003) researched on the plight of students with disabilities at the University of Dar es Salaam and revealed that there is no policy in the Ministry of Higher Education, Science and Technology to guide the practice. The study also noted that resource constraints in providing the necessary equipment and other support services to students with special educational needs remained a major setback.

Despite the existing national, regional and international laws and other instruments, as well as the activities of international bodies and the efforts of non-governmental organizations, persons with disabilities throughout the world continue to be subjected to widespread violations of their human rights (O'Reilly, 2003). This is an unquestionable fact. In the field of education problems of access to the physical environment, including transportation, housing and workplaces, coupled with still-held prejudices among many employers, co-workers and the general public, aggravate an already difficult situation (O'Reilly, 2003).

The Government of Tanzania has recently embarked on different strategies, recognizing disabled not only as people with special needs but also as people with equal rights like the rest of its nation. "The National Strategy for Growth and Reduction Poverty" (NSGRP), for example, popularly known by its Kiswahili acronym as MKUKUTA (Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania), expresses the importance of targeting specific groups

with special needs in the development efforts while acknowledging the contribution of each individual towards achieving development (Tanzania Germany Programme to Support Health (TGPSH), 2009). Furthermore, the government endorsed and continues to recognize international and national agreements that are geared towards protecting the rights and dignity of people with disabilities. In addition to its commitment, the government through the Ministry of Labour put in place “The National Disability Policy” (URT, 2004) that gives different guidance with regard to people with disabilities at all levels of the society. The policy is also aimed at sensitizing change in opinion, attitudes and political involvement to recognize and implement rights for people with disabilities. Despite all these efforts, the community has still little knowledge on some of the existing disabilities, a fact that contributes to enhancing the existing misconceptions and beliefs (Tanzania Germany Programme to Support Health (TGPSH), 2009).

People with disabilities still face a number of challenges such as inaccessible environments, stigmatization and discrimination, inadequate employment opportunities and education, high illiteracy rates, a lack of awareness on disabilities issues amongst parents, communities, law enforcement agencies and decision makers as well as a lack of resources in schools and higher learning institutions. Counsellors in special needs must be aware of the extensive discrimination that people with disabilities face. Clients may not have adequate awareness of social discrimination, so that it is of great importance that counselling psychologists know about it, so that experiences can be put into perspective (Kanellakis, 2010 & Sima, 2010). This study is timely in its interest to find out the extent to which the guidance and counselling services provided to students with disabilities in higher learning institution in Tanzania are adequate and relevant for the learners.

1.4 Statement of the research problem

Given the fact that people with disabilities have the same right to education as those considered to be “normal”, the government of Tanzania is committed to promoting the signed Education for All (EFA) objectives as well as MKUKUTA. To realise the EFA goals all deserving children need to be enrolled in schools, including children with disabilities. As a result, there is an increase of students with disabilities enrolled to pursue studies in higher learning institutions. Like any other human beings, students in higher learning institutions (HLIs) including the disabled ones require guidance and

counselling to solve some of their social, individual or family problems for the excellence in their education. Yet, unlike other non-disable students, the disabled ones require more customized guidance and counselling services due to a spectrum of problems resulting from their body disabilities. Without appropriate knowledge and understanding of the needs and characteristics of specific groups of students with disabilities, school counsellors may not know how to contribute to their academic, career, and personal/social development (Reis & Colbert, 2005).

Tanzania has adopted and implemented a number of laws, policies and standards pertaining to people with disabilities, including their right to vocational training and basic services, but the Tanzanian government has not yet formulated the procedure issues pertaining guidance and counselling in spite of the crucially and necessity to students with disabilities in higher learning institutions. Biswalo (1996) pointed out that in Tanzania policies pertinent to guidance and counselling are still lacking and efforts directed towards fulfilling guidance and counselling needs are apparently thwarted by several difficulties together with financial resources to hold the even established tiny counselling activities in several higher learning institutions. Guidance and professional counselling are yet to be recognized as a stand-alone profession in Tanzania and in many African countries (Sima, 2004).

Literature has documented dissatisfying experience regarding guidance and counselling services among disabled students in higher learning institutions. Many counselling professionals do not know how to develop appropriate intervention programs for students with disabilities due to a limited understanding of approaches (like attitudes, values, beliefs) and inadequate skills to address the needs of this group (Glenn, 1998).

Experience also shows that many students with disabilities are subjected to a number of frustrations that impact their performance in studies. Cases of actual and attempts for suicide among students with disabilities in higher learning institutions have been reported attributed to personal, social and psychological problems facing the students with disabilities. For example, at the University of Dar es Salaam, a student with albinism was reported to have committed suicide after his girlfriend was taken by another man in 2008. However, O'Toole (1988) has summarized stereotypical attitudes towards people with disabilities as being dependent, isolated, depressed and emotionally unstable.

This means that the dramatic recent increase in the enrolment of students with disabilities for compliance with the “Education for All programme” (EFA) in Tanzania requires counsellors and university education personnel to become familiar with the emerging educational experience of these students. Lynch & Gussel (1996) assert on the importance to fully understand the interplay of dynamics with this population, including attitudinal barriers from faculty and issues of students with disabilities during their educational careers. However, the effort to comply with EFA programme should go hand in hand with catering the diversity in guidance and counselling requirements arising the Ministry of Education, Science and Technology (MoEST) in Tanzania has underscored the importance of guidance and counselling services provided to students with disabilities.

It is still not clear how much guidance and counselling services are covered and how relevant they are to students with disabilities in higher learning institutions in Tanzania. Therefore, the present study seeks to investigate the extent to which guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania are adequate and relevant.

1.5 The purpose and objectives of the study

1.5.1 Main objectives

The main objective of this study was to investigate the extent to which guidance and counselling services provided to students with disabilities in higher learning institution in Tanzania are adequate and relevant.

1.5.2 Specific objectives of the study

In particular, this study was intended:

- a) to identify guidance and counselling services that are offered to students with disabilities in higher learning institutions in Tanzania,
- b) to assess the adequacy and relevance of guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania and
- c) to find out the barriers and challenges faced by students with disabilities in obtaining guidance and counselling services in higher learning institutions in Tanzania.

1.6 Research questions

The study was guided by the following research questions:

- a) Which guidance and counselling services are offered to students with disabilities in higher learning institutions in Tanzania?
- b) Are the guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania adequate and relevant?
- c) What barriers and challenges are encountered by students with disabilities when seeking for guidance and counselling services in higher learning institutions in Tanzania?

1.7 Significance of the study

The study had both theoretical and practical significance to higher learning institutions in Tanzania. It was expected to contribute important knowledge on social and academic problems faced by students with disabilities in higher learning institutions in Tanzania. The study raised awareness to the society and higher education on the role of guidance and counselling services to students with disabilities. The study attempts to provide an understanding that students with disabilities need different services and supports. The data gained in this study could potentially be used as a starting point to guidance and counselling services as well as disability services offices to review and reassess the services offered to students with disabilities. Moreover, it was assumed that the study might influence the development of policies to realise the importance of guidance and counselling services to students with disabilities in Tanzania.

In addition to that, the study assessed challenges and opportunities faced by both counsellors and students with disabilities in the provision of guidance and counselling services and recommended strategies that could be adopted to improve those services. The aim of the study was to suggest new strategies and how they can be adopted in order to have effective guidance and counselling for people with disabilities in the higher learning institutions in Tanzania. Finally, the findings of this study were expected to act as a stimulus for further research related to disabilities and counselling services in Tanzania.

1.8 Limitations of the study

The study was focused on students with disabilities in higher learning institutions in Tanzania; future studies were to follow-up on this study by examining this study using a comparative approach.

Some of the higher learning institutions were scattered across Tanzania mainland in such a way that they needed a lot of time to visit and collect data for the study.

Some institutions took too long time to respond to the letters written, fax or telephone when seeking for permission to use their institutions for the study. However, the researcher took every effort by calling or visiting the selected institutions to explain clearly about the purpose of the study.

The management in some of the higher learning institutions, especially the counsellors, special education teachers and administrators/officials from the different institutions were somehow doubtful about how the findings of the study were going to be used. The researcher assured them that the findings of the study would not be reported on the basis of individual institutions but just in a general way.

1.9 Delimitations of the study

This study assessed the nature of guidance and counselling services in higher learning institutions in Tanzania. It covered students with disabilities, counsellors, special education staff and university administrators in ten higher learning institutions of Tanzania. The study was a descriptive survey conducted in six regions of the country. It covered only ten higher learning institutions. The sample consisted of government and private universities, amongst which there were both government and private universities managed by Christian or Islamic organizations.

1.10 Summary of the chapter

This chapter highlighted the background issues, which form the foundation of this thesis. It introduced the background of the problem as well as its justification through empirical studies. Moreover, from the background, the researcher introduced the problems, which necessitated the study to be conducted in the context of Tanzania. Finally, the chapter presented the

purpose of the study, its objectives and questions, the scope, significance as well as the limitations of the study.

1.11 Organization of the thesis

This thesis is composed of seven chapters, which are summarised hereafter.

Chapter one presents background information; the statement of the research problem; objectives of the study; significance of the study; limitation of the study and delimitation of the study as indicated in the earlier pages.

Chapter two starts by describing the conceptual and theoretical foundation for the study and analysing the key variables considered in this research. It also provides a framework indicating linkages of key variables used in the guidance and counselling services provided to students with disabilities in Tanzanian higher learning institutions. Thereafter, it provides an explanation of the key variables used in this study. The chapter further gives a historical overview of guidance and counselling worldwide and in Tanzania in particular, as well as the historical overview of disability, guidance and counselling worldwide. Furthermore, it discusses the classification of disabilities and challenges facing students with disabilities. The problems faced by people with disabilities that call for guidance and counselling services are also discussed. It also presents the factors influencing guidance and counselling outcomes among students with disabilities. In addition to that, different empirical research conducted in different and similar contexts are highlighted. Finally, a synthesis of literature is provided, showing the need for conducting the study through the identification of knowledge gap from the reviewed literature.

Chapter three presents the research methodology adopted for this study, whereby explanation on how the research was carried out and justifications for each of the decisions made are provided and supported by the literature. It starts with the worldview, followed by the approach and design of the study. Thereafter, the chapter describes the study sites, population, sample and selection procedures as well as data collection methods, rigour of the study, analysis plan and presentation. The last section of the chapter presents the ethical procedures adhered to during data collection, analysis and report writing.

Chapter four to six present and discuss the findings of the study. The findings are presented by using the three research questions from the objectives. According to the research, each research question has its own chapter. The chapters are organized as follows:

Chapter four presents the guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania. It starts with the

findings from the empirical study and follows with the discussion of the findings. The discussion is supported by insights from theories and previous studies in similar or different contexts.

Chapter five presents the adequacy and relevance of guidance and counselling services amongst students with disabilities in higher learning institutions in Tanzania. It starts with the findings from the empirical study and then discusses the findings. The discussion is supported by insights from theories and previous studies in similar or different contexts.

Chapter six presents the barriers and challenges encountered by students with disabilities in higher learning institutions in Tanzania while seeking for or obtaining guidance and counselling services. It starts with the findings from the empirical study and then discusses the findings. The discussion is supported by insights from theories and previous studies in similar or different contexts.

Chapter seven marks the end of the thesis. It contains the summary and conclusions, as well as recommendations for further studies and actions drawing on the key emerging issues from the findings of the study, references and appendices. In this chapter, both practical and theoretical implications of the study findings are discussed.

2 Conceptual and theoretical framework of guidance and counselling services for students with disabilities in higher learning institutions

2.1 Introduction

The overall purpose of this study was to assess the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania as explained previously in chapter one. This chapter reviews the literature on issues related to guidance and counselling of people with disabilities in general and then gives an overview of the situation of guidance and counselling services for students with disabilities in higher learning institutions in Tanzania as well as the challenges faced by students with disabilities in general. Lastly, it provides the knowledge gap that this study intended to close.

2.2 Concept of disability

Disability is not easily conceptualized and defined as it depends on individuals' perceptions and the context, structure and values of a particular society, which are very important in shaping cultural views of disabilities. Individuals can view disability as a personal disaster or tragedy while it is not true for all societies, as some regard disability as a sign of being chosen or possessed by God or devil respectively (Oliver, 1983). This variability in the concept of disability creates difficulties in obtaining precise worldwide definitions.

The definition and analysis of disability in this study are based on the Convention 61/106 of the United Nations on the Rights of Persons with Disabilities. According to the convention, persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which during interaction with various barriers may hinder their full and effective participation in the society on an equal basis with others (Tanzania disability survey report, URT, 2008).

The debate surrounding the value and influence of medical and social models of disability has also influenced debates about the specific language that should be used in the definition of disability (Seale, 2014:4). He continues arguing that one debate centres on the use of the term disability, difficult or differences, while another debate focuses on the use of the term of students with disabilities or disabled students. Griffin and Pollack (2009) cited in Seale (2014:5) argue that focusing on difference rather than difficulty is more empowering as it rejects a deficit approach to supporting students in higher learning institutions, while Riyan (2007) cited in Seale (2014) acknowledges that definitions in this field are characterized more by disagreement than agreement but rightly argues that debate is needed in order to combat prejudice and ignorance.

However, the Longman Dictionary of Psychology and Psychiatry (1984) defines disability as a lasting physical or mental impairment which significantly interferes with functioning in major areas of life such as self-care, communication, social intercourse, sexual expression or ability to work inside the home or to engage in a substantial gainful activity outside. Moreover, disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these, it may be present from birth or occur during a person's lifetime. A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Disability is thus, not just a health problem but a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers. This is related to the social model of disability, which locates disability within the society. WHO (2011) reports that more than one billion people with disabilities face substantial barriers in their daily lives.

A disability study is an academic discipline that examines the meaning, nature, and consequences of disability as a social construct. Initially, the field focused on the division between "impairment" and "disability". Impairment was interpreted as an impairment of an individual's mind or body, while disability was considered as a social construction. In *The State of Disability Studies: Modern Language Association* (2015) disability is said to be a result of interactions between individuals and the environment, which, in turn, consists of complicated arrays of social, cultural, political, climatic, topographic, architectural, and technologic components (Meyers et al., 2002).

In 1980 the World Health Organization (WHO) introduced a framework for working with disability through impairment, disability and handicap. According to WHO (1980), impairment is a loss or abnormality of physical bodily structure or function, of logic-psychic origin, or physiological or anatomical origin while disability is any limitation or function loss deriving from impairment, that prevents the performance of an activity in the time-lapse considered normal for a human being; while handicap is the disadvantaged condition deriving from impairment or disability, limiting a person from performing a role considered normal in respect of his/her age, sex and social and cultural factors.

Disability should be seen as the result of the interaction between a person and his or her environment. Disability is not something that resides in the individual as the result of some impairment (UN Convention on the Rights of People with Disabilities, 2006). Thus, disability can be understood as:

- *Socially constructed* – disability resides in the society, not in the person. Disability is a function not just of observable physical or mental impairment, but the meaning that a society places on that impairment. This can be seen in the way that different cultures assign different meaning to impairment.
- *Situational* – a person considered to be a 'disabled' in one culture, may not be so in another and national legal frameworks may define disability differently (Mc Alpine, 2008:13).

Disability studies begin with an assumption that disability is created by the society and constitutes a form of social oppression, which results in the exclusion of people who have impairments. Moreover, disability scholars have proposed varieties of conceptual models in order to understand and explain disability and the functioning, which it seeks to integrate.

2.2.1 *Historical overview of disability*

Historically, people with disabilities were devalued, rejected, ignored, mistrusted, exploited and treated in a way that deprived them most of the ordinary pleasure of life. During ancient time, physical abnormalities were not known beyond infancy as most societies killed them instantly after birth as at that time physical fitness was important for survival. Anang (1992) argues that the Greeks abandoned their disabled babies on hillsides to die while the early Chinese left their disabled people to drown in rivers. Moreover, in 1601, Queen

Elizabeth's government divided the poor into three groups. The disabled poor were placed in the group labelled "helpless poor."

Coleridge (1993) traces through history the killing of people with disabilities, beginning with the Spartans who killed disabled persons as a matter of law; the endorsement by Martin Luther to kill disabled babies because they were 'incarnations of the devil'. According to Wolfensberg (1988), the treatment given to disabled in America was not different from other parts of the world. Parents killed their own children with intellectual impairment and such killings were greatly supported by physicians and even theologians. Furthermore, Scheerenberg (1983) as cited in Hasselt et al. (1988) explains that during the spread of Christianity people with disabilities received more humanitarian care by being put into the asylum where they were fed but still isolated from the community. At that time, the attitude of Catholic Church shifted from regarding the disabled as children of innocence to products of sins and devil.

2.2.2 The situation in Tanzania

Students with disabilities have faced many problems in the African society specifically Tanzania. Given the current population of 44,928,923, it is estimated that about 4 million people in Tanzania experience different types of disabilities. The Tanzania National Policy on Disability (2004) defines disability as "the loss or limitation of opportunities to take part in the normal life of the community at an equal level with others due to physical, mental or social factors". The Policy also defines a person with disability as an individual whose prospects of obtaining and retaining an employment are greatly reduced due to known physical, mental or social factors. Some types of disabilities that are considered in the Tanzanian society are blindness or visual impairment, deafness or hearing impairment, physical impairment, intellectual impairment and albinism (The United Republic of Tanzania, 2008). The social and environmental construction of disability means that in Tanzania albinism is considered as a disability because of the risk the condition poses to a person's eyes and skin in a tropical country.

Attitudes concerning people with disability may differ from society to society or even from family to family. At the societal level, many people have some cultural beliefs concerning people with disabilities. In some cultures, even in Tanzania, the birth of a child with disability is viewed as a punishment from God, while at the family level it includes the family's own unique, beliefs and attitudes about disability. In some parts of Tanzania, disability is also

accompanied with prejudice and negative attitude. Another study conducted in Tanzania reported that community members in Tanzania recalled that beliefs of curses causing disabilities or disabilities resulting from unfulfilled obligations were thoughts from previous times, but participants acknowledged that they had been widespread in the past and still existed in some areas (Stone-MacDonald, 2014). People with disabilities are viewed as a worth of pity, dependent and as such not an integral part of the community in which they live (Hange, 2003). In addition to that, Kizito (1993) also reiterated that some families in Tanzania were overprotecting their handicapped children by always keeping them often kept them hidden away from the public.

Tanzania, just like other countries, had individuals with impairments that were either killed or hidden from the public for most time of their lives (Possi, 1994). Accordingly, children with intellectual impairment were abused or teased in some parts of the country. They were used for fetching firewood, water and working in farms for different people (Possi, 1994). Kalugula (1984) cited in Bagandanshwa (1993) observes that in Tanzania disabled persons are not thought to be as challenging as their non-disabled people are. They are the last to be considered for employment and the first to be considered for lay-off. They are not involved in deciding even the matters affecting their well-being and most tribes still consider disabled persons as worth nothing. Therefore, many people with disabilities are being kept indoors so that they do not appear in public, lest the family should be embarrassed.

The Tanzanian Government's Policy on Disability (2004) defines disability as the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical, mental or social factors. The policy also defines a person with disability as an individual whose prospects of obtaining and retaining an employment are greatly reduced due to known physical, mental or social factors. In this way, the policy aligns with the socially constructed view of disability that it is the effects on a person's participation in community life and the community's perception of the individual that are critical factors. Due to the social and environmental construction of disability, it means that in Tanzania albinism is considered as a disability (whereas it would not in the West) because of the risk that the condition poses to a person's eyes and skin in a tropical country.

2.2.3 *Knowledge of beliefs, attitudes and behaviour towards people with disabilities*

Several kinds of literature confirm that our knowledge of beliefs, attitudes and behaviours towards people with disabilities is scarce indeed and originates mainly from legends, folktales and scattered historical sources that only scratch the surface of the topic (Ingstad, 2001). In the Old Norwegian fairy-tales, we find stories about children born with impairments who were seen as the offspring of the small people living underground, exchanged at night for the normal human child. Such children had to be beaten or in other ways abused so that the original parents would feel sorry for the child, take it back and thus bring the human child back to its parents (Ingstad, 2001). In a Tswana folktale, from Southern Africa, we hear about an albino girl who was initially kept out of the family because of her deviant looks, but when she managed to show her capacity as a hard worker and contributor to her household, she was accepted and loved even more than her lazy sister who was not an albino (Ingstad, 2001:775). Although there are more examples of these folktales, their interpretation showed exactly what used to take place in the old days and they may still tell us something about what people valued most in those days and what is needed to be accepted and intergraded in the current society.

The survival of people with disabilities is threatened, even today, by attitudes, prejudices and beliefs, which are common among non-disabled people (Ingstad, 2001:774). He continues arguing that people with disabilities are being negatively stigmatized. Goerd (1984), who studied about persons with physical disabilities in Barbados, found that these people were not expected by others to fulfil normal adult roles, partly due to beliefs and concepts about disability and partly by their observations of what persons with a physical disability were actually able to do in the society.

The brief review of some studies on beliefs, attitudes and behaviours concerning disability and towards disabled persons shows us some of the global variety and the danger involved in drawing conclusions (Ingstad, 2001). It shows us that there is a need to understand the social and cultural context in which attitudes are acted out. Most of all, it shows us that we do not know enough and more studies are needed on the real lives of people with disabilities in non-western societies as a foundation for providing adequate guidance and counselling services in developing countries (Ingstad, 2001).

2.2.4 *Causes of disability*

A disability is caused by several factors. The United Nations Children's Fund (1997) asserts that disabilities have a variety of causes ranging from diseases, malnutrition, natural and manmade disasters, armed conflicts and landmines. Most of the disabilities resulting from, among others, poor health conditions, a lack of immunization against disabling diseases and inadequate care of expecting mothers. Most literature refers to curses from God, gods and ancestors. The religious nature of Africans makes the latter source of curses plausible (Mbiti, 1970; Diop, 1989). In Tanzania, variations in the rates of disability across countries can be caused by children's nutritional status, exposure to environmental risks, the occurrence of accidents or conflicts, chronic and infectious disease patterns, and differences in public health services and practices (UNICEF, 2007:49). Consequently, another study from Tanzania recommended that in the Tanzanian community, people believe that God's plan can be viewed as either a gift or a punishment. Shemweta (2008) finds in his research that the Wasambaa in Tanzania shares five common views about the causes of disability from his research: God, a curse, witchcraft, infringement of customs, and diseases.

Many disabled children in Tanzania are in this situation as a result of a preventable illness or poor health care, like mishandling at birth, late diagnosis of illness and inappropriate medical treatment, to mention a few. Reported examples include a child who received a badly administered polio injection and another who received a quinine injection; both subsequently went lame. Meningitis, polio and malaria can also result into disability (McAlpine, 2008:24). Disability is sometimes an outcome of childhood cancer while blindness results from Retinoblastoma, which is the second most common type of childhood cancer and treatment involves removing the eye of the patient (ibid.). Significantly, there is a real need to educate people about the causes of disability because there is some extraordinary level of misinformation about what causes disability. The majority of the people think that a disabled child is God's plan or punishment from God. A good example is a special needs teacher in Mwanza who described her understanding that using the contraceptive pill caused mental and physical disability (McAlpine, 2008:24).

2.2.5 *Classification of disabilities*

Every major disability has been classified differently and has many local names in different countries. Heward (1996) classifies disabilities as mental

retardation, learning disability, emotional and behavioural communication disorder, hearing impairment, visual impairment and physical impairment; while the United Republic of Tanzania Special Education Unit (2004) classification includes physical, visual, hearing, intellectual and albinism.

Impairment

The term refers to any loss or abnormality of psychological, physiological or anatomical structure or function. Impairment is also seen as a consequence of disease or disorder.

Disability

This refers to any restriction or lack, resulting from impairment, of ability to perform any activity in the manner or within the range considered normal for a human being. In short, disability is defined as a consequence of impairments.

Handicap

It is a disadvantage of a given individual, resulting from an impairment or disability that prevents the fulfilment of a role that is normal depending on age, sex, social and cultural factors for that individual. Handicap is also seen as a consequence of disability.

2.3 Concept of guidance and counselling

2.3.1 Guidance

Generally, guidance occurs in higher learning institutions. It is giving direction to the sick, lonely, unloved, the suffering and the lost. Guidance is a part and parcel of the counselling profession. Students with disabilities in higher learning institutions need guidance when they are unsure of what choices to make or what direction to take; however non-disabled students need guidance too. When students with disabilities face a lot of challenges in higher learning institutions, they need an older man, lecturer, academic advisor, wiser and more experienced people to help them to show the way and guide them. The main role of guidance advisor is to help the students and to increase assistance to those students who are confused, ambiguous, stigmatized, stressed, oppressed, excluded and need advice.

Biswalo (1996) defines guidance as a term used to denote the process of helping personnel to gain self-understanding and self-direction (self-decision making) so that he can adjust maximally to his home, school or community environment. According to ODC 030 Counselling and Guidance Services (2013), guidance is a term used to denote the process of helping an individual to gain self-understanding, self-direction and self-decision-making abilities so that one can adjust maximally to his/her home, school or community environment. Biswalo (1996) and Omari (2006), outline the characteristics of guidance as follows:

- (i) As a process: It helps every student to help him/herself, to recognize and use his/her mental and other resources to set goals, to make plans and solve his/her own problems.
- (ii) As a continuous process: It is needed throughout life, from early childhood through adolescence into adulthood and old age.
- (iii) As a distinctive concern for decision-making: Guidance helps a student's unique perception of the world, interaction with the external order of events and facilitates decision making in different situations.
- (iv) As an instrument for self-actualization: Guidance helps one to realize his/her full potential, to develop the capacity for self-direction and self-improvement through lifelong learning and sharpening skills for problem-solving. Guidance is both a generalized and a specialized service: For teachers, advisors, tutors, deans and parents, guidance is both a generalized and a specialized service (ODC 030, 2013:3-4)

2.3.2 *Counselling*

To define the concept of counselling, the researcher adopted two definitions among many definitions as given by McLeod (2009) and BACP (2001). One should realize that the definition of counselling keeps changing to meet the demand at a particular time without going astray from its basic meaning. Counselling is both a science and an art, and a way of healing hurts. It is designed to help people to understand and elucidate their views, and learn how to reach their self-determined goals through meaningful and well-informed choices, and through the resolution of emotional or interpersonal problems. Counselling is aimed at helping a person to learn more about self, and to use such understanding to enable the man to come to be a productive member of a society

According to McLeod, (2009:6) counselling is a purposeful, private conversation arising from the intention of one person to reflect on and resolve a problem in living, and the willingness of another person to assist in that endeavour. McLeod continues arguing that counselling is an interdisciplinary activity, which contains different traditions and schools of thought, and spreads itself across the discourse of theory, research and practice. In this world, there are many different types of experiences that are difficult for people to cope with. "Most of the time, we get on with life, but sometimes we are stopped in our tracks by an event or situation that we do not, at that moment, have the resources to sort out. Most of the time, we find ways of dealing with such problems in living by talking to family, friends, neighbours, priests or our family doctor. Occasionally, their advice is not sufficient, or we are too embarrassed or ashamed to tell them what is bothering us, or we just do not have an appropriate person to turn to. Counselling is a really useful option at these moments. The counsellor does not diagnose or label you but he/she does his or her best to listen to you and work with you to find the best ways to understand and resolve your problem (McLeod, 2009:1).

The British Association for Counselling and Psychotherapy (BACP, 2001:1) states that counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty that the client is having; a distress that he/she may be experiencing or perhaps his/her dissatisfaction with life or loss of sense of direction and purpose. It is always at the request of the client as no one can properly be sent for counselling as a way of enabling choice. It does not involve giving advice or directing a client to take a particular course of action; the client can explore various aspects of his/her life, talking about them freely and openly.

Counselling is the process of helping an individual to receive, accept and use the advice that can help him to understand and solve his problem or to cope with it successfully (Biswalo, 1996). It is the linking process between a counsellor and the counsellee. The counsellor assists the counselled student to understand and accepts his conception of himself and his problems, perceptions, attitudes, goals, plans and choices. Counselling seeks to develop, in the student the ability to solve or cope with problematic situations and empowers one in making decisions for a better future. Counselling is generally accepted as the heart and driving force of guidance.

2.3.3 Guidance and counselling

Guidance and counselling are two sides of the same coin. The goal in both cases is to give an opportunity for an individual to see a variety of available options and thereafter, assist the person in making a wise choice. The UNESCO module on guidance and counselling (2000) also posit that guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Counselling is a relationship in which one person endeavours to help another to understand and solve his adjustment problems. Barki & Mukhopadhyay's (1989) view the guidance and counselling services as designed to help students with disabilities in areas like education, recreation/leisure, vocation, socialization and health.

Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and thus develop the adequate capacity for making wise choices and decisions (Eyo et al., 2010). People seek professional counselling for a variety of reasons. The commonly presented problems are relationship or family problems, depression, personal growth, anxiety, and anger/abuse (Manthei & Duthie, 2003). People with disabilities bring similar issues to counselling (Hodges, 2003 & Larkin, 1992) because they experience the same range of emotional needs and mental health needs as the general population.

Guidance and counselling are defined as a process, which is concerned with change and growth, but it is not the counsellor who seeks to change the client. It is the client who seeks change and development within himself; and the counsellor's role is to aid such change, not by taking over directly from the client, but by enabling him to clarify goals and feelings to the point where he confidently assumes self-direction (ODC 030, 2013).

2.4 Disabilities problems which call for guidance and counselling services

People with disabilities face challenges in their daily lives. Persons with disabilities need guidance and counselling to enable them to be productive participants in a society. However, such counselling must be broadly planned and organized to cater for the varied interests of all involved (Wamocho et al., 2008). According to Erickson and Smith (1947), the major aim of counselling is to assist students to make more effective adjustments to the environment in

which they live and to be able to understand themselves and their world. It is also expected that general formal guidance and counselling services if available, should go a long way towards assisting students with disabilities in special education institutions. The persons who are most stigmatised and discriminated against, such as those with disabilities, who require the support of counselling services to overcome barriers to their participation in society; have not received the attention needed. Usually, the type of service given to such people during their schooling and training appears to have been unsuccessful in creating, in them, the capacity for competence and inner directedness, a creative mission in life, psychological and social preparation, and manipulation and awareness for effective and satisfactory employment in the world of work (Wamocho et al., 2008).

Higher education increases the chance of employability, thus, affirming dignified life for the persons with disabilities. While going through the policies and programmes in India it is found that not much has been done in the field of disability and higher education. There is a number of groups working on the school education of children with disabilities. This has not translated in the entry of students to higher education because of various reasons. Infrastructural facilities within institutions, attitudes towards persons with disabilities, transportation facilities, and a lack of support services are a few areas that hinder the entry of students with disabilities into higher education. Jameel (2011) reports that disability in higher education has different implications from disability in school.

Naami & Havshi, (2012) conducted an exploratory/descriptive study on a sample of university students, including 305 social work and sociology majors, in Ghana to evaluate their attitudes towards disabilities. The findings indicate that the students, in general, agreed with the idea of community integration and equal rights of persons with disabilities. At the same time, they were ambivalent about characteristics of persons with disabilities and felt uncomfortable interacting with them. Furthermore, a substantive minority held strong prejudices against persons with disabilities. Higher education should provide their students with opportunities to improve knowledge and attitudes towards disabilities.

2.4.1 Factors influencing counselling outcomes

Professional counselling is still a new phenomenon in most African countries although it has been practised by different names, intervention techniques and

methods time immemorial (Biswalo, (1989): Biswalo, (1996): Nwoye, (2008) & Sima, (2010). Counsellors themselves should, therefore, be prepared to impress the general public that their services are essential. They should be ready to sell their services to the students, the staff and even parents, most of who are yet to fully grasp the role of the counsellor within the school system. Through these, students can develop a positive attitude towards the guidance and counselling services in all levels of education (UNESCO, 2010).

Counsellors accept that although all students have different problems, students with disabilities need more exceptional consideration than any other students. There are many challenges facing these groups which include, but not limited to: inaccessibility of public services/buildings, high rate of poverty and illiterate racy among people with disability, inaccessible environment (poor infrastructure, buildings, transport), inadequate employment opportunities and education, stigmatization and discrimination among people with disabilities, a lack of awareness on issues concerning people with disabilities amongst decision-makers, communities, parents etc.

Counsellors explain that guidance and counselling services in Tanzania have not yet been given recognition because many people including decision-makers have little knowledge about this profession. This has led to underscore the importance of guidance and counselling services in Tanzania. According to them, there is a need to recognize counselling as a profession because the current situation shows that there is a big demand of counsellors in Tanzania, although they face many challenges like most counsellors in Tanzania are still paraprofessional, so they face many challenges to provide effective counselling services; and inadequacy of counselling training of the counsellors. Most Tanzanians, particularly in rural areas, still live in a traditional way; they do not understand about counselling services and how they work amongst people. This statement supports the findings by McLeod's (2003) who argues that counselling reflects a society and has emerged as a helping activity in the period of modernity. In summary, until this time there is not much effort, which has been put in place to help Tanzanians to understand counselling as a problem-solving mechanism.

There is much to be done to change peoples negative attitudes concerning people with disabilities, additional capacity and national institution support to ensure that students who live with disabilities have the special care and support that they require. No matter how severe a disability may be, equal access and special attention should be given to students with special needs in order for

them to succeed in all levels of education in general and higher learning institutions in particular.

2.5 Theoretical foundation of the study

A theoretical framework offers a plan of the research process that guides the researcher in investigating the nature and scope of the study in relation to the research questions, purpose and objectives and the purposes of the study. Counselling theories are tools used by counsellors to help them to become more effective (Engelkes & Vandergoot, 1982).

Moreover, scholars on disability have suggested various conceptual and theoretical models to be used for understanding and explaining disability and functioning, which it seeks to integrate. Scholars on disability, who propose different models of disability due to different ways of understanding on the relationship of impairment to limitation, present two contrasting models of disability, which are medical and social models of disability. Wasserman et al., (2015) describe these two models as follows: the medical model understands a disability as a physical or mental impairment of the individual and its personal and social consequences. It regards the limitations faced by people with disabilities as resulting primarily, or solely, from their impairments. They continue arguing that in contrast, the social model understands disability as a relation between an individual and her social environment: the exclusion of people with certain physical and mental characteristics from major domains of social life. Their marginalization is established not only in deliberate segregation but also in a built environment and organized social activity that prohibits or restricts the participation of people seen or labelled as having disabilities. Many previous studies have reported that the medical model is protected but often accepted by health care professionals, bioethicists, and philosophers who ignore or underestimate the contribution of social and other environmental factors to the limitations faced by people with disabilities.

This study was guided by the following models: a social model of disability, social stigma theory, social exclusion and inclusion theory and eclectic theory as explained thereafter.

2.5.1 The social model of disability

People with disabilities developed the social model of disability in the 1980s and 1990s because the traditional medical approach did not explain their

personal experience of disability. The medical model approach looks for what is wrong amongst persons and does not look at what the person needs. In short, the medical model looks at what people with disabilities need: like to be cured even without pain.

The social model of disability states that disability is caused by the way the society is organized; it is against the medical model, which says that people are disabled by their impairments or differences. The social model always deals with removing barriers that restrict life choices for people with disabilities. When barriers are removed people with disabilities can be independent and active. However, these model needs to change the society to accommodate people with disabilities so that they can participate equally in the society as a citizen with equal rights.

Traditionally, the society has intended to view disability as something located within the individual and a problem that exists within the individual. The social model of disability provides an interesting and useful perspective because it locates disabilities within the environment. According to the model, disabilities do not come from the individuals, but, instead, the environment disables those individuals. It seems that disability is something that is created through the barriers that exist within the society. The stigma surrounding disability, for instance, crosscuts all disciplines, and the entire university community. The social model of disability recognizes and accepts that in our society where we belong there is a social stigma surrounding disability in general. In that way, we need to break them so that people with disability can live in a friendly environment. In that way, the social model of disability encourages the society to think more about the disabling barriers that exist and how they can be eliminated, so that people with disabilities can work alongside their non-disabled peers on an equal footing.

Dependency is created amongst disabled people, not because of the effects of functional limitations on their capacities for self-care, but because their lives are shaped by a variety of economic, political and social forces which produce it (Oliver, 1990:94). The social perspective on disability adopts the position that for the most part, it is not the disability itself that causes the difficulties for a person; but the way the other people respond to disability (Reeve, 2006). Other scholars argue that although we have standard buildings with good stairways with the nice view, we have to think about people with disabilities who are using wheelchairs (Elis & Kent, 2011). “Although we have buildings with stairs, how about people who are using wheelchairs?” This is a question

for everyone asking whether these disabled people can use their wheelchairs to the stairs to enjoy the nice view like their fellows. This sentence is supported by the social model theory of disability.

The social model locates disability within the society, in the building of environment, values and social practices that discriminate people with certain differences (Oliver, 1996). Social model theorists have been primarily concerned with challenging the discrimination and social exclusion suffered by disabled people (Marks, 2008). The social model says that disabilities are created by barriers in the society and that these barriers generally fall into three categories: the environment (including inaccessible buildings and services), people's attitudes (stereotyping, discrimination and prejudice), and organizations (inflexible policies, practices and procedures) as explained by Barnes (1997). Using the social model helps in identifying solutions to the barriers that disabled people experience. It encourages the removal of these barriers within societies, or the reduction of their effects; rather than trying to fix an individual's impairment or health condition. The social model is the preferred model for people with disabilities. It empowers people with disabilities and encourages the society to be more inclusive. Therefore, disabled people should be treated as citizens with rights and responsibilities, rather than a recipient of care (Barnes, 1997).

Social model scholars turned their attention away from a preoccupation with people's impairments to a focus on the causes of exclusion through social, economic, political, cultural, relational and psychological barriers (Barton, 2001). Adams et al. (2009) argue that no matter how much we argue it will not change unless we also address the cultural influences on the person. The aim is to encounter the oppression and discrimination that disabled people experience by encouraging self-assessment of their needs, empowering them and gaining access to services that would meet their personal and social care needs.

The social model of disability identifies systemic barriers, negative attitudes and exclusion by the society. This means that the society is the main contributory factor in disabling people. While physical, sensory, intellectual, or psychological variations may cause individual functional limitation or impairments, these do not have to lead to disability, unless the society fails to take account of and include people regardless of their individual differences. It is the society that disables impaired people. The social model of disability has released a powerful drive for social and political change. Oliver (1990) did

not intend the social model of disability to be an all-encompassing theory of disability, but rather a starting point in reframing how the society views disability.

The model recognises that disabled people are disabled not by their impairments or health conditions but disabling attitudes, as well as organizational and physical barriers in society. People are regarded as being disabled by the society rather than by their bodies. Therefore, it is a society that disables people. Disability is recognized as the consequence of the interaction of the individual with an environment that does not accommodate that individual's differences. Inequality is not due to the impairment, but to the inability of society to eliminate the barriers that are challenging persons with disability (United Nations Human Rights, 2014). According to the Convention on the Rights of Persons with Disabilities; Training Guide: Professional Training Series No. 19, this social model puts the person at the centre, not his/her impairment, recognizing the values and rights of persons with disabilities as part of a society.

The social construction of disability is the idea that society creates disability by acting in the way it assumes that everyone is a fully functioning, able-bodied person which prevents the disabled from fully functioning in a society. Social factors that construct disability indicate that; a great deal of disability is caused by this physical structures and social organization of the society. Poor architectural planning, for instance, creates physical obstacles for people who use wheelchairs; but also for people who can walk but cannot walk far or cannot climb stairs; for people who cannot open doors; and for people who cannot do all of these things but only at the cost of pain or an expenditure of energy they can ill afford (Wendell, 1996).

2.5.1.1 Strengths of the social model

Firstly, the social model has been effective instrumentally in the liberation of disabled people by identifying social barriers to be removed (Shakespeare, 2005). The model proves that the problems that disabled people faces are the result of social oppression and exclusion, not their individual deficit. A social model is a practical tool, not a theory, an idea or a concept (Oliver, 2004:30). According to this model, services, buildings and roads have to be accessible to disabled people in order to remove the burdens, which have been compulsory and to enable disabled people to participate well in the society.

Secondly, the social model has been effective politically in building the social movement of disabled people and it was called “the big idea” of the British disability movement (Hasler, 1993). The social model offers a straightforward way of distinguishing allies from enemies (Shakespeare, 2005). The social model is about barriers that disabled people face, for example, if a wheelchair users cannot climb stairs then a ramp or a stair lift should be fitted or if blind person cannot read written information the solution is to provide an alternative format such as audio or braille (Carson; 2009).

Thirdly, the social model has been effective psychologically in improving the self-esteem of disabled people and building a positive sense of collective identity (Shakespeare, 2005). It is true that the low self-esteem and self-confidence is a major obstacle to disabled people participating in the society. The social model has the power to change the perception of the disabled people.

Lastly, the social model of disability emphasises on challenging and removing barriers, which prevent disabled people from living fully with equal rights in their society. These barriers are many and varied and can lead to discrimination, for example that buildings are not accessible or attitudes and stereotypes about disabled people prevent from having the same opportunities as non-disabled people. This model shows that people can achieve equality for people with disabilities without medical interventions.

2.5.1.2 Weaknesses of the social model

Although the social model is the preferred to be the model for people with disabilities, it has weaknesses, as exemplified hereafter:

Firstly, the social model strongly denies individual and medical approaches; it risks and implies that impairment is not a problem (Davis, 2006). The social model neglects impairment as an important aspect of many disabled people’s lives (Crow, 1992; French, 1993). The model indicates that people are disabled by the societies they live in and not by their bodies. There is no need to disagree that impairments and disability affect interactions to each other. Further, the medical model of disability sees the individual as having a problem: it views disability in terms of disease processes and abnormality. There is no environmental condition considered under this approach. Disability is seen as an individual problem. Persons with disabilities are sick and have to be fixed to reach normality. In the medical model, the focus is very much on the person’s impairment, which is represented as the source of inequality (United

Nations Human Right, 2014). The medical model of disability focuses on the individual's limitations and ways to reduce those impairments but recent definitions of disability accept biomedical support and focus more on factors causing environmental and social exclusion.

The social model is the one preferred by people with disabilities; however, it has weaknesses. The model neglects impairment as an important aspect of many disabled people's lives. Feminists such as Jenny Morris (1991), Sally French (1993) and Liz Crow (1992) as cited in Shakespeare (2006), were pioneers in this criticism of the social model, which neglects individual experience of impairment. The reduction of barriers to participation does not amount to abolishing disability as a whole (Bury, 1997, 137).

Secondly, the concept of a world in which people with impairments were free of environmental barriers is hard to operationalize (Davis, 2006). The idea of the enabling environment, in which all socially imposed barriers are removed, is usually implicit rather than explicitly in social model thinking (Swain et al., 1993). Resources constraints make it unfeasible to overcome every barrier, for example, people with different impairment or disabilities may require different solutions.

Thirdly, the basic difference between impairments (medical) and disability (social) is very hard to distinguish. Watson (2002) argues that any researcher who does qualitative research with disabled people immediately discovers that in everyday life it is very hard to distinguish clearly between the impact of impairments and the impact of social barrier.

Lastly, the social model assumes that disabled people are oppressed. Feminists claimed that gender relations involved oppression, but did not define gender relations as oppression (Davis, 2006).

2.5.2 *Social stigma theory*

In Erving Goffman's theory of social stigma, a stigma is an attribute, behavior, or reputation which is socially discrediting in a particular way: it causes an individual to be mentally classified by others in an undesirable, rejected stereotype rather than in an accepted, normal one (Goffman, 1963). Stigma refers to bodily signs designed to expose something unusual and bad about the moral status of the signifier (Goffman, 1963:1). Stigma allows some individual to feel superior to others and other persons feel inferior but this depends on social and cultural context. Stigma has been a difficult concept to

conceptualize because it reflects a property, a process, a form of social categorization and an effective state (Coleman, 2006).

Goffman (1963) explains stigma as an illuminating excursion into the situation of persons who are unable to conform to standards that society calls normal; disqualified from full social acceptance, they are stigmatized individuals. Stigmatization means the phenomenon, whereby an individual with an attribute that is deeply discredited by his/her society is rejected because of this attribute. It is also a process by which the reaction of others spoils normal identity (Goffman, 1963).

Social stigma is the disapproval of a person because they do not fit the required social norms that are given in a society. According to Goffman (1963), social stigma is about social control, stigma is a necessary social phenomenon which means that without a society one cannot have a stigma. Stigma depends on another individual perceiving and knowing about the stigmatized traits. Goffman identified three main types of stigma such as: stigma associated with mental illness, the stigma associated with physical deformation and stigma associated with race, ethnicity, religion and ideology, to mention a few. The theory works with people with disabilities; the theory is essential to help people to break out stigmatization in the society in order to empower disadvantaged people who are labelled in the society.

Goffman (1963) emphasizes that the stigma relationship is one between an individual and a social setting with a given set of expectations; thus, everyone at different times will play both roles of the stigmatized and the stigmatizing one. Goffman divides the individual's relation to a stigma into three categories: the stigmatized are those who bear the stigma, the normal are those who do not bear the stigma and the wise are those among the normal who are accepted by the stigmatized as "wise" to their condition.

The stigmatized individuals are unaccepted, devalued, rejected, scorned and avoided by others in the society. They experience discrimination, insults, attacks and murder. Those who perceive themselves to be members of a stigmatized group, whether it is obvious to those around them or not, often experience psychological distress and many view themselves contemptuously (Heatherton et al., 2000).

From the view of the stigmatizing one, stigmatization involves dehumanization, threat, aversion and sometimes the depersonalization of others into stereotypic caricatures. Stigmatizing can serve several functions for

an individual, including low self-esteem enhancement, control enhancement, and anxiety buffering, through downward comparison, comparing oneself to less fortunate others can increase one's own subjective sense of well-being and therefore boost one's self-esteem (Heatherton et al., 2000).

Social rejection affects not only the stigmatized individual but also everyone who is socially involved such as family, friends and relatives. Some stigmatized people become dependent, passive, helpless and childlike because that is what is expected of them (Coleman, 2006).

The following theories explain more about the model for guidance and counselling services to people with disabilities; social exclusion and inclusion theory; and eclectic theory. When the researchers elaborated on the theories, it was learnt that the theories related to guidance and counselling services offered to people with disabilities could be included.

2.5.3 Social exclusion and inclusion theory

McLeod (2003) reports that theories of counselling and psychotherapy do not represent immutable truths, but are perhaps better regarded as providing tools for understanding. It is essential for each counsellor to develop his/her own life experiences, cultural values and work setting. Therefore, based on this idea, this study is also guided by Social Exclusion and Inclusion Theory. This is a common theory, which describes social divisions and inequality in the world (Duffy, 1995). Townsend (1979) underpinning most of these terms was the idea that poor or disadvantaged members of society lacked adequate resources with which to achieve acceptable standards of well-being and with which to participate in the customary activities of that society. Social exclusion is a concept that is used in many parts of the world to refer to the complex processes that deny certain groups access to rights, opportunities and resources that are key to social integration (Adler School of Psychology, 2012). A number of elements have been selected and modified to develop a conceptual framework that indicates the inter-linkage between the independent and dependent variables, a model that would be derived for assessing the nature of guidance and counselling services for students with disabilities in Tanzania.

Inclusion and exclusion occur within the society, the concept concern to social inequality with regards to issues of inclusion. In Tanzania, there are a number of interventions that have been developed and focused on disabilities services, which encompass a counselling component. However, the interventions are

centred on concepts and theories adopted from the West without being adequately adapted to suit the local context, thus making them relatively ineffective in the Tanzania context. Counsellors should be able to accommodate the cultural differences between themselves and their clients. Counsellors who are unwilling or unable to accommodate the cultural differences between themselves and their clients may be described as “encapsulated” and are likely to encounter greater resistance from their client (Pedersen, 1979).

2.5.4 *Eclectic theory*

The eclectic theory is useful in understanding and dealing with the particular and specific counselling needs of the students. According to this theory, in an effective counselling process, the trained professional counsellor utilizes all the available methods to assist in the client development. In eclectic counselling, the needs of a person and his personality are studied by the counsellor (Nyaga, 2011).

The eclectic theory is a collection of techniques chosen from a variety of different approaches. It is absolutely true that each theory has its strengths and weaknesses; by realizing that counsellors develop an eclectic theory that fits best for the counsellors and the clients. This statement has been supported by McLeod (2009) who recommends that the eclectic theory, is a model where a counsellor chooses the appropriate concept and techniques from a broad range of theories. This theory shows that you must be competent and well trained in counselling skills to be a good eclectic counsellor. This model fits to assess the nature of the guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania because these students faced a lot of challenges in the educational setting.

In eclectic counselling, the counsellor first takes into consideration the personality and need of the counselee. The counsellor enjoys the freedom to resort to the directive and non-directive counselling methods. He selects the directive or non-directive technique that seems to serve the purpose best. The counsellor may start with the directive technique. When the situation demands, he may switch over to the non-directive counselling and vice-versa. An attempt is made to adjust the technique to the requirements of the situation and the individual.

This approach is based on the fact that all individuals are different from one another. The techniques are elective in nature because they have been delivered from all sources of counselling. Through this theory, the counsellor makes use of all the tools and methods available in his armour. Therefore, the counselling relationship is built during the counselling interview. This helps the client to gain encouragement and confidence.

Thorne (1961), who is the exponent of this view, contends that it is possible for a counsellor to alternate between the directive and non-directive methods even in the same interview without disrupting the non-directive permissive relationship with the client. He selects the techniques according to the requirements of the situation and the individual. The counsellor must be competent and proficient in the use of all available methods. The validity of the results is determined by the skill with which any method is used. The critical factor is not what method is used but rather the skill with which it is used. This theory will be useful for people with disabilities because the counsellor should be trained before to cope with the needs of people with disabilities.

Many contributors of the eclectic theory describe that the theory is suitable in the educational setting. This statement contends with Conklin (1971) who argues that a theoretical eclectic theory is most suitable for counsellors and practitioners in an educational setting. In addition, Conklin & Wiley (1976) continue arguing that eclectic counsellors must have well-developed skills and be familiar with all major theories of counselling and behavioural change and have a well-rationalized philosophy of education.

The eclectic theory has many advantages in the counselling approach especially to students with special needs. Presented hereafter, are the advantages and disadvantages of Eclectic counselling theory.

2.5.4.1 Advantages of eclectic theory

Firstly, this theory encourages counsellors to use different strategies with clients. This statement is supported by Conklin & Wiley (1976:116) who state that an eclectic counsellor must have well-developed skills of rapport building, interpersonal communication and observation, and should also have attained a level of stability and integration not reached by most clients. This means that the counsellor must be competent and expert in the use of all available methods. He/she should use various methods to assist the client development.

Secondly, this theory is useful for the development of individual unique student's needs. In the eclectic theory, the counsellor studies the personality and needs of the client; the theory is deeply based on the needs of the client. This theory always deals with particular and specific counselling needs of the students.

Thirdly, the technique enables counsellors to be more flexible because they have more options to choose for the benefit of the client.

However, the eclectic theory has some disadvantages when using in counselling approach as mentioned below.

2.5.4.2 Disadvantages of the eclectic theory

Firstly, the eclectic theory needs a lot of skills and experience; if the counsellors lack experiences and skills, he/she can harm the client instead of supporting him/her. Moreover, a combination of all theories may not be effective for each client as the theory suggests.

Secondly, the theory does not explain how much freedom should be given to the client. This approach has no fixed arrangement, something, which can lead to inconsistency when dealing with clients with the same characteristics and condition.

2.5.5 *Relevance of the theory to this study*

People with disabilities are the most stigmatized and discriminated in the society; which requires the support of guidance and counselling services to support them in overcoming barriers to their participation in the society, although guidance and counselling services to people with disabilities have not yet been given any attention. Generally, the type of service given to people with disabilities during their schooling and training appears to be unsuccessful in creating in them the capacity for competence and inner directedness, a creative mission in life, psychological and social preparation, and manipulation and awareness for effective and satisfactory employment in the world of work. People with disabilities are seen as a big burden in the society where they live.

The social perspective on disability adopts the position that for the most part, it is not the disability itself that causes difficulties for a person, but the way other people respond to the disability (Reeve 2006). While reflecting on the role of counselling in relation to people with disabilities, it is important to acknowledge them. The implication of a social perspective on disability is that

effective helping on an individual basis is never sufficient, and needs to be supplemented by social action.

In the Tanzania higher learning institutions, the infrastructure affects many students with disabilities. There are a lot of stairs and high flat buildings without elevators which affects students with visual and physical impairment; as well as poor teaching and learning resources for people with disabilities especially, visual, hearing, mute and low visual impairments'. In addition to that, there is stigmatization and discrimination, which affect students with disabilities in general.

The model in Figure 1 is about guidance and counselling services for people with disabilities (see below).

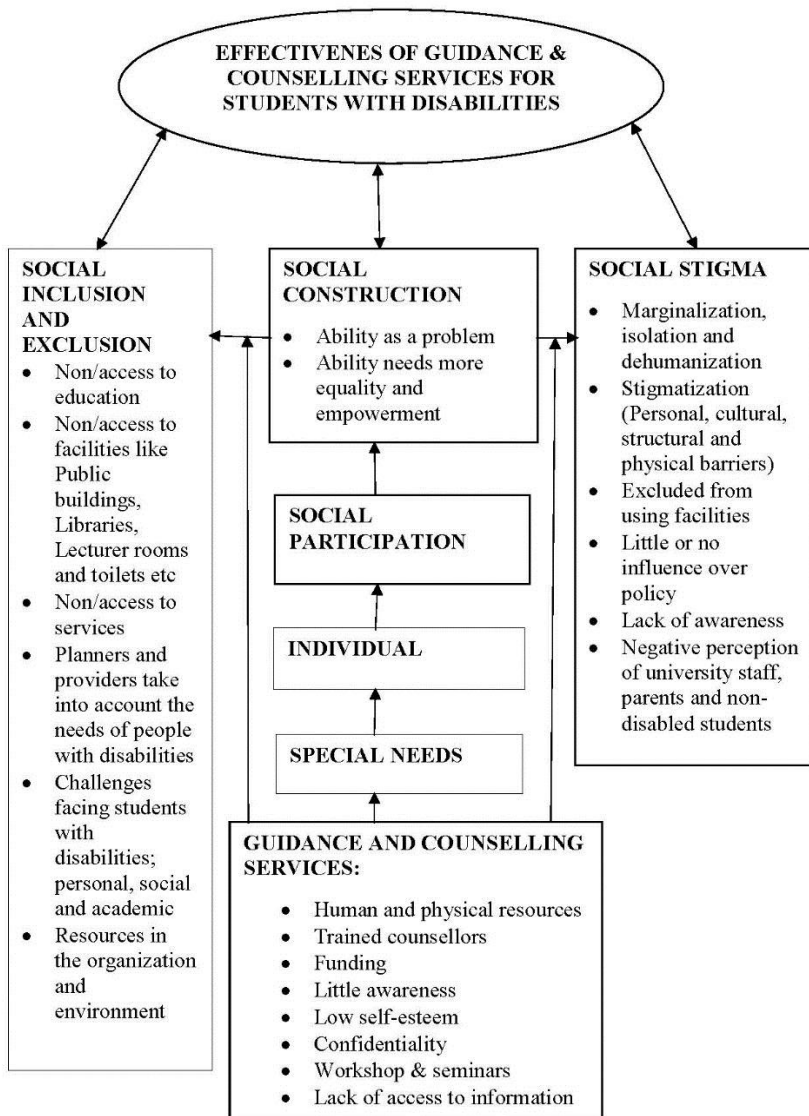


Figure 1: A conceptual framework on the level and mode of counselling people with disabilities.
Source: Adapted from Bandsma model (2003)

Figure 1 shows that it is not the impairment itself, which disables from society but rather it is the society forces, which exclude, marginalize and oppress disability as a social response to the impairment.

2.6 Review of previous studies of the nature of guidance and counselling services for students with disabilities

Numerous studies have been conducted in guidance and counselling services and disabilities in the area of higher learning institutions. This review which was focused on the higher learning institutions life experience of students with disabilities; studies about the nature of guidance and counselling services provided to students with disabilities. This study can be compared with previous studies conducted in different contexts.

Guidance and Counselling in Higher Education in the European Union Member States in 2007 has a number of country reports: In Belgium, there is no specific central structure for coping with the needs of disabled students in higher education where specific support exists, it is based within the university itself, and usually there is a single contact person (De Vos, 2007). According to the Italian law, disabled students have the same rights as all other students but a disabled student is a student who has been recognized as being at least 66 percent handicapped. Universities have consequently set up services for disabled students under the administrative control of the Right to Higher Education Section. The location of these services is the same as the Educational Guidance premises, where the orientation and information services are combined with the services for disability (Luderin & Chiusso, 2007).

In Portugal, higher Education institutions provide support for students with disabilities and special needs – technical aids, accessibility and bibliographical material – open library; these support structures are not related to the guidance and counselling services, except for one case (Gonçalves, 2007). In Poland, services for special needs students exist in only four universities, whereas in other universities these services have not been applicable. However, this is not the general standard as there is only one person filling the role of Rectors Plenipotentiary, and this person is more concerned with the general policy of the university in this area than with specific cases. So, the importance of such services seems to be underestimated (Kaska, 2007).

In the Czech Republic, the importance of guidance and counselling to students with disabilities is still somewhat underestimated and the number of students

requiring some form of special care is increasing, there are only 12 guidance centres dealing with students with disabilities and special needs (Freibergová, 2007:52). These provide assistance during studies and in selecting educational paths, help the institutions/ faculties to eliminate architectonic barriers, provide interpretation into sign language, speech therapy and other highly specialised services for the professional as well as general public Freibergová (2007).

Higher education institutions in Germany name a person who is inside the institution giving help and advice to handicapped members. Apart from these working inside the campus, there are still the traditional experts in the Association of Student Affairs (Studentenwerk) and in the Employment Agency, responsible for handicapped students. New regulations of funding, admission and multiple exams in a strict bachelor curriculum seem to cause growing demand for advice, especially from students with special needs. According to expert knowledge, it can be observed that the number of students with disabilities and chronic diseases is increasing. There also seems to be an increasing number of students with new and rare and/or little-known disabilities (Rott & Gavin-Kramer, 2007)

In Israel, the Public committee examined the implementation of the equal rights for persons with Disabilities Act (2005) and found that Higher education still does not meet the requirements for the inclusion of people with disabilities into the community (Admon, 2007, & Laron report, 2005).

In the Republic of Ireland, a few small-scale studies have been undertaken in this area in the last few years, but overall there is a lack of research on the experiences of Irish young people with disabilities (Kenny, McNeela & Shevlin, 2003). This is similarly the case globally. Davis (2004) reported that during the 1990's, academics in Ireland stated that the view of disabled children and young people about their education, health and social services were not known. Despite the general lack of research in this area, there is general evidence of negative experiences for all young people with disabilities. It should also be remembered that young people with disabilities have unique experiences of their education and schooling. The factors that impacted on young people's educational progress that was identified from the research were reported in relation to physical, academic and social access, a framework devised by Kenny et al. (2000).

Many different studies show that students with disabilities in higher learning institutions generally need regular support to succeed in the daily life as well

as their studies. However, the need for counselling continues to be overlooked for people with disabilities, this is the assumption that people with disabilities lack the capacity to benefit from counselling (Watson & Lacono, 2006). Generally, universities in developing countries offer little in the way of provisions and support (material, emotional, etc.) for disabled students. Anderson (1993) cited in Stanley (2000:3) surveyed 26 students with disabilities and 66 non-disabled students regarding social support and barriers to higher education. Results indicated that students with disabilities, on the average, had more professionals within their personal support network. Both students with and without disabilities described social support network as important to successful adjustment to university life. However, students with disabilities expressed concerns related to physical barriers within the university buildings, i.e. the need for emotional support and on-going adjustment to disability, which was not readily identified by the non-disabled students.

Brandt (2011) conducted a study on the experiences of disabled students in Norway and, in the light of policy goals, to identify obstacles in the higher education system. This study was based on qualitative data from in-depth interviews with disabled students in higher education. The findings indicated that an educational reform in Norwegian higher education seemed to have helped to strengthen disabled tertiary students' potential for learning, but there are a number of critical periods during their studies when it was imperative for disabled students to get the adjustment needed. In short, knowledge about disabled students in higher education is fragmented. It is therefore difficult to assess whether policy goals actually promote better conditions for disabled students.

West, Kregel, Getzel, Zhu, Ipsen & Martin (1993) cited in Stanley (2000:2) surveyed 40 college and university students with disabilities to determine their levels of satisfaction with accessibility, special services, and accommodation in their schools. Students were requested to identify barriers to higher education and improvements in services. Respondents generally expressed satisfaction with the services that they had received in their schools. However, the majority of the students indicated that they had encountered barriers to their education, including a lack of understanding and cooperation from administrators, faculty, staff, and other students; a lack of adaptive aids and other accommodations; and inaccessibility of buildings and grounds.

Seckle (1999) has stressed on the need for specialized support in guidance and counselling in higher education, noting that each tertiary education lecturer/teacher should be familiar with the basic principles by which problems can be identified and appropriate interventions suggested to learners. Learners in the higher education system come from a diversity of learning backgrounds. This means that there is diversity in their entry socioeconomic and academic profiles, which translates into a differential in their behaviour patterns. Attention was paid to the guidance and counselling in light of this diversity of quality higher education. There is a need to identify specialists who are trained to offer guidance and counselling services.

English (1993) cited in Stanley (2000:2) conducted a survey research study to determine the role of institution's disability support services in the integration and retention of 35 hearing-impaired college students. Participants indicated a higher level of academic integration compared to social integration, and a very high commitment to their intention to stay in school. Analysis of the survey results revealed that support services had a direct effect on academic integration, and an indirect effect upon intent to stay in school. Students felt moderately integrated into their academic systems. However, students did not feel as integrated into their social systems, and institution's support services did not contribute to social integration. The surveys done by Adams and Brown (2006) show that there is a vital need to continue to seek out, listen to, and act upon the views of disabled students in our attempts to make higher education thoroughly inclusive.

In Israel, the public committee examined the implementation of the equal rights for persons with Disabilities Act (2005) and found that Higher education still does not meet the requirements for the inclusion of people with disabilities into the community (Laron report, 2005). This problem is also seen in Tanzania whereby students with disabilities in higher learning institutions are frustrated with many problems, which can affect much in their academic performance. In this era, there is growing evidence of the needs of guidance and counselling for students with disabilities in higher learning institutions in Tanzania than any other time in history, counselling remaining as one of the supportive services that help students with disabilities to cope with the situation and live happier.

Sarkar (2016) conducted a study on inclusive university on a way out to ensure quality, equity and accessibility for students within Indian higher education. In this era, one of the most important goals of higher educational institutes is to

impart quality education among one and all regardless any discrimination on any grounds in order to envisage the path of building a completely just and inclusive society. The Government of India has undertaken numbers of initiatives by framing various acts, legislation, and launching schemes, and starting programmes to ensure quality, equity and accessibility in higher education (HE) for students with disabilities. However, research reveals that out of 722 Indian universities (Current as of 30th June 2015) not even a single one is completely disabled friendly.

Research also revealed that only 0.1 percent students with disabilities are in mainstream educational institutions at the university level. A student with disability, studying in mainstream educational institutions at the university level in India, experiences many difficulties in navigating through the obstacle course of the Indian educational system. Problems exist in many areas - course content, trained staff facilities, accessible environment, social stigma, negative attitudes, resources, educational policy, legislations, and schemes, assistive technology and devices as well as the examination and evaluation process. The relative physical inaccessibility of educational institutions, unavailability of accessible content in different forms, a lack of trained and sensitive teachers, and the lack of awareness about developments in enabling technologies have hitherto rendered the educational environment itself rather difficult to access. Thus the educational experience at university level often becomes a nightmare for a student with disability. In this regard, the need of restructuring university at the inclusive line cannot be denied as it is premised on the guiding principle to promote quality, equity, accessibility, student success, and high-quality learning (Sarka, 2016:406).

In Ethiopia, Seyoum (2011) conducted a study to examine how guidance counselling is implemented and its impact in enhancing quality in higher education institutions in Ethiopian higher education institution in general and Haramaya University in particular. The main purpose of the investigation is to explore students' views and attitudes and how the current practices of guidance and counselling contribute to foster excellence of the various universities academic training programs. The tools designed to serve the purpose are a questionnaire and observations of the day-to-day interactions. The findings of this study uncover the fact that students do not have sufficient knowledge on the kind and the extent of guidance counselling services offered in the university campuses. However, about 80 percent of the respondents claimed

that they have favourable attitudes toward the guidance counselling services in general.

Wamochi, Karugu, & Nwoye (2008) conducted a study on the development of guidance programme for students with disabilities in Kenya, a study of personal orientation argues that people with disabilities are likely to need the support of counselling services. The study reported here sought to collect baseline data that could be used in designing a comprehensive guidance programme for students with disabilities in secondary phase special schools and vocational rehabilitation training centres in Kenya. A personal orientation inventory was employed to measure values and behaviours among 229 students with visual impairments, hearing impairments and physical disabilities. The results reveal that the students with special educational needs may be non-self-actualizing. The trend suggests that students with special needs may be living in the past or future with a lot of regrets and negative sentiments. The findings of this study appear to reinforce the need for guidance and counselling programmes to be developed for students with special educational needs in Kenya. This study has revealed the direction that such a programme could take if it is to be of benefit to a Kenyan clientele with special educational needs. The findings pointed to issues and themes and resources needed for developing such a comprehensive guidance and counselling programme.

Matonya (2012) investigated the lived experiences and individuals support to disabled women need in order to survive comfortably at the university in Tanzania. The study examined the information via face- to- face interviews and a total of twenty-two disabled women at the University of Dar es Salaam were interviewed. This study reports the findings of disabled women's lived experience and support to their needs. They show that women and girls with disabilities are more often subject to multiple discriminations than other people with disabilities are. Findings also show that more efforts should be put toward shaping the lived experiences of disabled women in higher education and identifies six key issues that should be given more attention, especially Guidance and Counselling services to students with disabilities.

2.7 Summary and knowledge gap

Studies on guidance and counselling services provided to people with disabilities in Tanzania are very few in terms of scope and coverage. Little research has been done to assess the nature of guidance and counselling services

provided to students with disabilities in higher learning institutions in Tanzania. Literature shows that students with disabilities in higher learning institutions in Tanzania face additional challenges in their educational environment; these students face both physical and attitudinal barriers within the university environment. The need for counselling continues to be overlooked for people with disabilities; this is the assumption that people with disabilities lack the capacity to benefit from counselling (Watson and Lacono, 2006). Moreover, the Ministry of Education and Vocation Training has underscored the importance of guidance and counselling services to students with disabilities in Tanzania. It is, however, not clear how much guidance and counselling services are covered and how relevant they are for students with disabilities in higher learning institutions in Tanzania, which creates a knowledge gap and thus, that is why this study set out to bridge it.

3 Research Methodology

3.1 Introduction

The previous chapter has presented a review of the related literature through which the knowledge gap relating to the research problem was identified. This chapter presents the research methodology, which was employed in the collection and analysis of data to fill the identified knowledge gap. It covers the research approach and design, study area, population, sample size and sampling techniques. It also presents the research instruments, which included questionnaires, interview, focus group discussion and documentary review, as well as validity and reliability of instruments. Data analysis procedures are also presented in this chapter. Lastly, the chapter describes the ethical issues relating to the study.

3.2 Philosophical underpinning of the study

This study was informed by the pragmatic worldview. Pragmatism is typically associated with mixed method research which focuses on; the consequences of the research, the primary importance of the question asked rather than the methods and on the use of multiple methods of data collection to inform the problems under the study (Creswell, 2011). Pragmatism is regarded as a philosophical stance for the mixed-methods approach; effective use of this principle is a major source of justification for mixed methods research because the product will be superior to monomethod studies (Johnson & Onwuegbuzie, 2004). They continue to argue that pragmatist believe that knowledge is both constructed based on the reality of the world where people interact and live in. Therefore, in this particular study, the choice of the philosophy goes hand in hand with the purpose of the study.

The basic element of any research is quantitative, qualitative or mixed. In this study, mixed methods research is formally defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study

(Creswell & Plano Clark (2011). Mixed methods research also is an attempt to legitimate the use of multiple approaches for the answering of research questions, rather than restricting the researchers' choices (Johnson & Onwuegbuzie, 2004:17). They continue arguing that it is an expansive and creative form of research, not a limiting form of research, it is inclusive, pluralistic and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research.

Pragmatism also helps to shed light on how research approaches can be mixed fruitfully (Hoshmand, 2003 cited in Johnson & Onwuegbuzie, 2004); the bottom line is that research approaches should be mixed in ways that offer the best opportunities for answering important research questions. Many research questions and combinations of questions are best and most fully answered through mixed research solutions (Johnson & Onwuegbuzie, 2004:18). The most fundamental is that the research question and research methods should follow research questions in a way that offers the best chance to obtain useful answers. The idea is supported by Grix (2010) reports that research is best done through setting out clearly the existing relationship amongst what the researcher thinks can be researched (his/her ontological point of view) and what can be known about it (epistemological position) and how to go about acquiring it (methodological approach).

This philosophy concerns thinking that choosing between one position (epistemology, ontology or axiology) and the other is somewhat unrealistic in practice; and it is argued that the most important determinant of which position to adopt is the research questions (Creswell & Plano Clark, 2011; Saunders, Lewis & Thornhill, 2009). This is particularly relevant where the research question does not suggest clearly that either a positivist or interpretive philosophy should be adopted in an inquiry; for example, within an epistemological perspective. Therefore, in this philosophical debate, the use of both qualitative and quantitative methods to resolve real-life world challenges is commended (Ihuah & Eaton, 2013). In the pragmatic worldview, researchers have a freedom of choice. According to this philosophy, researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes. Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis (Creswell, 2014).

Therefore, the development of disability studies should be examined and understood in their own context. There are universal questions that have been addressed across the national boundaries and perspectives; the maturation of the field is dependent on the historical context, experience, intellectual, tradition, culture and political economy system (Albrecht, 2002:19). Therefore, the development of disability studies should be examined and understood in the context.

It is argued that both the pragmatists and neo-pragmatists exert their influence on contemporary sociology and disability studies. Among qualitative and cultural studies scholars today, there is a strong emphasis on the social construction of the reality, the importance of individual experience, culture and context in interpreting behaviours and text, listening to the voices of the people being studied and discourse among and between scholars and the people being studied (Albrecht, 2002:26). He continues arguing that regardless of the ideological position or prediction for a particular scientific method, this quantitative research on disability reflects the influence of sociology and some key principles of pragmatism on disability studies (Albrecht, 2002:26).

In this study, the choice of philosophy was in line with the purpose of the study, which in turn informed the formation of the research questions, choice of design and approach of the study. The use of the social model of disability, for example, enabled the researcher to predict and generalize the findings by explaining the relationship between variables. Furthermore, the researcher had the freedom to choose methods, techniques, and research procedures that worked best in response to the research questions. The researcher used both quantitative and qualitative data to obtain an understanding of the extent to which guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania are adequate and relevant. Thus, the use of the pragmatic philosophy in this study opened the door for multiple methods, worldviews, assumptions as well as various forms of data collection and analysis.

3.3 Research approach and design

3.3.1 Research approach

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry; as a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the

mixture of qualitative and quantitative approaches in many phases of the research process; while as a method, it focuses on collecting, analysing and mixing both qualitative and quantitative data in a single study or series of studies Creswell & Plano Clark (2011:5). Mixed-methods research involves the collection of both qualitative and quantitative data, integrating the two forms of data using a distinct design with philosophical assumptions as well as the theoretical framework (Creswell, 2014:4). Moreover, Creswell & Plano Clark (2007:5) insist, that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. In this study, within the context of the pragmatic philosophy, the mixed-methods approach was opted.

Mixed methods approach was employed due to the nature of the data needed in favour of pragmatic philosophical assumptions. The pragmatic researchers have a freedom of choice. In this way, researchers are free to choose the methods, techniques and procedures of research that meet their needs and purpose, which opens the door to multiple methods, different worldviews and assumptions (Creswell, 2008). Mixed method is the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis and inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Johnson et al., 2007:123).

The basic premise behind using a mixed method research design is that the combination of both approaches provides a better understanding of a research problem than either approach could alone. Creswell & Plano Clark (2011) argued that integrating methodological approaches strengthens the overall research design, as the strengths of one approach offset the weaknesses of the other, and can provide more comprehensive and convincing evidence than mono-method studies. They continue arguing that another more practical benefit is that mixed method research can encourage interdisciplinary collaboration and the use of multiple paradigms. In short, the decision on whether or not to integrate multiple approaches depends on a combination of the research objectives, the resources and time available, and the audience of the study's findings.

Moreover, for better interpretation of the results, the approaches and methods should be integrated both at the data collection analysis and interpretation stages, so that the results from one approach may inform the other and/or

describe the problem better than one approach could do. The qualitative approach captured the views, feelings, experiences, attitudes and beliefs of students with disabilities towards barriers and challenges facing them in attaining higher education; and in obtaining guidance and counselling services; through interviews, focus group discussions, observations, field notes and by producing an audio-visual film (video documentary). Furthermore, students, counsellors, special education teachers, university administrators and officials from three education institutions were interviewed, while the quantitative approach presented was used to examine the relationship special service offered to students with disabilities: academic, social, personal, psychological and vocational; and counselling approaches for dealing with their special needs through questionnaires (closed questions). Patton (2001) points out that there is no single blueprint for planning research; therefore, the study employed both qualitative and quantitative approaches that enabled through investigation to reveal the existence of guidance and counselling services provided to students with disabilities in higher learning institutions.

The need for using the two designs was inevitable since descriptive study designs establish only associations between variables that exist (Guba & Linkolin, 1994). Meanwhile, analysis forms an important step towards finding out solutions for the problems under study through systematically working out data or applying statistical and logical techniques to describe, organize, summarize, compare data collected and dividing them into smaller manageable portions (Denscombe, 1998). Consequently, the two designs complement each other. Furthermore, Patton (2001) believes that a skilled researcher can successfully combine approaches, while Creswell (2008) argues that there are situations where the use of a combination of quantitative and qualitative research is ideal.

According to Johnson & Onwuegbuzie (2004), mixed methods research serves five broad purposes: triangulation, complementarity, initiation, development, and expansion. Triangulation and complementarity refer mainly to the corroboration or enhancement of findings across quantitative and qualitative methods. Initiation, development, and expansion generally refer to new avenues of research arising from conflicting or contributory findings across traditional methods (Johnson & Onwuegbuzie, 2004). However, some literature claim that it is difficult for a single researcher to carry out both qualitative and quantitative research and also it is impossible to mix paradigms which have different philosophical orientations with different approaches and

paradigms (Guba & Lincoln 1994). Even, Omari (2011) cautions that it is not about mixing the methods; designs or approaches, as it is impossible to mix oranges and mangoes but their juices can be mixed to get a mixed fruit juice with a better taste.

3.3.2 *Research design*

A research design is a plan showing the approach and strategy of investigation conceived by a researcher in order to obtain relevant data, which serves to fulfil the research objectives and answer a set of research questions (Cohen, Manion & Morrison, 2003). Its essence is to control the research variables that may distort the expected data. For this reason, the research design differs depending on the purpose for conducting the study. Cohen et al. (2003) contend that, there is no single blueprint for planning research. The research design is governed by the notion of fitness of purpose. The purpose of the research determines the methodology and design of the research (Cohen et al., 2003:106).

In this study, the descriptive survey research design was employed to accommodate the two approaches. Survey design is one of the best methods for measuring individuals' attitudes (Babbie, 2003). The design gathers data at a particular point in time with the intention of describing, exploring and analysing relationships among geographically scattered subjects (Busha & Hurter, 1980). The choice of this design was influenced by the purpose of the study, which was to obtain some information on the existence of guidance and counselling services for students with disabilities in higher learning Institutions in Tanzania. The design was also selected on the basis of its strengths because it goes beyond the scientific mode by using information from unquantifiable forms of information (Best & Kahn, 1993). The main goal of the descriptive survey research design is to develop conclusions through evidence from the population. The variety of such methods enabled the researcher to collect detailed information from different respondents employed in the study, as well as the fact that these methods increase the validity and reliability of the study.

Creswell (2008) also points out the advantage of the descriptive survey research method by contending that it allows the researcher to generalize from a sample to a population so that inferences can be made about some characteristics, attitudes or behaviour of a population. The survey design can be used for collecting information from a relatively large number of dispersed groups of people (Martella, Marchand-Matella & Nelson, 1999). Survey

research is popular in education, primarily because of its versatility, efficiency and generalizability (McMillan & Schumacher, 2006). This study employed the descriptive survey design also partly because it was deemed important to collect in-depth information from higher learning institutions of Tanzania. The study was a cross-sectional survey because the researcher wanted to collect data from respondents of different social and demographic characteristics within the limited time available for the research.

The quantitative part of the study employed a cross-sectional survey to collect data on guidance and counselling services provided to students with disabilities in higher learning institutions. Most of the surveys describe the occurrence, frequency and distribution of characteristics of the population. Survey research is very popular in education due to its flexibility, efficiency and generalizability (McMillan & Schumacher, 2010). McMillan and Schumacher further assert that surveys are used to learn about people's attitudes, beliefs, values, demographics, behaviours, opinions, habits, desires, ideas and other types of information.

The qualitative part of the study, the researcher adopts hermeneutic phenomenology design. Langdridge (2007) defines phenomenology as a discipline that "aims to focus on people's perceptions of the world in which they live in and what it means to them; a focus on people's lived experience" (p.4). She further clarifies that phenomenology as a qualitative method focuses on human experience as a topic in its own right. It concerns with meaning and the way in which meaning arises in experience. Finlay (2009) further states that applied to research, phenomenology is the study of phenomena: their nature and meanings. The focus is on the way things appear to us through experience or in our consciousness where the phenomenological researcher aims to provide a richly textured description of lived experience

Phenomenology is an umbrella term encompassing both a philosophical movement and a range of research approaches; the phenomenological movement was initiated by Husserl (1859-1838) as a radically new way of doing philosophy and later theorists, such as Heidegger (1889-1976), have recast the phenomenological project, moving away from a philosophical discipline which focuses on consciousness and essences of phenomena towards elaborating existential and hermeneutic (interpretive) dimensions (Finlay, 2009). This is the type of phenomenology which draws on Heidegger's philosophical insights to gain an understanding of the problem based on participants lived experience (Lavery, 2003). For a better understanding of a given phenomenon,

hermeneutics believe that the researcher's background and experiences of what is real cannot be underestimated (Laverty, 2003).

In this study, the design was suitable because to find out barriers and challenges facing students with disabilities in obtaining guidance and counselling in higher learning institutions were obtained deductively from focus group discussion, interviews, documentary film and observation. The findings were interpreted through content analysis with the caution of minimising the researcher's bias.

3.4 Study area

The study was conducted in ten higher learning institutions selected from six regions in Tanzania: Dar es Salaam, Morogoro, Mwanza, Dodoma, Iringa and Tanga. The higher learning institutions were purposively selected to include five public and five private institutions. The choice was based on those Universities with facilities for students with disabilities. The Public higher learning institutions were: University of Dar es Salaam Mwl J.K. Nyerere campus (UDSM), Dar e Salaam University College of Education (DUCE), Sokoine University of Agriculture (SUA), Mkwawa University College of Education (MUCE) and the University of Dodoma (UDOM). The Private Universities were St. Augustine University (SAUT) owned and managed by the Roman Catholic Church in Tanzania, Sebastian Kolowa Memorial University College (SEKUCO) owned and managed by the Evangelical Lutheran Church in Tanzania (ELCT), St. John's University of Tanzania (SJUT) Dodoma owned and managed by Anglican Church of Tanzania, Iringa University College (IUCo) managed and owned by Evangelical Lutheran Church of Tanzania, Muslim University of Morogoro (MUM) which is owned and managed by the Muslim Council of Tanzania. Moreover, the selection was based on the fact that these higher learning institutions are among the leading Universities with more cases of students with disabilities in Tanzania according to Mo EVT (2012). These Universities is among of the university claimed to have students with disabilities in Tanzania due to the courses and services offered by the university (Tanzania Commission for Universities, 2014). The choice of higher learning institutions was informed by the fact that at the higher learning institutions students with disabilities are able and capable to reflect and assess if the nature of guidance and counselling services offered to them are adequate and relevant.

The University of Dar es Salaam (UDSM) is situated on the observation Hill on the Western side of the city of Dar es Salaam, which is 13 kilometres from the city centre. The University of Dar es Salaam is the most important and the oldest higher learning institution in Tanzania. The University was opened on 1 July 1970, established by Law no. 12 of 1970, after the University of East Africa had been dissolved. The University has two constituent colleges, namely Dar es Salaam University College of Education (DUCE) and Mkwawa University College of Education (MUCE). It consists of four schools, five colleges and four institutes. The schools are: University of Dar es Salaam School of Law (UDSL); School of Education (SOED); University of Dar es Salaam Business School (UDBS) and School of Journalism and Mass Communication (SJMC). The colleges are: College of Information and Communication Technology (CoICT); College of Natural and Applied Sciences (CONAS); College of Engineering and Technology (CoET); College of Social Sciences (CoSS), College of Humanities (CoHU). The institutes include: Institute of Development Studies; Institute of Kiswahili Studies; Institute of Marine Sciences and Institute of Resource Assessment. A total of 63-degree programmes are hosted in different schools and colleges. The University of Dar es Salaam main campus has a population of 10,814 undergraduate students, whereby female students form 35.6 percent and male students form 64.4 percent of the total population (UDSM 2009/2010). The UDSM has well organised special education unit with specialised teachers, which started since 1978. Moreover, the University has well-organised guidance and counselling centre with specialized counsellors.

The Dar es Salaam University College of Education (DUCE) is located in Miburani ward, Temeke municipality adjacent to the Tanzania National Stadium. DUCE was established as a constituent college of the University of Dar es Salaam through the Government Notice No. 202 published on 22nd July 2005, under section 55 (1) of the University of Dar es Salaam Act No. 12 of 1970. DUCE has special education teachers and a special unit, which deals with students with disabilities in order to cope with their daily life. The college was established to address the acute shortage of graduate teachers and experts in the education sector in Tanzania as a result of the expansion of primary education enrolments through the Primary Education Development Programme (PEDP) and the expansion of secondary education in turn, through the Secondary Education Development Programme (SEDP). The college comprises three faculties:

- (i) Faculty of Humanities and Social Sciences (FoHSS);
- (ii) Faculty of Science (FoSc); and
- (iii) Faculty of Education (FoED).

The Mkwawa University College of Education (MUCE) is located in the southern highlands of Tanzania in Iringa municipality, about 3 kilometres from the main bus stand. MUCE was established as a constituent college of the University of Dar es Salaam (UDSM) on the 1st of September 2005 by upgrading the former Mkwawa high school, in response to the growing demand for teachers. The Mkwawa high school was first established as an ‘Ordinary’ level secondary school in 1959 and was called St. Michael and St. George’s school. In 1964 it became a high school, officiated by the first president of the United Republic of Tanzania, the late Mwalimu Julius K. Nyerere. In 1977, it was converted into a teacher’s college offering certificate and diploma programmes in teacher education. In 1992 it was re-converted into a high school until March 2005, when it was upgraded to a constituent college of the University of Dar es Salaam, by order under section 55 (1) of the University of Dar es Salaam Act No. 12 of 1970 and published on 22nd July 2005 in the Government Notice No. 2003. The Mkwawa University College of Education consists of three faculties, which are: the Faculty of Education, the Faculty of Humanities and Social Sciences and the Faculty of Science. Candidates admitted into the College pursue degree programmes in Science and Arts. Currently, MUCE is offering four-degree programmes, which are:

- (i) Bachelor of Education in Arts (B.Ed. Arts);
- (ii) Bachelor of Education in Science (B.Ed. Science);
- (iii) Bachelor of Arts with Education (B.A. Ed.);
- (iv) Bachelor of Science with Education (B.Sc. Ed.); and
- (v) Postgraduate Diploma in Education (P.G.D.E.).

The University of Dodoma (UDOM) is a public higher learning institution established in March 2007 under the University Act No.7 of 2005, the UDOM Charter and Rules 2007 as a response to the growing national recognition of the need for increased access, equity and excellence in higher education. Its academic programmes operation commenced in September 2007 with an enrolment of the first batch of 1,115 students. UDOM is located about 8km east of the centre of Dodoma town. The University has made a considerable progress in terms of academic programmes, infrastructure and enrolment of students. For the academic year 2012/2013, the University of Dodoma’s

undergraduate population was 16,226, whereby males constituted 10,456 (64.4 percent) while females were 5,769 (35.6 percent) as per UDOM Strategic Plan (2012). The university is designed on a campus mode each of which is semi-autonomous. It has the following colleges: College of Education; College of Humanities and Social Sciences; College of Informatics and Virtual Education; College of Natural Sciences and Mathematics; College of Health and Allied Sciences and college of Earth Sciences.

The Muslim University of Morogoro (MUM) was founded by the Muslim Development Foundation (MDF) in October 2004. Its formal operations started in October 2005 whereby the first batch was enrolled in bachelor programmes. There are three faculties, which offer a variety of programmes, which are: Bachelor of Arts with Education, Bachelor of Science with Education, Bachelor of Arts in Language and Interpretation, Bachelor of Arts in Mass Communication, Bachelor of Islamic Studies with Education, Bachelor of Law with Shariah and Bachelor of Business Studies. As of recent, MUM's students' population was 1,739, whereas males were 1,000 (57.5 percent) while females were 739, thus forming 42.5 percent of the entire population.

Sebastian Kolowa Memorial University (SEKOMU) is in the 7th academic year since its inauguration on 28th October 2007. A total of 513 new students have been registered for this academic year and more are arriving. SEKOMU is a higher learning institution located in the beautiful Usambara Mountains in Lushoto district. In a village known as Magamba, 8 km north of Lushoto town, the North Eastern Diocese of the Evangelical Lutheran Church in Tanzania opened what came to be the first University in Tanga region. The University was founded in 2007, starting as Sebastian Kolowa University College (SEKUCo) of Tumaini University. In October 2012, SEKUCo was transformed into a fully-fledged University known as Sebastian Kolowa Memorial University. The university has three faculties: Faculty of Education, Faculty of Law and Faculty of Science. SEKOMU collaborates with the German Academic Exchange Service (DAAD), thereby strengthening the Special Education department as well as guidance and counselling service. The University has students with different types of disabilities and they have specialised teachers in special needs education. It has employed sign language interpreters to support deaf students during classes.

The St. Augustine University of Tanzania, established in 1998, is an independent higher learning institution governed by the Board of Trustees and the

University Council under the Catholic Bishops of Tanzania through the Tanzania Episcopal Conference (TEC). The University has a full accreditation from the Tanzania Commission for Universities (TCU) on 25th September 2002 in accordance with the provisions of the Tanzania Laws regulating Universities (Universities Act. No.7 of 2005). The University covers over 600 acres in the Nyegezi-Malimbe area 10km south of Mwanza City. It lies 4km off the main Mwanza-Shinyanga road on the shores of Lake Victoria. The University is a half-hour drive from Mwanza by car or by bus. As part of Tanzania's central highlands (1140m above the sea level), the area to the south of Lake Victoria is noted for its moderate temperatures. Mwanza can be reached from other parts of Tanzania and East Africa by train, air, ferry and highway. The university has different students with different types of disabilities.

The University of Iringa, formerly a constituent college of the Tumaini University, commenced the academic year 2013–2014 as an autonomous fully-fledged university, accredited by the Tanzania Commission for Universities. The history of the University of Iringa dates back to 1994 when it was founded as the Iringa Lutheran College and Seminary. Since 1997, it has been operating under the Tumaini University umbrella, by the name of Tumaini University, Iringa University College (IUCo). Over the years, the fields of study provided by IUCo have gradually expanded to cover a wide range of disciplines and professions. Currently, it has six faculties namely; Faculty of Arts and Social Sciences, Faculty of Business and Economics, Faculty of Law, Faculty of Science and Education, Faculty of Theology and Faculty of Counselling Psychology. The University of Iringa operates as a private university under the ownership of the Evangelical Lutheran Church of Tanzania.

The faculties offer undergraduate and postgraduate degree programmes, as well as diploma and certificate programmes. The degree's programmes offered are Bachelor degrees in Journalism, Education, Business Studies, Law, Community Development and Theology. The university has a total population of 4,000 students whereby males are 2,210 (55.3 percent) and females are 1,790 (44.7 percent). The academic programmes in all the sampled universities are organised in a semester system.

The researcher surveyed ten higher learning institutions, which are located in figure 2 below (see Figure 2 for details of the geographical location of the study site).



Figure 2: Geographical location of the study area in higher learning institutions in Tanzania
Source: Cartographic Unit, University of Dar es Salaam (2014)

3.4.1 Pilot study

A pilot study was designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. The pilot study helped the researcher to test the operation ability of the research objectives and constructs identified in the literature review with the help of the primary data collection instruments. Moreover, it assisted the researcher to get

a full understanding of the context within which the research took place. The pilot study was done at Mzumbe University (MU).

3.5 Population, sample and sampling techniques

3.5.1 Population of the study

The population is the source of data for inquiring and is defined on the basis of the challenging situation and the general research question of inquiry. The target population of a sample is a large group of people, who have one or more characteristics in common, on which the researcher focuses (Kothari, 2004). The population of this study involved students with disabilities of the selected higher learning institutions in Tanzania because they could provide the information required as they were grown up enough to express their ideas due to their age and education.

Moreover, counsellors, members of special education staff, university administrators and officials from three education institutions were involved in providing information on their involvement in guidance and counselling services due to the reason that these students comprised the bigger population and were the most targeted by the study. It was anticipated that they would provide appropriate information. Morley et al. (2010) found out that the subject of disability in higher learning institutions in Tanzania had been significantly overlooked.

3.5.2 Sample size of the study

A sample is a smaller group of subjects drawn from the population in which a researcher is interested in the purpose of drawing conclusions about the universe or population (Kothari, 2004). According to Leedy (1986), the results from the sample can be used to make a generalisation about the entire population as long as it is truly representative of the population. In this study, the sample selected for this study was based on Leedy's (2001) suggestion. According to Leedy (2001), three factors need to be considered when selecting a sample for the study. These are the availability of the population, the sampling method to be used and financial resources. However, time is also considered as an important factor in determining the sample for the study (Mertens, 1998). Due to time constraints, a sample of 225 respondents was drawn from ten higher learning institutions in Tanzania. This was done to make the study manageable. Table 1 presents the sample. The categories are

highlighted hereafter, under higher learning institutions, students with disabilities, counsellors, university administrators, special education teacher, and officials from three institutions.

Higher learning institutions: Ten higher learning institutions scattered in six regions of Tanzania were purposefully involved to include public and private institutions. In those ten purposively selected higher learning institutions, first-year to fourth-year students with disabilities were involved because they were expected to be able to provide information concerning the nature of guidance and counselling services provided to students with disabilities at higher learning institutions, based on their maturity and experience.

Students with disabilities: The information in this study was generated from three categories of higher learning institutions, students with disabilities were stratified according to year, gender and type of disability. Female and Male disabled students were purposefully targeted.

Counsellors: The information of this study was generated from ten counsellors, one from each higher learning institutions. The counsellors were purposefully selected.

University administrators: The University administrators were randomly selected; one from each higher learning institutions.

Special education teachers: Special education teachers were purposefully selected from two higher learning institutions which had special education units and hence had a large number of students with disabilities.

Officials from three institutions: Three officials from three different institutions were purposefully selected because their offices deal with students with disabilities in higher learning institutions. The Ministry of Education and Vocational Training (special unit department) which is responsible for people with disabilities, Higher Education Students Loan board for giving loans to students and the Tanzania Commission for Universities, which is responsible for central admission system and plans which university students with disabilities should go to study. The Table 1 below shows the sample size of the study.

Table 1: The study sample

Universities Locations in Regions	Institution Name	Students with Disabilities (Questionnaires)	Counsellors (Interview)	University Administrators (Interview)	Special Education (Focus Group Discussion)	Students with Disabilities (Interview)	MoEVT, HESLB & TCU Officials
Dar es Salaam	University of Dar es Salaam	16	1	1	6	3	
	Dar es Salaam University College of Education	16	1	1		3	
Dodoma	University of Dodoma	16	1	1		3	
	St. John University of Tanzania	16	1	1		3	
Iringa	Mkwawa University College of Education	16	1	1		3	
	Tumaini University	16	1	1		3	
Morogoro	Sokoine University of Agriculture	16	1	1		3	
	Muslim University of Morogoro	16	1	1		3	
Tanga	Sebastian Kolowa University College	16	1	1	6	3	
Mwanza	St. Augustine University of Tanzania	16	1	1		3	
Officials	MoEVT, HESLB & TCU Officials						3
Total		160	10	10	12	30	3

Source: Data collection (2014)

Respondents were divided into five groups which are: officials from Ministry of education and vocational training (MoEVT) – one (1); Higher Education Students Loan Board (HESLB) – one (1); and Tanzania Commission for Universities (TCU) – one (1); ten (10) counsellors, ten (10) university administrators, twelve (12) special education staffs and one hundred nighties (190) students with disabilities; thus making the total number of respondents

two hundred and twenty-five (225). The study was targeted to these five significant groups.

3.5.3 Sampling procedures

The study employed purposive sampling, stratified random sampling and simple random sampling procedures so as to obtain the required respondents. The procedures minimized bias in selection. Selection of the sampling procedures was based on the research objectives and purpose of the study at hand.

3.5.3.1 Higher learning institutions

The higher learning institutions were selected through purposive sampling technique because they were providing guidance and counselling services to students and they had special education units supporting students with disabilities. This led to an equal number of public and private higher learning institutions in Tanzania. Purposive sampling is a selection procedure whereby the choice of an individual depends on someone's judgment as to who is or who is not representative of the population (Gay, 1996). The method was deemed necessary for targeting respondents with the requisite information. Ten higher learning institutions from six regions of Tanzania were involved. The involvement of public and private higher learning institutions was considered important for this study because studies conducted in Tanzania have shown that there is a higher number of students with disabilities in these public and private universities (URT, 2012). The researcher opted for public and private Institutions assuming they contained students with similar characteristics.

3.5.3.2 Students with disabilities

The category of students with disabilities was selected to provide information on the existence of guidance and counselling services for students with disabilities in higher learning institutions. These were selected through stratified random sampling on the basis of their disabilities, gender as well as their length of stay in the higher learning institutions, by including those in the first year, the second year, the third year and the fourth year, thus amounting to 190 students with disabilities. In addition to that, they were considered to be matured enough with adequate knowledge in issues related to counselling and disabilities. Students with disabilities were stratified into females and males, and simple random sampling was employed to students with disabilities from each class/year. Therefore, 15 students with disabilities from each higher

learning institutions were selected for filling the questionnaires, while purposive sampling was used to select 3 students with different disabilities from each higher learning institutions to participate in the interviews. The sampling was done separately for male and female. Pieces of papers were written either yes or no. Male students with disabilities had to pick papers, after which female students with disabilities had to do the same. Those who picked papers with the word “yes” from both sides qualified to be involved in the sample. In simple random sampling, each member of the population under study has an equal chance of being selected (Cohen et al., 2003). In this respect, each student had an equal chance of being selected. The selection of informants was based on the fact that they were strategically positioned to talk about their experiences regarding the provision of useful information about the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania.

Students with disabilities were selected considering their years of study, type of disabilities and gender. They provided information on the nature of guidance and counselling services provided to students with disabilities in higher learning institutions. They were selected through stratified random sampling to make a total of 190 students with disabilities. These are considered as mature enough and assumed to have adequate knowledge of, and involvement into guidance and counselling services provided to students with disabilities.

Students with disabilities were stratified according to their length of stay in the higher learning institutions from the first year, the second year, the third year to the fourth year. From each year of study, they were stratified into existing types of disabilities. These were further categorized based on their gender. Finally, simple random sampling was applied to obtain 16 students with disabilities in each higher learning institutions; at least six students from each year of the study, among whom ten represented a particular type of disability and not less than two for either males or females. These constituted the first category of 160 students with disabilities who filled in the questionnaire for the study.

The second category of students with disabilities involved 30 students with disabilities from ten higher learning institutions, which were selected using purposive sampling procedures for being interviewed. From these, 3 students with different disabilities were selected from each higher learning institution to participate in the interviews. From this category, 7 students with disabilities from one higher learning institution were selected using purposive sampling

procedure for being interviewed using audio-visual participatory method (documentary film). The special characteristics of this sample were that this was the oldest university in Tanzania, which was offering a lot of services such as guidance and counselling for students with disabilities; as well as having a special unit for students with disabilities.

3.5.3.3 Counsellors, special education unit, administrative officials from higher learning institutions, TCU, HESLB and MoEVT

This category of respondents was selected to provide information on the nature of guidance and counselling services to students with disabilities in higher learning institutions. Purposive sampling was used to select one counsellor and one administrator from each higher learning institutions. A total of ten counsellors and ten higher learning institutions administrators were selected for this study.

Similarly, purposive sampling was used to select one administrative official from three different educational institutions such as; Ministry of Education and Vocational Training (MoEVT) who have a special unit for disability. On the other side, the Tanzania Commission for Universities (TCU) has the mandate to allocate all students including those students with disabilities in higher learning institutions; and Higher Education Students Loan Board (HESLB) which provides loans to students in higher learning institutions basing on the criteria that they give loans to students with disabilities. The participants were interviewed on issues related to disabilities and counselling services to higher learning institutions in Tanzania. These three institutions have their position on issues concerning students with disabilities in higher learning institutions.

A total of twelve special education teachers from two higher learning institutions were purposively selected for focus group discussion. Each group contained 6 special education teachers. The two higher learning institutions were selected because they were among universities with a higher number of students with disabilities and they had a special office dealing with students with disabilities (Special Unit). According to this unit, there was special care given to all students with disabilities in these offices.

3.6 Data collection

The study employed various methods to collect primary and secondary data in order to ensure accurate exploration, description and analysis of the data for

the study. This was because total reliance on one method could bias or distort the researcher's picture of the particular piece of reality, which was investigated. Thus, a variety of methods tend to overcome the problem of method-boundedness (Kothari, 2004).

3.6.1 Sources of data

3.6.1.1 Primary data

Primary data are original sources from which the researcher directly collects data that has not been previously collected. The data is defined as original data collected from the field (Cohen et al., 2003). The researcher thought that it was necessary to have primary data because the data is original in nature. Most importantly, the data allowed the researcher to control the information elicited rather than having to rely on information and questions asked by another party perhaps with quite different intentions. In this study, primary data were collected mainly through questionnaires, interviews, focus group discussions, observations and a documentary film.

3.6.1.2 Secondary data

Secondary data are sources containing data, which is collected and compiled for other purposes such as readily available compendia and already compiled statements and reports. This type contains published or unpublished reports (Krishnaswami, 2002:199). The secondary data was collected by searching through documents on disability and counselling service issues. Such data were used for gathering a variety of information, which could not be obtained directly from the field. The data provided basic information from the initial stage of the study to its end using documentary search on people with disabilities in general, guidance and counselling services, pamphlets, newspaper/articles, books and website materials.

3.6.2 Data collection techniques/instruments

The following data collection methods were included: interviews, questionnaires, focus group discussions, observations, a documentary film and documentary search. Cohen et al. (2003) report that no single method can act in isolation because it can bias or distort the information collected by the researcher. Data collection involved triangulation, which can occur within a method such as using open-ended and closed questions or between types of

methods (Guba & Linkolin, 1994). Multiple sources of information were preferred in order to crosscheck information and to add what was thought to be unavailable in some sources. Omari (2011) argues that research instruments are central for quality assurance and control. He proceeds that each type of instrument has its strengths and weaknesses, which needs to be appraised and incorporated during data collection.

3.6.2.1 Questionnaires

A questionnaire is a type of inquiry form that is used for collecting data from respondents through answering questions or responding to statements in writing (Best & Khan, 1993). Both closed and open-ended questions were employed in this study because this encouraged greater honesty and a lot of information could be collected within a very short time. Moreover, it was possible to inquire about attitudes and opinion. The questionnaires with closed and open-ended questions were used to gather explanatory information from students with disabilities to stipulate the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania.

Data were obtained through the open-ended and closed questions, which were focused on the existence of guidance and counselling services for students with disabilities in higher learning institutions in Tanzania. However, the questionnaires were modified to suit the purpose and context of the study. The use of questionnaires helped the researcher to collect data from a large sample in a short period of time.

3.6.2.2 Interview guide/schedule

An interview is a purposeful interaction in which one person tries to obtain information from another (Gay, 1996). Cohen et al. (2003) define an interview as a conversation with a purpose. Interviews allow a researcher to enter other people's worlds in order to understand their inner perspectives and to understand the meaning they make out of their perspectives (Patton, 1990). This study employed semi-structured interviews, which involve the use of interviews schedule, which is flexible as it consists of closed and open-ended questions. Interviews were administered on some counsellors, students with disabilities, university administrators and officials from the Ministry of Education and Vocational Training, Higher Education Students Loan Board and Tanzania Commission for University to seek information on the existence of

guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania.

Furthermore, the researcher administered face-to-face interviews. The aim of the interviews was to get some detailed responses from participants. Kothari (2004) and Creswell (2008) explained the major advantage of face-to-face interviews is that they enable the researcher to easily notice the body and facial expressions during the conversation and thus get the necessary information. Despite its advantage, interviews are time-consuming and can also bring different responses and create difficulties in making comparisons among them. However, it was considered as a good tool because of the possibility of using it to supplement information from other instruments like questionnaires, observations, focus group discussions and documentary reviews. The researcher recorded the information from the interviews using handwritten notes and audio taping. During the interviews, the researcher took notes if the recording equipment failed.

This instrument suits a limited time, allows further probing and is more desirable where similar information is to be extracted. It also allows the researcher to decide when and how to ask guided questions. Moreover, it enables the researcher to come up with a complete and detailed understanding of the issue under research (Krishnaswami, 2000). This instrument was used for collecting information from students with disabilities, as well as enabling counsellors and administrators to give out their understanding of the roles that they performed. The interview guide helped the researcher to know the special needs of students with disabilities; the counselling approaches for dealing with these special needs and the extent to which how counsellors are delegated with responsibilities and authority, as well as how they are supported in terms of provision of quality counselling.

3.6.2.3 Focus group discussion

Focus group discussions are defined as a qualitative approach to learning about population subgroups with respect to conscious, semiconscious and unconscious psychological and social-cultural characteristics and processes (Basch, 1987). Blumer (1969:41) cited in Flick (2014:244) explains that a focus group is a small number of individuals, brought together as a discussion or resource group. According to him, this is many times more valuable than any representative sample; such groups, discussing collectively their sphere of life and probing into it as they meet one another's disagreements, do more to

lift the veils covering the sphere of life than any other device that I know of. Moreover, Krueger and Casey (2009) argue that focus group discussions involve a carefully planned series of discussions designed to obtain perceptions of a defined area of interest in a relaxed and non-threatening environment. From these definitions, one could simply say that the focus group discussion is a method for collecting data in which participants feel free to develop conversations in the discussion as a source of knowledge.

A focus group discussion is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. Flick (2014) & Patton (1987) argue that a focus group is a discussion with a small group of people on a specific topic and groups are typically six to eight people who participate in the interview for one-half to two hours. In this study, the researcher selected two higher learning institutions, which have special education units, which deal with students with disabilities. A group of twelve special education teachers from two special education units were involved in the focus group discussion. These respondents were purposefully selected because they had enough knowledge about students with disabilities in higher learning institutions. The strength of focus groups relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exists in a particular community in terms of beliefs and their experiences and practices.

The researcher guided the focus group sessions, which took 60-90 minutes. The idea of being the moderator of the group was guided by Krueger (1994) who reports that the focus group discussion is guided by a moderator or a group facilitator who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them. Krueger (1994:16) explains the role of a group facilitator as follows:

- (i) Conducts a carefully planned and focused discussion.
- (ii) Creates a permissive environment that nurtures different points of view without pressure to vote, plan or reach consensus.
- (iii) Encourages group members to respond to one another's ideas and comments.

In general, Krueger (1994:16) continues arguing that the purpose of the group is to produce qualitative data to provide insights into the attitudes, perceptions and opinions of participants. The focus group technique can fill a gap here in

improving our understanding of the behaviours and perceptions of persons who have difficulty in understanding and filling out lengthy questionnaires but may be most in need of educational programmes (Morgan, 1988).

3.6.2.4 Visual participatory method/produce video documentary

The method of visual intervention was used to educate community groups and point out ways to empower and reform institutional practices. Images carry some extra truth-value, particularly, if they are produced by communities (Mitchel, 2011). White (2003) argues that comprehensive collection on participatory video makes an excellent case of appreciating a variety of contexts. So, we can really understand well our culture through various visual presentations. In this study, 10 (ten) students with disabilities from one university were interviewed, followed by a video documentary film shooting. The documentary film showed the general lives of these students with disabilities in higher learning institutions in Tanzania.

Mitchel (2011) continues arguing that through video productions as part of community video, participants can be engaged in a reflective process, which also becomes an analytic process, as in the following;

- (i) What did you like best about the video?
- (ii) What would you change if you could?
- (iii) Who should see this video?
- (iv) The interpretive process does not have to be limited to participants and the researcher (Mitchel, 2011:11).

The advantages of video recorded data as mentioned by Flick (2014) are as follows: Video recording allows the capturing of more aspects and details than participant observers in the field note; there is a big advantage of having recorded data which is available permanently and can be watched repeatedly and analysis may follow the principle of sequential analysis. However, video recording is not a stand-alone method but it is best when it is used in combination with other methods, field works in the classical sense, additional interviewing and observations beyond the camera (Flick, 2014:349).

The University of Dar es Salaam was chosen by the researcher for the shooting of the documentary film because of its being the oldest university not only in Tanzania but also in East Africa. It claimed to have special services for students with disabilities, and a special unit, which deals with students with disabilities as well as a guidance and counselling unit for all students.

3.6.2.5 Documentary review

Documentary review as a method of data collection is credited for providing the researcher with a vast amount of information, which is in the form of permanent stable data that can be reviewed repeatedly (Denscombe, 1998). The documentary review is the technique of gathering consisting of readily available and complete statistical statements and reports whose data may be used by researchers for the further studies (Krishnaswami, 2000). This study employed documents, which were obtained from higher learning institutions, particularly from guidance and counselling units as well as special education units and other documents from Ministry of Education and Vocational Training, Higher Education Students Loan Board and Tanzania Commission for Universities as one among the respondent institutions of the study. These documents enabled the researcher to extract information regarding the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania.

3.6.2.6 Observations

The method of observation was used to get first-hand information or on the spot evidence on the state of art in terms of challenges facing students with disabilities in higher learning institutions. Observation is used to describe the data that are collected regardless of the technique employed in the study (McMacmilan & Schumacher, 2006). McMacmilan and Schumacher (2006) argue that the observation method relies on what the researcher sees and hears thus records these observations rather than relying on subjects' self-report responses to questions/statements. Data collected through observations are essential as they enable the researcher to enter and understand the situation under description (Cohen et al., 2003). However, caution should be taken to ensure that observation is planned and structured and what is to be observed should be clearly known in advance.

Observation, in philosophical terms, is the process of filtering sensory information through the thought process. Input is received via hearing, sight, smell, taste, or touch and then analysed through either rational or irrational thought. This study employed non-participant observations whereby the observer simply observed the activities but did not take part in them. In this kind of observations, the observer studies the behaviour or activity of another group as an outsider. The researcher observed students with disabilities in their general natural setting; the challenges they faced in their daily lives, and how they

coped with them. Moreover, the researcher observed barriers of accessibility for students with disabilities such as attitudinal, organization and architectural or physical barriers that affected students' learning and educational opportunities. Similarly, the researcher had to observe, where allowed, guidance and counselling physical and human resources. The collection of detailed field notes as well as cameras were used to support with capturing raw materials in the field like physical barriers in the field, such as the design of the buildings' stairs that created barriers to students with disabilities.

3.7 Data analysis procedures

Data analysis is the utilization of statistical procedures, which enable the researcher to calculate them by using calculators and computer devices so as to give out a report (Creswell, 2009). The data for this study was analysed both qualitatively and quantitatively.

3.7.1 Quantitative data analysis

The researcher used the Statistical Package for Social Sciences (SPSS) programme, version 21, to analyse the data collected through close-ended questionnaires (Pallant, 2005). The Statistical Package for Social Sciences (SPSS, version 21) program was used for analysing quantitative data. Both descriptive and inferential statistics were used in data analysis. Quantitative data were edited, coded, classified into homogeneous groups and scored. Tables were used to summarize the study findings.

3.7.2 Qualitative data analysis

Qualitative data were subjected to content analysis with open-ended questions, a documentary film and observations with a greater focus on the meanings of the statements made by informants in the course of the interviews. Information obtained from the documents, and observations were reviewed and the open-ended questions in the questionnaires were summarized and subjected to content analysis. Content analysis is one of the classical procedures for analysing textual material, no matter where this material comes from, it may range from media products to interview data (Bauer, 2000 cited in Flick, 2014:429)

According to Achola (1995), content analysis refers to the research technique for systematic analysis of qualitative or quantitative data or both to manifest the latent meaning of words, phrases, ideas, posture, objects or artefacts. Open-

ended questions were categorized in order to get the differences from the other settings. In addition to that, video analysis was done by a specialist in analysing and interpreting videos and films relevant for educational research.

On top of that, content analysis was done according to the idea adopted from Mayring (1983:45) cited in Flick (2014:430). According to Mayring, the steps were as follows:

- (i) To define the materials, to select the interviews or those parts that are relevant for answering the research questions.
- (ii) To analyse the situation of data collection; how was the material formally generated, who was involved, who was present in the interview situation, where do the documents to be analysed come from?
- (iii) The material is formally characterized: was the material documented with a recording or protocol, was there an influence on transcription of the text when it was edited?
- (iv) Mayring defines the direction of the analysis for the selected texts and “what one actually wants to interpret out of them”.

3.7.3 Preliminary analysis of the pilot study

This stage was used for analysing the performance of measurement tools (questionnaires, interview guides) that would be used by the descriptive survey to collect data. The analysis process included checking: if the language used was simple to understand; time for the interview; length of the questionnaires versus the time available for the respondents; nature of the questions in capturing the information e.g. too shallow or too deep. This stage was very important because these tools formed the basis for the survey.

3.8 Discussion of the findings

The discussion of the findings was combined with the analysis section. Therefore, it took into consideration the findings obtained from the field and tried to see how they relate with or contribute to concepts built in the literature review, conceptual model and suggested propositions. This section mainly discussed the challenges and opportunities of guidance and counselling services for students with disabilities in Tanzania.

3.9 Validity and reliability of instruments

In order to obtain comprehensive research data, research instruments should be valid in relation to the objectives of the study and the research questions. The validity of instruments is shown by the extent to which it measures what it is expected to measure (Jeanne et al., 2000). Several measures were taken to ensure the validity and reliability of the instruments.

Questionnaires and interview schedules were initially prepared in English and then translated into Kiswahili (the national language in Tanzania) in order to facilitate effective understanding and easy communication with the respondents. In order to check the validity of the translated version, a back-translation of the questionnaire from Kiswahili to English was done. Translation and back-translation were done with assistance from translators from the Institute of Kiswahili Studies (TATAKI) of the University of Dar es Salaam, Tanzania.

In order to ensure the validity and reliability of the instruments; questionnaires, interviews, procedures for audio-visual documentary film and documentary search were assessed by discussing them with other colleagues from the Centre for Migration, Education and Cultural studies, Department of Special needs and Rehabilitation (Oldenburg University) and the researcher's supervisors, who went through the various items and gave their comments. Recommendations were accommodated to amend and refine the instruments. Thereafter, the pretesting of the instruments was done through the pilot study. Then, the instruments were ready for data collection.

A pilot study was conducted at Mzumbe University (MU) in Dar es Salaam, Tanzania because this university was expected to have the type of students needed for the study in order to ensure validity and reliability of instruments. (Martella, Marchand-Matella & Nelson, 1999) argue that the purpose of a pilot test is to find out how the instruments work in a realistic situation. The aim was to check the effectiveness of the instruments for obtaining the required information and to identify any content or structural problems. In the light of the information elicited from the pilot study, some unclear questions were modified or removed.

In order to ensure the validity and reliability of the instruments, especially for the documentary film, the researcher consulted professionals who were dealing with academic documentary film for making a documentary film with English subtitles. The documentary film is 25 minutes long.

3.10 Ethical issues

Most authors address the importance of ethical consideration in doing research (Marshall and Rossman, 1989, Merriam, 1988). They argue that first and foremost obligation of the researcher is to respect the rights, needs, values and desires of the informants. While carrying out the study the researcher has to be conscious of ethical issues. Leedy & Ormrod (2005) stipulate that ethical principles in the conduct of research include acquiring research clearance and the informed consent of the participants as well as maintaining confidentiality. While carrying out the study, the researcher was conscious of ethical issues. Ethical concerns in doing visual research and management of visual data were considered.

Research clearance: In order to make sure that research ethics were taken care of, the study proposal was submitted to the Supervisors, PhD Coordinator and the Committee Department of Education & Social Science (University of Oldenburg) for approval. Thereafter, they were taken to the Regional Administrative Secretaries and the Regional Education Officers in six regions of Tanzania, each of them gave the researcher a clearance letter. Finally, the letters ended up with the Universities. The main purpose of the letters was to introduce the researcher to the respondents and authorities at different levels.

Informed consent: According to Leedy and Ormrod, (2005), informed consent involves making the respondent aware of the purpose of the study. After securing field research permits from regional and district authorities, the researcher met the dean of students/admission officers and informed them about the purpose of the study and how it was going to be conducted. Permission for students to participate in the study was required from the Deputy Vice-Chancellor Academic of the participating university. Collective consent was sought from the respondents through self-introduction of the researcher and clarification of the objectives of the study, the manner in which it was going to be conducted and the importance of the information that would be generated from the study. To this end, the respondents and informants were informed of their freedom to respond to the questions posed to them. They were also informed that identity would be kept confidential in the course of reporting the findings of the study. Moreover, the researcher informed the respondents that they were free to decide on whether to participate in the study or not. Finally, respective participants completed filling in the questionnaires after giving full consent.

Confidentiality: The researcher particularly took the issue of confidentiality into consideration. Administration of questionnaires and interviews was preceded by an introduction that assured the respondents that the information they were going to provide would be kept confidential and that it would not be used for purposes other than the intended one. The confidentiality of the collected information was ensured, by letting the respondents fill in the questionnaires anonymously, i.e. no names were required to be written on the questionnaires.

3.11 Summary of the chapter

The chapter has presented detailed information on the methodological issues involved in this study. First, it was introduced the worldview on which the study was grounded, followed by the research approach used by the researcher along with the design. Insights from cross-sectional and phenomenology designs which inspired the researcher in both quantitative and qualitative data collection and analysis have also been presented. The chapter has further presented a discussion on the population, sampling frame and the techniques, which were used. The management of data and analytical approach adopted for both types of data has been clearly indicated. The chapter has ended by highlighting the ethical procedures adhered to at various stages. The next chapter presents the findings of the study.

4 Guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania

4.1 Introduction

This chapter presents the findings based on both qualitative and quantitative data analysis based on the methods of content and descriptive analysis. It describes the guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania. It outlines the results and the discussion of the study in relation to the objective one. The aim was to assess students with disabilities views about the extent to which guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania. The assessment was carried out through questionnaires, observations and interviews.

The chapter is organised into four sections. The first section begins by presenting the background characteristics of the respondents, followed by the descriptive and content analysis of the guidance and counselling services offered to students with disabilities. The second section presents the results about the need for guidance and counselling services. The third section presents findings of the types of services offered to students with disabilities in higher learning institutions and the fourth part presents the discussion of the findings. The findings revealed that there is a high need for guidance and counselling centres in higher learning institutions in Tanzania with specialized counsellors.

4.2 Demographic profile of respondents

The data obtained from the questionnaires, interview schedules and focus group discussions were systematically analysed according to respondents' demographic characteristics from quantitative and qualitative data.

4.2.1 Higher learning institutions and respondents' demographic characteristics from quantitative data

The researcher selected ten universities based on the total survey of all universities in Tanzania, which demanded to have guidance and counselling services for students with disabilities in Tanzania, which thus gives a total picture of students with disabilities. Out of the targeted sample of 191 students with disabilities in the ten selected higher learning institutions 160 respondents completed the questionnaires (response rate of 83.7 percent). Amongst these, 65.5 percent were males and 34.5 percent were females. The survey was designed to measure the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. Students from the first, second, third and fourth year (age 21-46) were recruited in ten universities; their distribution in each university is shown in Table 2.

Table 2: Distribution of respondents by higher learning institutions (N= 160)

Universities	Male	Female	Total
UDSM	26	11	37
SAUT	09	08	17
DUCE	11	04	15
UDOM	14	07	21
ST. JOHN	05	02	07
SEKOMU	16	12	28
MUM	02	00	02
SUA	07	05	12
IRINGA	08	04	12
MUCE	07	02	09
TOTAL	105	55	160

Source: Field Data Questionnaires (2014)

In general, the total number of students with disabilities in higher learning institutions in Tanzania is unknown. Officials from the Ministry of Education and Vocational Training (MoEVT), Tanzania Commission for Universities (TCU) and Higher Education Students Loan Board (HESLB) admitted that the government had no general statistical data of students with disabilities in higher learning institutions in Tanzania. This response gives us a different picture of the lives of students with disabilities in higher learning institutions in Tanzania and how they are being treated. Furthermore, if the government does not have the general statistics of students with disabilities specifically in higher learning institutions, how can they plan and implement services and

resources to this group? This is a clear sign that the government does not place emphasis on this group of students. The non-existence of statistical data for students with disabilities in higher learning institutions may raise different questions in the education system of Tanzania such as: Is this a sign that this group has been marginalized by the society? Or, is there a lack of research that has been done in this area? This explanation can be seen in Table 3 below.

Table 3: Enrolment of students with disabilities in Tanzania in 2013

Type of Disability	Level of Education						Higher Education
	Pre Primary Education	Percent (%)	Primary Education	Percent (%)	Secondary Education	Percent (%)	
Albinos	126	8.0	1861	6.0	556	10.4	*
Autism	70	4.4	934	3.0	-	-	*
Deaf/Mute	199	12.6	4158	13.2	583	11	*
Deaf-Blind	46	3.0	2647	8.4	279	5.2	*
Mentally Impaired	439	27.8	7976	25.3	222	4.2	*
Multi Impaired	32	2.0	428	1.3	65	1.2	*
Physical impaired	554	35.2	12061	38.3	3051	57.2	*
Visually Impaired	109	7.0	1423	4.5	577	10.8	*
Total	1575	100	31488	100	5333	100	*

Source: United Republic of Tanzania (2013)

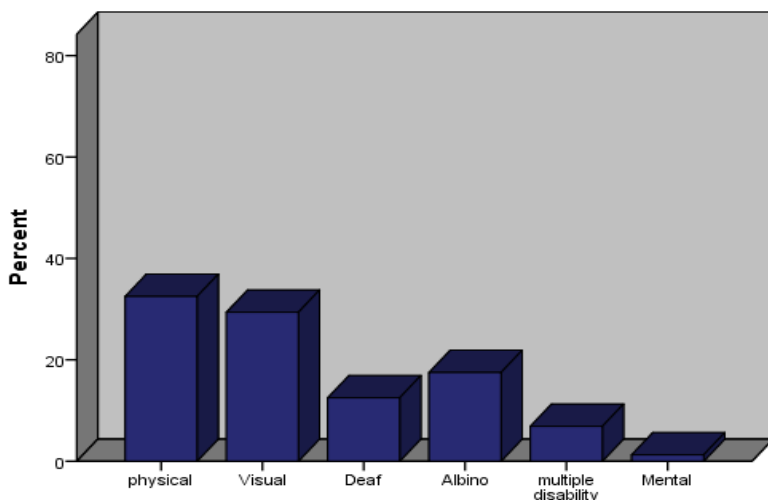
* No general statistical data in higher learning institutions

The statistics in Table 3 show that the higher the level of education in Tanzania, the lower the number of students with disabilities. The table shows that many students with disabilities start primary education, whereas fewer go to secondary education while we can assume that in the next level this trend will be even lower. According to this table, when you compare this trend, there is a shortage of the number of students with disabilities who join higher learning institutions.

Based on the sample of this study, Figure 3 shows the percentage of students with disabilities in higher learning institutions. The majority of respondents were physically impaired (32.5 percent), followed by visually impaired (29.4 percent), albinos (17.5 percent), deaf/mute impaired (12.5 percent), multiple impaired (6.9 percent), and mentally impaired (1.2 percent). From this sample, if one compares data from secondary schools (Table 3) with that of students

with disabilities in higher learning institutions in Tanzania (Figure 2), the largest group are students with physical impairments, followed by students with visual impairments and albinos, while the smallest groups are multiple impaired and mentally impaired. Therefore, this sample is more realistic for representative between these data, as shown in Figure 3.

The number of students with disabilities in higher learning institutions in Tanzania as shown below in Figure 3 reflects their situation and participation in the educational setting.



Disability categories

Figure 3: Percent of disability category in higher learning institutions in Tanzania
Source: Field Data Questionnaires (2014)

Results in Figure 3 show that the most leading type of disability is physical disability (33 percent). There is a high number of students with physical disabilities in higher learning institutions in Tanzania, as compared to other types of disabilities like visual impairments, albinism, hearing impairments, multiple disability and mental disability. Table 3 which shows the enrolment of pupils with disabilities in Tanzania in 2013, indicates that the total number of pupils with disabilities in primary schools were 31,488 out of which the physically impaired were 12,061 (38 percent). The total number of pupils with

disabilities in pre-primary education is 1,575, out of which the physically impaired were 554 (35 percent). The result shows that there is still a lower number of students with disabilities attending higher learning institutions because these students require adapted materials, additional support to modify and adapt the teaching and learning environment to meet their unique needs. Due to the results, there is a high need of having a long-term plan as well as implementing policies that should be used to create strategies that will open chances for students with disabilities in order to access from lower level of education to higher level of education.

Similarly, students with visual impairments were among the highest group of students with disabilities in higher learning institutions (29.4 percent). The issue of addressing each need of students with visual impairments and educating general accessibility is vital to their academic success in higher learning institutions although they face a lot of challenges in their education system. However, the numbers of students struggling to cope with life in higher learning institutions that are in the demand for guidance and counselling are rising with an alarmingly high speed. To make these students live in a friendly environment, we must establish the culture of accessibility for students with disabilities in higher learning institutions; this will be the institution's commitment to creating a welcoming environment for all students.

Figure 3 indicates that there was a small number of students with mental disability (1.2 percent) in higher learning institutions. These institutions are not accepting the responsibilities towards students with mental disabilities and there are questions about whether universities are providing enough support for emotional and mental health problems. Higher learning institutions are not always honest about admitting the extent of the problems they have. They need to change; they need to take their responsibilities to students with mental disabilities far more carefully.

Information on the demographic characteristics of the respondents is given in Table 4.

The questionnaires contained a section, which demanded information on their demographic characteristics. This information was useful for getting the necessary data from the main respondents of the study. Out of the 160 students who completed the questionnaires, 31.3 percent were in the first year, 34.4 percent were in the second year, 33.1 were in the third year and 1.2 percent was in the fourth year.

Both male and female students with disabilities were receiving higher education although female students were fewer at all levels of education. The study indicates that the majority of the respondents were males (65.5 percent) and females (34.5 percent); which is that there is no gender equality for people with disabilities in attaining higher learning institutions. The low enrolment rate of female students is a great challenge in the higher education system in Tanzania. Female students are on the disadvantaged side as far as access to higher learning institutions is concerned (see Table 4 for information on the demographic characteristics of the respondents).

The findings also indicate that more than half of students with disabilities who are enrolled in higher learning institutions in Tanzania are males as compared to females who are very few. This means that the female students with disabilities have fewer or limited opportunities to join higher learning institutions than their male counterparts. Matonya (2011) reveals that female students with disabilities have not had equal access to education as compared with the males, especially at higher education level in Tanzania. The enrolment rate of female students with disabilities decreases with the level of education; the higher the level, the lower the enrolment.

From the experience as well as the information collected from the field, one of the female respondents claimed that she had experienced many difficulties during her studies even since she was in primary school. The result is supported by Kabuta (2014:33) who reports that one of the female respondents argued that she had experienced a lot of difficulties during her studies from primary education level to university, which were associated with gender and disability discriminations in various academic and social issues, wrong social perception of educating female disabled children as well as poverty; these challenges facilitated minimal chances for female disabled students to join higher level of education as many of them drops out of school before reaching their academic goals.

The researchers found that extra measures need to be taken by the government, by non-governmental organizations, educational institutions as well as by parents and students to eliminate these negative attitudes of people with disabilities by educating the society concerning the importance providing equal opportunities for education to all people regardless of their gender and disabilities.

Participants' ages ranged between 21 and 46 years with the majority of them (86.3 percent) ranging between 21 and 30 years. This shows that the majority of the youth are in this group. According to The Tanzania Youth National Policy, young people are persons aged between 15 and 35 years while the definition of the United Nations is 15-24 years.

The majority of the respondents were either Christians (63.1 percent) or Muslims (18.8 percent). According to the 2012 census, the total population of Tanzania is 44,928,923, whereby, children below the age of 15 constituted 44.8 percent of the total population, with 52.0 percent aged 15–64 and 3.1 percent aged 65 or older.

In the bachelor degree programmes, the majority of students was studying education and social science (73.1 percent), followed by business (13.1 percent), law (8.8 percent) and pure science (5.0 percent). These data show that the majority of the students with disabilities was doing a bachelor degree in education and social sciences and few students with disabilities were doing a bachelor degree in pure science.

In addition to that, in the sample, the majority of the respondents indicated their parents'/guardians' educational levels to be as follows: the majority of the fathers'/guardians' educational level was secondary education (42.5 percent), while majority of mothers/guardians were primary leavers (39.4 percent). Parents' educational level is an important predictor of a students' educational and social outcome; it implicates that students need a high academic and social support. Findings reveal that students with disabilities with parents having different educational levels, such as educated, less educated and uneducated families, all face common challenges. CCBRT (2014) reports that such background seriously limits the development of people with disabilities as they lose access to information, they are unable to socialise with their peers and develop the skills they require for seeking for employment and contribute to their family and the wider community. CCBRT continues arguing that the illiteracy rate among Tanzanians with disabilities is 48 percent, as compared to 25 percent of people without disabilities. The respondents' demographic characteristics are summarised in Table 4 below.

Table 4: Demographic profile of respondents(N=160)

Demographic characteristics	% (Percent)
Year of the study	
First year	31.3
Second year	34.4
Third year	33.1
Fourth year	1.2
Sex	
Male	65.5
Female	34.5
Bachelor degree programme	
Education and social science	73.1
Pure sciences	5.0
Business	13.1
Law	8.8
Age	
21-30	86.4
31-40	13.0
41 years and above	0.6
Religious affiliation	
Muslim	18.8
Christian	63.1
Others	18.1
Fathers/guardians' educational levels	
Below primary education	10.6
Primary education	27.5
Secondary education	42.5
Degree or above	19.4
Mothers/guardians' educational levels	
Below primary education	23.1
Primary education	39.4
Secondary education	30.0
Degree or above	7.5

Source: Questionnaires Data Questionnaires (2014)

4.2.2 *Higher learning institutions and respondents' demographic characteristics from qualitative data*

Several qualitative approaches were used in this study to investigate the personal, social, academic and cultural challenges facing students with disabilities in higher learning institutions in Tanzania. Qualitative methods were used in this study because they provided a deeper understanding of the challenges faced by disabled individuals. The qualitative method also helped to gain access to the individuals' personal experiences, which are essential for investigating the problems and issues that people with disabilities deal with. The qualitative methods used in this study were in-depth interviews, focus group discussions and observations.

In the interview part, fifty-three (53) people were interviewed; among them, thirty-four (34) were males and nineteen (19) were females. Respondents from ten higher learning institutions were interviewed in Tanzania. Out of these thirty (30) were students with different disabilities; ten (10) were counsellors; ten (10) were university administrators and three (3) were officials from three educational institutions in Tanzania. Apart from the interviews, the researcher held a focus group discussion with twelve (12) staff members from two special education units; among who seven (07) were males and five (05) were females.

This qualitative data was subjected to content analysis using qualitative materials with a greater focus on the meanings of the statements made by the informants in the course of the interview, the focus group discussion and the observation data. Moreover, information obtained from the documents was reviewed and that from the open-ended questions in the questionnaires was summarised and subjected to content analysis.

4.3 Qualitative data from the service providers on the need for guidance and counselling services and special units for students with disabilities in higher learning institutions in Tanzania

In this study qualitative data was analysed to strengthen the quantitative findings. Interviews and a focus group discussion were conducted among counsellors, special education teachers and students respectively. The real names of the counsellors, special education teachers and students with disabilities were withheld to conceal identity. According to the findings, the need of special unit office and guidance and counselling service for people with disabilities were highly recommended. The results of the findings and discussion of the interviews and focus group discussion are analysed in the following sub-sections.

4.3.1 The need of guidance and counselling services

The study identified guidance and counselling services offered to students with disabilities in the participating higher learning institutions. The study discovered that most of the higher learning institutions do not yet have officially institutionalized guidance and counselling services for students as an integral part of their programmes. The report shows that there is a dire need for guidance and counselling services for all students specifically those with disabilities.

4.3.1.1 Counsellors' perspectives

The counsellors had the opinion that a lack of confidential rooms for guidance and counselling sessions in higher learning institutions does not encourage students with disabilities to seek guidance and counselling services. One counsellor in the interview said this:

Guidance and counselling services are provided under the counselling unit, which is under the dean of students' office; however, issues relating to students with disabilities are handled by the special education unit. In the counselling unit, we have counsellors dealing with psychological problems only. The information is available to them during the orientation week. The big challenge is that we have few offices for counselling students.... like this room we use more than two counsellors at a time. Not only that but also... many students are not aware of the role of guidance and counselling services in higher learning institutions (Counsellor, University 1).

Therefore, one can see why government and many other private universities in Tanzania do not have plans and budgets for the provision of guidance and counselling services or units dealing with students with disabilities. Results indicated many counsellors complaining about a lack of offices as one of the challenges facing counsellors in higher learning institutions; adding that such a situation discourages students from seeking counselling services because of fear of being labelled as people with serious problems. In addition to that, the absence of counselling rooms can raise the question of confidentiality of the counsellor. The result is supported by Sima (2010:128) who contends that the availability of facilities and resources such as confidential counselling rooms, would, in most cases, enhance the utilization of the services while inadequate counselling resources adversely hamper the utilization. She continues arguing that students were of the opinion that a lack of counselling rooms discourages them from seeking for counselling services. This is among the barriers to the provision of guidance and counselling services for students with disabilities. The findings revealed that counsellors were mainly constrained by the unavailability of counselling resources, including confidential rooms for counselling sessions.

Many universities are not aware of the role of guidance and counselling services offered to students with disabilities. Most universities in Tanzania, for instance, have not yet officially institutionalized guidance and counselling services; specifically, for disabilities and special needs issues which are still

undermined, while the number of students who require some special care is increasing daily. It was also noted that students with disabilities needed guidance and counselling services in order to cope with studies as well as other needs in higher learning institutions. This result concurs with Sima (2007) who reports that the range of services provided by counsellors is wide. The services included rehabilitation, which was aimed at making students with disabilities self-sufficient. In addition to that, these counsellors help students to choose a job and settle in it.

Furthermore, there is a need for counsellors to make students aware of the role of guidance and counselling services for students with disabilities. This statement is supported by Sima (2007) who reports that most people in Tanzania thought that guidance and counselling services were offered when there were problems related to HIV and AIDS. It is true that before the era of HIV and AIDS epidemic, there were no formal guidance and counselling services in Tanzanian hospitals; there were no professional counsellors; no formal system for trained counsellors; and no formal system for training counsellors (Outwater, 1995 cited in Sima, 2007:192).

Some counsellors reported that guidance and counselling services were not officially recognized in their institutions due to the fact that the needs of students with disabilities were not adequately addressed. Counsellors highlighted on how higher learning institutions lacked commitments in the education of students with disabilities. One counsellor reported that:

There are no legal provisions for guidance and counselling services at the university. The Dean of students looks after the social welfare of the students; however, each student in the university is assigned a personal adviser who is supposed to provide him with guidance and counselling services. In practice, the assignment is merely a formal procedure with a very little or no practical effort (Counsellor, University 10).

Likewise, another counsellor held that:

Guidance and counselling services are not officially offered here although we have a lot of students with disabilities if they have problems they can talk with their teachers. We are facing difficulties in this university because there is no well-structured programme for students with disabilities; maybe because there is no personnel specifically trained for such services at this university (Counsellor, University 6).

In this study, the researcher noted that there was a lack of literature about the origin of guidance and counselling in the Tanzania educational setting. As noted earlier, the findings of the study reported that guidance and counselling services in higher learning institutions in Tanzania is a new phenomenon and is not well organised in many universities. This statement is supported by Sima (2007:191) who reports that generally professional guidance and counselling is yet to be recognised as a stand-alone profession in Tanzania and in many African countries. She continues arguing that guidance and counselling are perceived as a crucial avenue for prevention of HIV infection through adequate and relevant information for those infected and affected by the pandemic. Hence, in Tanzania, there is a lack of clarity on the type of counselling offered in Tanzania. Nevertheless, this statement contradicts with views of other researchers; Kangai, Ripande & Rugonye (2011:12) who report that the Zimbabwe Open University is one of the few universities that has organized guidance and counselling services as an integral part of student support services. This shows that many universities in Africa, at the moment, have seen the importance of guidance and counselling services to students in general and to those with disabilities in particular.

Some counsellors reported that due to the authority they have in the higher learning institutions, students with disabilities are afraid and do not trust them in the guidance and counselling process. Another counsellor had this to say:

I think it is a good idea to have a counselling unit with a specialised counsellor, but in this university.... I am the associate dean, special education teacher as well as counsellor. So, sometimes the student, as well as students with disabilities, will be afraid to come to me for counselling purpose if they have any problem because due to my authority as a dean when they did disrespect thing I punish them, I think they will be afraid to come to me. In my opinion, I think counselling unit with a specialised counsellor is the best idea because these students with disabilities have a lot of challenges (Counsellor, University 4).

The findings revealed that it is good for every university to have organized guidance and counselling services provided to students with disabilities as well as specialized trained counsellors to help students in general. All students will be comfortable to attend counselling services at any time they need. It was noted that in the past, a lack of adequate training for counsellors was one of the main reasons for inadequate guidance and counselling services for students with disabilities in educational settings as revealed by Sima (2010). Moreover,

inadequacy in counselling training was another limitation contributing to counsellors' difficulty in working with Tanzanian clients, as long as most counsellors in Tanzania were still at paraprofessional level; that is why they were facing a lot of challenges while providing effective counselling services, which is caused by the counsellors' lack of skills due to insufficient training (Sima, 2007).

It is therefore advisable to employ counsellors with relevant training, experience and qualifications in order to offer the required services. Nwoye (2008) suggests that for a counsellor to be effective in counselling students with disabilities, he/she needs to have the professional knowledge as well as dedication to the job. This will enable him/her to counsel students with disabilities. He continues arguing that there are direct and indirect counselling services that can be made available to students with special education needs. This concurs with the eclectic theory, which requires counsellors to utilize various methods of counselling to assist the client. In order to be an effective counsellor one needs to possess the qualities needed for a good counsellor as discussed under eclectic theory in chapter two, where it was argued that, theoretically, the eclectic approach was most suitable for the counsellor in the educational settings and the counsellor must have well developed skills (Conklin, 1971).

4.3.1.2 Special education teachers' perspectives

Special education teachers noted that they did not have learning resources for students with disabilities. They pointed out how higher learning institutions lacked a commitment for people with disabilities. One special education teacher commented:

It is difficult to handle students with disabilities every time when they come and ask for some help; if you do not help them they get angry; but sometimes they need things which are important like computers, hearing aids, wheelchairs, white cane But the university does not care about things pertaining to students with disabilities. This type of students needs a special education unit and also guidance and counselling services in order to cope with the situation they face (Focus group discussion, special education teacher, University 1).

Results indicate that the special unit office is more responsible for dealing with day-to-day challenges facing students with disabilities in higher learning institutions. The different types of disabilities that students have, such as;

physical disabilities, visual impairments, deafness, dumbness and albinism, have different requirements especially academically, socially and culturally. It is important to note that the prescribed resources, equipment and materials for students with disabilities are a basic need and not optional because they are an equivalent of reference books; notebooks/writing pads for ordinary students. Unfortunately, administrators and universities, in general, think that materials needed for students with disabilities are optional. One teacher from a special unit in one university, for example, complained that when he/she asked the management in the university to provide computers with JOWZ programme for students with visual impairment; the management said that it was impossible to buy that type of computer with special programme because the cost for that one computer would enable buying five computers for the lecturers at the university. The special education teachers complained that the number of students had increased but a number of resources remained the same. One student said the following during an interview in a study that was being carried out, "During lectures, we have to use tape recorders, but sometimes there are no batteries. As a result, we just sit in lecture rooms, but we cannot take notes. We try to listen, but we cannot remember everything at the end of the lecture. Sometimes we fail to perform well, not because we are not intelligent, but because we lack the necessary equipment and materials" (Tungaraza, 2010:150).

These results support the social inclusion and exclusion theory, which was also used in this study. The overall goal of social inclusion in higher learning institutions is to ensure all students are treated equally regardless of their differences, while this study shows that students with disabilities are among the group that are socially excluded by the university community. Social exclusion theory shows how students with disabilities in higher learning institutions is denied the opportunity to enjoy full access to their rights, chances and resources; while the ordinary university community members have full access to them; despite the fact that they are vital to social integration within that specific group. Barry (2002) testifies that social exclusion can lead to unequal education and educational opportunities as well can lack access to economic, social, cultural and political participation.

Special education teachers recommended on the need for specialised and qualified counsellors in higher learning institutions. One special education teacher reported:

In this university, we do not have a counselling unit...it is only the special education teachers or lecturers who help and counsel students with disabilities when they have problems. These students face so many challenges that they need someone who is specialised in guidance and counselling but not just an ordinary teacher to counsel them when they have a lot of challenges (Focus group discussion, special education teacher, University 6).

It is important to have specialized and qualified education teachers who will be responsible for students with disabilities in their daily activities. Furthermore, the establishment of a special unit should be compulsory in all universities, and not an optional thing; to enable students with disabilities to get the required support. Students with visual and hearing impairment, for example, need to learn from specialized teachers who are properly trained in braille and sign language consecutively, as well as other orientation and mobility skills, in order to learn and communicate effectively. Nevertheless, the researcher noted that there is a severe shortage of qualified and specialised teachers for visually and hearing impaired students; thus necessitating such students to receive instructions from personnel, which is not qualified.

4.3.1.3 Students with disabilities' perspectives

Some students claimed to have experienced negative attitudes in different places in the university community. One student with disabilities, who was crawling, went to see the deputy vice-chancellor academic and they thought that he is not a student but a beggar. Another student narrated sadly how he was treated badly when he went to seek an appointment with the deputy vice-chancellor responsible for academic issues. A student with disability from University 8 has this to say:

It is true that we students with disabilities need guidance and counselling services. We face a lot of challenges academically, socially, psychologically, financially and others, but we do not know where to go. There is a day that I will never forget...I am a leader of students with physical disabilities, I went to ask for an appointment with the deputy vice-chancellor (administration) to explain to him what challenges we are facing in the university community; but when the secretary saw me crawling, she did not give me even a chance to explain but her face changed and she told me sorry today I do not have money to give you so please get out I am very busy....It took time to let her know that I was a student and not there to beg. In my opinion, it is better to have a special unit which will be dealing with students with disabilities and it is good to have

special guidance and counselling services for students with disabilities. However, the counsellor must be specialised on issues concerning disabilities (Student with physical impairment, University 8).

The findings revealed that students with disabilities reported that the ignorance of the university environment, administrators, faculty, schools, staff members and non-disabled students makes it difficult for the students to get the help they need and in some cases makes them unwilling to disclose their condition. There is evidence from other researchers who state that students with disabilities in higher learning institutions experience a lack of understanding and acceptance of their condition and needs by both the students and staff (Quik, Lehman & Deniston, 2003, cited in Seale, 2014). It is absolute truth, without a doubt, that students with disabilities in higher learning institutions, especially in Tanzania, are still facing an unfriendly environment. This statement is given in the research done by Tungaraza (2010), who reports that despite the knowledge that people have about people with disabilities, negative attitudes are still evident; and continues arguing that 67 percent of her respondents in one of the oldest and biggest universities in Tanzania reported negative attitudes as one of the challenges facing students with disabilities. These observations are similar to what those experienced in the current study, whereby one of the students narrated how he was taken for a beggar and sent away before he had even opened his mouth to say what he wanted to say when he went to see his professor because of an academic problem (Tungaraza, 2010:145). This situation is different when you compare with the National Report of Denmark higher learning institutions whereas students with disabilities with a recognised need for additional help may also apply for financial aid and will be given extra allowances, help with specific equipment, computers, study help, sign language assistance etc. However, in such a case, the institution generally acts as a go-between for students; helping them to process applications, to contact authorities such as the Danish Grant Committee, academics etc.; thus performing a more general counselling service in the area (Anderson, 2007:81).

Some students with disabilities reported that the negative attitudes towards people with disabilities still persisted in higher learning institutions, which we can call the learned community. Everyone would think that in the university community people are aware of the needs and services of people with disabilities but the situation is not like that. Another student narrated how she was taken for a beggar and was about to be sent away before she had opened her

mouth to say what she wanted to say related to the academic issue. The student recounted as follows:

One day I went to the dean of student office because I had an academic problem; it was difficult for me to see the dean, the reason behind is that...they thought that I wanted to beg for money because I am visual impaired...So, one day I took my friend who is a non-disabled student to go together and ask appointment to see the dean of student office, it was difficult to get that appointment, they think that I went to beg for money. The secretary of the dean said "tell your friend that the dean is very busy at the moment it is difficult to plan for an appointment but my friend said to her, "she is not deaf she can hear what you say the problem is that ...she cannot see you... so tell her directly (Student with visual impairment, University 1).

People with disabilities have the right to live in a society that recognizes their needs and helps to eliminate all the barriers around their environment. The researcher noted that higher learning institutions in Tanzania need awareness programmes to make sure that people around the community understand and appreciate the needs of students with disabilities and then be able to provide the support that adequately addresses their needs. Many students with disabilities complain that they have been treated badly by administrators, students, academic and non-academic staff in the university community, as supported by Seale (2014) that staff in higher education are prejudiced and ignorant of the issues against disabled students. The statement is supported by Goffman's social stigma theory (explained in chapter two) which states that without the society we could not have a stigma, adding that social stigma is the disapproval of a person because they do not fit the required social norms that are given in society (Goffman, 1963). So, stigma is said to be in existence when the society or individuals are unaccepted, devalued, rejected, scorned and avoided by others in the society.

Nevertheless, awareness on disability issues has to be raised in higher learning institutions to make all people around the community understand about disability issues, so that when students with disabilities go to any office in the university seeking for help they are not taken for beggars. Definitely, awareness programmes are needed, according to this study. Without serious plans and implementation efforts, persons with disabilities will continue to suffer stigmatization and discrimination. This study concurs with that of Tugaraza (2010) who reports that in higher learning institutions in Tanzania, the discrimination of people with disabilities is still a big problem. She continues

arguing that some of the students with disabilities who admitted in higher learning institutions do not indicate their disabilities for fear of not being selected for admission due to that. This concurs with the social model of disability theory as explained earlier; the theory clearly accepts and values disabled people as equal and integrated members of the community.

Some students with disabilities report, that a lack of access to the teaching and learning resources affect them in academic issues. Accessibility of teaching and learning materials to students with disabilities is still a big dream and we have a long journey to go in higher learning institutions. Furthermore, one student who had visual impairment from University 5 had this to say:

Honestly, we need a counselling unit with professional counsellors who are specialized in disability issues. In my side, I will be comfortable because that counsellor will understand my issues more than others. But at this moment, I have a lot of problems and challenges..... I have a lot of challenges in academics, social, cultural, family issues, and psychological problems. So I have a lot of stress but madam I do not know where to go to this university. I need someone to help me to read my work, to help me to read books. There are no books written in braille and many things but no one helps me in this university until my parents send to me some money I can ask someone to help me and I can pay for that. I went to lecturers to ask some help but no one helped me (Student with visual impairment, University 5).

The consequences of the growing number of students with disabilities in higher learning institutions have influenced those working within this sector to address the needs of these students and provide support to them. Guidance and counselling services have been seen as a vital tool in helping students with disabilities in attaining higher learning education and coping with the environment. There is a dire need for every university to have guidance and counselling services for students in general; and students with disabilities in particular, but the Ministry responsible for Education, higher learning institutions, policymakers and administrators have underestimated the role of guidance and counselling to students. Results from the study indicate that many higher learning institutions have not legally institutionalized this service. Only two among the ten universities involved in the study have professional and paraprofessional counsellors. Drawing examples from developed countries where provision of guidance and counselling services is more developed; such as the American Association of Counselling (2005) cited in Sima (2010:130), the role of a counsellor in an educational setting includes the provision of a

wide range of services based on the individual student's needs and interests such as: mental, emotional, social and behavioural development; academic guidance and support services that include organisational, study and test-taking skills; services for students with special educational needs, career awareness, planning and decision-making services; and school crisis intervention and response.

As explained earlier, students with disabilities need counsellors who are well experienced and well trained to understand the needs of students with disabilities. This goes hand in hand with an eclectic theory, which was explained in chapter two, that professional counsellors need to be equipped with different types of skills and approaches in counselling sessions, the techniques that counsellors use will provide more options and flexibility of treatment of the client. Moreover, a lack of trained counsellors is one of the biggest challenges in the Tanzanian community. Despite the fact that there are many holders of higher degrees in guidance and counselling in Nigeria today, there is a limited number of trained counsellors in the Nigerian educational setting, not many of them are qualified to be real counsellors because they lack the skills necessary for the practice, as reported by Akinade (2012). However, Sima (2010) points out that a lack of adequate training for counsellors is one of the main reasons for the inadequate provision of guidance and counselling services in the educational setting in Tanzania. She continues arguing that many counsellors in Tanzania do not qualify because there is inconsistency in the level of training that counsellors received; there is a need to standardize the training and time schedule for the counsellors.

Students with visual impairment showed how the lack of reading materials affects their learning. As a result, some of them didn't perform well during examinations or tests. Many times these students depend on others to help them. Here is one example of a complaint:

It is true that we have a special education unit for students with disabilities, but not all members of staff are professionals for special education services. Moreover, the special unit has no materials for helping students with disabilities. Students with visual impairment, for example, have one computer with a special programme, so how can we use this computer when we are more than 39 students with visual impairment and everyone needs to search for the materials. So, a lack of reading materials sometimes affects us in examinations or tests (student with visual impairment, University 1).

It is important for every higher learning institution in Tanzania to have a special education unit, which helps students with disabilities in different ways in academic issues. Generally, students with disabilities have different special needs related to their disabilities in order to help them to perform well academically and cope with the environment in higher learning institutions. Students with visual impairment, for example, require different services like printing, to get a reader for their academic works, materials for use in taking notes, e.g. braille machines, typewriters and tape recorders, to mention just a few. Students with hearing impairments need to have sign language transcribers, they have difficulties in taking notes during lectures and in watching educational videos or to participate in the classroom. This is supported by Tungaraza (2010) who argues that the lack of adequate equipment and materials affects students with disabilities in higher learning institutions. A good example is when some students with visual impairments need extra equipment and materials to enable them to take notes, write examinations and learn effectively. They need braille machines, typewriters and tape recorders but the university does not have enough for every student. As mentioned already, the number of students with disabilities in higher learning institutions is increasing while the equipment and materials available to them are still questionable.

The special unit in a higher learning institution or college or even school is the place where students with disabilities access information and services that they require as students concerning them. The provision of special services for students with disabilities is very limited and in most places it is not the priority of the university. In Denmark, institutions are supposed to increase professionalism in the provision of guidance and counselling and are responsible for offering guidance and counselling to young people moving from primary to secondary education and from secondary to tertiary education. There, is a growing emphasis and understanding of the need to provide guidance that will enable students to pursue their studies and finish university with a degree, especially since the high number of dropouts has now become a political issue (Anderson, 2007:79).

Generally, the results indicate that there is little or no provision of guidance and counselling services for students with disabilities in higher learning institutions while the little guidance and counselling services provided were unstructured to meet the needs of students with disabilities. In addition to that, findings show that the lack of trained counsellors, unavailability of counselling

resources, a lack of in-service training for counsellors, and under-estimation of the role of guidance and counselling services to students by the universities are among of the things, which affect the provision of guidance and counselling to students with disabilities in higher learning institutions in Tanzania. Out of the ten higher learning institutions that were involved in the study, it is only one university had a guidance and counselling unit with professional and paraprofessional counsellors for students, and two special education unit with specialized/unspecialized education teachers responsible for students with disabilities.

4.3.2 Lack of special unit offices and professional and qualified special education teachers

According to the findings from the focus group discussion, the special education teachers insisted on the need of special unit offices, which are responsible for dealing with students with disabilities in their daily lives. The special education teachers recommended highly professional and qualified special education teachers to deal with students with disabilities. A similar view was given by a special education teacher as follows:

I am not having professional skills concerning students with hearing impairments. I am a volunteer here; I learnt sign language through my mom because she was teaching sign language in one school when I was young. Hence, the university employed me as special education teacher for hearing impairments because they could not afford to pay for the professional and qualified ones. The challenge is that, we do not have any office for disability issues, any student who has a problem just comes in the teachers' office and explains his/her needs (Focus group discussion, special education teacher, university 6).

The study revealed that special education units for students with disabilities are highly recommended in higher learning institutions. Among the ten higher learning institutions only two universities had special education units for helping students with disabilities but eight universities do not have these units although it is vital for students with disabilities. Special educators provide a continuum of services in which students with disabilities receive varying degrees of support based on their individual needs. With the increasing numbers of students with special needs, higher learning institutions will be obliged to provide opportunities for students with disabilities within the university community. In Denmark, higher learning institutions reported that

the provision of special services for students with disabilities is very limited and that in most places, it is not a priority for the institutional services although all institutions must also have personnel with a certain expertise in dealing with students with disabilities and special needs (Anderson, 2007:81).

The special education unit should be supported and furnished with enough personnel, equipment and materials, which students with disabilities need. In the same way, another special education teacher held that:

In my university...we just say we have special education teachers, one is only holding Bachelor, one diploma and one certificate for special education., We have a lot of students with different kinds of disabilities, but it is difficult to accommodate all their needs; every time they have a lot of complaints...we have one office for all of us...when we report about the important academic things needed for these students, such as computers with special programme, wheelchairs, hearing aids, white cane and others to the University Management, they ignored any issue concerning students with disabilities because for them it is very expensive to invest in these students (Focus group discussion, special education teacher, university 1).

Government and higher learning institutions must plan, budget and implement for a special unit office for each university in each of which there must be a person responsible to deal with students with disabilities and special needs due to the different types of challenges they face in attending higher education. This is evidenced by the National Report of France, which relates that in 1991, the Ministry of Education in France recommended that each university should designate someone to be responsible for the provision of support for students with disabilities; interestingly, up to now the situation has not significantly changed. The report continues explaining that a directory, which is updated every year, plus a survey carried out by the Ministry should provide detailed and accurate information about what has been implemented to encourage students with disabilities to enrol in French universities (Leray, 2007:113). Seriously, awareness is needed in higher learning institutions to ensure that the needs of students with disabilities are cared for and valued.

4.4 Areas of guidance and counselling services offered to students with disabilities in higher learning institutions

Students with disabilities were given questionnaires with different questions concerning the guidance and counselling services offered to students with

disabilities. There were different guidance and counselling services offered to students with disabilities in their institutions as illustrated in the succeeding sub-sections.

4.4.1 *Areas of provision of guidance and counselling in higher learning institutions in Tanzania*

The first objective was to assess the guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania. This was determined by looking into issues on students with disabilities required guidance and counselling services. These were: academic, social, personal, health, vocational, marital and spiritual.

In addition to that, participants were given a list of eight areas in which they had received counselling services, in order to assess their experiences through guidance and counselling services in higher learning institutions. The majority of the respondents showed that they attended counselling services in higher learning institutions due to academic problems (93.1 percent); followed by social problems (82.5 percent), personal problems (72.5 percent), health issues (70.0 percent) and other problems as illustrated in Table 5 (see below)

Table 5: Areas of provisions of guidance and counselling services to students with disabilities in higher learning institutions in Tanzania(N=160)

No.	Items	Responses (%)	
		Yes	No
1	Academic	93.1	6.9
2	Social	82.5	17.5
3	Personal	72.5	27.5
4	Vocational	48.1	51.9
5	Spiritual	48.8	51.2
6	Health	70.0	30.0
7	Marital	35.6	64.4
8	Career	48.1	51.9

Source: Field Data Questionnaires (2014)

The data given in Table 5 show that many students with disabilities (a high percentage of 93.1 percent) required guidance and counselling services in academics; 82.5 percent required social guidance and counselling services, 72.5 percent personal counselling services and 70.0 percent health guidance and counselling services; while the lowest percentage was 35.6 percent which constituted marital issues.

The data in Table 5 show a high percentage (93.1 percent) of students with disabilities sought guidance and counselling services in academics. Many students with disabilities faced a lot of problems in academics and they needed to be guided in order to perform well. Although students with disabilities had academic needs, which were common, they differed also sometimes according to the kind of disabilities that each of them had. There were needs for students with visual impairments, needs for those with hearing impairments, for the physically impaired, etc.

The data in Table 5 also show that great proportions of the students were being provided with social counselling services in higher learning institutions. One of the most important elements for the success of a student is social support; it enables the students to get social skills for the promotion of interpersonal relationship within the institutions. These students needed to be guided in social behaviour and relationship since they come from different backgrounds. These services would address the social, economic and cultural needs of students with disabilities.

Furthermore, 73 percent of the students with disabilities (Table 5) needed counselling in personal issues. Students with disabilities face many personal problems, which need counselling. These students who might be facing personal problems such as rejection, loneliness, a lack of confidence, inferiority complex, stigmatization, discrimination, difficulty in learning, weak memory, a lack of concentration etc.; need psychological counselling in order to overcome these problems.

From the findings in Table 5, 48.1 percent of students needed vocational guidance and counselling. These services are vital in counselling services because they assist students in selection and preparation for careers of their choices. Students need to be given opportunities for identification of a variety of resources to maximize their career development potential. Career counselling seeks to have a positive influence on the choice of career and as well as the future personal and professional life of the students with disabilities.

In addition to that, results from the study indicate that there is a great need for guidance and counselling services for students with disabilities in higher learning institutions in Tanzania. These students have many challenges in attaining higher learning institutions; they need a lot of support in order to survive comfortably in higher learning institutions. These students need self-

determination and ambition, teachers support, financial support, alumni support, peer support and institutional support which provides guidance and counselling services, different types of equipment, readers, resources etc.

To top it on, there is a need for career service centres in higher learning institutions; these centres have the function of providing counselling services to university graduates in their transition from higher learning institutions to the world of work. Moreover, these services help students who wish to structure and design their studies most appropriately to meet labour market requirements. The career centre would act as a link between the university graduates and potential employers. They would facilitate the graduates and the university students' entry into the world of work by providing support as well as guidance and counselling services and further training options; as well as help employers in their search for employees.

4.4.2 Provision of academic guidance and counselling services to students with disabilities with academic problems

Students with disabilities in Tanzania need academic support and assistance in order to adjust and adapt to the curriculum and to higher learning institutions life. The common academic problems which students with disabilities faced in their higher learning institutions are presented in Table 6. These students rated the extent to which academic guidance and counselling services were rendered to them in each of the problems as indicated in Table 6 (see below).

Table 6: Academic guidance and counselling services to students with disabilities

	A	B	C	D	E
Learning Difficulties	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Using educational materials and other resources found in university	0.0	0.0	2.5	84.4	13.1
2) Developing study habits and skills including revision strategy	1.3	5.6	29.3	41.9	21.9
3) Setting academic goals with realistic chances of success	0.6	3.8	35.0	47.5	13.1
4) Managing your time properly/Time management strategy	3.8	8.0	21.3	46.3	24.4
5) Preparing and following personal study time	2.5	2.5	15.6	55.0	2.5
6) Selecting the study groups	0.0	0.6	1.3	70.0	28.1
7) Technique of doing homework and assignments	0.6	3.8	14.4	59.4	21.9
8) Attending lectures regularly as well as using of lecturers 'comments	8.8	6.9	23.8	56.2	4.4
9) Guidance in studying difficult areas in various courses	1.3	1.3	17.5	63.7	16.2
10) Tension during examinations and handling examinations anxiety	0.0	1.3	16.1	66.3	16.3
11) Relating academic achievement in the University with future career	1.3	1.9	8.8	53.0	35.0
12) The absence of significant facilities and services severely limiting independence	0.6	2.5	10.0	65.0	21.9
13) Geographical mobility	0.0	0.6	8.8	72.5	18.1
14) Removing physical barriers to accessing buildings and resources like library, lecture rooms, toilet for students with disabilities	0.0	0.0	6.3	73.7	20.0

Source: Field Data Questionnaires (2014).

According to the data given in Table 6, more than 84.4 percent of students with disabilities argued that they had received little support on the use of educational materials and other resources found in the university, while 13 percent had not received this service at all.

However, more than 74 percent agreed that little had been done to remove physical barriers to access buildings and resources like libraries', lecture rooms, seminar rooms, toilets and administration offices for students with disabilities in higher learning institutions; while 20 percent said they had not received any services at all to remove physical barriers in order to access buildings and resources in higher learning institutions. Academic concerns may influence students' performance in the classroom negatively, but they are also likely to have a significant effect on other areas of life; often leading to placing too much stress on a student with disabilities and interfering with home, work and social life.

On the issue of handling tension during examinations and examination anxiety, the majority of the students (more than 66.3 percent) said that there was little support on dealing with test anxiety; while 16.3 percent had never had any access to these services at all. Test anxiety is something that students with disabilities should overcome within a little time, with patience and persistence. A little stress motivates people to adequately prepare for an examination, but there are students who become mentally paralyzed by tests and fail completely to perform at their best when they get to the test or examination. These kinds of students suffer from test anxiety. So, this is where guidance and counselling services are needed to help students who need additional help in combating their test anxiety.

More than 64 percent of the students with disabilities argued that there was very little support on how to handle difficult areas in various courses while 16.2 percent did not get any services at all. Students with disabilities need guidance and counselling services for study skills in order to benefit from learning new academic skills as well as help to reduce the impact of specific academic problems.

There is a need for the counselling department to assist students with disabilities in developing time management strategies. They can assist them to manage class schedules, work, homework, extracurricular activities and a social life, which can be a daunting job for a lot of students. However, 60 percent of the students with disabilities admitted that they had been offered with little or no services concerning attending lectures regularly as well as use of lecturers' comments. Students with disabilities need these counselling services for better performance.

4.4.3 Provision of social guidance and counselling services for students with disabilities with social problems

One of the most important elements for making a student with disabilities successful is the provision of support in terms of social services. Some of the social problems, which students with disabilities face in higher learning institutions, require effective guidance and counselling services in order to help them and handle them.

Table 7: Provision of social guidance and counselling services for students with disabilities

Social competences	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Respect other peoples' opinions	8.8	16.9	33.8	28.7	11.9
2) Respect other peoples' property	12.5	42.5	26.9	11.3	6.9
3) Choose friend wisely	3.1	12.5	29.4	35.6	19.4
4) Relate with other students	1.3	7.5	36.3	35.0	20.0
5) Relate with parents and family	1.9	6.3	34.4	40.0	17.5
6) Handle conflict with other students	9.4	30.6	20.0	29.4	10.6
7) Handle stigmatization and discrimination among people, family and others	2.5	5.0	18.1	59.4	15.0
8) Manage peer pressure	8.1	4.4	44.4	32.5	10.6
9) General knowledge of interpersonal relationship	3.1	5.6	29.4	49.4	12.5
10) Know the effects of alcohol, drug abuse and risk behaviours among adolescents	25.6	29.4	18.8	16.9	9.4
11) Provide information on sex matters, marital and family life	8.8	20.0	29.4	28.1	13.8
12) Manage community negative perceptions related to people with disabilities	3.1	13.1	18.8	45.0	20.0

Source: Field Data Questionnaires (2014)

The findings presented in Table 7 indicate that 26 percent of the students said that they received very good services concerning the effects of alcohol, drug abuse and risk behaviours among adolescents. Moreover, 12.5 percent agreed to have received good services in respect to other people's property, 9.4 percent said they had received very good services related to handling conflicts with other students and 8.8 percent said that they had received very good services relating to the provision of information on sex matters, marital issues and family life.

Students with disabilities agreed to have received good services in the following areas: respect to other people's property (43 percent), handling conflicts with other students (31 percent), knowing the effects of alcohol, drug abuse and risk behaviours among adolescents (29.4 percent); and information on sex matters, marital and family life (20.0 percent). Meanwhile, students with disabilities indicated satisfaction in the following areas: managing peer pressure (44.4 percent), relating with other students (36.3 percent), relating with parents and family (34.4 percent) and respecting other people's opinion (34.4 percent).

Students with disabilities complained to have received little support on the provision of social guidance and counselling services: in the very little support on how to handle stigmatization and discrimination among people (59.4 percent); little support on general knowledge of interpersonal relationships (49.4 percent); little support on how to manage community negative perception related to people with disabilities (45 percent); very little support related with parents and family (40 percent); little support on choosing a friend wisely (36 percent); little support on how to relate with other students (35 percent); and have little knowledge on how to manage peer pressure (33 percent).

Students with disabilities reported to have no services at all in the following areas: 20 percent reported that there had been no services at all on how to manage community negative perception related to people with disabilities; 20 percent said that there had been no services at all on provision of information on how to relate with other students; 19.4 percent reported to have received no services at all on issues related to how to choose friends wisely; and 18 percent had not been offered any services on general knowledge of interpersonal relationships; 15 percent had received no services at all on how to handle stigmatization and discrimination among people, family and others; while 11 percent revealed that there were no services at all on handling conflicts with other students; and 11 percent said that there had been no services on managing peer pressure.

Social guidance and counselling services help students with disabilities to cope with their society such as: handling stigmatization, handling peer pressure, managing the community about negative perceptions related to people with disabilities; these services help the students to face social and life challenges with new skills and knowledge, and encourage them to develop their full potentials.

4.4.4 Provision of vocational guidance and counselling services for students with disabilities with vocational problems

This part of the questionnaire was aimed at showing how guidance and counselling services in the higher learning institutions had been effective in helping students with disabilities in the area of vocational services. Students with disabilities were allowed to tick in the form, where appropriate.

Table 8: Provision of vocational guidance and counselling services for students with disabilities

Vocational services for future career	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Career information	0.0	7.5	9.4	56.3	26.9
2) Career preparation	0.0	6.9	16.9	45.6	30.6
3) Visiting occupational places	0.6	3.1	13.1	48.1	35.0
4) Professional visiting your institution	1.9	6.9	31.3	52.5	7.5
5) Access to services, programs and activities offered by university	0.0	5.0	36.3	40.0	18.8
6) Remove discriminatory barriers in the employment sector	0.0	0.6	11.9	49.4	38.1
7) Role models or successful educated people with disabilities who motivate students with disabilities	0.0	3.1	19.4	53.8	23.8

Source: Field Data Questionnaires (2014)

Table 8 shows that 56.3 percent of the students had received very little support in terms of services related to career information in higher learning institutions; while 27 percent revealed that they had received no services at all in that area. Vocational guidance and counselling consists of the provision of advice and information about the choice of a career; specifics on individual careers and career requirements, ways of funding vocational education and training; important trends in the world of work, information on the situation and development of the labour market; as well as advice on how to find employment or a training opportunity. It is necessary to provide career information in order to help students with disabilities who are looking for career information.

Furthermore, 54 percent of students have little services on role models or successfully educated people with disabilities who motivate students with disabilities while 24 percent do not have services at all on role models or successfully educated people with disabilities who motivate them. Also, 53 percent have very little services to professional visiting your institution while 8 percent have no services at all to professional visiting your institution.

Moreover, 49.4 percent argued that little had been done to remove discriminatory barriers in the employment sector, while 38.1 percent said that nothing had been done to remove discriminatory barriers in the employment sector. The majority of the students with disabilities complained about discrimination in the employment sector, adding that people thought that people with disabilities were a burden in the society; so it was difficult to be employed.

Likewise, 39 percent of students with disabilities received little services related to career preparation; and 31 percent reported that they had not received any services related to career preparations; while 38.1 percent had received little support on visiting occupational places; and 34.4 percent claimed to have received no services at all on issues concerned visiting occupational places.

In addition to that, vocational guidance and counselling services direct and train individuals in their areas of interest while encouraging them to develop their full potential of life skills, which help a person to build a satisfying and fulfilling life and career. Broad information on vocational training; the responsibilities, requirements and visions associated with various professions; as well as information on employers, ways of accessing and funding vocational training; and developments and trends in the training and labour market help young people to choose their future career path. Identifying people's individual interests, skills, competencies and talents are central to make a reliable choice of career. Career information is similarly provided on job application processes and closing dates for applications.

4.4.5 Personal competencies

Table 9 shows how personal guidance and counselling services in higher learning institutions have been effective or not in helping students with disabilities in the area of personal guidance and counselling.

Table 9: Provision of personal guidance and counselling services for students with disabilities

Personal Competences	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Accept yourself	8.1	11.9	18.1	50.0	11.9
2) Inferiority	5.0	12.5	34.4	36.3	11.9
3) Emotional conflict	5.6	5.6	35.0	43.8	10.0
4) Handling depression and anxiety	5.6	13.1	29.4	41.9	10.0
5) Overcoming fear	1.9	7.5	45.6	36.9	8.1
6) Handling stigmatization and discrimination	0.6	3.8	17.5	54.4	23.8
7) Handling loneliness and lack of friends	3.8	6.9	32.5	41.9	15.0
8) Feeling of inadequacy	2.6	8.1	33.1	43.1	13.1
9) Low self esteem	1.3	3.1	24.4	43.8	27.5
10) Mood swing	0.6	5.0	39.4	37.5	17.5
11) Knowledge on importance of recreation activities	2.5	6.9	39.4	43.1	8.1
12) Knowledge on the effects of HIV/AIDS and sexually transmitted diseases	3.8	17.5	38.8	27.5	12.5
13) Making decision and solving problems	0.6	9.4	45.0	35.6	9.4

Source: Field Data Questionnaires (2014)

Results from the field indicate that 46 percent of the students with disabilities were satisfied by the services to overcome fear; 45 percent by services related to make decisions and solve problems; and 39.4 percent by services on mood swings and knowledge on the importance of recreation activities; while 18 percent enjoyed good services on the knowledge concerning the effects of HIV/AIDS and sexually transmitted diseases; as shown in Table 9.

Findings further revealed that 54.4 percent of students with disabilities had little knowledge on services concerning handling stigmatization and discrimination in higher learning institutions, 50 percent had received very little services on how to accept themselves because of their disabilities and everything they possessed; 44 percent had received little support on the issues of emotional conflicts; and 44 percent had been offered little services related to low self-esteem.

Students with disabilities reported to have received no services at all in the following areas: low self-esteem (28 percent), handling stigmatization and

discrimination (24 percent), mood swings (18 percent); and handling loneliness and lacks of friends (15 percent).

4.4.6 *Psychological guidance and counselling services for students with disabilities with psychological problems*

This part was aimed at determining the effectiveness of the psychological guidance and counselling services offered to students with disabilities in universities in various areas. The results are summarised in Table 10.

Table 10: Provision of psychological guidance and counselling services for students with disabilities

Psychological problems	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Stress and depression	1.3	5.0	27.5	33.8	32.5
2) Prejudice, discrimination, stigma, and reduced opportunities	1.3	5.0	14.4	47.5	31.9
3) Societal prejudice and discrimination	1.9	4.4	28.7	43.1	21.9
4) Understanding yourself	3.1	6.9	36.9	34.4	18.8
5) Employment opportunities upon graduation	0.0	0.6	9.4	56.9	33.1
6) Anxiety	1.3	6.9	39.4	42.5	10.0
7) Dealing with friend of opposite sex	1.9	5.6	24.4	54.4	13.8
8) Dealing with friend of same sex	0.6	3.8	28.1	51.9	15.6
9) Satisfying your needs like sexual desires	2.5	2.5	16.9	28.1	50.0
10) Poor self esteem	0.6	1.9	37.5	42.5	17.5
11) Difficulty in accessing and affording several facilities and services while attending higher education	0.0	0.0	10.0	48.8	41.3
12) Interacting/mixing with non-disabled students	3.8	5.6	27.5	44.4	18.8
13) Staff perception, attitudes and behaviours towards students with disabilities	1.9	3.8	13.1	56.3	25.0
14) Community perception, attitudes and behaviours towards them	0.6	1.3	17.5	53.1	27.5

Source: Field Data Questionnaires (2014)

Data from the field reveal that students with disabilities were satisfied with the services offered in various areas of psychological guidance and counselling as follows: anxiety (39.4 percent); poor self-esteem (38 percent); and understanding themselves (37 percent) as shown in Table 10.

The majority of the students with disabilities (Table 10) were not satisfied with the psychological guidance and counselling services provided in higher learning institutions and reported to have little services in various areas as follows: 57 percent reported to have little services on the employment opportunities upon graduation; 56.3 percent on staff perception, attitudes and behaviours towards students with disabilities; 55.4 percent on dealing with a friend of the opposite sex; 53.1 percent on community perception, attitudes and behaviours towards them; 52 percent on dealing with a friend of the same sex; and 49 percent on the fact that students may find it difficult to access and afford several facilities and services while studying in a higher learning institution.

Nevertheless, students with disabilities reported to have received no psychological guidance and counselling services at all in the following areas: 50 percent on satisfying their needs like sexual desires; 41.3 percent on the fact that they might find it difficult to access and afford several facilities and services while studying in a higher learning institution; 33 percent on the employment opportunities upon graduation; 33 percent on stress and depression; and 32 percent on prejudice, discrimination, stigma, and reduced opportunities.

4.5 Discussion of the findings

The discussion of the findings has been summarized into sub-headings according to the research questions as set out in chapter one. The study intended to answer three questions, but this chapter will answer the following key research question:

- Which guidance and counselling services are offered to students with disabilities in higher learning institutions in Tanzania?

4.5.1 Demographic profile of respondents

From the demographic profiles of the respondents with disabilities, a high percentage of male respondents (65.5 percent) was observed, as compared to 34.5 percent of female respondents with disabilities. This trend is generally

observed in higher learning institutions in Tanzania. Several policies and initiatives with regard to gender equality, especially getting more female students into higher education, have been made in Tanzania to allow more females to join the higher learning institutions; one example, the National Higher Education Policy states that government and higher education institutions shall promote 'inclusive higher education' that takes into account the marginalized groups, regions and the urban-rural dichotomy. (Mwaipopo et al., 2011). Despite these initiatives, higher learning institutions in Tanzania are still male-dominated, a trend which can also be observed in other African higher learning institutions (Kwesiga, 2002; Aina, 2013). These can be attributed to historical, cultural and economic factors (ibid.).

The population in Tanzania is estimated to be 45 million people, with 52 percent of the population aged 15-64 (NBS, 2012). The majority of the respondents for this study was aged between 21-30. The percentage of Christian respondents was higher compared to Muslims and other religions. Tanzania does not collect data regarding religious affiliations. One of the reasons is that Tanzania is a secular state. Despite that, many studies are reluctant to estimate the religious affiliation due to the following reasons: religion in Tanzania is regarded as a politically sensitive matter, and questions about religious affiliations have not been included in census questionnaires since 1967; and religion-related statistics for Tanzania have been regarded as notoriously biased and unreliable. One survey reported that 61.4 percent, 35.2 percent and 1.8 percent were Christians, Muslims and traditional African religions respectively, while the remaining percentage represented other religions (Pew, 2010). This happened also to students with disabilities in higher learning institutions whereas 65.5 percent were males and 34.5 percent were females.

According to the 2012 national census, the total population of Tanzania was 44,928,923; whereby, children below the age of 15 constituted 44.8 percent of the total population; with 52.0 percent aged 15–64 and 3.1 percent aged 65 or older. The majority of the respondents were either Christians (63.1 percent) or Muslims (18.8 percent). The National Bureau of Statistics estimates that the population is nearly 45 million. The government of Tanzania does not collect data on religious identification. Current statistics on religion in Tanzania are unavailable because religious surveys have been eliminated from government census reports since 1967. The reason behind this was that many religious groups are reluctant to estimate religious demographics, but most religious

leaders estimate that the population is 50 percent Christian and 50 percent Muslim. The Pew Research Center (2010) found 61.4 percent of the respondents to be Christians, 35.2 percent to be Muslim, 1.8 percent traditional African religions, 1.4 percent to be unaffiliated, and 0.1 percent Hindu. These estimates range from 60 percent Christian, 36 percent Muslim and 4 percent members of other religious groups, in the Pew Research Center (2010).

4.5.2 Guidance and counselling services offered to students with disabilities in higher learning institutions

In general, students with disabilities are an extremely heterogeneous group, varying by type and severity of disability, as well as by many variables found in the population at large, such as income, family characteristics, temperament, intelligence etc. However, it is possible to make some generalisation about the most common characteristics and needs of students with disabilities as a group (Terman, Lerner, Stevenson & Behrman, 1996).

Counselling of students with disabilities is viewed as a personalized, intimate interview or dialogue between a person experiencing some emotional, social, educational, physical, and vocational problems and a professional counsellor. It can also be seen as a service that helps individuals to solve problems and learn to cope with these problems that are not easy to solve. This is why the special needs population can be focused so that they are assisted out of their needs. Counselling is designed to remove the emotional, psychological and personal social roadblocks placed in the way of an individual by the multidimensional problems of the day-to-day life (Oluka & Okorie, 2014). The types of guidance and counselling services offered to students with disabilities in higher learning institutions are academic services, personal and social services, and career services.

4.5.2.1 Academic services

Students with disabilities need academic support and assistance in order to adjust and adapt to the curriculum and to the higher learning institution's life (Mutepe et al., 2007:342). According to this study, guidance and counselling services' provisions would foster independent teaching and learning for students with disabilities such as those with learning disabilities, hearing impairment, behaviour disorders, visual impairments and mental retardation. In comparison with their counterparts in the international world, students with disabilities in Tanzania require professional guidance and counselling in order

to choose academic/educational courses that are in tandem with their potentialities and capacities (Chireshe & Ndlovu, 2002:14).

On top of that, students with disabilities in Tanzania should be trained to enable them to acquire the attitudes, knowledge, skills and understandings that contribute to effective and efficient teaching and learning in higher learning institutions (Chireshe 2013:223). Such skills include positive study habits, setting academic goals, selection of study groups, time management strategy etc. In keeping with the social model of disability that informed the study, guidance and counselling services provisions would be premised on supporting and assisting students with disabilities to behave out of intentionality and values.

In addition to that, appropriate education based on the individual needs of students with disabilities should be maintained. These students need access to education and an education that is appropriate to their needs. In the past, these students were denied the opportunity to go to school; i.e. twenty years ago, before the education rights of students with disabilities were dramatically and firmly established in laws and practice. Many students with disabilities were refused enrolment or special educational services (Terman, et al., 1996). This point is supported by Goffman's stigma theory in the way that the majority of the special need students can meet the same achievement standards as other students if they are given specially designed instructions, appropriate access, support, accommodation, and guidance and counselling services.

4.5.2.2 Personal and social services

Counselling for personal and social changes offers an accepting and confidential space to discuss issues currently affecting one's life, housing benefits and unemployment. Tanzanian students with disabilities need social, psychological and emotional support and assistance in order to behave with consideration towards others and to know how to get along well with others (Chireshe & Ndlovu, 2002:14).

Consistent with the social construction theory and social stigma theory that informed the study, guidance and counselling services provisions would address the regulatory and affective facets of students with disabilities. In the same vein, Mushoriwa (2002:35) articulates that in line with their peers in the international community, students with disabilities require exposition to professional guidance and counselling if they are to understand themselves and their disabilities better

and function optimally. In accordance with the social construction theory and Goffman's social stigma theory that informed the study, support and assistance from specialized inclusive education personnel such as school counsellors, physiotherapists, occupational therapists and educational psychologists would aid students with disabilities to adjust and adapt to their disabilities, home, school and society. Consistent with their counterparts in the international world, students with disabilities need the collaboration and corroboration of professionals, paraprofessionals, non-professionals, parents and other stakeholders of guidance and counselling services, in order to be effectively supported and assisted in practising social skills and understanding social roles and responsibilities (Mushoriwa, 2002:34).

In the same vein, Maunganidze and Kasayira (2002: 72) suggest that students with disabilities need to be taught manners and etiquettes in keeping with their peers in the international fraternity. In accordance with the social stigma theory, people with disabilities have struggled to live full and productive lives as independently as possible in a society laden with stigma, discrimination, and attitudinal and environmental barriers, although persons with disabilities have been regarded as unfit for society, as sick, and functionally limited, and as unable to work (Brzuzy, 1997).

Social guidance and counselling services help students with disabilities to cope with their society in situations like: handling stigmatization; handling peer pressure; managing the community about negative perception related to people with disabilities, to mention a few. These services help the students to face social and life challenges with new skills and knowledge and encourages them to develop their full potentials.

4.5.2.3 Career services

Many of the students who were interviewed mentioned the different types of difficulties that persons with disabilities encountered when searching for jobs. It is true that employment of people with disabilities is very hard because many employers look at their disabilities rather than at how they are capable of doing things. Students with disabilities in Tanzania need support and assistance to investigate the world of work in relation to their knowledge and to make informed career decisions (Chireshe, 2013:224). Obviously, students with disabilities, just like other graduates need job searching skills and guidance to make a successful transition from university to the world of work (Tungaraza, 2010:148). Consistent with the social model of disability and Goffman's social

stigma theory, which informed the study, guidance and counselling services provisions would assist and support students with disabilities to realize their potentialities and capacities and change their lives positively. Guidance and counselling services provision supports and assists students with disabilities in higher learning institutions in Tanzania to make realistic career/vocational choices and eventually choose an occupation, prepare for it, enter it and develop it (Musengi & Chireshe, 2012:107).

Similarly, Chireshe and Ndlovu (2002:14), contend that students with disabilities need professional career/vocational guidance and counselling to choose career/vocational courses that are appropriate to their potentialities and capacities. Chireshe (2011:157) reiterates that students with disabilities require support and assistance to adjust and adapt to work. In line with the social model of disability, social stigma theory and social exclusion and inclusion theory that informed the study, guidance and counselling services provisions for students with disabilities in higher learning institutions would holistically address the individual career/vocational needs and interests of students with disabilities. However, Charema (2004:19) reveals that diverse challenges interfere with the effective provision of guidance and counselling services provided to students with disabilities.

4.5.3 Guidance and counselling services in Tanzania

In Tanzania, professional counselling is a new phenomenon, although higher learning institutions have at least fulfilled the need of having qualified students' counsellors for both psychological and academics, though they are very few in number (Sima, 2004). Professional counselling is yet to be recognized as a stand-alone profession in Tanzania and in many African countries. Nevertheless, the coming and setting of HIV/Aids in the country has strengthened the base for counselling (Sima, 2004). Guidance and counselling services, as a concept, is perceived as a crucial avenue for the prevention of HIV infections through the provision of adequate and relevant information, and for social and psychological support of people infected and affected by the pandemic (ibid.). Since the emergence of HIV infection in Tanzania, a number of non-governmental organizations have been offering guidance and counselling services. However, there is an absence of transparency on the type and nature of counselling services offered by these organizations. Since then many para-professional counsellors' have been trained in basic knowledge and skills of counselling.

Guidance and counselling services are very important tools in human development, especially for people with disabilities. It may be evident from the survey that higher learning institutions in Tanzania do not offer guidance and counselling services. This is because there are no legal provisions for such services. The wardens of halls of residence, deans of students and some members of the teaching staff may advise students on personal and social welfare problems or refer them to relevant personnel whenever they find necessary. Samaan, (1974) continues arguing that medical services are usually offered to students by university medical officers while none of the higher learning institutions under study engage professional counsellors or have guidance and counselling centres (Samaan, 1974).

Although students with disabilities continue to be seen as “other” and therefore as problematic for the education system, the school, higher education and the individual teacher. They remain the object of policy rather than the subject of their own education (Human Rights Commission, 2009:17). In addition to that, Kearney & Kane (2006) argue that there is a pervasive assumption that students with hearing impairments are educationally less able and in need of a higher financial investment than their able-bodied peers. According to them, certain students are seen as giving fewer returns for education investment than others. This makes a greatly conflicts with the tenor of legislation and policy, which recognises every child’s right to education without discrimination.

Oluka & Okorie (2014) argue that counselling has been used to designate a wide range of procedures comprising advice giving, support in times of trouble or need, encouragement, information giving, and test interpretation. Counselling is a process by which a person is assisted to behave in a more rewarding manner. They continue arguing that often times, people with special education needs are very difficult to handle and teach, but the counselling strategies that can be employed for such people or groups should include the following:

- (i) Confrontation
- (ii) Accurate education
- (iii) Confidence training
- (iv) Decision-making strategies
- (v) Peer cluster involvement (Oluka and Okorie, 2014:116).

According to Bark (2003), guidance and counselling is the assistance made available by qualified and trained persons to an individual of any age to help

him/her to manage his/her own life activities, develop his/her own points of view, make his/her own decisions and carry his/her own burdens. Similarly, Braddock (2001) states that the purpose of guidance and counselling in higher education is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, failure to secure jobs and decrease higher education dropouts. In addition to that, Anastasi (1990) adds that the task of educational guidance and counselling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties.

Guidance and counselling in Tanzania in different forms and with different interpretations has existed in societies for a long time before the colonial era. However, there are no sufficient written sources about the origin of guidance and counselling practice in Tanzania (Eliamani et al., 2015). According to Odeke (1996), without sound guidance and counselling, many students with disabilities loose direction and engage themselves in bad behaviours such as drug abuse and alcohol indulgence, missing classes, dropout and so on; as a result, they lack of both focus and direction resulting in a total failure in life. In this regard, students need guidance and direction to study and choose a career.

However, Biswalo (1996) comments that in Tanzania, policies pertinent to guidance and counselling is still lacking. The Ministry of Education, however, has somehow tried to institutionalize the services within the education system by appointing career masters and mistresses. He continues saying that the personnel are charged with the responsibility of advising heads of secondary schools concerning students job selection and student placement for further education; to try and help students understand and develop interest in appropriate jobs or further education or training; to assess the students talents and capabilities and to encourage them to pursue careers or further education best suited to them and to help students solve their personal problems which may affect their general progress in school. According to Shayo (2011), it is an impossible and unrealistic burden to have untrained personnel in the institutions.

The government as well as the institutions must think that it is not a luxurious exercise to have guidance and counselling services in Tanzania higher learning institutions, but that it is a necessity and urgent. Saaman (1974) mentions

problems of adjustment that are not confined only to a new applicant to universities but also to regular university students. Such problems cover a very wide scope.

4.5.3.1 The need of guidance and counselling centres

All higher learning institutions should have a counselling centre supervised by a trained professional like counselling officer with PhD or a Master's degree in psychology and counselling with considerable experience. These counsellors should perform different duties in higher learning institutions like; physical and psychological services, selection, registration and orientation of students, educational and vocational counselling, personal and social counselling, remedial services, residence and food services as well as activities programmes. Table 11 shows the distribution of students' with disabilities problems at one of the East African universities as follows.

Table 11: The need for guidance and counselling centre

No.	Type and severity of student's problems	As Percentage
1	Personal disturbances involving serious disruption of a student's life: psychosis, severe depression, severe family conflicts, sexual problems	6
2	Personal disturbances involving severe handicap, but not severe disruption of life: anxiety states, social isolation, less serious disturbance of the kind mentioned in (1)	10
3	Doubt and worriers about future vocation	27
4	Educational difficulties, difficulties in settling to study, reading and learning difficulties	21
5	Minor difficulties require brief information and advice	22
6	Financial difficulties	9
7	Other problems	5

Source: Saaman, 1(974, p 31)

From the information given in Table 11, many students with disabilities require guidance and counselling services. The information concurs with Table 10, it may become some evidence that students with disabilities need guidance and counselling services in order to cope with higher learning environment. It is

important to have a centre for guidance and counselling services for each higher learning institution in Tanzania. These students are facing many problems of adjustment: educational, personal, vocational, psychological, social, health problems etc.

However, students with disabilities in higher learning institutions all over the world are facing similar problems; although there are unique problems that students with disabilities in Tanzania are facing like unacceptable cultural traditions and values, the challenges of the establishment of guidance and counselling centres in schools/universities and employing professionally trained counsellors to manage the centres. For example, the government would relieve parents and schools the problems of managing students with special needs as well as with learning disabilities. The establishment of fully functional counselling centres has the implication of producing better-adjusted students who will find themselves more useful to the society despite their disabilities and special needs. Experts are to be properly trained to manage counselling centres in higher learning institutions (Oluka & Okorie, 2014).

The counselling centre should be properly equipped with the following: furniture for administrative and counselling conveniences; file cabinet for record keeping; notice boards for information dissemination; log book; advertisement forms to enlighten students on services in the counselling centre, files; counselling record; registration form; request form for counselling interview, case report sheet, consultation forms, and appointment slip (Nweze and Okolie, 2014). However, Oluka & Okorie (2014) suggest that trained personnel in counselling, psychology, social work, pastoral counselling, and psychometric analysis should be placed in the higher learning institutions counselling centres to assist the teachers in handling people with special needs and learning disabilities.

Egunjobi (2013) also asserts that persons with special educational needs are persons with visual, auditory, physical impairments, the mentally challenged and the learning disabled. However, no matter the disability one has, such an individual has a constitutional right to education. Olusola (2013) sees persons with special needs as those who have difficulties in realizing their full potential; their emotional, physical, social or intellectual performance falls below or rises above that of others. The differences may be related to physical, cognitive, emotional or psycho-social factors or a combination of these. Persons with special needs include; those with hearing impairment, gifted and talented, visual, speech and language impairment, orthopaedic impairment,

social mal-adjustment, learning disabilities and multiple impairment (Olusola, 2013). However, these individuals with all forms of special needs, require skilled identification; intervention and special care from trained professional special educators to enable them to achieve their goals and at the same time receive an adequate quality education.

In order to provide support for the development and improvement of students' academic, career, social, psychological etc. the higher learning institutions should provide or establish the students counselling and support centre. The centre should deal with guidance and counselling services related to academic, social and personal problems (psychological counselling, career counselling and academic and life skills development like communication, social and stress coping skills, learning strategies, time management skills etc. It is better for the office of students with disabilities in higher learning institutions to be a part of students counselling and supporting centre due to their illness, disability, experiences difficulties in academic activities etc. in order to ensure accessibility and quality of higher education for all students.

4.5.3.2 Lack of special education offices

It is important to have special offices dealing with students with disabilities concerning academic issues in higher learning institutions. Among ten universities, only two universities have special education offices; they revealed that administrators in these offices have experiences in special education issues as well as skills for dealing with people with special needs.

4.6 Summary of the chapter

This chapter was organised into four sections. The first section presented the background characteristics of the respondents from quantitative and qualitative data. The second section presented the results of qualitative data from the service providers on the need for guidance and counselling services and special units for students with disabilities. The third section presented the findings of the types of services offered to students with disabilities. The fourth section presented the implications of the findings.

Since proper rendering of counselling services is dependent on the adequate provision of experts, physical facilities and working materials, authorities in the higher learning institutions of Tanzania should ensure that the personnel who deliver most of these services are experts in their fields. Trained personnel

in guidance and counselling, psychology, social work, pastoral counselling, and psychometric analysis should be placed in the institutions' counselling centres. Trained personnel with working experience should equally be placed in suitable positions where basic student services are rendered, such as medical, information, orientation, counselling, and admission services. These counselling experts who would be handling the students with disabilities should be supervised from time to time to guarantee that their duties are properly discharged.

Furthermore, in order to equip the counselling centres with physical facilities and working materials essential for delivery of guidance and counselling services, the higher learning institutions authorities in Tanzania should augment funds for supporting provision of facilities and materials from non-governmental bodies, donors and private agencies. Since the government of Tanzania is the major source of finance for its higher learning institutions, it is advised to increase its fund allocations to the universities to enable them to provide suggested guidance services.

The government should equally set up a monitoring team, tasked with function of carrying out routine checks on expenditure pattern of the school of which, counselling is one. Following the dearth of qualified personnel to work in the counselling centres, and a shortage of funds to employ more hands, a teamwork approach to counselling is hereby recommended. In teamwork approach, special education teachers, counsellors, nurses, psychologists and specialists in various areas should exchange information and understanding about the student, resulting from their special professional knowledge, skill, points of view and competencies. Here, all available data are amassed, perceived causes of the problem highlighted, and group decisions made regarding the most effective treatment to be employed.

5 Adequacy and relevance of guidance and counselling services to students with disabilities in higher learning institutions in Tanzania

5.1 Introduction

This chapter presents the results and discussion of the study in relation to objective two as mentioned in chapter one. It presents the status of guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania; if it is adequate and relevant. The aim was to assess the adequacy and relevance of guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania. The assessment was carried out through the administration of questionnaires, observations and interviews on students with disabilities.

The chapter is divided into three sections. The first section presents views, experiences and attitudes from students with disabilities on the relevance of guidance and counselling services provided thereof in higher learning institutions. It also presents students' awareness and utilization of guidance and counselling services in higher learning institutions and their preference on the provision of guidance and counselling services in the higher learning institutions. The second section presents the level of adequacy of guidance and counselling resources in higher learning institutions and the third part presents the discussion of the findings.

5.2 Students with disabilities views, experiences and attitudes towards the relevance of guidance and counselling services in higher learning institutions

Respondents were given questionnaires with a lot of questions in order to assess the relevance of guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania in the four areas as follows; students' views and experience of the guidance and counselling

services, students' awareness and utilization of guidance and counselling services, rating of guidance and counselling services and student preference to offer guidance and counselling services in higher learning institutions.

5.2.1 *Students views and experiences of guidance and counselling services in higher learning institutions*

During this study, students with disabilities were asked a series of questions aimed at understanding the adequacy and relevance of guidance and counselling services provided in higher learning institutions. A variety of responses were given by the respondents, but many of the problems and issues that participants faced were very similar. The respondents were provided with a list of 11 statements assessing their views about the extent to which they had been given about guidance and counselling services. Findings from the questionnaires are summarised in Table 12.

Table 12: Students views about guidance and counselling services (N=160)

No.	Items	Responses (%)	
		Yes	No
1.	Were you introduced to the counsellors?	25.6	74.4
2.	Do you know the higher learning institution counsellors at present	59.6	40.4
3.	Do you make use of higher learning institution counsellors whenever you encounter problems?	39.4	60.6
4.	Is the higher learning institution counsellor of any help to you whenever you consult him/her?	42.5	57.5
5.	Do you feel free to express yourself before the counsellor?	70.0	30.0
6.	Have you ever attended any counselling session in your higher learning institution?	44.4	55.6
7.	If your answer to Question no. 6 was yes, were you satisfied with the service?	38.1	61.9
8.	Does the counsellor give you an opportunity to suggest ways to solve your problems?	49.4	50.6
9.	Does the counsellor direct/force you to use his/her suggestion even if you do not agree with him/her	28.1	71.9
10.	Do you notice any difference between those who were given counselling and those who were not?	55.0	45.0
11.	Have you ever attempted to counsel other students with disabilities who have not been counselled, using the knowledge you were given?	51.9	48.1

Source: Field data Questionnaires (2014)

From the data shown in Table 12, more than 74 percent of students with disabilities were not introduced to the counsellors in their respective university. Thus, it was difficult for these students to attend the service without appropriate knowledge of guidance and counselling services. Hence, counsellors have the responsibility of establishing a friendly environment, which will enable students with disabilities to attend counselling services voluntarily and willingly.

Nevertheless, more than 44.4 percent of the respondents in Table 12 have been attending counselling sessions in their higher learning institutions while 55.6 percent of students with disabilities have never attended any guidance and counselling sessions. The reason behind is that students with disabilities are not aware of the existence of guidance and counselling services as well as counsellors in their universities; they have never heard about these services in their respective universities.

The findings indicated that 62 percent of the respondents in higher learning institutions were not satisfied with the guidance and counselling services offered to them; while 61 percent of them stated that they never made any use of the higher learning institutions counsellors when they encountered problems. It was also noted that counsellors were special education teachers, lecturers and deans of students who were not qualified and specialized to offer guidance and counselling services. Specifically, the dean of students found it difficult to perform guidance and counselling roles together with disciplining the same students.

Moreover, the majority of the students (70 percent) said that they were capable of expressing themselves before the counsellors; they were feeling self-confident (See Table 12). These respondents clarified that they were not afraid to express their feelings and problems despite the stigma they got from different people, although 30 percent of the respondents were feeling unconfident to express themselves before the counsellors.

Likewise, 42.5 percent of the respondents reported that higher learning institution counsellors had been of help to the students whenever they consulted them, while 57.5 percent reported that the counsellors had been of no help whenever they consulted them. However, in order to have successful guidance and counselling services, a number of requirements are needed such as well trained counsellors, availability of counselling resources and facilities,

guidance and counselling guidelines and lack of adequate training concerning disability issues, to mention a few.

5.2.2 *Students awareness and utilization of guidance and counselling services in higher learning institutions*

Students were asked a series of questions to further understand their awareness and utilization of guidance and counselling services offered in higher learning institutions. Table 13 shows the responses on their degree of awareness and utilization of guidance and counselling services in higher learning institutions.

Table 13: Students awareness and utilization of guidance and counselling services in higher learning institutions(N=160)

No.	Items	Responses (%)	
		Yes	No
1	When you first entered in the higher learning institutions were you oriented to various university services?	56.3	43.8
2	Are there any important services in which you were you oriented in this higher learning institution?	53.1	46.9
3	Are you aware that the university provides guidance and counselling services to students?	59.9	40.1
4	Have you ever utilized guidance and counselling services in your higher learning institution?	44.4	55.6
5	If your answer to question no 4 is yes, are you satisfied with the service?	38.1	61.9

Source: Field Data Questionnaires (2014)

The majority of the respondents (60 percent) reported to be aware of the provision of guidance and counselling services by the university to students; while 40 percent said that they were not (See Table 13). Counsellors were reminded about their responsibility of making students aware of the availability of counselling services for them and acknowledge the students' dire need for these services and hence ensure that they attend counselling sessions voluntarily and willingly without any fear. The researcher noted that the respondents were not aware that their universities provided guidance and counselling services. Students with disabilities have many problems but they do not know where to go in order to solve their problems. These respondents admitted that they did not know how guidance and counselling services could assist them.

Furthermore, on average, 44.4 percent of the students had utilised guidance and counselling services in their higher learning institutions, while 55.6 had

never utilised any guidance and counselling services in higher learning institutions. It was also noted that some of the students who had never utilised guidance and counselling services in their higher learning institution were not aware of the provision of such services in their higher learning institutions. Awareness creation is urgently needed, while the counsellors also need to have intensive training in order to deal with special needs of students with disabilities and help them to cope with the environment.

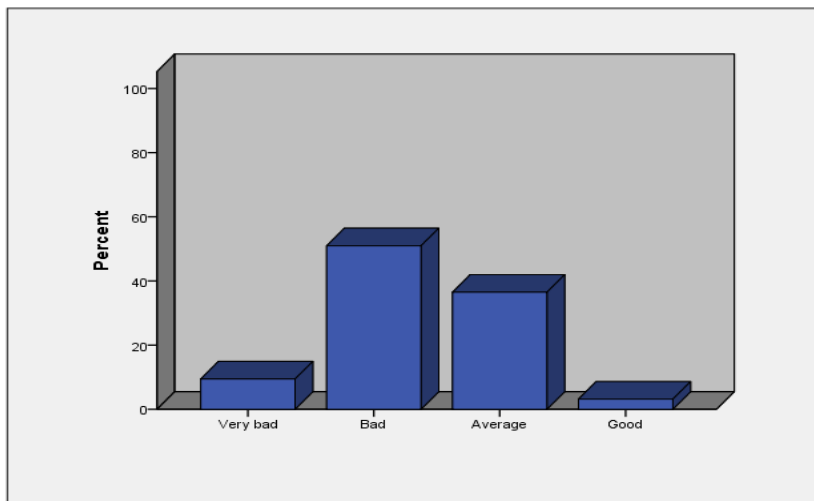
However, findings from the field reveal that 56 percent of the students with disabilities have never utilized guidance and counselling services in higher learning institutions. The reason behind was that others were not aware about the importance of guidance and counselling services; others did not go for counselling because the dean of students, who punished students when they did something wrong, was the very one who counselled students. This made the students have a negative perception of counselling. Others stated that lecturers and special education teachers who treated them badly in the class were the ones who counselled students; so it was difficult for them to go for guidance and counselling services. Moreover, a few students were aware of the counselling services but they did not attend the services when they had problems because they were not sure if their counsellors were really going to maintain confidentiality; while others thought they could solve their problems using other people like friends, family and religious leaders.

However, 62 percent of the respondents were not satisfied with the guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania. They gave different reasons; other counsellors were teachers, wardens of halls of residence and deans of students who sometimes treated them badly. Hence, students were not sure if confidentiality was going to be maintained by the counsellors. Other reasons were a lack of counselling offices and a lack of professional counsellors, to mention a few. The role of the counsellor is to establish an environment that students with disabilities can attend voluntarily and willingly for help.

5.2.3 Students with disabilities show how they rate guidance and counselling services in higher learning institutions in Tanzania

Respondents were given questionnaires to demonstrate the general status of guidance and counselling services offered to students with disabilities in ten higher learning institutions in Tanzania. Figure 4 shows how students with disabilities rated guidance and counselling services in higher institutions in

Tanzania. Nevertheless, each respondent had different ideas on how they rate guidance and counselling services in their institutions. The percentages were graded according to the National Examination Council of Tanzania criteria with: 0 – 20 (F) – Very Poor; 21 – 40 (D) - Poor; 41-60 (C) – Average; 61 – 80 (B) – Good and 81 – 100 (A) – Very Good. The results are summarized in Figure 4.



Grade

Figure 4: Rating of guidance and counselling services to students with disabilities in higher learning institutions in Tanzania. Source: Field Data (2014)

Results indicate that more than 60 percent of respondents rated guidance and counselling services of their higher learning institution as bad because of the lack of services and facilities, the lack of professional counsellors, the lack of physical resources as well as human resources, and poor awareness of special needs and disability issues, as shown in Figure 4. Consequently, many counsellors must understand well the special needs of students with disabilities in order to avoid poor guidance and counselling services. Among the ten universities only one university had a professional counsellor, while others were being referred to as counsellors because they were teachers, lecturers, academic advisors, dean of students, nurses, religious leaders and other people who had attended short courses in counselling etc.

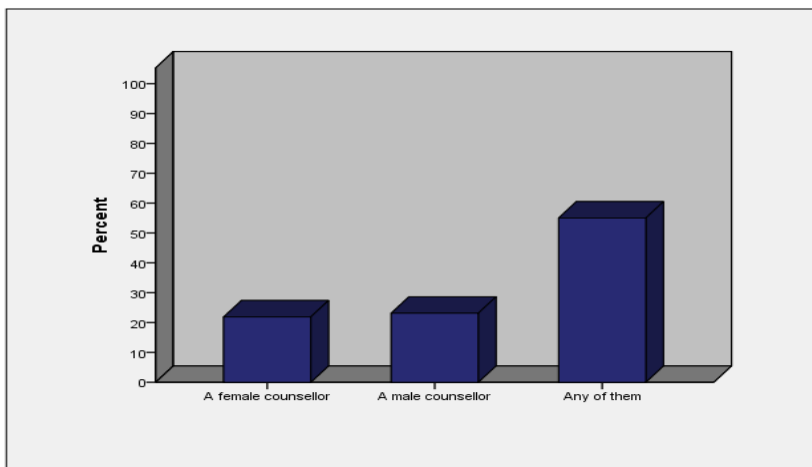
On average, the majority of the students with disabilities rated guidance and counselling services in higher learning institutions in Tanzania as bad service (See Figure 4). Moreover, 36.3 percent of the students with disabilities rated guidance and counselling services in higher learning institutions as average; while 9.4 rated the services as very bad, as 3.1 percent as good; and none rated them as very good.

Basing on the reportedly poor guidance and counselling services in higher learning institutions, it is clear that students with disabilities are not satisfied with guidance and counselling services provided to students in higher learning institutions. More than 62 percent of students with disabilities who utilised counselling services in higher learning institutions were not satisfied with the services as illustrated in Table 12.

Nevertheless, the results from this study reveal that 58 percent of students with disabilities stated that university counsellors had not been of any help to them when they consulted them (See Table 12). The results indicated that many of the counsellors in higher learning institutions lacked qualities of good counsellors although they could not admit it. The majority of them were not well trained and skilled, but they were responsible as counsellors because they were dealing with students in higher learning institutions like deans of students, teachers, special education teachers, wardens of the halls of residence, lecturers etc.

5.2.4 Students preference to offer guidance and counselling services in the higher learning institutions

Respondents were required to choose between a male and female counsellor to offer them guidance and counselling services in higher learning institutions. They were given three options to choose from, i.e. a male, female or any of them as seen in Figure 5.



Counsellors

Figure 5: Students preferences for the guidance and counselling service providers. Source: Field Data (2014)

The data show a high percentage of students with disabilities preferred to seek counsel from any counsellor (male or female) for guidance and counselling services provided in higher learning institutions. The findings indicate that 55 percent of the respondents were ready to get guidance and counselling services from either male or female counsellor; 23.1 percent prefer to get the services from male counsellors and 21.9 percent from female counsellors. The researcher sought information on reasons for student's preferences of the service provider.

5.2.4.1 Respondents preferred any counsellors whether male or female counsellor

The results from questionnaires concurred with those from interviews, which clarified that the majority of the respondents preferred to seek counselling services from any counsellors (male or female) provided he/she was qualified and experienced enough in guidance and counselling students with disabilities in higher learning institutions in Tanzania. One of the respondents had the following comments:

I prefer anyone who has experience in challenges of people with disabilities; the counsellor with this experience whether is male or a female, will know my problems and help me to solve them without any doubt (Male university student with disability).

Similarly, another student who also preferred any type of counsellor (male or female) explained that professional counsellors had the same understanding in counselling techniques regardless of their gender; she added:

I think I would prefer both of them, because they are professionals and they have the same understanding in terms of counselling and advice, regardless of their gender (Female university student with disability).

The majority of the respondents reported that they preferred any counsellor who has special training and experience concerning people with disabilities. These respondents continued arguing that it was better to have counsellors who had awareness concerning needs and care of people with disabilities. One of them said:

I prefer any counsellor who has a disability or who has skills and experience with people with disability, a counsellor with this knowledge will know the challenges I am facing and how to help me to solve them (Female university student with disability).

The majority of the respondents admitted that they preferred any professional counsellor regardless of their sex either male or female who is well skilled, experienced and qualified in guidance and counselling services specifically for people with special needs. The findings reported that both counsellors have equal preference to students with disabilities. This is evidently by Helms and Simons (1977:121) found that college students in their samples did not have definite preferences for male or female counsellors. Helms and Simons suggested that the feminist movement has caused people to be more objective in their evaluation of women and men in similar positions.

5.2.4.2 Students with disabilities who had a gender preference

The findings show that there are students with disabilities who preferred male counsellors and others who preferred female counsellor as mentioned earlier. This reveals a cultural barrier in terms of openness involving a need for community sensitization on guidance and counselling services and how it works in the society. Sima (2007) describes that women felt freer to talk with

female counsellors than with male counsellors while men were freer to talk with fellow male counsellors than with female counsellors.

Students with disabilities who preferred female counsellors

The data show that there was a certain percentage of students with disabilities who preferred female counsellors in higher learning institutions. The findings showed that 22 percent of the respondents sought guidance and counselling services from female counsellors. These findings are justified by those from the interview, whereby some of the respondents who preferred female counsellors argued that female counsellors had nurturing aspects that women have in nature. One respondent gave the following remark:

I think for me, I prefer female counsellor because there some specific issues concerning with gender, I will be comfortable to speak with female counsellor not only because of gender but also because she is like a mother to me (Female university student with disability).

Likewise, another respondent who preferred female counsellors revealed that female counsellors were more understanding and sympathetic. Another respondent who was comfortable to express his feelings to female counsellors explained:

Although both have the same counselling techniques, I prefer female counsellor because she will be like a mother to me. I think that she has a family at home, she will take care my problems as a mother.... she has a nurturing aspect (Male university student with disability).

The most literature reviewed showed that women tended to be more emotionally focused than men as related to historical, biological and cultural issues. However, this is surely a broad view and there are immeasurable exceptions in both men and women. Many respondents who preferred female counsellors generalized that female counsellors tended to be more comfortable with the world of feelings and they were comfortable in expressing their feelings than the male counsellors. This is supported by Perderson et al. (2008) cited in Nyaga (2011) who argue that an occupation such as counselling is mainly associated with females because these services involve the kind of nurturing and sensitivity that are associated with femininity. They continue arguing that female clients counselled by male counsellors are less likely to improve and may even deteriorate than those treated by female counsellors. The data clarified that there are different factors that can affect guidance and

counselling services in higher education in Tanzania, which include economic, political, social and cultural contexts. Therefore, professional counsellors, regardless of their gender, need to be aware of the sexist attitudes that can impact the counselling process (Nyaga, 2011:73).

The results from these studies indicate that women are decidedly expressing a preference for female counsellors. In a study done by Stamler et al. (1993) to all women who came to their counselling centre at Grand Valley state university in one semester and expressed a preference for a female therapist; respondents were asked to say why they had expressed this preference. The most common response was that they felt that women would better be able to understand their concerns than the male counsellors because they indicated that women experienced a greater range of emotions; they were more able to be empathetic and to deal with issues in greater depth. A number of these students noted that previous experiences with men or male therapists had influenced their preference (ibid.). Some felt that they could relate better to women and were less defensive with them, therefore, more honest. Some saw men as less trustworthy than women or noted that they felt more comfortable and secure with women, while a few women indicated that they were afraid of male therapists and of how they might be treated (Stamler et al., 1993:63).

Students with disabilities who prefer male counsellors

According to the findings from the interviews, few students with disabilities who prefer either male counsellor mention the following points: The data show a high percentage of students with disabilities prefer either male counsellor in higher learning institutions. The findings analysed that, 23 percent of the respondents seek guidance and counselling services from male counsellors.

The students who preferred a male counsellor explained that men were always able to confide information. This allowed students to speak freely to the counsellor because they trusted him. One respondent stated the following:

I prefer male counsellors because men are able to confide information when I discuss with him; I am confident enough to tell him any problems I have without fear that he will disclose my issues to another person...for me I prefer male counsellor (Female university student with disability).

Another respondent who supported male counsellors reported that males were more able to keep secrets than female counsellors. One student had this to say:

For me, the male counsellor is the best, he knows how to keep secret ..., so it's difficult for him to release my secret and there are personal things as a man I will be easy to speak to him...female counsellors... no ...majority of them, they use the language that is disappointing and discouraging (Male university student with disability).

As explained earlier, other respondents who preferred male counsellors reported male counsellors as being able to confide information and that they are able to keep the secrets. Due to our culture, many male students were more comfortable talking about issues regarding their sexuality with other men with whom they are likely to feel more understood. (Sima 2002) reports that problems related to sex and sensitive matters are usually communicated to the helpers of the same sex unless there is no other alternative. Other researchers reported that many people preferred male counsellors than females due to their belief and culture they concern. Kaplan (1984) cited in Stamler et al. (1993:63) notes that until recently both men and women preferred male counsellors and that this preference appeared to be based on the belief that male counsellors were more competent. Kaplan suggests that female counsellors may be broadening their definition of competence to include empathy and are therefore recognizing the value of female counsellors.

5.2.5 *Motivation to participate in guidance and counselling services in higher learning institutions*

Students were asked if they had once been motivated to participate voluntarily in guidance and counselling services offered in higher learning institutions. Table 14 indicates the responses to the question on whether the students were given any motivation put by the institutions to help them to participate in guidance and counselling activities.

Table 14: Motivation to participate in guidance and counselling services(N=160)

NO.	Item	Responses (%)	
		Yes	No
1.	Have you ever been motivated through conferences, seminars and workshop on the need to participate in guidance and counselling activities for proper self and academic adjustment and development of healthy and positive attitude?	1.3	98.8

Source: Field Data Questionnaires (2014)

Results from the study show that 99 percent of the students with disabilities had never been motivated through conferences, seminars and workshop on the need to participate in guidance and counselling activities for proper self and academic adjustment and development of healthy and positive attitude. Many students with disabilities complained that they had not attended any seminar or workshop even if they capable of doing so; they thought that lecturers and other staff members did not give priorities to students with disabilities because they thought that they were unable to do things (See Table 14).

5.3 Level of adequacy of guidance and counselling resources

5.3.1 *Level of adequacy of guidance and counselling services on physical resources*

One of the most important things that can determine the effectiveness of guidance and counselling services offered to students with disabilities is the availability of counselling resources. Respondents were given some questions to assess the availability of guidance and counselling physical resources in order to examine the level of adequacy and relevance to students with disabilities in higher learning institutions in Tanzania. Participants were provided with a list of 6 statements for assessing the level of adequacy of guidance and counselling physical resources by ticking the appropriate item using the given scale; the items to be ticked were: adequate, moderate, not adequate and do not know. Table 15 indicates the availability of physical resources in higher learning institutions.

The data given in Table 15 show that the majority of the respondents (79 percent) explained that offices allocated for guidance and counselling services for students with disabilities are not adequate. The researcher witnessed a lack of counsellors' offices as well as counselling rooms in all the ten higher learning institutions. In the university that had claimed to have a guidance and counselling unit, three counsellors were occupying one small office.

Table 15 shows that the majority of the respondents reported about inadequacy of materials for guidance and counselling services in higher learning institutions in Tanzania as follows: office furniture's in the counselling rooms were not adequate for 77 percent; Training and seminars for students with disabilities for 76 percent; films and video 67 percent; books and magazine 66 percent; and ICT facilities 62 percent.

Table 15: Availability of guidance and counselling physical resources in higher learning institutions

Items	A Adequate (%)	B Moderate adequate (%)	C Not adequate (%)	D Do not know (%)
1. Offices allocated for guidance and counselling services/counselling room	1.3	5.0	78.7	15.0
2. Materials available for guidance and counselling services in the university:				
a) Offices' furniture in the counselling room	1.9	5.0	76.9	16.3
b) ICT facilities	1.3	3.8	61.9	33.1
c) Film and videos	0.0	1.9	66.9	31.3
d) Books, magazines and brochures	0.0	1.9	66.3	31.9
e) Training and seminars for students with disabilities	0.0	1.9	75.6	22.5

Source: Field Data Questionnaires (2014)

The respondents who showed that they did not know about the materials which were available for guidance and counselling services they had different ideas because they attended counselling sessions but they never saw if there were other services like ICT facilities, books and magazines, films and videos; office furniture and they had never attended the training and workshops for students with disabilities. Those respondents who had been counselled by the teachers, for example, had only been in the teachers' offices for counselling session, so it would not have been easy for them to know if the materials for counselling were available or not.

Table 15 shows that the physical resources allocated for guidance and counselling services are not adequate in higher learning institutions in Tanzania. Hence, more efforts are needed in order to make guidance and counselling services in higher learning institutions more organized and effective.

5.3.2 *Level of adequacy of guidance and counselling human resources*

Respondents were given some questions related to guidance and counselling services offered to students with disabilities in order to examine the availability of human resources in higher learning institutions in Tanzania. They were

provided with a list of three statements assessing the level of adequacy of physical resources for guidance and counselling offices by putting a tick in the appropriate box using the given scale, i.e. if it was adequate, moderately adequate, not adequate and do not know. The results are summarised in Table 16.

Table 16: Availability of guidance and counselling human resources in higher learning institutions

No	Items	A Adequate (%)	B Moderately adequate (%)	C Not adequate (%)	D Do not know (%)
1	Number of service providers	3.8	10.0	80.0	6.3
2	Qualifications and experience of service providers	10.0	21.3	63.1	5.6
3	Quality of service offered by higher learning institution	6.3	18.1	70.0	5.6

Source: Field Data Questionnaires (2014)

The data given in Table 16 show that the human resources allocated for guidance and counselling services are not adequate. These findings show that the majority of students (80 percent) indicated that the number of service providers is not adequate. Students with disabilities complained that there was a lack of personnel to help students with disabilities in higher learning institutions, a lack of counsellors, a lack of special education professionals etc. The researcher noted that there was a great need for an increase of service providers in order to help students with disabilities.

As seen in Table 16, there is an inadequate quality of the service offered of guidance and counselling human resources in higher learning institutions in Tanzania in terms of qualifications and experiences by 70 percent. Therefore, the curriculum must be reformed because it excludes needs and services of students with disabilities, they need a curriculum, which is centred on the needs of disabilities in higher learning institutions.

The data show that 63 percent of the qualifications and experience of service provider are not adequate. It was also noted that inadequate training for the counsellors/service providers was one of the reasons for an inadequate provision of guidance and counselling services in the institutions.

5.3.3 *Level of confidentiality of guidance and counselling services in higher learning institutions*

The researcher noted that many of students were not sure whether confidentiality was assured by the service providers or not. Many of them were afraid to attend the counselling sessions because of the fear of being exposed. According to the researcher, students were not very clear about the extent of confidentiality in the counselling process. Hence time was needed to educate these students about the role of counsellors and clients in the counselling process. The results of the level of confidentiality of guidance and counselling in higher learning institutions are presented in Table 17.

Table 17: Level of confidentiality of guidance and counselling services

No	Item	A Adequate	B Moderate adequate	C Not adequate	D Do not know
1	Confidentiality required in guidance and counselling in higher learning institutions	10.0	37.5	46.3	6.3

Source: Field Data Questionnaires (2014)

The data given in Table 17 show that 46.3 percent of the students with disabilities said that the confidentiality required for guidance and counselling service in higher learning institutions in Tanzania was not adequate. It was noted that the students with disabilities were not very clear about the extent of confidentiality of the issues discussed in the guidance and counselling sessions because some of them were not familiar with counselling process. Guidance and counselling services provided to students must be confidential; hence counsellors must create a good relationship with students with disabilities so that the clients can consult them confidently without fear of disclosure of their discussions.

The findings show that the level of understanding of the confidentiality in the provision of guidance and counselling services is still low. Students with disabilities need to be educated by the counsellors that the role of the counsellor is to help all students in the areas of academic achievement; as well as personal, social and career development, in order to make sure today's students become the creative, well-adjusted adults of tomorrow.

5.3.4 *People who provide guidance and counselling services to students with disabilities in higher learning institutions in Tanzania*

It was observed that the majority of the service providers who were providing guidance and counselling services in higher learning institutions were not professional counsellors but paraprofessional counsellors. Some of them were; teachers or volunteers from special education offices, academic advisors, dean of students from each higher learning institution, chaplains (religious leader) from each higher learning institutions, university counsellor, peer counsellors; while others were counselled by none of the above. Figure 6 presents the results.

The data given in Figure 6 shows that 35 percent of the students with disabilities in higher learning institutions were counselled by teachers or volunteers from special education, 25 percent by deans of students, 19 percent by academic advisors, 10 percent by chaplains, 6 percent by university counsellors, 3 percent by peer counsellors, and 3 percent by none of the above.

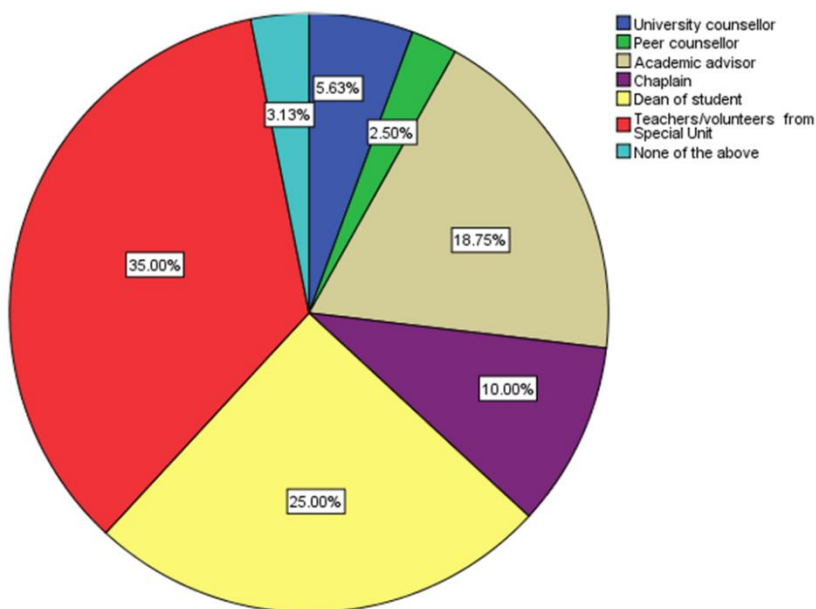


Figure 6: People who provide guidance and counselling services to students with disabilities in higher learning institutions in Tanzania. Source: Field Data Questionnaires (2014)

5.4 Discussion of the findings

The discussion of the findings has been summarized into sub-headings according to the research questions as set out in chapter one. The study intended to answer three questions, but this chapter will answer the following key research question:

- Are the guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania adequate and relevant?

5.4.1 *Students' with disabilities views, experiences and knowledge about the relevance of guidance and counselling services in higher learning institutions*

5.4.1.1 Students' with disabilities views, experiences and knowledge about guidance and counselling service

The study has revealed a gap in guidance and counselling services provided to students with disabilities. Higher learning institutions counsellors help students to succeed academically, personally and socially and assist them in discovering their future professions after high school education. It was also noted that many students with disabilities did not have much knowledge about guidance and counselling services offered in higher learning institutions. As noted by Seyoum (2011), students do not have much knowledge of the guidance counselling services currently offered by the educational institutions under consideration. Therefore, more efforts need to be done to enable students with disabilities to recognize the role of guidance and counselling services.

More than 61 percent of the students with disabilities reported that they did not make use of the higher learning institutions counsellors whenever they encountered any problems although they had a lot of challenges, while 58 percent reported that higher learning institution counsellors had not been of any help to them whenever they consulted them. According to Seyoum (2011), the students did not have any knowledge of the services likely to be offered to them by counsellors of higher learning institutions. The study indicates that 42 percent of the respondents acknowledged that guidance counselling services were always helpful in minimizing or alleviating students' academic, vocational, social and personal problems, while nearly 52 percent concluded that the current guidance and counselling services had never reduced or minimized students' academic, vocational, social and personal stresses.

In practice, students with disabilities in Tanzania continue to be defined by their impairment and the whole and the wondrous individual gets lost. Generally, they are treated as passive victims of their condition, often regarded with compassion but not considered to be active agents in their own life and development. Disability should be seen as the result of the interaction between a person and his or her environment. Disability is not something that resides in the individual as the result of some impairment (UN Convention on the Rights of People with Disabilities, 2006).

The majority of the students reported that when they first joined higher learning institutions, they have never been introduced to their guidance and counselling service providers. In other words, some of the students do not even know such services exist in their institutions. One of the most important roles of the university counsellors is to inform members of the higher learning institutions about the guidance and counselling services which are available for students with disabilities because these students face a lot of challenges while studying in higher learning institutions. This study is supported by UNICEF, which holds the belief that students with disabilities experience discrimination and that this discrimination may affect their health and educational achievement. Moreover, it may limit the opportunities for these students to participate well in their studies and hence put them at a higher risk of violence, abuse and exploitation (UNICEF, 2007).

5.4.1.2 Students' awareness and utilization of guidance and counselling services provided in higher learning institutions

Counsellors help students to succeed academically, personally and socially, and assist them in exploring their options after high school. Despite the crucial and importance of guidance and counselling services to students with disabilities in higher learning institutions in Tanzania, to-date, provision of guidance and counselling services is a relatively new phenomenon. Due to this, there are not enough qualified counsellors' in schools, higher learning institutions as well as all other educational institutions. This revelation was consistent with Sima (2007) who maintains that generally, professional counselling is yet to be recognized as a stand-alone profession in Tanzania and in many African countries.

The Higher learning institutions community needs to be aware of the presence of people with disabilities in order to plan for the availability of the different resources and facilities needed in counselling services and utilization of the

service. Many students with disabilities face a lot of challenges in their education system although many higher learning institutions were not aware of the present people with disabilities in their institutions. They insisted on the management, ordinary students and staff to be aware of people with disabilities in their universities. Research claims that very few faculty members can understand the individual needs of students with disabilities and show their willingness to change the material covered in the course to suit these students' learning needs (Sarkar, 2016). Most (82 percent) of the students with disabilities indicated that faculty members needed to learn more about disabilities (Barazandeh, 2005; Kraska, 2003).

It was also noted that there was poor utilization of guidance and counselling services amongst students with disabilities. This was caused by many factors such as; a lack of awareness of the importance of guidance and counselling services, a lack of awareness of people with disability in university community, a lack of professional counsellors, a lack of human and physical resources, a lack of government policy and legal framework for guidance and counselling services in higher learning institutions. The findings concur with the previous researcher Seyoum, 2011 that there are no well-organized guidance and counselling services in higher learning institutions investigated and that students in the different campuses were treated unevenly in terms of the level of counselling support and there was no well-organized supervisory body to deal with such proper usage of guidance and counselling services.

It was further noted that it is important for higher learning institutions' counsellors to help students to understand the availability and utilization of guidance and counselling services in higher learning institutions; and that through programmes, seminars and workshops students could become aware of the role of guidance and counselling services. Manthei (1997) describes that the use of workshops and support groups is effective in offering guidance and counselling services.

5.4.1.3 Students with disabilities show how they rate guidance and counselling services in higher learning institutions in Tanzania

Majority of the students were not satisfied with the guidance and counselling services offered to students with disabilities in higher learning institutions. The reason behind was that the majority of the service providers had only undergone training for basic knowledge and skills of counselling; many of them were para-professional counsellors (Sima, 2004). This study concurred

with Sima (2007:195) whereby among thirty counsellors who had participated in that study to know the professional qualifications of the counsellors in Tanzania; one had master's degree in education, eight had first degree in education and sociology, 16 were diploma holders in nursing, education and social work and five had certificate in social work. The findings revealed that 12 respondents (37.5 percent) had attended a one-week training course in counselling, 16 (50 percent) a four weeks training course, and four (12.5 percent) training in counselling for the duration between one to three months in total. These findings give a general picture of the type of counsellors who are available in Tanzania; there is lack of qualified counsellors in Tanzania generally, and higher learning institutions, in particular (Sima, 2007).

It was also observed in the study that the qualifications and quality of the counsellors were still a great concern in higher learning institutions in Tanzania. Among the ten counsellors, one had master's degree in education, four had degrees in education and sociology, three had diplomas in education and social work, and two had certificates in nursing. These counsellors had only attended short courses in counselling skills. Due to this issue the majority of the counsellors lacked the knowledge and skills to attend to psychosocial problems of the students. Sima (2007) contents that though many counsellors have good academic backgrounds, most of them being diploma and degree holders, it was not possible to establish their type and level of professional training in counselling because the courses they attended were not certified. In addition to that, counselling as a professional field should be well established through regular courses in counselling, whereby people are certified to practise (McLeod, 2009).

This is an indication that many students with disabilities need more time and support to enable them to accomplish their academic tasks. These findings concur with other researchers (Sachs & Schreuer, 2011) who support the idea that there is a dire need for more time for students with disabilities to participate and perform well in the higher education. This is evidenced in routine matters such as submitting papers on time and investing more time in tasks outside the classroom. In addition to that, these findings are congruent with other studies, which found that pacing impeded the performance of people with disabilities (Schreuer, Rimmerman & Sachs, 2006).

5.4.1.4 Students' preference to offer guidance and counselling services in the higher learning institutions

Students with disabilities had different views related to whom they preferred to offer them guidance and counselling services in the institutions. Female participants who preferred female counsellors thought that if they spoke to a female counsellor they felt freer and more comfortable to express themselves than with male counsellors, while male counselees who preferred to be counselled by male counsellors were freer with male counsellors than with female counsellors. This study concurred with Sima (2002) who contends that the most important issue underpinning the African philosophy is that problems related to sex and other sensitive matters are usually communicated to helpers of the same sex unless there is no other alternative. Maiyo & Owiye (2009:106) contend that it is common in higher learning institutions for students to find it difficult to open up if a counsellor is of opposite sex. They continue arguing that in some cases even where students would be willing to open up, the female teacher may look at the male teacher with suspicion and even discourage female students from consulting him. These findings are supported by Goffman's social stigma theory which explains that students who preferred female counsellors only or male counsellors only, led to gender bias in the counselling service. Sexism in guidance and counselling services is a discrimination, which is based on person's gender and sex. These findings are supported by Goffman social stigma theory as explained in chapter two. Goffman identifies social processes, which occur within the social-cultural environment whose effects can be observed within the individual, it is better to remember that the stigmatized and those who stigmatize others are connected to a local social network.

However, many students preferred anyone either male or female as their counsellor. They argued that they needed a professional counsellor who had specialized in disability issues or who had experience with the lives of people with disability. Although counsellors have special training, many respondents needed to be counselled by counsellors who had specialized in disability issues. The findings concur with the previous study by Thomas (2004) makes it clear that only rehabilitation counsellors are trained in disability issues, while Westwood & Nayman (2012) reports that the Canadian society is becoming more aware of the existence of persons with disabilities, and certain governments have passed legislation to protect their rights and meet their needs and adds that counsellors who choose to work in this field are still obliged to

acquire certain basic skills on the job. They continue arguing that counselling individuals with disabilities is not significantly different from the challenge of counselling able-bodied persons, and add that it is nevertheless important to comment on:

- The special skills and knowledge that a counsellor in a rehabilitation milieu should acquire in order to function effectively.
- The special nature of the counselling relationship between the able-bodied counsellor and the client with a disability (Westwood & Nayman, 2012:159)

5.4.2 The level of adequacy of guidance and counselling resources in higher learning institutions

Higher learning institutions should be a place, which invests many more resources which are accessible to students with disabilities. When they are in an educational environment, students with disabilities have additional requirements emanating from their having disabilities; when compared with students who do not have any disabilities, the daily tasks of those with disabilities are more complicated than those students without disability (Stanley, 2000). However, in spite of this need, which continues to grow, very few higher learning institutions have guidance and counselling programmes, which provide adequate training about disability issues (Pledger, 2003).

The study revealed that there is a low increase of guidance and counselling services in the education system attributed by the inadequacy of funds, training facilities as well as trained counsellors; a lack of offices, counselling rooms and counselling equipment. In higher learning institutions students reported that there was a lack of physical facilities such as counselling rooms, furniture, ICT facilities, books and magazines for consultation services and other resources needed for guidance and counselling services. Sima (2010) supports this argument by stating that counsellors in Tanzania are mainly constrained by the unavailability of physical and human counselling resources, including confidential counselling rooms for counselling sessions. These findings are supported by the social model of disability, which was explained earlier; the social model of disability considers all physical limitations as a disability because the society does not accommodate the differences in human effectiveness. Moreover, Oliver (1986) in the social model theory, argues that it is the society that needs adaptations in order to include persons with disabilities to access the services.

The higher learning institution counsellors must be provided with adequate physical facilities that guarantee the confidentiality of the counselling relationship. Regardless of many changes in country's educational acts, policies, schemes, approaches and the development of programmes for students with disabilities in recognition of the importance of higher education for individuals, families, and the society at large; low enrolment and high dropout have been found (Sarkar, 2016). Low enrolment and high dropout can be understood as the result of inadequate accessibility of higher education institutions, a lack of support, adverse social attitudes and social isolation, as well as low financial capacity (Johnson, 2006; & Wilson, 2004 cited in Sachs & Schreuer, 2011).

A lack of human resources in guidance and counselling services like the lack of the service providers, poor qualifications and experience of the service provider, poor quality of the service offered by higher learning institutions were noted in this study. In addition to that, the majority of the students with disabilities reported that it was important to have qualified counsellors who had experience with people with disability. The findings concurred with the previous findings of Hayes (2001) who maintains that it is important to meet minimum standards of practice. Therefore, counsellors would be required to become proficient in disability issues (Hayes, 2001).

5.4.2.1 Level of confidentiality of guidance and counselling services

Confidentiality is an important ethical principle in counselling: You cannot help a client effectively unless she knows you will not betray her secrets. When you hear things you must keep secret otherwise your client intends to commit suicide, feeling shy to express his/her feelings etc. Counsellors should provide a confidential atmosphere where you can discover any topic or situation and discuss any concerns you may have. Our counsellors are professionally trained, have a wealth of experience and knowledge and can assist you in areas such as academic issues, career counselling and personal concerns. In short, counsellors must be respecting clients' privacy and confidentiality; these are fundamental requirements for keeping trust and respecting client autonomy. According to Aldridge & Rigby (2004) in ethical terms, the purpose of confidentiality is to provide safety and privacy for the process that is taking place between those involved in the intentional use of counselling skills.

The respondents reported that confidentiality of guidance and counselling services to students with disabilities in higher learning institutions is not

adequate. According to their report client feel that there is a breach of confidentiality occurs when information provided in confidence to a counsellor by a client is disclosed to a third party without client's consent. Failure of the counsellor to expose the secret may raise the degree of distrust of his/her activities. Revealing the secrets lead to loss of faith in counselling and counsellors on one part will lose clients. In additional, guidance and counselling service providers must take precautions because the client in higher learning institutions do not believe in the services because they have fear of their secrets to be disclosed to others. Without confidentiality, it would be very difficult to build enough trust in the relationship between client and counsellors, so that you felt not safe enough to talk about your deepest feelings without the fear that someone else might find out about it. Most individuals seeking counselling services assume that what they divulge in counselling will be kept in confidence by their counsellor, with limited exceptions (Glosoff, Herlihy, & Spence, 2000).

Unfortunately, there are some situations in which a counsellor will not be able to keep details shared in counselling sessions confidential. It is only exceptional circumstances may prevent the practitioner from seeking client consent to a breach of confidence due to the urgency and seriousness of the situation, for example, preventing the client causing serious harm to self or others. In such circumstances the practitioner has an ethical responsibility to act in ways, which balance the client's right to confidentiality against the need to communicate with others. Practitioners should expect to be ethically accountable for any breach of confidentiality.

5.4.2.2 People who provide guidance and counselling services to students with disabilities in higher learning institutions in Tanzania

It was observed that from the seven categories of the service provider of guidance and counselling services (teachers/volunteers from special education unit, dean of students, academic advisor, chaplain, counsellors, peer counsellors and others such as parents, friends, relatives, classmates); many of service providers consulted by students with disabilities on their educational and future vocations in higher learning institutions in Tanzania were teachers or volunteers from special education teachers. The study further showed that from the seven categories by students on their educational and future vocations; counsellors were among the least frequently consulted. The study concurs with that of Seyoum (2011) in that, the result implies that either there

was/were no counsellor/s in higher learning institutions or students did not consult them. Moreover, the results imply that students or the public do not recognize the role of guidance and counselling at large. In addition to that Nwagwu (1996) cited in Seyoum (2011:171) conducted a study on African students and concluded that the area of guidance and counselling has been, to a great extent, neglected in school practice and administration throughout the continent.

Counsellors need to have training and seminars, which will help them to develop their counselling skills. Nevertheless, the researcher observed that the majority of the counsellors as well as the service providers lacked seminars, workshops as well as supervision. This is supported by Sima & Mkumbo (2006) who report that all secondary schools in Tanzania have paraprofessional counsellors who are partially trained in the basics of guidance and counselling, although these counsellors have no idea if the ministry of education has different programmes to develop their counselling skills. It was also noted that the ministry of education did not have these programmes for counsellors in higher learning institutions. The importance of training, workshops, seminars and supervision to develop counselling skills are supported by McLeod (2009) who argue that recently, significant developments in counsellor training have included increased attention to the role of supervision and personal therapy in training programmes.

The researcher observed that students with disabilities complained that normal people have negative attitudes towards people with disabilities in the community at large and in higher learning institutions in particular. It is difficult for them to express their feelings to non-disabled people even when they face a lot of challenges in their educational setting. This observation concurs with another researcher who noted that negative attitudes of faculty and administrative staff may prevent students, especially students with invisible disabilities, from disclosing their disabilities and from requesting for accommodation which they are entitled to (Jung, 2003; Johnson, 2006).

Furthermore, it was noted that students with disabilities needed service providers or counsellors who had attended special training on disability issues. Many of the students had received guidance and counselling services from teachers or counsellors who were from special units because these people had many experiences concerning people with disabilities. They thought that service providers who had been trained on issues related to disabilities issues

would treat them fairly. This observation concurs with Thomas (2004) who points out that only rehabilitation counsellors are trained in disability issues.

Other students with disabilities reported of having guidance and counselling services through deans of students or wardens of the halls of residence. This happened because they did not know that their universities had counsellors; they only knew about deans of students or wardens of the halls of residence. The big challenge they faced was that these people sometimes treated them badly or punished them. They admitted that it was difficult to be counselled by them but they had to consult them for guidance and counselling because there was no other option.

In addition to that, some students with disabilities reported to have received guidance and counselling services from their parents, relatives and friends etc. The researcher noted that the majority of the students did not want to get these services from their parents because of the isolation that their parents had received from the society experienced because of their disabilities, thus causing a lot of stress to their parents and family. This study corresponds with McAlpine, (2008:46), that caring inevitably for a disabled child creates huge stress on the parental relationship; and that numerous cases of family breakdown as a result of the stress were reported in Tanzania. According to the result, it would not be surprising if many parents and students with disabilities are also living with depression and many times students with disabilities and their parents reported that they had been abandoned and lost hope. Furthermore, their parents are in great need of guidance and counselling services in order to live comfortably in their society. Currently, there is a real lack of support for parents and they receive no counselling, advice, financial support or parenting education, in exceptionally challenging circumstances in Tanzania (ibid.).

5.5 Summary of the chapter

The chapter presented detailed information about the adequacy and relevance of guidance and counselling services in higher learning institutions in Tanzania. Considering the findings of the study, it was concluded that:

Guidance and counselling services are faced by the unavailability of requisite human and physical resources like counselling rooms, professional counsellors, trained counsellors etc.

There are different factors affecting guidance and counselling services, which are a social and cultural context, which led to students' preferences for the counselling services provider.

The guidance and counselling services in higher learning institutions are poorly organized. There is an urgent need for improving the guidance and counselling services provided by higher learning institutions in Tanzania; by appropriate and adequate training and education of the counsellors as well as the provision of physical resources for better performance of the service.

The community in general and higher learning institutions specifically need to be educated on the role of guidance and counselling services to students. All students should be aware of the availability of guidance and counselling services and to utilise them; while counsellors should respect the confidentiality of the client.

It is the role of the university management, staff, non-disable students and the community to identify and help students with disabilities so that they can accomplish their goals.

The chapter has presented details information about the adequate and relevant of guidance and counselling services in higher learning institutions in Tanzania. Considering the findings of the study, it was concluded that:

The findings revealed that guidance and counselling services are faced by the unavailability of guidance and counselling human and physical resources like counselling room, a lack of professional counsellors, untrained counsellors etc.

There are different factors, which affected guidance and counselling services including a social and cultural context, which led to students' preferences for the counselling services provider.

Still, there is an urgent need to improve guidance and counselling services provided by higher learning institutions in Tanzania. It was observed that guidance and counselling services in higher learning institutions were poorly organized. There is an urgent need to improve the professional level of counsellors through adequate training and education, human and physical resources are highly needed for the better performance of the service.

Furthermore, there is a higher need to educate the community in general and higher learning institutions specifically the role of guidance and counselling services to students. All students should be aware and utilize guidance and

counselling services while counsellors should respect the confidentiality of the client.

Lastly, it is the role of the university management, staff, non-disabled students and the community to identify cares and to help students with disabilities in order to empower them to accomplish their goals.

6 Barriers and challenges facing students with disabilities in obtaining guidance and counselling services in higher learning institutions in Tanzania

6.1 Introduction

This chapter presents the results and discussion of the study in relation to objective three as mentioned in chapter one. It examines the personal, social and academic challenges facing students with disabilities in higher learning institutions in Tanzania and it finds out barriers and challenges in obtaining guidance and counselling services by students with disabilities in higher learning institutions in Tanzania. The aim was to assess the barriers and challenges that students with disabilities face in obtaining guidance and counselling services in higher learning institutions in Tanzania. The assessment was carried out through questionnaires, observations, interviews, focus group discussion and documentary film.

The chapter is organised into three sections. The first section presents challenges facing students with disabilities in higher learning institutions in Tanzania. The second section presents the focus group discussion, which was geared towards finding out barriers and challenges in obtaining guidance and counselling services by students with disabilities in higher learning institutions in Tanzania and the third section presents the discussion of the findings in relation to the objectives.

6.2 Challenges facing students with disabilities in higher learning institutions

Despite the efforts done to make inclusive education in higher learning institutions, the majority of the students with disabilities are still facing a lot of challenges and barriers in attaining higher education. During this study, students with disabilities were asked a series of questions to further understand the challenges that they faced in higher learning institutions. A variety of

responses were given by the participants, but many of the problems and issues that the respondents faced were very similar. Students with disabilities reported different challenges, which are presented in Table 18.

Table 18: Challenges facing students with disabilities in higher learning institutions in Tanzania

No	Challenges	N	Strong Agree (%)	Agree (%)	Disagree (%)	Strong Disagree (%)
1	Academic problems	160	87.5	12.5		
2	Social-stigma and discrimination	160	80.0	20.0		
3	Lack of institutional support	160	84.4	15.6		
4	Cultural norms	160	71.3	18.1	8.8	1.9
5	Personal/Family issues	160	76.3	21.2	2.5	
6	Lack of financial support	160	83.1	16.9		
7	Lack of psychological care/support	160	81.9	17.5	0.6	
8	Poor infrastructure support	160	91.9	8.1		
9	Lack of awareness concerning disability issues	160	86.5	14.5		
10	Negative attitudes	160	86.6	14.4		

Source: Field Data Questionnaires (2014)

Table 18 shows that the majority of the students faced a lot of challenges in attaining higher education whereby, 92 percent complained about poor infrastructure and unfriendly environment surrounding higher learning institutions; followed by academic problems (88 percent); followed by a lack of awareness concerning disability issues (87 percent); and negative perception concerning people with disability (87 percent); challenges of institutional support (84.4 percent); a lack of financial support (83 percent); a lack of psychological support (82 percent) and social stigma and discrimination (80 percent). Respondents reported 76 percent related to personal and family issues, while 71 percent were related to cultural norms; although, a few students (9 percent) disagreed and 2 percent strongly disagreed about cultural norms being a big challenge in higher learning institutions in Tanzania.

Results from the field indicate that 92 percent of the respondents reported that poor support for infrastructure was among the major problems in many higher

learning institutions in Tanzania. Poor infrastructure like halls of residence, seminar rooms, lecture rooms, teachers' offices, administration block, toilets, hospitals surrounding higher learning institutions hindered the academic performance of students with disabilities.

Table 18 shows that the majority of the respondents (88 percent) reported that they faced academic challenges in their education system in their higher learning institutions. They reported to have a lot of needs, which were sometimes different from students without disabilities. These students had different academic needs depending on their types of disabilities although many higher learning institutions did not recognize their special needs.

Furthermore, 87 percent reported that there was a lack of awareness concerning disability issues in higher learning institutions. Respondents reported that most of the faculty members, academic and non-academic staff, administrators and non-disabled students were not aware of the disability issues and special needs for people with disabilities. This is an urgent issue; an awareness programme is highly needed in high learning institutions in Tanzania to make sure that special needs for students with disabilities are known and appreciated in general, as seen in Table 18.

Table 18 shows that 80 percent of the respondents confirmed that there were social stigma and discrimination amongst the university community. Due to this, there is a great need of educating the university community about disability issues and special needs for them. Results of the study show that without proper planning and implementation efforts of awareness programmes concerning special needs of people with disability, these students will continue to suffer a lot.

Negative attitudes are one of the challenges facing students with disabilities in higher learning institutions in Tanzania as seen in Table 18. Despite the knowledge concerning people with disabilities, negative perceptions towards students with disabilities still persist (87 percent). In addition to that, some people with disabilities have been killed in the community, in Tanzania; these are people with albinism and other disabilities. Some students had experienced negative attitudes when in different places like libraries, toilets, laboratories, cafeteria, administration offices, lecture rooms and photocopy and printing offices in higher learning institutions. As mentioned earlier, one student with visual impairment, for example, narrated that she/he went to see the dean of students to make an appointment because she was having academic problems

but when she entered the office she was taken as a beggar and was about to be sent out before she explained herself.

In addition to that, 84.4 percent of the respondents revealed that there was a lack of institutional support for students with disabilities in higher learning institutions. It is true if the institutions are not aware of their special needs, it is then difficult for them to plan and implement their special needs and services.

The findings from the quantitative data were supported by the findings from qualitative data. These findings reported challenges facing students with disabilities in higher learning institutions in Tanzania. The findings were analysed to strengthen the quantitative findings such as questionnaires, interviews, a documentary film and focus group discussions from different groups. These data were collected among students with disabilities, university administrators and staff from special education units. The real names of the universities were withheld. These findings are explained under: institutional challenges; social challenges; Personal/family challenges; psychological challenges; differences in academic requirements.

6.2.1 Institutional challenges

All students with disabilities complained about poor availability of services for students with disabilities in higher learning institutions. Most of them complained about poor infrastructure, poor teaching and learning materials, poor access to reading materials, a lack of personnel, negative attitudes concerning people with disability as well as an unfriendly environment in general, as seen in Table 18.

6.2.1.1 Difficulties and barriers to access several facilities in higher learning institutions

Accessibility issues are crucial for success in inclusion programmes in higher learning institutions. Hence, apart from coping with the trauma of a disability, which may be mild, moderate, severe or profound, the student may find it difficult to access and afford several facilities and services while studying in a higher learning institution. The absence of significant facilities and services could severely limit independence, geographical mobility, and employment opportunities upon graduation, etc. That is why the number of students with disabilities decreases highly when they increase in other levels of education. If

they face problems when moving around the university, it is a sign that this group of students with disabilities is being marginalized by the society, as seen in Table 19 below.

Table 19: Difficult to access several facilities in higher learning institutions(N=160)			
No.	Items	Responses	
		Yes	No
1	Did you find it difficult to access and afford several facilities and services while studying in a higher learning institution?	99.1	0.9
2	Are the buildings like lecture rooms, libraries, dormitories, toilets, staff rooms accessible to students with disabilities?	2.5	97.5

Source: Field Data Questionnaires (2014)

Table 19 shows that 99 percent of the students said that they faced difficulties in accessing several facilities while studying in higher learning institutions. A student who was using a wheelchair, for example, could not access places where there were stairs.

Students’ views about accessibility problems

The majority of the respondents claimed to have experienced difficulties in moving around the university environment. One student with physical disability claimed that the physical environment in higher learning institutions was not friendly to persons with wheelchairs because they could not access places where there were stairs. He said:

In my side, I cannot walk without someone help me to use my wheelchair and other things, so due to poor infrastructure in my university like a lot of stairs and others you have seen... I must have someone to assist me but my parents pay for him every month. So, if my parents were not able to help me I could not attend higher education (Student with physical disability, University 9).

From the findings, all students with disabilities reported to have faced difficulties in accessing several facilities in higher learning institutions. Tungaraza (2010), reports that 100 percent of her respondents reported accessibility barriers as one of the challenges facing some students with disabilities in the University of Dar es Salaam Tanzania. This result is associated with social model theory, which identifies systematic barriers and negative attitudes, which lead to exclusion of people from the society. This model focuses on investment and enabling people with disabilities to function as non-disabled people who are not stigmatized or marginalized by their society and participate

equally in the society development. Following this model, the participation of students with disabilities in higher learning institutions is conceived as a situation that demands taking care of external structures such as support system to help them (Mwaipopo et al., 2011). This model recognises that obstacles to educational opportunities which students with disabilities face are man-made; the model believes that disability is not a person's problem but a social oppression.

The respondents reported that 98 percent of the students with disabilities complained about buildings, which were not accessible for them in their higher education institutions; e.g. lecture rooms, libraries, seminar rooms, toilets, dormitories, and staff rooms were not accessible. It was noted that all libraries in higher learning institutions were not accessible to students with disabilities. These results are also illustrated by interview data from students with disabilities.

All respondents reported that accessibility barriers were among the challenges facing students with disabilities in higher learning institutions. One student with disability mentioned the library as the most important for all students but that it was not accessible for students with disabilities, as follows:

The biggest problem is that ...we as students we need to study in the library but the way it is constructed we do not have access to books ...also the library has some upstairs that we must have to climb that restricts people with disabilities to access some of the books again ... there are no braille books for people with visual impairment in the library. (Male student with visual impairment, University 1).

Another student with physical disability reported sadly about physical mobility difficulties for them in higher learning institutions. The student complained that sometimes they missed some classes due to the unfriendly environment. One student had this to say:

Many times I fail to go to eat in the cafeteria or to attend lectures, because other lectures are in third floors and students carry me to third floors because there is no elevator, so sometimes when I reach the class I feel very tired and fail to learn and sometimes I miss some classes due to unfriendly environment. It pains because even lecturers see me when students help to carry me to third floors without their taking any action taken. Moreover, even if I attend lectures on a third floor I cannot use the toilets which are there because they are not in favour of my type of disability I am living in a difficult environment here I

did not even get any financial support from Government. Everything that I have here is from my parents. I applied for student loan board with all evidence that I cannot afford to pay a fee but they ignored my request. So, higher learning institutions need to get awareness concerning students with disabilities because sometimes I see direct stigmatization and discrimination in the university environment (student with physical disability, university 1).

Findings from interview indicated that regardless of their right to get higher level education the same as normal students, the students with disabilities had not been considered by higher learning institutions whereby many infra-structural systems had barriers such as stairs, narrow paths, high tables in laboratories, lecture rooms and seminar rooms, unsupportive toilets and cafeteria hall that are not friendly to them as shown in Table 19. Students with physical disabilities who were using wheelchairs and clutches encountered difficulties to reach some places due to the nature of infrastructure, which was unfriendly to them. People with visual impairment also faced the difficulties, while people with albinism faced a lot of challenges when it as sunny and they had to walk to lecture rooms or dormitories for a long time had the risk of getting skin cancer. The findings concur with those of Lehtomäki et al. (2013) who state that education opportunities for people with disabilities in Tanzania were reported to be limited due to poor physical accessibility and inappropriate buildings and facilities, including a lack of ramps, elevators, escalators and railings.

It was also observed that in most higher learning institutions the situation of accessibility was worse since the most of the infrastructure was not easily accessible by students with disabilities such as those with visual and physical impairments as well people with albinism who had to walk a long distance in the sun rays which affected their skin. Many researchers have reported about inappropriate architectural designs for buildings at all levels of education, specifically in higher learning institutions buildings, which made them inaccessible to students with disabilities. A good example is that of a physically disabled male student who had to use a wheelchair with support from other students in one of the institution. He exposed his experience to the researcher on how he suffered while accessing the toilet, which was not designed to suit his condition. Tunganaraza & Mboya (2005) who also explored the situation of higher learning institutions in Tanzania report on the poor accessibility of lecture rooms, libraries, cafeteria, bathrooms and dormitories.

Administrators' views about accessibility problems

Architectural or physical barriers are elements of buildings that create barriers to students with disabilities. University administrators reported that they wished to take more students with disabilities to their university but the infrastructure did not allow. One administrator reported as follows:

Look at these stairs.... a lot of stairs surrounding the university.... you cannot go to lecture rooms, dormitories, cafeteria, library, toilets, offices without using a lot of stairs and we have disabled students; this environment is only for students without disability...the environment for them is unfriendly they face a lot of challenges..... every time they come and complain (Administrator, University 1)

Another administrator had this to say:

I think we wish to take more students with disabilities to this university but the infrastructure does not allow.... this year we received students with physical and hearing impairments 'but we asked the Tanzania Commission for Universities to reallocate these students to other universities because the infrastructure was not prepared to educate the deaf, blind or students with physical disabilities (Administrator, University 9).

Administrators reported that the physical environment in higher learning institutions caused many mobility difficulties for persons with disabilities, specifically for those in wheelchairs. Tungaraza (2010) reports that accessibility information in Tanzania is also a big problem that needs special attention, and adds that it is true that some students with disabilities graduated from universities without ever using the library as well as not having access to books written in braille. All universities do not have books written in braille. In addition to that, it is advisable for all higher learning institutions to plans to make all buildings and infrastructure such as lecture halls and seminar rooms, library, laboratory, dormitories, cafeteria, toilets and playgrounds friendly to people with disabilities by putting slopes, lumps and lifts in higher buildings so that every student, in spite of his/her condition can easily move around and make use of everything in the environment according to his/her needs. Moreover, toilets must be specially designed to suit the needs of people with disabilities in general and should be always kept clean.

6.2.1.2 Lack of awareness concerning disability issue in higher learning institutions

The data shown in Table 20 (see below) indicate that there is a lack of awareness concerning disability issues and special needs of students with disabilities in Tanzania.

Table 20: Awareness concerning disability issue in higher learning institutions (N=160)

No.	Items	Responses	
		Yes	No
1	Does the university environment community portray awareness concerning people with disability?	10.5	89.5
2	If no in question 1, does it need to be educated concerning disability issues	90.9	9.1
3	Have you ever been stigmatized or discriminated in a university because of the disabilities you have?	90.1	9.9

Source: Field Data Questionnaires (2014)

Students reported that 90 percent of the university environment community did not have any awareness concerning disability issues. The report indicated that awareness programmes were needed to make sure that students with disabilities were living in a friendly environment where special needs are known and appreciated. These findings were supported by students with disabilities during interviews as explained hereafter.

Students with hearing impairments experienced communication barriers in the university environment. One student with hearing impairment complained that one day the lecturer ordered him to leave the examination room when he thought the student disrespect him after receiving no answers to the question that he asked him/her. To show how serious the problem was one student who had a painful experience complained:

There was a day when I entered in examination room.... the lecturer asked me a few questions when he distributed examination papers I was looking in his face to tell him with sign language that I have a hearing impairment but the lecturer ordered me to leave the examination room because he thought I had shown disrespect to him by not answering his questions (Student with hearing impairment, University 8).

These findings indicate that sometimes lecturers and administrators are not aware of the presence of students with disabilities in their institutions, and also fail to identify special needs of students with disabilities. We have seen one student with hearing impairment in one institution was ordered by his professor

to leave examination room, when he asked some questions and student was looking straight on his face; then he/she thought the student had no respect for him/her. These findings concur with the study done in Tanzania by Haki Elimu (2008:25) which reports that many teachers lacked training, knowledge and experience regarding disabilities and consequently considered inclusive education that is having students with disabilities in their schools/institutions, to be beyond their professional capacity. Although the report concluded that perhaps the largest obstacle was that not much concerted institutionalised efforts had been made to break these barriers. Other researchers, Tungaraza and Mboya (2005) support the argument that access to education by persons with disabilities and their progress from primary, secondary to tertiary levels was significantly hindered by teachers' ignorance of the abilities of persons with disabilities and teacher's failure to understand the significance of education in the lives of these people.

Findings from the field indicate that 91 percent of the students agreed that the university environment community needed to be educated concerning disability issues. The awareness creation should be done to all members of the university community in order to make them to understand disability issues and special needs for people with disabilities. This point is supported by one student with visual impairment, who went to see his professor; he was shocked by the response from the secretary after seeing that he had disabilities. She did not know that he was a student; her first impression was that he was a beggar as elaborated hereafter:

I think we need special office which specialized only for helping people with disabilities in all problems in higher learning institutions because when you go to the offices they think you are beggars, so one day I went in the office of the Deputy Vice Chancellor Academic, and the secretary, without listening to me, told me "Today I do not have money; go away"; I was very disappointed that day.... I am not a beggar... (Student with visual impaired, University 1).

Respondents reported that only a few people in higher learning institutions were aware of the students with disabilities and their needs in general while most of the university community like administrators, academic staff, non-academic staff, non-disable students' needed education awareness concerning people with disabilities and their needs. As explained before, Haki elimu (2008) reports that lecturers, faculty members, higher learning institutions administrators, academic and non-academic staff in the institutions and the public at large, failed to identify students with disabilities and their needs.

These results go hand in hand with social exclusion and inclusion theory, which was used in this study. In this model in inclusion, people are treated as equals regardless of their status in each society, but in social exclusion, the theory rejects the idea of equality of welfare. Barry (2002) reports that social exclusion can be a cause of social injustice, which leads to unequal education and educational opportunities, which can result in a lack of access to education and involvement in politics.

The report states that 90 percent of the students with disabilities have been stigmatized and discriminated because of the disabilities they have in higher learning institutions in Tanzania. It is better to conduct awareness campaigns to eliminate various superstitions concerning disability issues surrounding the higher learning institutions in Tanzania. These findings were reported by students with albinism during the interview session as illustrated hereafter.

Students with disabilities have the right to live in the society that recognizes their needs and helps to reduce barriers that challenge them, but due to ignorance and prejudice people with disabilities are living in unfriendly environment. One respondent with albinism described her painful situation as follows:

Now I am totally confused, I have a lot of stress because many people with these disabilities are being killed because of the poor knowledge of the society. The government; NGOs and Human rights organisations should do something. I am afraid I do not know where to go when I graduate with my bachelor of Law people with albinism are always killed everywhere... yesterday it was announced on Television that more than ten people with albinism in Tanzania had been killed. Oh my God ...I know I am not safe; I cannot trust anyone because people think that in our body parts there is something special that makes someone get wealth according to what witchdoctors tell them: So; now, I cannot trust even my best friends or family members if they are offered a lot of money they will hand me over to the killers... Tanzanians are not aware that albinism is just a lack of pigment that makes us appear glaringly white (Student with albinism, University 1).

It is evident through researchers and the media reports in Tanzania that people with disabilities for the current years have been killed due to superstitions. People with albinism, for example, have been killed due to beliefs that if they killed them and took some of the parts of their bodies they will become wealthy, especially those who are working in mines. This has made students with disabilities, especially those with albinism to live in a stress and

unfriendly situation. Traditional beliefs concerning people with disabilities in Tanzania result to superstitious behaviours that hinder their participation in the day-t-day activities in the society. Possi (1999) reports that traditional beliefs concerning people with disabilities in Tanzania have resulted into superstitious behaviour hindering social, economic and educational inclusion; and that although the situation is similar all over the country, the situation is worse in the rural areas and could be changed only by inculcating the people with culturally appropriate and accepted ways in collaboration with community leaders. This could be done through awareness creation programmes. Hence, many students from different faculties, especially those with albinism are afraid of working in rural areas. The counsellors were notified that these students needed guidance and counselling services to live a peaceful and comfortable life in higher learning institutions.

6.2.1.3 Orientation to students with disabilities in higher learning institutions

Table 21 shows the response of the students who had been orientated on various university services when they first entered the university environment. The data show that an average number of students were given orientation on the important services for students with disabilities when they first joined the higher learning institutions. There is need to coordinate the services needed for students with disabilities in higher learning institutions so that students with disabilities are recognized together with their needs when they join higher learning institutions. The orientation of students with disabilities when they first entered in their institutions is shown in Table 21.

Table 21: Orientation to students with disabilities in higher learning institutions(N=160)

No.	Items	Responses	
		Yes	No
1	When you first joined the university, were you oriented to various university services?	56.3	43.8
2	Are there any important services to which you were oriented in this university?	53.1	46.9

Source: Field Data Questionnaires (2014)

There is a need for every higher learning institution to have proper planning and implementation in the orientation week to make students with disabilities and their needs be known by the university community when they first join the university. This will bring awareness about disabilities and special needs to the

community. Moreover, this will help students with disabilities to recognize their needs and services in general.

6.2.2 Cultural challenges

Students with disabilities reported that a lot of traditional beliefs concerning people with disabilities affected students in higher learning institutions. The findings indicated that many communities believed that a child born with a disability was a disgrace in the family and society in general. Others believed that it was caused by bad luck, while others said they were like that because spirits or ancestors were angry with the parents or it was a punishment from God because of a sin that they had committed in the past. Others, who believe in witchcraft, supernatural powers viewed disabilities as a source of wealth; that is why a lot of people with albinism were being kidnapped and killed because their body parts were being used in witchcraft to acquire wealth. That is why students were complaining that their security was not guaranteed. Some of them complained that if they finished their bachelor degree they would not work or interact with other people because they feared about their security. Possi (2006) reports that to overcome marginalization and exclusion one requires not only understanding but also finding culturally appropriate ways to change the traditional beliefs associated with impairments and persons with disabilities. Results from the interview with a student with albinism are presented hereafter:

Students with albinism reported how they were discriminated and stigmatized by their families due to poor traditional beliefs as well as ignorance of their family. One respondent had this to say:

I have a lot of challenges in my family and the society in general. When I was born my family thought it was bad luck. My father divorced my mother and called me "Satan", I was discriminated and stigmatised because of the disability I have. So, when I sometimes walk in the streets children and people run away, while others spit saliva on the ground. When I ask other people why they were doing that, they said that in their tradition, it was considered as bad luck to meet a person with albinism; so spitting saliva would remove bad luck from their bodies. This also happens in higher learning institutions; I see many students do this same action (Student with albinism, University 6).

The findings implicate that the strong cultural traditions and religious beliefs embedded in the people reflect negatively on many people with disabilities.

in Tanzania. Cultural and traditional beliefs were found to contribute to the negative attitudes in the society among parents and university communities, which lead to discrimination of people with disabilities resulting to poor enrolment (Haki elimu, 2008). The Disability Survey Report (2008) calculates that over 80 percent of the people with disabilities live in rural and remote areas with limited or no access to health and rehabilitation services and where traditional beliefs and practices are commonly maintained. In Tanzania, there are also some traditionalist who maintain that if someone gives birth to a handicapped child there is a curse or something like that in the family; so they do not even want to put that child into public let alone to encourage him or her to get education (Morley, 2010:33). Therefore, the need to have guidance and counselling offices for students with disabilities in higher learning institutions in Tanzania is inevitable. Among the ten higher learning institutions surveyed, the researcher noted that only two universities had special units for students with disabilities, although they had a lot of challenges concerning qualifications for the special education teachers, offices and volunteers.

6.2.3 Social challenges

Findings from the study indicate that students with disabilities complained about the social, cultural and economic prejudice, stigmatization and discrimination that they often experienced, and which consequently prevented them from obtaining a better quality of life in higher learning institutions. A few remarks from questionnaires are presented in Table 22.

Table 22: Social stigma and discrimination facing students with disabilities in higher learning institutions(N=160)

No.	Items	Responses	
		Yes	No
1.	Have you ever been stigmatized or discriminated here in the university because of the disabilities you have?	90.1	9.9
2.	Have you ever been stigmatized or discriminated in community because of the disabilities you have?	98.1	1.9

Source: Field data Questionnaires (2014)

A higher learning institution is the place where people are educated although many of them are ignorant on issues concerning needs and services to people with disabilities. The data shown in Table 22 indicates that 90 percent of students with disabilities have been stigmatised and discriminated in higher learning institutions because of the disabilities they have. These results from

questionnaires, together with those from interviews from students with disabilities and university administrators are elaborated hereafter.

Many of the students reported to have been stigmatized and discriminated in the university environment because of the disability they had. One student with visual impairment reported her experience that many non-disable students are feeling shy to walk with people with disabilities; sometimes when her friend attended lectures in afternoon or evening the girl with visual impairment would not take any meal because there was no one will take her to cafeteria to get food because they felt shy to walk with her. She complained by showing her emotional feeling as follows:

I feel stigmatized and discriminated among people here in the university environment; sometimes by students themselves, teachers and non-academic staff; sometimes directly or indirectly. If my friend is having a lecture in the evening, no one can take me to the cafeteria, sometimes I heard the voice of other students and I call them telling them that I need some to help me to go cafeteria but no one comes to help me.... I do know why...but I think they are feeling shy to walk with disabled people. Sometimes, I sleep without eating food because my friend has attended evening lecture (Student with visual impaired, University 9).

Many of the university administrators reported that most of the university community had negative attitudes concerning disabilities in general, so, there is a need to educate people in the university community about the needs and services required by people with disabilities. A university administrator had this to say:

I think something must to be done to educate people in the university community; people have negative attitudes in relation to disabilities in general. This leads to stigmatization and discrimination, which sometimes appears directly or indirectly. So, I recommend government, NGO`s, universities and others to conduct awareness creation programmes concerning disability issues for academic and non-academic staff and students in general (Administrator, University 1).

Stigmatization and discrimination among people with disabilities still persist today without any doubt in universities as well as the community at large. We have seen many children with disabilities being kept in the houses because they have disabilities. The family is afraid of letting people or community know that they have a person with a disability because they can be stigmatized as well as

discriminated by the society. More than five cases of parents who kept children with disabilities at home because of fear of being stigmatized by the society; and the children were not having access to education, this is supported by Macha (2002) who reports that many studies mentioned about parental attitudes as a barrier to education for persons with disabilities.

The data shown in Table 22 indicates that 98 percent of people with disabilities have been stigmatised and discriminated in the community in general because of their condition. The result was supported by an interview respondent with physical impairment as clarified below.

Most of the respondents reported that non-disabled people in the community think that people with disabilities are not able to do things that normal people can do. They forget that all human beings are equal. One response maintained that the following:

It is true ...many people in an university environment as well as the community in general, have negative attitudes concerning people with disabilities, they believe that there are other things that disabled people cannot do... they need to be educated that all human beings are equal... we are the same as students without disabilities. They think that we cannot do things that normal students do...they think that we are only beggars (Student with physical impaired, University 6).

Negative attitudes towards students with disabilities are still evident in higher learning institutions. Respondents with disabilities in the study explained that this was among the challenges that they faced in their institutions. They faced negative attitudes in cafeterias, faculties, administration offices, dean of student's offices, laboratory etc. Many people, for example, think that people with disabilities are unable to do many things, and sometimes others think that they are not the students but they are beggars when they see them around the university community. Therefore, according to these findings, it is important to create awareness concerning disability issues amongst the community in higher learning institutions to reduce negative attitudes concerning students with disability and make them live freely and happily and attain their educational goals. The society must become aware that stigmas and negative attitudes have a significant effect on the social, emotional and psychological aspect of the quality life of people with disabilities. The social stigma theory used in the study also functions in this part. The theory explains that all stigma

starts in the society where people live. In short, stigmatization occurs at societal, interpersonal, and individual levels as explained in chapter two.

Fig 7 indicates that 100 percent of the students with disabilities admitted to have faced social stigma and discrimination in higher learning institutions, which means that 80 percent strongly agreed that there was a social stigma among students with disabilities in higher learning institutions, while 20 percent just agreed. This is an indication that it is important to conduct an awareness campaign to eliminate the stigma, prejudice and discrimination among students with disabilities and let them live freely in the community environment. It is important that every human being is respected, wanted, and thus feels happy and included in the society.

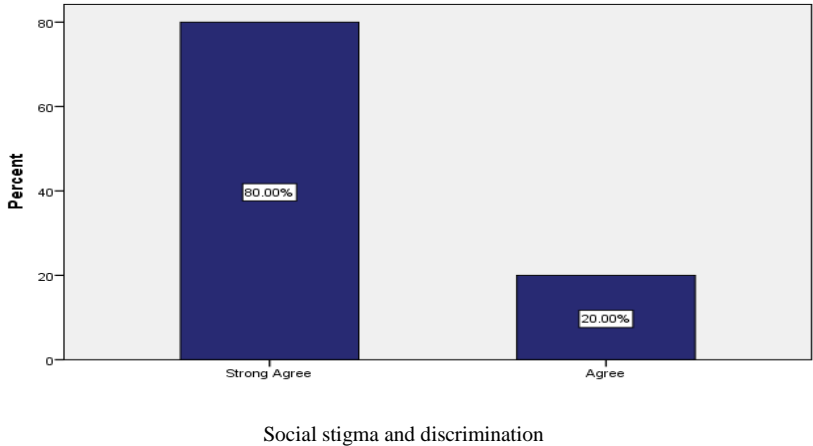


Figure 7: Shows Social stigma and discrimination among students with disabilities in higher learning institutions. Source: Field data Questionnaires (2014)

6.2.4 Personal/family challenges

Students with disabilities face a lot of family and personal challenges in their daily lives. From the findings, Table 23 shows that 79 percent of the students with disabilities agreed that they had been stigmatized or discriminated because of the disability they have in their family while 21 percent had not been stigmatized and discriminated by their family.

Table 23: Personal challenges facing students with disabilities in higher learning institutions(N=160)

No.	Item	Response	
		Yes	No
1	Have you ever been stigmatized or discriminated in your family because of the disabilities you have?	79.2	20.8

Source: Field data Questionnaires (2014)

Results indicate that most of the family members (79 percent) had been stigmatizing and discriminating the persons with disabilities in their family. A lot of personal challenges also affect students with disabilities as well as self-stigma. There is a need to educate parents, siblings and all family members about disability issues to eliminate stigmatization and discrimination among their family and to eliminate the ideas surrounding people that disabilities are a burden to the family as well as the society.

One student with albinism reported to use a lot of money from her parents for making treatment of her skin. They buy sun cream far away and use one cream for every month, which is very expensive and for others who cannot afford to buy that cream it can lead to skin cancer. Sometimes students themselves think that they are burdens to their families, and therefore need the government to support him/her to reduce the burden from their family and also to help those students who get skin cancer because of a lack of money. Likewise, another student with albinism had this to say:

The tubes I use to prevent skin cancer due to heat from the sunrays are very expensive. I buy them at Muhimbili hospital in Dar es Salaam Tanzania (the main hospital), but I am studying in Mwanza region which is far away from Dar es Salaam, but my parents paid 150,000Tsh (80euro) as bus fare for me to travel more than 32 hours to and from to buy the tubes which I use on my skin, one tube cost 70,000Tsh (30euro) and I use two tubes per month, without food and hotel expenses. So many students with albinism cannot afford this, which can lead to different types of skin cancer (student with albinism, University 2).

6.2.5 Psychological challenges

Most of the students with disabilities need psychological counselling. They reported that they faced emotional and behaviour disturbance, a lot of stress,

undeserved names because of their disabilities; marginalization and discrimination among family members, the university community and society; as well as negative attitudes from those around them concerning their disability, lack of courage, and thoughts and fears about their condition which lead self-denial and rejection. These findings were supported by respondents as exemplified hereafter:

Every human being needs to be respected in the society regardless of the differences we have. Negative attitudes towards students with disabilities in higher learning institutions wounded their feelings, which led to social and psychological problems. One student had the following to say, in support to that:

I feel very bad to walk, I do not have any support from my university... they do not recognise if they have students with physical disabilities like me, I went to the dean of students to ask appointment to see him but they did not give me a chance to see him because they thought I had gone there to ask for money. I have a lot of problems and no one feels responsible for me, even lecturers. I should to walk a long way to and from the dormitory, cafeteria and classes with a lot of stairs. Inside me I find life in university to be difficult (Student with physical disability, University 1).

Another student with physical disabilities reported how difficult it was to find a counsellor in his university when he felt frustrated and stressed and he needed counselling services. The respondent had this to say:

I have some problems, which give me a lot of stress, but I do not know who is responsible for counselling students in this university. There is a day when I felt very frustrated I could not even attend lectures. I asked the assistant to the dean of the faculty for the person who is responsible in counselling student He told me to consult the warden of my hall of residence for help. It was difficult for me to go to him because I had seen him many times punishing students who had done something wrong in the hall.... I thought it was better to see a different person other than him (Student with physical disability, University 4).

Students with disabilities encounter social, academic, cultural and psychological problems to mention a few. They need guidance and counselling services for better performance and a happy life in higher learning institutions. Results from the study show that there are some serious challenges that affect students with disabilities in attaining higher education. Similarly, Werts, Gulatta and Tumpkins (2007), cited in Tungaraza (2010:153) report that

problems facing people with physical or health problems led to their own possibly unresolved feelings, they must continually face potentially negative or stereotypical behaviours from people with whom they interact. So, fear, rejection or pity can make a student internalize these attitudes and become withdrawn, angry and overly dependent. Currently, there is a growing number of students with disabilities in higher learning institutions; something that calls for effective guidance and counselling services for these students. Baxter (1997) insists about rehabilitation counsellors; he states that physical and vocational rehabilitation in counselling services helps those with disabilities to become self-sufficient; and for employment problems, they help individuals to choose and settle in jobs. It is only rehabilitation counsellors who are trained in disability issues.

6.2.6 *Differences in academic requirements*

It is reported that students with disabilities who attain higher education have different needs and services in academic requirements due to the different disabilities that they have. The research reported that a lack or inadequacy of equipment and materials for people with disabilities differ depending on the type of their disabilities; i.e. visual impairment, albinism; hearing impairment; and physical disabilities.

6.2.6.1 *Students with visual impairments*

Some students with visual impairments in higher learning institutions need more assistance in teaching and learning materials. The extracts from interviews that follow hereafter clarify the needs of students with visual impairments.

There are some evidently specified connections between student with visual impairments and barriers to learning. All students with visual impairments depend on readers who read their work since the libraries do not have books written in braille. Most students complained about the difficulty in getting readers in higher learning institutions. One student with visual impairment stated:

I can say that we have a lot of challenges in higher education especially in academic issues. It is very difficult to get a reader, note-taker and interpreter; no one can help me for free; so it is a big challenge. My friend can be a reader to me but sometimes all of us get many assignments from lecturers, so,

everyone will be busy doing her work; no one will help me as you know, we depend on others to read for us. Sometimes, I want to go to the university library but I cannot go there because there is no book, which I can read in the library; I can only read documents with braille printing. Even if I go there, there is no library assistant to assist me. Moreover, the library is almost inaccessible because it has some stairs that I must climb (Student with visual impairment, University 2).

Most students with visual impairments stated that they had been using braille machines since the low level of education, but when they entered in the university they were required to use typewriters. So, it was difficult for them to cope after being trained for just a few weeks. Another respondent said:

For me I got a lot of challenges; when we were in secondary school we used braille machine but the first week we started university we got one-week orientation for using a typewriter. Therefore, it was difficult to use a typewriter when we started university. Therefore, lecturers must consider us even in university examination modification like extended time for us because it takes a lot of time to start using a typewriter (Student with visual impaired, University 3).

The report shows the inadequacy of equipment and materials for students with visual impairment. Some students with visual impairments need extra equipment and materials to enable them to take notes and write examinations, which include typewriters and tape recorders, to learn effectively (Tungaraza, 2010). However, most of the higher learning institutions do not have enough facilities for all students with visual impairments. Higher learning institutions should note that these equipment and materials needed for students with disabilities are compulsory to students with special needs to enable them to perform well academically.

Another student with visual impairment reported that there was a lack of identifiers for students with visual impairments. One student with visual impairment complained about lacks of braille information everywhere in the higher learning institutions. He narrated as follows:

Sometimes I need information written in braille in the university environment but it is lacking. I need braille information at the bus stop, administration block, cafeteria, on the road, library, toilets; but is difficult to get (Student with visual impairment, University 1).

In addition to that, many respondents reported that the use of the overhead projector in higher learning institutions by many lecturers did not consider special needs of students with disabilities because they lacked awareness and specific knowledge about what students with disabilities needs. One student with visual impairment reported:

Sometimes many lecturers use overhead projectors slides without describing well what is on the slides and they think that every student has access to visual materials and many of them use diagrams without explanations. (Student with visual impaired, University 6).

Many of the respondents reported that many lecturers in higher learning institutions used overhead projector slides without reading out or describing what is in the slides with the assumption that all students have access to visual materials. The reports show that many lecturers do not consider the needs and services of students with disabilities in the teaching and learning process.

Most of the administrators reported that a lack of clear guidelines and policies to direct higher learning institutions on dealing with problems facing students with disabilities. A university administrator made the following remark:

We asked the university management to buy the computers with the special programme-voice programme (JAWZ) for students with visual impairment but the university management thought its very expensive to buy these computers because one computer with this program is equal to five computers for five staff members. So, the university thinks it's better to buy computers for five staff than one for these students; that is why students with visual impairments complained because they need to use it for searching materials (Administrator, University 1).

Results reveal that students with disabilities need a lot of support from the government and non-governmental organisation because many of them come from poor families. They need to pay their school fees in higher learning institutions, people who assist them at the university, e.g. readers for students with visual impairment should be paid every month; they also need computers with a powerful software designed for people with visual impairments i.e. JAWZ which is a special program for people with visual impairment. They also need readers, note takers, tape recorders, transcribers, and an embosser for printing their notes and others. Due to this, some respondents suggested that there is a need to formulate laws that will make students with disabilities get special care in higher learning institutions.

6.2.6.2 Students with albinism

Results show that students with albinism need special care and attention in higher learning institutions although this group has been reported to be forgotten. One student with albinism had this to say:

Sometimes, lecturers do not understand that I need special attention, they never know that all students with albinism have a problem with low vision due to the heat of the sun. So, when lecturers use projectors they small font size which I cannot see. They do the same even when they give us documents or materials for reading. This also happens during examinations, the examination paper is written with small font so it is difficult for me to read and write within the given time; but Moreover, lecturers do not consider our need for more time when they give us examinations; they just think of the time shown on the paper (student with albinism, University 4).

In addition to that, students with albinism must buy special cream for their skin which they use every day throughout their life which is very expensive. If they do not use it, they can get skin cancer. People with albinism face the cancer problem because as the heat of the sun of the tropical countries affect their skin and it also makes them develop a low vision, which needs a special device to help them to read properly. Higher learning institutions must develop and implement a policy that will help these students to afford to buy special creams for their skin to reduce or avoid skin cancer. So, teachers who use projectors in the lecture rooms remember to use large font or zoom in the text to help people with low vision. Moreover, when they prepare hand-outs, tests and examinations they should consider the requirements of people with low vision. There is a need of support these students to plan and invest for human and physical resources for better performance of students with disabilities. Similarly, respondents added that policies and plans for government and institutional levels concerning people with disability must be put into action.

Respondents reported that the instances of killing people with albinism in Tanzania due to the skin colour they have, makes them fear about their personal security. This is a group, which has been forgotten and every day I like to talk about the group of people who are physically challenged, for example our fellows who have skin challenges; the albinos; they are being killed in Tanzania and this is an issue, which has recently brought a lot of fear in the society (Morley, 2010:178)

6.2.6.3 Students with hearing impairments

Some students with hearing impairments experienced problems in teaching and learning process; they need assistive devices, which are very expensive and the universities do not buy them because they are too expensive. They also need sign language interpreters and note takers but the university thinks it is very expensive to have these special needs teachers.

Students with hearing impairment pointed out that the absence of sign language interpreter in higher learning institutions leads to a communication barrier. One respondent narrates how some of the higher learning institutions did not consider the students with hearing impairment in teaching and learning process:

I have only one sign language teacher who is not professional but she helps me a lot. There was a time she was sick for one month. I did not attend classes for the whole month. So, this is a big challenge to me. When I asked the dean to find another sign language interpreter, he told me that to hire professional one is very expensive; and that the university could not afford. It cannot afford even to buy hearing devices to help me in teaching and learning process. So, I have a lot of challenges (Student with hearing impairment, University 6).

A university administrator reported that many higher learning institutions were not equipped to handle students with hearing impairments. The university did not have services for sign language interpreters to assist students with hearing impairments, even when they got students with hearing impairment they had to reallocate these students to other universities. He said:

It is difficult for us to admit students with hearing impairments; we received one this year but we asked TCU to reallocate this student to another university because of the lack of services concerning this disability. We do not have any professional teachers concerning sign language, we do not have hearing devices...this university is not equipped to educate deaf students (Administrator, University 10).

Sometimes, students with hearing impairments did not attend classes for more than a week when the sign language interpreter was sick because all students with hearing impairments depended on this one interpreter. The university hired a teacher who was not qualified to reduce expenses. Tungaraza (2010) reports communication barriers amongst students with hearing impairments, they usually use sign language but no one else knows that language, except the language interpreters. This leads to isolation and loneliness amongst students

with hearing impairment. She continues arguing that communication barrier is a big problem amongst students with visual impairments, whereby one of her respondents made the following observation:

“Imagine you have travelled to a country where the only language used was sign language and you do not understand it. People would be talking, and laughing, while you do not understand anything. How would you feel? Now put us in this situation. We are isolated due to this language barrier. Some people need to learn the language to help us to socialize” (Tungaraza, 2010:149).

6.2.6.4 Students with physical disabilities

Furthermore, some of the students with disabilities have severe conditions. They need someone to buy a wheelchair for them and someone to assist them in moving around the compound because of the poor infrastructure in many universities; they also must pay every month for someone who takes care of them. Buying a wheelchair will help them a lot to move from one place to another easily. After the establishment of the Higher Education Students’ Loan Board, it has become difficult for the university to provide wheelchairs, while the Loan board does not give options for students who need wheelchairs. Many students with physical disabilities do not have wheelchairs although they need them to make them mobile. Higher learning institutions and the government must plan to ensure the provision of wheelchairs for students with physical disabilities. These results are supported by an extract from an interview whereby one student with physical disabilities expressed his feelings as follows:

I am feeling very bad when I want to go to the toilet. I am a female student with a disability and all toilets around the university are in very bad conditions and are not accessible to people with disabilities and no one is responsible. Also, the lecture rooms, seminar rooms, the administration block and cafeteria, are all not easily accessible. I find it very difficult and challenging to study in a higher learning institution (student with physical disability, University 6).

Furthermore, some students with physical disabilities faced difficulties in accessing toilets in higher learning institutions because many toilets are inaccessible. Sometimes it is difficult to even for a student with wheelchair to access the toilets due to stairs and some of the toilets are unclean (as seen in Figure 6.2). The statement concurs with Tungaraza (2007) who states that

students with disabilities do not take breakfast in the morning if they have classes because they do not want to use the toilets at the university since some of them are not easily accessible or completely inaccessible for students in wheelchairs due to stairs while some them are not clean. In addition to that, Bannes (1991) points out that challenges facing students with physical disability can be solved through provision of facilities such as wheelchairs, crutches and improving infrastructure by enlarging paths, and buildings ramps to enable them to pass easily.

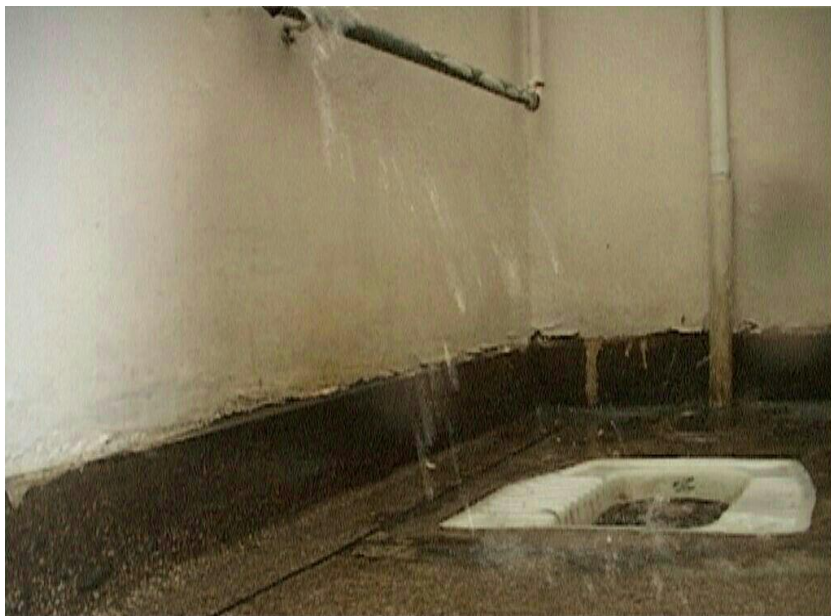


Figure 8: Poor and unsupportive infrastructure for students with disabilities washroom. Source: Field Data Documentary Film (2014)

6.3 Results from focus group discussions

A total of twelve staff members (Special education teachers and volunteers) from two special education units in higher learning institutions who participated in focused group discussions of these issues also reported that students with disabilities encountered different barriers and challenges when seeking

for guidance and counselling services in higher learning institutions in Tanzania.

6.3.1 *Poor awareness of disability issues in higher learning institution*

Most of the special education teachers reported that university community members needed to be educated about disability issues and how to fight negative attitudes, stigma and discrimination towards students with disabilities. One special education teacher revealed the following:

There is a need to educate the university community about people with disabilities... in general, the university community does not recognize the presence of students with disabilities. Students with disabilities are always complaining that they have been stigmatized and discriminated; sometimes by their lecturers, non-academic staff as well as students without disabilities. They complain that other people have negative attitudes towards them (Special education teacher, University 6).

Special education teachers confirmed that there is a need to educate people around the university community to raise awareness about disability issues. The study discovered that most of the higher learning institutions in Tanzania did not have a conducive environment specifically prepared to suit the needs of students with disabilities. The research revealed that very few faculty members could understand the individual needs of students with disabilities and show their willingness to change the material covered in the course to suit the needs of those students. A research done by Barazandeh (2005) reports that 82 percent of the students with disabilities indicate that faculty members need to learn more about disabilities. Hence, from the findings, awareness regarding disability issues is highly needed in higher learning institutions in Tanzania.

Special education teachers reported that most of the students with disabilities did not get loans from the higher education students' loan board although they qualified according to their regulations. The government, the higher education students' loan board and other educational institutions should have a special arrangement to give grants and not loans to these students because many of them come from poor family. An official from higher education students' loan board argued that one of the criteria for getting a loan in higher learning institutions in Tanzania is coming from a poor family and having a disability or applicant with parents who have disabilities and who has applied for such assistance. What the official said is not in practice because the situation is

worse with many of the students with disabilities coming from poor families not getting any loan at all. It was noted, even in this research, that, many students with disabilities coming from poor family complained that they had not been able to get any loan from the government. As seen earlier on, these students have many things that need special care and services. Another special education teacher insisted as follows:

Even the ministry of education and higher education students loan board should do something for these students. A lot of students with disabilities complaining that they did not get any loan to enable them to study although when they applied they showed all evidence that they had disabilities. To their surprise, they did not get any loan from the government while the first criteria to get a loan is to have a disability. More interestingly, students who do not have any disability get loans while those who have disabilities do not get. We have already made a follow-up at the university and loan board but things are still worse (Special education teacher, University I).

The problem, which is revealed by many special education teachers and administrators, was the absence of special funds allocated to address problems facing students with disabilities in higher learning institutions. This happened due to a lack of policies and poor implementation of plans aimed at solving problems facing students with disabilities. Therefore, the government and higher learning institutions should understand the importance of restructuring and implementing policies efficiently and effectively in order to provide conducive environment for students with disabilities in general.

6.3.2 Teaching and learning resources

Due to the many problems that students with disabilities face in higher learning institutions, the findings revealed that all of them agree that they need different services according to the different kinds of disabilities that they have. Hence, it is better to treat them according to their needs as follows:

Special education teachers revealed that some students with visual impairment needed extra care, equipment and materials in teaching and learning process. Respondents complained that there are inadequate equipment and materials for these students. Special education teacher claimed as follows:

I can say students with visual impairments are frequently challenged by classroom instructional strategies. Students complain about unfriendly environment in the classrooms of higher learning institutions. They complained

about difficulties in accessing the library, books etc. This is difficult for the visually impaired, physical and multiple impaired because they failed even to attend lectures. Although they can easily hear lectures and discussions, it can be difficult for them to access class syllabi, textbooks, overhead projector transparencies, maps, videos, written exams, demonstrations, and films. Many of them make use of taped textbooks, extended time for exams, readers and brailled materials (Special education teacher, university 1).

Students with visual and physical disabilities uncovered challenges that they were facing when accessing libraries and the main one was poor infrastructure of the libraries designed and unfriendly stairs of the libraries because they failed to climb due to their condition. Other libraries were located in upper floors of the buildings hence making students with physical and visual disabilities fail to access library materials using their wheelchairs, crutches or white can. In addition to that, no books could be used by students with visual impairments; they needed books with the Braille print. Moreover, the setting of most libraries visited by the researcher was not accessible by students with disabilities in general. This condition, as exposed by Howell (2000), implies that people responsible for designing libraries in most higher learning institutions did not consider the conditions of students with disabilities. Higher learning institutions are, therefore, advised to restructure and rearrange their library buildings and infrastructure so that they suit the needs of both able and disabled ones.

All special education teachers argued that there were inadequate facilities and suitable environment for students with disabilities, especially for students with hearing impairment. Another special education teacher had this to say:

The deaf/mute impaired...they have a lot of problems; we do not have professional sign language teachers; we lack/poor hearing aids to amplify sounds in all levels of education; the hearing devices are expensive and there are very few primary and secondary schools for hearing impairments'. Hence, the small number of students with these disabilities in higher learning institutions (Special education teacher, University 6).

Special education teachers agreed that there is a lack of special schools for students with hearing impairments from primary to secondary education level. Therefore, the government should focus on these students who need special attention to get their teaching and learning resources. However, many students with disabilities argued that the support from government through students'

loans board was being delayed to the extent that they failed to meet their necessary requirements. It is thus, proposed that the government provides loans to all students on time to avoid unnecessary inconveniences and think about giving a full scholarship to all students with disabilities.

Special education teachers discovered that long walking distance from one place to another within the university compound affected students with disabilities in general and specifically student with albinism. Respondents revealed that due to tropical weather students with albinism needed to cover their whole body (specifically the skin) when walking to the prevent the heat from the sun from heating directly on the skin can cause skin cancer or other skin diseases. It was also noted that these students have a problem with low vision because albinism can affect the eyes in different ways. So, these students needed to be considered in the teaching and learning process. Special education teachers discovered that many lecturers in higher learning institutions did not know and consider the needs of students with albinism during the teaching and learning process. One special education teacher had this to say:

Students with albinism complained about the long walking distance from lecture rooms to dormitories and cafeterias under the heat of the sun which affected their skin and led to skin cancer and low vision. Unfortunately, the lecturers did not understand that this student had low vision and thus needed special help; such that, when they prepared notes or examinations they used a small font, which made it difficult for this student to do examination at the same pace as the normal students (Special education teacher, University 1).

6.3.3 Infrastructural barrier

Infrastructural barriers are another challenge, which limits the students with disabilities from accessing higher education. Regardless of their rights to get access to higher education like the normal students, students with disabilities have not been considered by higher learning institutions whereby many infrastructural systems have got barriers. One special education teacher said:

I am not only a teacher to them but also like a counsellor to them. So, every time they complain about poor infrastructure like; stairs, unsupportive toilets, library, laboratory, lecture rooms, cafeteria, administration block, seminar rooms...so everywhere in this university is surrounded by high stairs which are difficult for students with disabilities as shown in Figure 9 (Special education teacher, University 1).

Figure 9: Unsupportive infrastructure for students with disabilities in higher learning institutions



in Tanzania. Source: Field data documentary film (2014)

Severe levels in higher learning institutions in Tanzania lead to an inaccessible environment for students with disabilities as explained previously (See severe level in Figure 10). The study concurs with the research done by (Kabuta, 2014:40) reports that out of the five higher learning institutions in Tanzania involved in the study, an average of 85 percent of their infrastructure was accessible with difficulty to students with physical disabilities. Only 7.5 percent of the infrastructure was easily accessible and 7.5 percent of all infrastructure in the five higher learning institutions was not accessible to all for students with physical and visual disabilities. Likewise, special education teachers held that:

People with physical impairment complained about poor infrastructure in higher learning institutions in Tanzania. They face difficulties in mobility because of severe levels to many buildings surrounding the universities such as lecture rooms and seminar room; as well as the, long distances from lecture rooms to dormitories and cafeteria services (Special education teacher, University 1).

Figure 10: Unsupportive infrastructure for students with disabilities to attend lecture. Source: Field data documentary film, (2014)



6.3.4 Limited financial resources

One of the major concerns of this study was to trace the financial problems, which students with disabilities faced in higher learning institutions. Apart from direct costs of schooling paid directly at universities for students to be admitted and receive other university services, students, particularly those with disabilities, have been exposed to other expenses and challenging social and economic life at universities. A special education teacher revealed that the following:

In this university, there is no proper plan for these students not even by the university management, ministry of education, dean's offices or counsellors. When you ask management to buy special things for people with disabilities like hearing devices, or computers for the visually impaired...no one cares about them. Every time they say we cannot buy things for them they are very expensive; one computer for people with visual impairments is equal to five computers for five staff members... so, students are always complaining....it is better to create awareness among the university community (Special education teacher, university 1).

Despite their being able to afford some of the costs, most of the students with disabilities lack the necessary facilities such as wheelchairs, hearing devices and computers with a special programme for the visually impaired to enable them to access certain facilities in the university as reported by special needs teachers. The National report of Denmark (Devos, 2007:81) reports that the provision of special services for students with disabilities or in need of special help is very limited and in most places not a priority for the university, although all institutions should work within a set of rules which ensure accessibility for people with disabilities into buildings, libraries, halls and lecture rooms.

6.3.5 Social stigma, self-stigma and discrimination

People with disabilities have the right to live in a society that recognizes their needs and helps to reduce negative perception on people with disabilities. However, due to prejudice or ignorance, people with disabilities are prevented from participating fully in their societies. This is among the challenges that students with disabilities face when they are seeking guidance and counselling services in higher learning institutions in Tanzania. Some of the findings are reported by a special education teacher hereafter.

As you know, in higher learning institutions people come from different backgrounds and cultures, therefore it is true that most of the students with disabilities complain that they have been discriminated because of their disability, while other students or lecturers think that they are unable to do things that the abled ones can do (Special education teacher, University 1).

Stigmatizations and discrimination among people with disabilities in the society make these students always be unable. Respondents with disabilities reported that it was difficult to have a friend who does not have any disabilities because of the negative attitudes they had in their mind. Another one said:

A student with albinism complained about stigmatization and discrimination; the said that what happened in the society made them always look like people who were not able to do anything on their own. It is difficult to make friends with other people. Others are afraid of them because of the poor traditional beliefs or cultural norms they have in their mind (Special education teacher, university 6).

There is a lot of violence against people with disabilities. A good example in Tanzania is that of a 15-year-old girl with albinism, who lost half of her arm when she was attacked by people who sent a witch doctor to get her arm, which was to be used in witchcraft. Working from these findings, it is recommended that seminars, workshops and training are very crucial for the creation of awareness on disability issues and their special needs among people.

6.3.6 Lack of special needs education unit and professional special education teachers

According to the findings, the need for special unit office and professional special education teachers for students with disabilities is highly recommended in higher learning institutions. One respondent had the following observation:

I do not have professional skills concerning students with hearing impairments, I am like volunteer but I learnt sign language through my mom because she was teaching sign language in one school. Hence, the university employed me as a special education teacher for hearing impairments because they could not afford to pay for the professional ones. Another challenge is that we do not have any office for disability issues; so, any student who has a problem has to come in the teachers' office (Special education teacher, University 6).

Respondents also reported that the management in higher learning institutions ignored the needs of people with disabilities. Another respondent blamed the management as follows:

In my university...we just say we have special education teachers but in reality, one is only holding bachelor, one diploma and one certificate for special education. However, we have many students with different kinds of disabilities, it is difficult to accommodate all their needs. They are always complaining...we have one office for all of us...when we reported important academic things needed for these students such as computers, wheelchairs, hearing aids and others, to the management, they ignored any issue concerning disabilities (Special education teacher, University 1).

From the results, it is better to have a special unit, which deals specifically with students with disabilities in every higher learning institution. This unit will be responsible for all students with disabilities. The researcher noted that in the university that had such a unit, it was easy to get reliable statistics for students with disabilities; but it was difficult to collect data or even statistical number of students with disabilities in institutions where they did not have these units. The National report of Denmark (Devos, 2007:81) reports that it is not optional but compulsory that all higher learning institutions must have personnel with a certain expertise in dealing with students with disabilities and special needs.

The researcher noted that there was little or no consideration given to students with disabilities in higher learning institutions in Tanzania. These results concur with Kabuta (2014) who sought to examine if there were special trained staff for supporting students with disabilities, the result showed that among the five higher learning institutions in Morogoro Municipality in Tanzania, there were no trained staff (100 percent) to assist and support students with disabilities.

6.3.7 Lack of guidance and counselling support

This is among the major barriers that students with disabilities faced when they sought for guidance and counselling services. One special education teacher held that:

I think it is a good idea to have counselling units with a specialised counsellor but in this university.... I am the associate dean, special education teacher as well as counsellor. So, sometimes the students are afraid to come to me if they have any problem because when they do something wrong I punish them as a dean. I think they will be afraid to come to me, I think a counselling unit with a specialised counsellor is the best idea because these students have a lot of challenges (Special education teacher, University I).

Another respond revealed that many higher learning institutions do not have specialized counsellors in guidance and counselling services.

In this university I don't think we have real facilities for these people, we do not have specialized guidance and counselling services ...it is only the teachers who counsel students when they have problems. According to these students they faced a lot of challenges they need someone who specialised counselling but not any teacher to counsel them when they have problems (Special education teacher, university 6).

It is high time for higher learning institutions to understand the significance of guidance and counselling services for students with disabilities. Seale (2014) reports that the intolerance and lacks of understanding of the special needs and services of students with disability can result in a mixture of stress, feelings and frustrations for these students. The National report of Denmark (Devos, 2007:81) reports that universities should set up more advanced or specific services which target students with specific needs, this is in the form of special education training for dyslexic students, students with learning disabilities or students in need of special guidance and counselling services, coaching and support. Although in higher learning institutions in Tanzania there are different factors that can affect guidance and counselling services; they include social and cultural context. It was suggested that the university authorities should establish clear policies that would improve and strengthen the guidance and counselling services to make them effective for the achievements of students with disabilities academically, socially and culturally.

6.4 Discussion of the findings

The discussion of the findings has been summarized into sub-headings according to the research questions as set out in chapter one. The study intended to answer three questions these chapter six will answer the following key research question:

- What barriers and challenges are encountered by students with disabilities in higher learning institutions in Tanzania when seeking for guidance and counselling services?

6.4.1 Challenges facing students with disabilities in higher learning institutions in Tanzania

Generally, students with disabilities face a lot of challenges in attaining higher learning institutions. The problems include personal, social, academic, family, cultural, poverty, stigmatization and discrimination; as well as family support including the educational background of the family, love and care, encouragement and financial support from the family. These challenges have been supported by Sachs & Schreuer (2011) who reports that students with disabilities invest more time to meet the demands of their studies; hence they participate in fewer social and extra-curricular activities and use computers and information technology less. According to them, higher education institutions

still have a long way to go to reduce the gap in the social inclusion of students with disabilities and to adjust academic standards for their needs. These challenges that students with disabilities in higher learning institutions in Tanzania face, are: reconstructing structures; stigma and self-stigmatization; violence and abuse against people with disabilities; prejudice and ignorance; and poor access to educational materials.

6.4.1.1 Reconstructing structures

People with disabilities face many barriers every day while trying to cope with their environment. Poor infrastructure around many higher learning institutions creates more problems to students with disabilities in many places in Tanzania. It is true that students with disabilities cannot afford to study without stress in many higher learning institutions. In many places, structures need to be reconstructed to favour students with disabilities. The study shows that the environment is unfriendly to students with disabilities in general. A good example is when one student with physical disability wanted to attend a lecture but the class was on the third floor and there was no elevator to take him to the third floor, the only way to enable him to attend that lecture was his fellow students to carry him to that class. Although the student had a wheelchair, he could not ride it to the third floor without assistance.

6.4.1.2 Stigma and self-stigmatization

Stigma can be perceived as a predominant term that contains problems of three things such as problems of knowledge (ignorance), problems of attitudes (prejudice) and problems of behaviour (discrimination) as explained by Thornicroft et al. (2007). A lack of knowledge among people with disabilities or without disabilities leads to stigmatization. It has been seen in many places that if you attack to a student with disabilities it can easily lead to negative discrimination.

Moreover, it is difficult to speak about disability issues without considering self-stigmatization to people with disabilities themselves. Self-stigma is when you believe you are weak or impaired because of the disabilities you have, and in this case, you create depression because you do not want to accept yourself that you have a disability and you need to accept yourself. Such a negative attitude can be harmful because it may stop you from seeking or receiving guidance and counselling services.

6.4.1.3 Violence and abuse against people with disabilities

A lot of violence and abuse against people with disabilities has been reported through media like; TV, newspapers, magazines, radio, internet, social networks etc. BBC News (2014) reported as follows: ‘Tanzania's albino community were killed like animals’ (<http://www.bbc.com/news/world-africa-30394260>). Not only that but also, people with physical, mental, hearing impairments and visual impairments are still treated as people who are not able to do their own things in the society. This study concurs with Hassonuneh-Phillips and Curry (2002), who report that violence and abuse are serious problems for people with disabilities who are at greater risk than non-disabled persons.

Powers & Oschwald (2004) continue arguing that the social context of disability, including factors such as inaccessibility, reliance on support services, and poverty and isolation, has a powerful impact on individuals increased risk of violence. Finally, Powers et al. (2002) surveyed 200 women with disabilities, whereby 67 percent of women were reported to have been physically abused and 53 percent of the women with physical disabilities reported to have experienced sexual abuse. People with disabilities have experienced different types of abuse, however, they face unique forms of abuse, as follows:

- (i) Physical abuse;
- (ii) Sexual abuse;
- (iii) Verbal or emotional abuse;
- (iv) Neglect or withholding support;
- (v) Financial abuse;
- (vi) Manipulation of medications; and destroying or disabling equipment (Powers & Oschwald, 2004).

6.4.1.4 Prejudice and ignorance

Prejudice refers to many social groups that experience disadvantages such as minority ethnic groups like people with disability. Graham et al. (2007) report that the reactions of a host majority to act with prejudice in rejecting a minority group usually involves not just negative thoughts but also emotions such as anxiety, anger, resentment, hostility, distaste or disgust. Among many barriers, the most difficult attitudinal barriers to overcome are attitudes, which people carry regarding people with disability. According to BBC News (2014) Albino

people, who lack pigment in their skin and appear pale, are killed because potions made from their body parts are believed to bring good luck and wealth. More than 70 albinos have been killed over the last three years in Tanzania, while there have been only 10 convictions for murder. Always people focus on individual disability rather than individual abilities, which are also difficult to measure.

6.4.1.5 Poor access to educational materials

Access to educational materials (like electronic materials, audio recording, braille, enlarged print hardcopy documents to students with disabilities are a hot issue; without proper planning and budgeting they can create additional barriers to students with disabilities.

6.4.2 *Barriers and challenges are encountered by students with disabilities in higher learning institutions in Tanzania when seeking for guidance and counselling services*

6.4.2.1 Institutional challenge

Policy barriers

Policy barriers are frequently related to a lack of awareness or enforcement of existing laws and regulations that require programs and activities to be accessible to people with disabilities. The researcher found that there was a lack of mandatory policy for guidance and counselling services in higher learning institutions in Tanzania. Many studies reported that the Tanzanian government has not yet formulated in the education policy, issues relating to guidance and counselling services in spite of the crucially and necessity in schools. (Biswalo, 1996: Sima, 2010 & Morley at al., 2011) point out that in Tanzania, a policy pertinent to guidance and counselling is still lacking. He continues arguing that the efforts directed towards fulfilling guidance and counselling needs are apparently dissatisfied by several difficulties including financial resources, to support guidance and counselling services. Regardless of the many changes in the country's educational acts, policies, schemes, approaches and the development of programs for students with disabilities, in recognition of the importance of higher education for individuals, families, and society at large, low enrolment and high dropout have been found. Low enrolment and high dropout can be understood as the result of inadequate accessibility of higher education institutions, lack of support, adverse social attitudes and social

isolation, as well as low financial capacity (Foreman et al., 2001; McKenzie & Schweitzer, 2001; Mpofu & Wilson, 2004).

Infrastructural barrier

Infrastructural barriers are another challenge, which limits the students with disabilities from accessing guidance and counselling services in higher learning institutions like inaccessible higher learning institutions buildings. Students with disabilities continue to encounter physical barriers to educational services, such as a lack of ramps, a lack of elevators in higher buildings, heavy doors, inaccessible washrooms, inaccessible lecture rooms and seminar rooms, and inaccessible transportation to and from higher learning institutions. Moreover, these students in higher learning institutions have troubles in securing accessible students accommodations. The result is supported by social model of disability, which was explained in chapter two, the role of environment factors in creating disability. Oliver (1996) argues that disability is the outcome of society's failure to accommodate disabled people's needs and that disability is created through a society that does not fully consider the needs of disabled people by imposing: "restrictions ... ranging from individual prejudice to institutional discrimination, from inaccessible public buildings to the unusable transport system, from segregated education to excluding work arrangements (Oliver, 1996, p3)".

This feature of the sub-Saharan African education joined with the lack of accessible infrastructure prevents students with disabilities from entering higher education (Chataika, 2010). Other previous studies supported by Morley (2010:25) contend as follows:

I am facing difficulties because of my condition. In our building there is no elevator, whenever I should use the computer rooms, they 're upstairs, so I cannot go there. So the problem, I must use some friends they should go there and borrow books for me; or I should ask them about computers. They're trying to bring them down to the ground floor. So, this is the first problem I have been facing. Another problem is the latrines. In the latrines you can find some doors are very small, so I can never turn inside there. So there 're challenges we 've been facing from last year till now [Male, mature student, private university, Tanzania (Morley 2010:25)].

Oliver argues that the social model does not declare that if all barriers are removed, impairments will disappear. The social model does not deny the

existence of impairments that affect disabled people's daily lives that may require medical expertise but shifts the emphasis onto the real barriers that affect participation (Oliver, 1996). The findings supported by Hastings (1996) that many students with disability have mobility limitations, many have physical and medical problems which make independent utilisation of public transport problematic for them.

Insufficient resources

There are insufficient human and physical resources like appropriate facilities in guidance and counselling services, training, trained personnel etc. The idea is supported by Wray (2003) cited Chataika (2010) argues that an institution should not wait until a disabled person is admitted onto a course before making any adjustments, but should anticipate those requirements; failure to anticipate a requirement may mean that an adjustment is unlikely to be made when it is required. In addition to that, Hastings (1996) contents that facilities which are needed for students with disabilities such as suitable equipment needed for individual students, from hearing and vision aids, to electronically adapted mobility devices, walking frames for students, are a barrier to providing equal access for education providers. Guidance and counselling services are still needed for a better performance of students with disabilities.

Research reveals that support services have a direct effect on academic integration, and an indirect effect upon intent to stay in higher learning institutions for students with disabilities (English, 1993). Moreover, failure to meet the needs of minority groups like disability; it means they excluded and isolated from the society. The idea is supported by social model of disability that which argue that disadvantage or restriction caused by a contemporary social organisation which takes little or no account of people who have impairments and thus excludes them from the mainstream of social activities." (Oliver & Barnes, 1998:18)

Lack of specialized counsellors

Students with disabilities need counsellors who are specialized in disability issues or who have experience in counselling people with disabilities. (Conklin, 1971:116) it was argued that a theoretically eclectic approach, which was used in the study (as explained in chapter two) was most suitable for a practitioner in an educational setting. The position of eclecticism was defined in the following manner:

- (i) The eclectic counsellor must have well-developed skills of rapport building, interpersonal communication, and observation.
- (ii) The eclectic counsellor should have attained a level of stability and integration not reached by most clients. Growth should continue through the careful analysis of new experience.
- (iii) In addition to possessing a high level of academic ability, eclectic counsellors must be familiar with all major theories of counselling and behaviour change and have a well-rationalized philosophy of education.

This is a big challenge in higher learning institutions because they lack specialized counsellors. These findings are consistent with the findings of Appley (1994) cited in Stanley (2000) who commented that nearly half of the college students with disabilities sought personal counselling services and suggested that the type of issues related to their transition and adjustment could be quite different from the problems presented by the non-disabled population due to their physical and attitudinal barrier.

Negative attitudes and stereotypes

Students with disabilities continue to face negative attitudes and stereotypes in the education system. A lack of knowledge about and sensitivity to disability issues and their special needs on the part of some educators, staff and students can make it difficult for students with disabilities to access educational services equally.

6.4.2.2 Cultural challenges

Researchers noted that students with disabilities were freer to talk to counsellors of the same sex. This could be true because sometimes men are freer to talk with male counsellors and women are free to talk with female counsellors. Sima (2007) reveals a cultural barrier in terms of openness, implying a need for community sensitization on guidance and counselling services and how it works. In addition, Maiyo & Owiye (2009) argue that it is common in educational institutions that if the counsellor is of a different sex from the client's, students find difficult to open up if a counsellor is of the opposite sex.

Moreover, the findings discovered that many communities did not understand the causes of disability. According to the findings, many communities believed that a child born with a disability is a shame in the family and society in

general, while others believed that it was bad luck for the whole family. At the same time, others believed that to have a disabled person in your family is a sin because spirits or ancestors were angry with the parents; or that it is a punishment from God. The beliefs related to people with disabilities are still a problematic issue because it creates labelling and stereotype among people with disabilities, which led to stigma. The social stigma theory, which is among the theory guides for the study, insisted that discrimination occurs when stigma interferes with an individual's ability to participate fully in his/her community.

6.4.2.3 Social Challenges

Most people with disabilities believed that despite what everyone thinks, the disability itself is not what makes everything different. What causes the difficulties are the attitudes that the society has about being disabled; attitudes that make a disabled person embarrassed, insecure, uncomfortable, and dependent. The study is supported by UNESCO (2007), which argues that the greatest barriers to inclusion are caused by society, not by medical impairments.

In the findings, students with disabilities reported that most of the university community stigmatized and discriminated people with disabilities. In addition to that, students with disabilities reported having been stigmatized and discriminated by their societies. This finding is supported by (Chataika, 2010) who reports that unsupportive and sometimes obstructive attitudes of certain staff and a lack of advocacy, resources and facilities made academic life a struggle for students with disabilities in general.

6.4.2.4 Personal/Family challenges

Many students reported that they had personal and family challenges that made them seek guidance and counselling services in higher learning institutions. Most students reported to be stigmatized and discriminated by their family members. The previous study of Hastings (1996) reports that many parents do not know what choices are open to their children or about accessing different services they are often unaware of how to access educational services appropriate to the needs of their children with disability; this makes students with disabilities find it difficult to obtain sufficient information about guidance and counselling services offered to them in higher learning institutions like; academic, social, psychological, vocational and support services.

Majority of students reported to be discriminated and discriminated because of their disability they have, this report goes hand in hand with the stigma theory that guides this study, which state that when individuals with disabilities perceive that, they are labelled, stereotyped or separated from others in the society then they totally experience stigma. Goffman (1963) argues that stigma not only affects the experiences of those in possession of the stigmatizing characteristic, it also tends to spread to close family members and to others with whom the bearer of negative difference associates. Literature shows that the impact stigma on the family members of individuals with stigmatized traits suggests that family members who feel stigmatized often experience increased emotional distress and social isolation

6.4.2.5 Psychological challenges

Students with disabilities face a lot of psychological challenges, which make them live in a stressed environment. A lot of challenges from social, cultural, academic, family, psychological and political challenges face students with disabilities, which need guidance and counselling services.

The issue of stigma is a situational threat which affects a student with disability and interferes with an individual ability which led to psychological effects such as; stress and depression, prejudice, discrimination, anxiety, isolation and a lack of social support. Due to the situation and experience, these students need special services for dealing with their barriers and challenges they faced in all levels of education. Moreover, Goffman (1963:3), in his classic formulation, defines stigma as “an attribute that is deeply discrediting” and proposes that the stigmatized person is reduced “from a whole and usual person to a tainted, discounted one”. In Goffman’s view, stigma occurs as a discrepancy between “virtual social identity” (how a person is characterized by society) and “actual social identity” (the attributes really possessed by a person) (Goffman, 1963:2). Therefore, there is high need of planning to have specialized guidance and counselling for people with disabilities in all levels of education to cope with the environment.

6.4.2.6 Differences in Academic requirements

The findings reported that although these students have challenges in attaining higher learning they have different challenges in their academic requirements. A student with visual impairments need a lot of support in the educational system; sometimes their needs differ from those of students with hearing

impairments. Terman et al., (1996) argue that students with disabilities are an extremely heterogeneous group, varying by type and severity of disability, as well as by the many variables found in the population at large, such as income, family characteristics, temperament, and intelligence. They continue arguing that this heterogeneity means that some students have highly specialized educational needs such as sign language interpretation or occupational therapy. However, it is possible to make some generalizations about the most common characteristics and needs of students with disabilities as a group.

6.4.2.7 Inadequate financial support

Higher learning institutions must provide financial support to guidance and counselling services. Sarkar (2016:410) argues that there is inadequate funding, training facilities, resources and effective special needs curriculum, content-specific teaching and learning materials, and advanced technology integration; thus, most scholars, professors and instructors find it difficult to assist students with disabilities in attaining academic and social successes in higher education. He continues arguing that the government should provide funds, resources, training to staffs, which would help to promote an inclusive and enabling learning environment in universities and ensure the development of students with disabilities. Therefore, insufficient provision of funds is the biggest issue in providing equal access to education for students with disabilities in higher learning institutions (Hastings, 1996).

6.4.2.8 Lack of guidance and counselling support

Higher learning institutions should understand and insist on the role of guidance and counselling services to students with disabilities. The majority of them reported to have problems that required them to seek for counselling services but there was a lack of guidance and counselling services. The argument is supported by Krumboltz & Kolpin (2002) who report that higher learning institutions counsellors should help to make learning a positive experience for every student and they are sensitive to individual differences. They continue arguing that they know that a classroom environment is good for one student and that it may not be necessarily good for another. The role of the guidance and counselling services is to help individual students to make the most of their higher education experiences and prepare them for the future.

6.4.2.9 Lack of special needs educational experts

All higher learning institutions are advised to employ less personnel who will be responsible to assist students with disabilities rather than depending on their fellow friends. The government and institutions should make plans and implement them. Kabuta (2014) reports that regardless of the number of students with disabilities admitted to higher learning institutions, it is a good idea for the government and institutions to make extra efforts to train specialised staff that will be responsible for taking care of and helping students with different disabilities, this is because some of the disability conditions are severe such that it will be difficult for a student with that severe condition to cope with the environment.

6.5 Summary of the chapter

The chapter has presented detailed information. It is organized in three sections. The first section presents challenges facing students with disabilities in higher learning institutions. The findings reveal that the majority of the students with disabilities faced a lot of challenges in attaining higher education which are academic, social, cultural, institutional challenges, lack or no special education unit, a lack of resources, untrained counsellors and negative attitudes concerning people with disabilities, etc. which call for urgent need of public awareness of disability issues and special needs services for students with disabilities in higher learning institutions. Moreover, some of the stakeholders also commented on the importance of having experts or trained staff to support students with disabilities and their needs in higher learning institutions.

The second section finds out barriers and challenges faced by students with disabilities when seeking for guidance and counselling services in higher learning institutions in Tanzania. The findings reported; a lack of awareness and utilization of guidance and counselling services, infrastructural barriers, untrained counsellors, a lack of guidance and counselling resources, inadequate financial support etc.; which indicate an urgent need for guidance and counselling services for students with disabilities in higher learning institutions for better performance.

The third section insists higher learning institutions should continue recognising the special needs of students with disabilities because of their individual differences. Furthermore, all educational institutions must recognize the

awareness of disability issues and their needs, and the role of guidance and counselling services for students with disabilities.

7 Summary, conclusions and recommendations

7.1 Introduction

The purpose of this study was to assess the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. This chapter presents a summary of the study, a summary of the key findings, conclusions, recommendations and contribution for the study. The chapter is organized into five major sections. The first section presents the summary of the study; the second section presents a summary of the findings; the third section gives conclusions of the study; while the fourth section gives recommendations for policy actions and for further research and the fifth section presents the contribution of the study.

7.2 Summary of the study

This study was set to examine the existence of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. In particular, this study had three major objectives: firstly, to identify the guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania; secondly, to assess the adequacy and relevance of guidance and counselling services to students with disabilities in higher learning institutions in Tanzania; and thirdly, to find out the barriers and challenges in obtaining guidance and counselling services by students with disabilities in higher learning institutions in Tanzania. Respondents for this study were selected from students with disabilities, special education teachers and counsellors from ten higher learning institutions; as well as officials from three education institutions, who were all purposefully selected in Tanzania.

The study employed qualitative and quantitative research method in collecting and analysing data. Quantitative data were analysed using Statistical Package for Social Sciences (SPSS) Version 21 while qualitative data were analysed through content analysis. Both descriptive and inferential statistical techniques were used to analyse the data collected in the study, as noted in chapter three.

From the above backdrop, the study found that guidance and counselling services in higher learning institutions were poorly organized in Tanzania. It was noted that there was no specific policy or directive from the Ministry of education which guide and direct counsellors in higher learning institutions in Tanzania. This led to; untrained counsellors, a lack of guidance and counselling resources, a lack of awareness concerning the services and a lack of support from the government concerning disability issues as well as guidance and counselling services. Therefore, there are little or no services offered to students with disabilities.

This study also found that most of the respondents reported to have a lot of barriers and challenges in attaining education in higher learning institutions. Most of the respondents reported the following barriers and challenges; poor infrastructural support, negative attitudes, a lack of institutional support, a lack of awareness concerning people with disabilities, social stigma and discrimination among the university community, poor cultural beliefs, and a lack of financial support. Due to guidance and counselling services in higher learning institutions, these findings call for an urgent need of conducting awareness campaigns to sensitize the university community about disability issues.

Furthermore, the majority of the respondents reported to have poor adequacy and relevance of guidance and counselling services in Tanzania. Therefore, these findings give us the picture that the adequacy and relevance of these services are still questionable and doubtful, due to the following reasons; a lack of trained counsellors, a lack of resources, a lack of confidentiality, etc. This made many of the students to rate guidance and counselling services in this university as poor services.

7.3 Summary of the findings

The findings of the study indicated: a lack of structured support for students with disabilities; a lack of policies; a lack of awareness; a lack of resources in higher learning institutions; cultural and social stigma; the need of a special education unit in higher learning institutions; and need of a guidance and counselling centre.

Lack of structured support for students with disabilities: This was usually reported by students, special education teachers, counsellors and higher learning institution administrators. Moreover, the absence of resources for

students with disabilities like braille, readers, assistive aids, computers with a special programme for visually impaired, wheelchairs with the challenge of rough roads and elevators was reported. For those with visual and physical disabilities, difficulties with physical access in environments designed for the able-bodied were reported. Students with albinism reported to work for long to access facilities that they needed in higher learning institutions and because of the tropical country (sun heating) they needed sun cream, which is very expensive for everyday use. They reported most of them reported about the danger of getting skin cancer due to the sun.

Lack of policies: Although Tanzania has different policies that address the rights of people with disabilities like; the national legislation on disability, a national policy on disability of 2004; and it is also a signatory to the UN Convention on the Rights of Persons with Disabilities (CRPD) (2006), and Tanzania has already ratified; it has not started implementing its support to students with disabilities in higher learning institutions.

Lack of awareness: This is among the major setbacks of students with disabilities in higher learning institutions. Students with disabilities, staff, non-disabled students, counsellors and policymakers acknowledged the need to make sensitization about disability issues and guidance and counselling services to the community at large as well as higher education. In addition to that, many students with disabilities reported to be segregated and discriminated from families, community even in all levels of education system because of their disability. Furthermore, higher learning institutions communities have low self-esteem concerning disability issues as well as guidance and counselling services in general.

Lack of resources in higher learning institutions: Respondents reported that there is a lack of human resources like trained counsellors; special education teachers like transcriber for students with hearing/mute disabilities and poor qualifications of the service providers. Moreover, students with disabilities lacked awareness concerning counselling issues and there was the poor quality of the service offered to students with disabilities in general. They also reported a lack of physical resources like counsellor's office, a lack of room for counselling sessions, a lack of like furniture, film, training etc. The lack of important things needed in counselling services led to poor services provided in higher learning institutions. Students with disabilities also faced a lack of teaching and learning resources.

Cultural and social stigma: Many students reported to have faced a lot of challenges in attaining education in general such as; social stigma, marginalization, low expectations, cultural superstitions and prejudice. Many of them reported that there were popular beliefs that someone with a disability was not able to do anything. Others believed that curses caused disabilities or disabilities resulted from unfulfilled obligations. Other respondents reported that some people ran away when they saw people with albinism passing on the road because they were afraid of them and thought they were ghosts; adding that they had to run and smear their saliva on their chest to avoid the bad luck that people with albinism have. All these happen in the higher learning institutions community. There is a great need for guidance and counselling services to people with disabilities.

The need of special education unit in higher learning institutions: It was observed by these students to be very important to help them with the many challenges that they faced in attaining education in higher learning institutions. All institutions must have some personnel who are experts on disability issues and their needs; this expert will be responsible for dealing with students with disabilities and their special needs. If, for example, students with physical impairment needed to access some books in library but the libraries; students with visual impairment needed to find a reader, computers, study help or photocopy services; if students with hearing impairment needed specific equipment and sign language assistance, this person would be responsible to make follow-up to university and government at large to ensure that all groups had the facilities that they needed.

The need of a guidance and counselling centre: Respondents reported that it was important to have guidance and counselling centres in every higher learning institution. This would help students with disabilities to have better performance. Moreover, students with disabilities insisted on having guidance and counselling services for parents who have people with disabilities in their family. This is because other students felt that their parents were tired of their disabilities and thought that it was a burden in the family. They added that negative attitudes concerning disability issues still prevailed and other parents still hid their children with disabilities.

It was also proposed that the government should conduct disability surveys in higher learning institutions for evidence-based planning since it is impossible to estimate the number of students with disabilities in higher learning institutions. The current situation is that the Government does not have reliable data

of students with disabilities in higher learning institutions in Tanzania at hand. The ministry of education, specifically in the special education unit, does not have any statistical figures for students with disabilities because in the previous years, higher education was under another ministry and now it is under the ministry of education. Furthermore, other institutions which are dealing with students with disabilities in higher education, like the Tanzania Commission for Universities who are responsible to allocating students with disabilities to universities which have services for them, do not have statistical figures for students with disabilities. In addition to that, the Higher Education Students Loan Board who is responsible for giving students loans for higher education do not have statistical figures of students with disabilities in higher learning institutions. They are responsible for giving loans to students whose parents have disabilities but not to students with disabilities according to their regulations. The government should be responsible for the collection of statistical data of students with disabilities to plan quality services for them. Without having statistical data for students with disabilities the government will not be able to provide sufficient funds and human resources for addressing disabilities issues.

7.4 Conclusions

Guidance and counselling are aimed at helping an individual become aware of himself and his environment and therefore can choose the right type of behaviour, educational, vocational and socio-personal in nature. Therefore, guidance and counselling has a lot of roles to play for effective teaching and learning and therefore deserves the maximum support of everybody. This study attempted to answer three questions. The first one, focused on the type of guidance and counselling services offered to students with disabilities in higher learning institutions in Tanzania. The second was focused on the adequacy and relevance of the guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. The third was focused on the barriers and challenges encountered by students with disabilities in higher learning institutions in Tanzania when seeking for guidance and counselling services. The following conclusions have been drawn.

Firstly, the study found that higher learning institutions have not yet officially established guidance and counselling services for students with disabilities as independent services. The services at all higher learning institutions are at an elementary stage. Therefore, the services which are there are academic, social,

personal needs, cultural and career services although students with disabilities are not satisfied with the services provided to them, while other students are not aware of this service. It is important to make students aware of the service to utilize the services due to of the many challenges that they face in higher learning institutions. In the institutions, guidance and counselling service is a crucial stand-alone area that requires separate scheduling, support of appropriate human and physical resources, training, institutional support structure and monitoring and evaluation.

Secondly, the lack of a clear policy for implementation of guidance and counselling services at both national and higher learning institutions' level is the main barrier for effective guidance and counselling services. It was observed that guidance and counselling services in higher learning institutions were poorly organized. There is an urgent need to improve guidance and counselling services provided in higher learning institutions in Tanzania. Nyaga (2011) states that for effective counselling services the counsellors need to be guided by a counselling policy, code of conduct and proper budgeting systems. This will put higher learning institutions guidance and counselling services on the right track in catering for the psychological needs of the students.

Thirdly, although there a lot of barriers and challenges such; as insufficient professional counsellors, low student self-awareness, a lack of human and physical resources for guidance and counselling and negative perception of faculty members which hinder students with disabilities to seek for guidance and counselling services in higher learning institutions, students with disabilities still seek guidance and counselling to survive in the university environment. Therefore, there is an urgent need to improve the guidance and counselling services currently provided to students with disabilities in higher learning institutions in Tanzania.

Fourthly, the need for a special education unit with specialized experts for disability issues and special needs for them is compulsory and not optional in all higher learning institutions in Tanzania.

Lastly, there is a great need to create awareness amongst the university community about disability issues and special needs for them in order to reduce stigmatization and discrimination, negative perception, cultural and social discrimination, and prejudice among people with disabilities in higher learning institutions in Tanzania.

7.5 Implications and recommendations

The results of the study have clear policy implications and have pointed out the need for further research in the area of guidance and counselling and disability. To that effect, recommendations are made for possible policy action and further research.

7.5.1 Recommendation for policy action

Basing on the fact that guidance and counselling programmes play a significant role in enhancing the behaviour of students in higher learning institutions, it requires concerted efforts from all stakeholders in the education process to make it bear fruits and play the role for which it was intended. In the light of this, the following recommendations are brought forward:

- (i) The government and higher learning institutions should support guidance and counselling practically by providing and making funds available for all the services in guidance and counselling.
- (ii) The government should help to train and appoint qualified guidance and counselling personnel in higher learning institutions to meet the requirements of the students with disabilities problems.
- (iii) The government should evaluate, revise the existing higher education policies, laws, acts and schemes concerning the provision of guidance and counselling services to students with disabilities at all levels of education and start implementing them to ensure quality, equity, and accessibility of the service in higher learning institutions.
- (iv) Higher learning institutions should promote social acceptance for students with disabilities among faculties, department, staff and students without disabilities. Therefore, students without disabilities must be encouraged to work cooperatively with students with disabilities.
- (v) The government should identify all students with disabilities in higher learning institutions to prepare good plan and budget that will support each of them according to their needs.
- (vi) The government should provide grants instead of loans to students with disabilities in higher learning institutions to enable them to acquire higher education and be independent.
- (vii) The government should support higher learning institutions in making decisions about the location of buildings designed to support guidance and counselling services for students with disabilities, and finance and supervise their construction.

- (viii) The ministry responsible for education should establish an inspection unit for guidance and counselling services from primary schools' level to higher learning institutions.
- (ix) The ministry of education and vocational training should introduce mandatory in-service training in guidance and counselling for all counsellors who do not have basic training in guidance and counselling, especially for people with disability.
- (x) The ministry of education and vocational training should use the existing special education unit to make a follow-up of students with disabilities in higher learning institutions.
- (xi) Higher learning institutions' administrators, staff and all students should be educated on the importance of guidance and counselling and be sensitized on their roles in supporting the implementation of the programme.
- (xii) Higher learning institutions should recruit and train as many counsellors as possible to solve the prevailing problem.
- (xiii) Higher learning institutions should ensure that they establish a special unit for dealing with students with disabilities and recruit and train special education teachers for dealing with students with disabilities.
- (xiv) The ministry of education should ensure that every higher learning institution has an independent counselling centre for helping students in general on issues concerning; academic, social, cultural, personal, psychological and career choices, etc.
- (xv) Counsellors should respect their code of ethics that guide them like keeping student's matters with the greatest confidentiality.
- (xvi) Counsellors should mobilize school administrators, teachers, students, parents, staff and community to assist them in creating awareness and advising students on the importance of seeking guidance and counselling services.
- (xvii) Higher learning institutions administrators should ensure that every university has special needs education units, which are responsible for handling students with disabilities. The role of this unit is to ensure that students who live with disabilities have the care and support that they require, irrespective of the type of disability they may have, and have equal access to special attention to perform well academically and socially.

- (xviii) Higher learning institutions in Tanzania should employ male and female counsellors to satisfy any gender preferences in guidance and counselling services.
- (xix) The government should supply all necessary equipment to all students with disabilities in higher learning institutions to assist them to achieve their academic goals.
- (xx) The government should sensitize the society about disability issues in general, and special needs and services for people with disabilities through mass media, organized workshops, seminars and training.
- (xxi) Every higher learning institution should have independent guidance and counselling centres or counselling department.
- (xxii) All educational institutions like the Ministry responsible for education, Higher Education Student's Loan Board and Tanzania Commission for Universities must be responsible and give support to students with disabilities in higher learning institutions in Tanzania.
- (xxiii) The community should understand that people with disabilities are part and parcel of the community and that they should be treated with much love, care and support regardless of the disabilities they have.
- (xxiv) Community members and higher learning institutions should be educated about disability issues and how to fight the negative attitudes, discrimination and stigmatization concerning people with disabilities

Finally, I would like to conclude this research study by suggesting that there is a need to conduct a wider research on this topic so that the findings are recorded and circulated to all higher learning institutions in Tanzania with the aim of improving the guidance and counselling services for students with disabilities. It is likely that the findings and recommendations of such a research study would be similar to those of this study.

7.5.2 Recommendations for further studies

Several issues emerged from this study, which requires further investigation by way of research. It is recommended that further research in guidance and counselling is done, especially in the following three areas:

Firstly, this study revealed some serious knowledge gaps regarding poor guidance and counselling services provided to students with disabilities in higher learning institutions. Therefore, another study could be conducted to investigate the competencies needed for counsellors.

Secondly, a study needs to be conducted to investigate the impact of culture and gender in practising guidance and counselling services.

Thirdly, similar studies could be done at lower levels of education (primary and secondary education).

Lastly, this study opens the way for other researchers to look at policy and practice in guidance and counselling services in education in developing countries in the context of the higher learning institutions.

7.6 Contribution of the Study

The study findings have contributed to the scientific body of knowledge in the field of guidance and counselling psychology for students with special needs; specifically, the study set out to investigate the extent to which guidance and counselling services provided to students with disabilities in higher learning institutions were adequate and relevant in a developing country context where such a service was still a new phenomenon. This is the first study, which has provided scholars with detailed knowledge on the theoretical perspectives to both guidance and counselling services provided to students with disabilities in the context of Tanzania.

This study is expected to contribute important knowledge on academically, socially and culturally as well as help in solving problems facing students with disabilities in higher learning institutions in Tanzania. The study raises awareness amongst the society and higher education on the role of guidance and counselling services for students with disabilities. Moreover, the study may influence the development of policies to realize the importance of guidance and counselling services for students with disabilities in Tanzania.

The study recommends that there should be a guiding policy at the national level to provide information about guidance and counselling services for all students at all levels of education in the country so that it is provided with sufficient resources and hence offer effective services with positive impact to the society.

The study recommends professional improvement of counsellors through adequate training and preparation.

On top of that, it is important to create awareness amongst the public on the importance of guidance and counselling services available and how to utilize them.

In addition to that, the study assessed challenges and opportunities faced by both counsellors and students with disabilities in the provision of guidance and counselling services and recommends strategies that can be adopted to improve these services. The study has suggested new strategies that need to be adapted in order to have effective guidance and counselling for people with disabilities in the higher learning institutions in Tanzania. Finally, the findings of this study will act as a stimulus for further research related to disabilities and counselling services in Tanzania.

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9 Appendices

9.1 Appendix A: Questionnaires guide for students with disabilities

My name is Bernadetha G. Rushahu, a PhD student in social education and training, in the school of education and social sciences (institute of education) at the University of Oldenburg Germany. I am conducting a study on the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. I am requesting you to help me in this study by completing a questionnaire. Your participation is voluntary & the information that you give will be treated with a high degree of confidentiality. You do not need to indicate your name.

Section A: Background/personal information: Put a tick (v) or fill in information as required and appropriate

1. Name of the University _____
2. Degree programme _____
3. Academic year
 - a) First year ()
 - b) Second year ()
 - c) Third year ()
 - d) Fourth year ()
4. Sex Male () Female ()
5. Age (Please mention) _____ years
6. What is your religion?
 - a) Islam ()
 - b) Catholic ()
 - c) Protestant ()
 - d) Other (Please mention) _____

7. What is the educational level of your father/male guardian?
- a) Below primary education ()
 - b) Primary education ()
 - c) Secondary education ()
 - d) Degree or above ()
 - e) Other (Please mention) _____
8. What is the educational level of your mother/female guardian?
- a) Below primary education ()
 - b) Primary education ()
 - c) Secondary education ()
 - d) Degree or above ()
 - e) Other (Please mention) _____
9. Marital status
- a) Married ()
 - b) Separated ()
 - c) Divorced ()
 - d) Single ()
 - e) Widowed ()
10. Type of disability
- a) Physical ()
 - b) Visual ()
 - c) Deaf ()
 - d) Albino ()
 - e) Other (Please mention) _____

**Section B. General knowledge about guidance & counselling services
(please tick where appropriate)**

11. When you first entered in the university, were you oriented to various university services? Yes () No ()
12. Is there any important services you were oriented in this University?
Yes () No ()

13. Which important services were you oriented in this University?
-
-
-
14. Are you aware that the university provides guidance and counselling services to students? Yes () No ()
15. Have you ever utilized guidance and counselling services in your university? Yes () No ()
16. If yes in question no 15, are you satisfied with the service?
Yes () No ()
17. If No in question no 15, give the reasons why you do not need the service?
-
-
-
18. If the answer is yes, in question no 16 who provide you with the services?
- a) The university counsellor ()
 - b) Peer counsellor ()
 - c) Academic advisor ()
 - d) The university chaplain ()
 - e) Give the reason for your choice
-
-
-
19. Who do you prefer to offer you guidance and counselling in the university?
- a) A Female counsellor ()
 - b) A Male counsellor ()
 - c) Any of them ()
 - d) Give reasons for your choice

20. Which of the areas listed below have you been given counselling services?

- a) Academic Yes () No ()
- b) Social Yes () No ()
- c) Personal Yes () No ()
- d) Vocational Yes () No ()
- e) Spiritual Yes () No ()
- f) Health Yes () No ()
- g) Marital Yes () No ()
- h) Career choices Yes () No ()

21. If you have been assisted in any of the above areas, comment on how these services have been useful to you

22. Were you introduced to the counsellors? Yes () No ()

23. Do you know the university counsellors at present? Yes () No ()

24. Do you make the use of university counsellors whenever you encounter problems?

Yes () No ()

25. Which common problems make you to consult the university counsellor?

26. Has the university counsellor been of any help to you whenever you consult him/her? Yes () No ()

27. In your opinion, what is the role of the school counsellor in this university?

28. Do you feel to express yourself before the counsellor?

Yes () No ()

29. Have you ever been stigmatized or discriminated because of the disabilities you have in University? Yes () No ()

30. Have you ever been stigmatized or discriminated because of the disabilities you have in family? Yes () No ()

31. Have you ever been stigmatized or discriminated because of the disabilities you have in the community? Yes () No ()

32. How do people in your community/culture describe people with disabilities?

33. What are the attitudes and views of whom concerning people with disabilities in higher learning institutions?

34. Have you ever attended any counselling session in your university?

Yes () No ()

35. If Yes in Question no 24, are you satisfied with the service?

Yes () No ()

36. Does the counsellor give you chances to suggest ways to solve your problems? Yes () No ()

37. Does the counsellor direct/force you to use his/her suggestion even if you do not agree with him/her? Yes () No ()

38. In your opinion, do you need counsellors who specialized in counselling services for people with disabilities or general counsellors?
-
-
-
39. Do you notice any difference between who got the counselling and those who have not? Yes () No ()
40. If yes, what is the difference you have noticed?
-
-
-
41. Have you ever attempted to counsel other disabled students who have not been counselled using the knowledge you were given?
Yes () No ()
42. How do lecturers treat disabled ones in the lectures/classes?
-
-
-
43. How do academic and non-academic staff treat the disable ones in the university environment?
-
-
-
44. How do non-disabled students treat disable ones in the university environment?
-
-
-
45. Have you ever been motivated through conferences, seminars and workshop on the need to participate in guidance and counselling activities for proper self and academic adjustment and development of healthy and positive attitude? Yes () No ()

46. Have you ever found a difficulty to access and afford several facilities and services while attending a higher institution?

Yes () No ()

47. What are the personal challenges facing students with disabilities in higher education?

48. What are the social challenges facing students with disabilities in attaining higher education?

49. What are the psychological challenges facing students with disabilities in attaining higher learning institutions?

50. What are the academic challenges facing students with disabilities in attaining higher education?

51. Are the buildings like lecture rooms, libraries, toilets etc accessible for disabled students? Yes () No ()

52. What are the areas of guidance and counselling services offered to students with disabilities in this higher learning institutions?

53. What are the traditional beliefs concerning people with disabilities in your culture?

Section C: Indicate the level of adequacy of guidance and counselling resources listed below by ticking in the appropriate using the given scale.

Resources	A	B	C	D
	Adequate	Moderate adequate	Not adequate	Do not know
1) Offices allocated for guidance and counselling services				
2) Materials available for guidance and counselling services in the university a) Offices b) ICT Facilities c) Films and videos d) Books and magazines e) Trainings and seminars for students				
3) Confidentiality required of guidance and counselling				
4) Number of service providers				
5) Qualifications and experience of services provider				
6) Quality of the service offered by university				

Section D. Provision of academic guidance and counselling services for disabilities students with academic problems

The following are common academic problems which students with disabilities face in their higher learning Institutions. Rate the extent to which academic guidance and counselling services are rendered to you in each of the problems. Put a tick (v) under the appropriate response among the ones against each learning difficulty.

Learning Difficulties are involved or not in the following:	A Very good services	B Good services	C Satisfactory	D Very little services	E No service at all
1) Use of educational materials and other resources found in university					
2) Developing study habits and skills including revision strategy					
3) Setting academic goals with realistic chances of success					
4) Manage your time properly					
5) Prepare and follow personal study time					
6) Selection of the study groups					
7) Technique of doing homework and assignment					
8) Attending lectures regularly as well as use of lecturers comments					
9) Guide you in studying difficult areas in various courses					
10) Tension during examinations and handling examination anxiety					
11) Relate academic achievement in the University with future career					
12) The absence of significant facilities and services could severely limit independence					
13) Geographical mobility					
14) Remove of physical barriers to accessing buildings and resources for students with disabilities like library, lecture rooms, toilet etc					

SECTION E: Provision of social and vocational guidance and counselling services for students with disabilities with social and vocational problems

The following are some of the social and vocational problems which students with disabilities face in higher learning institution. Rate the extent to which vocational guidance and counselling services are rendered to you. Put a tick (v) under the appropriate response among the provided ones.

a. Social competences	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Respect other people opinions					
2) Respect other people property					
3) Choose friendly wisely					
4) Relate with other students					
5) Relate with parents and family					
6) Handle conflict with other students					
7) Handle stigmatization and discrimination among people, family and others					
8) Manage peer pressure					
9) General knowledge of interpersonal relationship					
10) Know the effects of alcohol, drug abuses and risk behaviours among adolescents					
11) Provide information on sex matters and family life					
12) Manage community negative perception related to people with disabilities					

b. Vocational services for future career	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Career information					
2) Career preparation					
3) Visiting occupational places					
4) Professional visiting of your institution					
5) Access to services, programs and activities offered by university					
6) Remove discriminatory barriers in the employment sector					
7) Role models or successful educated people with disabilities who motivate students with disabilities					

SECTION F: Personal competences

Using the given scale, indicate how guidance and counselling services in the university have been effective in helping students with disabilities in the area listed below. (Please tick (v) where appropriate)

Personal Competences	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Accept yourself					
2) Inferiority					
3) Emotional conflict					
4) Handling depression and anxiety					
5) Overcoming fear					
6) Handling stigmatization and discrimination					
7) Handle loneliness and lack of friends					
8) Feeling of inadequacy					
9) Low self esteem					
10) Mood swing					
11) Knowledge on importance on recreation activities					
12) Knowledge on the effect of HIV/AIDS and sexually transmitted diseases					
13) Making decision and solving problems					

SECTION G: Psychological guidance and counselling services for students with disabilities with psychological problems.

Using the given scale, indicate how guidance and counselling services in the university have been effective in helping students with disabilities in the areas listed below (Please tick (v) where appropriate).

Psychological problems	Very good services	Good services	Satisfactory	Very little services	No service at all
1) Stress and depression					
2) Individuals with these impairments are the target of prejudice, discrimination, stigma, and reduced opportunities					
3) Societal prejudice and discrimination					
4) Understanding yourself					
5) Employment opportunities upon graduation					
6) Anxiety					
7) Dealing of friend with opposite sex					
8) Dealing of friend with a same sex					
9) Satisfying your needs like sexual desires					
10) Poor self esteem					
11) The student may find it difficult to access and afford several facilities and services while attending a higher learning institution					
12) Interacting/mixing with non-disabled students					
13) Staff perception, attitudes and behaviours towards them					
14) Community perception, attitudes and behaviours towards them					

54. State briefly how you benefited from guidance and counselling services offered by university

55. What are the major weaknesses of guidance and counselling services in your University?

56. Give the suggestions on how to improve guidance and counselling in the university atmosphere especially to students with disabilities

57. Rate the guidance and counselling services of your university

- a) Very Good
- b) Good
- c) Average
- d) Poor
- e) Very Poor

Thank you very much for your cooperation

9.2 Appendix B: Interview guide for students with disabilities

My name is Bernadetha G. Rushahu, a PhD student in Social education and training, in the School of education and social sciences (institute of education) at the University of Oldenburg Germany. I am conducting a study on the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. I am requesting you to help me in this study by answering these interview questions. Your participation is voluntary and the information that you give will be treated with a high degree of confidentiality. Thank you for being with me, I highly appreciate.

Section A: Personal History

- 1) I would like you to start with brief introduction of yourself, your name, age, religion, where are you coming from and what courses you are studying.
- 2) What university, year of study, gender and type of disability.
- 3) What is the educational level of your parents (Father/male guardian/mother/female guardian)?
- 4) What is your marital status?

Section B: Views and attitudes concerning people with disabilities in general

- 1) What are the views and attitudes concerning people with disabilities in higher learning institutions in Tanzania?
- 2) If you are faced with any problem, whom one you consult when you need counselling and why?
- 3) Did you experience any kind of stigmatization and discrimination because of the disability you have? Example in family, community, lecturers, religious faith, in the school and university environment in general.
- 4) What efforts have been made in your university concerning students with disabilities?
- 5) What is your opinion in the most difficult aspects of being disabled?
- 6) How do lecturers, non-academic staff, counsellors and non-disabled students treated students with disabilities in the university environment?
- 7) What are traditional beliefs concerning people with disabilities?
- 8) How can negative views and attitudes concerning people with disabilities be overcome and by which means?

Section C: Knowledge on guidance and counselling services

- 1) When and how did you first hear about the guidance and counselling services in your university?
- 2) In your opinion, what is the role of counsellor in this university?
- 3) Do you make use of university counsellors whenever you encounter problems? Which common problems make you to consult the university counsellor? Has the university counsellor been of any help when you consult him/her?
- 4) How do people in your community/culture describe people with disabilities?
- 5) In your opinion, do you need counsellors who have specialized counselling services for people with disabilities or just the general counsellors?

- 6) How do you assess the effectiveness of guidance and counselling services among University students, especially to people with disabilities?
- 7) Have you ever been motivated through conferences, seminars, workshop on the need to participate in guidance and counselling activities for proper self and academic adjustment and development of health and positive attitude?
- 8) Is there any need of family members, community, lecturers, university staff members and non-disabled people to have guidance and counselling services concerning people with disabilities? If yes, why?
- 9) State briefly how you benefited from guidance and counselling services offered by your university?
- 10) What are the major weaknesses of guidance and counselling services in your university?
- 11) Give suggestions on how to improve guidance and counselling services in the university atmosphere especially to students with disabilities?

Section D: Barriers and challenges concerning people with disabilities in higher learning institutions when seeking guidance and counselling services

- 1) What are the academic challenges facing people with disabilities?
- 2) What are the personal challenges facing people with disabilities?
- 3) What are the social challenges facing people with disabilities?
- 4) What are the psychological challenges facing people with disabilities?
- 5) Have you found difficulty to access and afford several facilities and services while attending a higher learning institution?
- 6) Are the buildings like lecture rooms, libraries, toilets, offices accessible for students with disabilities?
- 7) In your opinion, what is to be done to deal with these challenges especially related to students with disabilities themselves, university community and government at large?

- 8) What things that should be improved in higher learning institutions in Tanzania, and specifically in your university in order students with disabilities to live in a healthier learning environment?
- 9) Are there any other important aspects we did not cover in this interview which you would like to add?

Thank you very much for your cooperation

9.3 Appendix C: Interview guide for counsellors

My name is Bernadetha G. Rushahu, a PhD student in social education and training, in the school of education and social sciences (institute of education) at the University of Oldenburg Germany. I am conducting a study on the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. I am requesting you to help me in this study by answering these interview questions. Your participation is voluntary and the information that you give will be treated with a high degree of confidentiality. Thank you for being with me, I highly appreciate.

Section A: Personal history

- 1) I would like you to start with brief introduction of yourself, your name, age, religion, gender, where are you coming from etc.
- 2) What is your level of professional qualification?
- 3) How long have you been in the service?

Section B: Status of guidance and counselling services in higher learning institutions in Tanzania

- 1) Is the guidance and counselling service in this university formalized?
- 2) Is there any directive from Ministry of Education and Vocational Training on how to practice guidance and counselling services to students with disabilities in your university?
- 3) Do disabilities students consult you as counselor whenever they encounter problems? What issues of counselling do you receive from students with disabilities?
- 4) Who are the most regular clients in your office? Male or female students with disabilities? Give reasons for this.

- 5) Do you have adequate guidance and counselling resources (physical facilities and human resources) and what kinds of resources are provided to you?
- 6) Do you consult or counsel parents of your clients? Explain your answer.
- 7) Are there programmes which have been prepared to help counsellors to improve their competences?
- 8) Is it true that, all students have different problems but students with disabilities need exceptional consideration than any other students in guidance and counselling services?
- 9) What is personal, social and academic challenges facing students with disabilities in higher learning institutions in Tanzania?
- 10) In your opinion what are the psychosocial needs of students with disabilities and counselling approaches for dealing with their special needs?
- 11) What are the areas of Guidance and Counselling services offered to students in higher learning institutions? Identify them, which are the most common ones?
- 12) Do you notice any difference between those disabilities students who got counselling and those who have not?
- 13) Do you have a special room/office for counselling?
- 14) Have you ever been a counselor somewhere else?
- 15) Have you ever had training in counselling?
- 16) To what extent does the students with disabilities utilize the guidance and counselling service?
- 17) What are the major weaknesses of guidance and counselling services in your university?
- 18) Give suggestion on how to improve guidance and counselling services especially to students with disabilities.

Section C: Barriers and challenges in the provision of guidance and counselling services to students with disabilities

- 1) What are the barriers and challenges in the provision of guidance and counselling services to students with disabilities in higher learning institutions in Tanzania?
- 2) What are the major reasons, why students with disabilities /not seeking guidance and counselling services in your university?
- 3) What problems do you face when performing counselling duties especially to people with disabilities?
- 4) Have you ever had any complaints from students about the guidance and counselling services offered to them? Explain your answer in relation to students with disabilities.
- 5) What is your opinion in the most difficult aspects of being a ?
- 6) Do you have the feelings that the training you get is sufficient/insufficient to fulfill your task properly? Are there any skills you would like to improve?
- 7) Are there any other important aspects we did not cover in this interview which you would like to add?

Thank you very much for your cooperation

9.4 Appendix D: interview gude for university administrator

My name is Bernadetha G. Rushahu, a PhD student in social education and training, in the School of education and social science (institute of education) at the University of Oldenburg Germany. I am conducting a study on the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. I am requesting you to help me in this study by answering these interview questions. Your participation is voluntary and the information that you give will be treated with a high degree of confidentiality. Thank you for being with me, I highly appreciate.

Section A: Personal History

- 1) I would like you to start with brief introduction of yourself, your name, age, religion, gender, where are you coming from etc.
- 2) What university?
- 3) What is your level of professional qualification?
- 4) How long have you been in the service?

Section B: Knowledge about guidance and counselling services to students with disabilities

- 1) What is the total number and distribution of students with disabilities in your university?
- 2) In your opinion, what are the special programmes prepared for students with disabilities in order to increase their number in higher learning institutions?
- 3) Is there any document which directs what should be done in higher education to ensure the availability of effective guidance and counselling to students with disabilities? (Yes/No with some explanations?).
- 4) If the answer to No. 3 is Yes, what are the specific services concerning guidance and counselling recommended especially for students with disabilities?
- 5) Are there any programmes which have been prepared to help counsellors in your university to improve their competences?
- 6) What are the future plans of your university toward strengthening and counselling services for students in general and for disabilities in particular?
- 7) What criteria are used to select counsellors in your university and who is responsible to select them?
- 8) What programmes have been prepared to reduce stigmatization and discrimination among people with disabilities in this university?

- 9) In your opinion, is it true that students with disabilities need more special care than non-disabled ones? If yes, is there special department in your university which is responsible for dealing with students with disabilities?
- 10) Is there any cooperation between Ministry of Education and Vocational Training and university counselling center?
- 11) What kinds of resources are provided to counselling center in your university?
- 12) Students with disabilities face many challenges in university environment especially buildings are not accessible for them. Suggest ways to improve this.

Thank you very much for your cooperation

9.5 Appendix E: Interview guide for ministry of educational and vocational training officer, tcu & heslb

My name is Bernadetha G. Rushahu, a PhD student in social education and training, in the school of education and social science (institute of education) at the University of Oldenburg Germany. I am conducting a study on the nature of guidance and counselling services provided to students with disabilities in higher learning institutions in Tanzania. I am requesting you to help me in this study by answering this interview. Your participation is voluntary and the information that you give will be treated with a high degree of confidentiality. Thank you for being with me, I am highly appreciated.

Section A: Personal History

- 1) I would like you to start with brief introduction of yourself, your name, age, religion, gender, where are you coming from etc.
- 2) What is your level of professional qualifications?
- 3) How long have you been in the service?

Section B: Knowledge concern guidance and counselling services to students with disabilities

- 1) What is the total number and distribution of students with disabilities in public and private higher learning institutions in Tanzania?

- 2) What are special programmes prepared to students with disabilities in order to increase their number in higher learning institutions?
- 3) Is there any document which directs what should be done in higher learning institutions to ensure the availability of effective guidance and counselling to students with disabilities? Yes/No with some explanations.
- 4) If the answer to No. 3 is yes, what are the specific services concerning guidance and counselling recommended especially for students with disabilities?
- 5) Are there any programmes which have been prepared to help counsellors in higher learning institutions to improve their competences?
- 6) What are the future plans of the Ministry of Education and Vocational Training to strengthening guidance and counselling services in higher learning institutions for students in general and for disabilities in particular?
- 7) What department in the Ministry of Education and Vocational Training is responsible for students with disabilities in higher learning institutions in Tanzania? Special education unit or higher education department? If so, what criteria are used to select counsellors in Higher Education and who select them?
- 8) For Loan Board what criteria are used to select students for giving loan?
- 9) For TCU what criteria are used to allocate students with disabilities in higher learning institutions?
- 10) What programme have been prepared to reduce stigmatization and discrimination among people with disabilities in schools and higher learning institutions?
- 11) Is the government having any plan for students with disabilities? What do you think could still be done to people with disabilities?
- 12) Is there any cooperation between the Ministry of Education and Vocational Training and the University counselling centers? How does the Ministry help counselling centers? Has a ministry official visited counselling centers?

- 13) In your opinion, how can we develop guidance and counselling services in order to reduce stigmatization and discrimination among people with disabilities?

Thank you very much for your cooperation

9.6 Appendix F: Focus group discussion guide

Section A: Background Information

- 1) Name of the Higher learning institution _____
- 2) Professional Qualifications: _____
- 3) Number of participants' Male _____ Female _____
Total _____
- 4) How long have you been in the service? _____

Section B: Guiding Questions

- 1) What is the role of guidance and counselling to students with disabilities?
- 2) Does the higher learning institution have guidance and counselling services? If it has, what role does this service play to students with disabilities?
- 3) What are the barriers and challenges students with disabilities faced when seeking guidance and counselling services?
- 4) What should be done to help guidance and counselling to be effectively and play a role to students with disabilities?
- 5) How would you rate the way the guidance and counselling teacher is being utilized?
- 6) What are the challenges faced students with disabilities in attaining higher learning institutions?
- 7) To what extent do those challenges affect the provision of guidance and counselling in higher learning institutions?
- 8) To what extent students with disabilities access special education unit? And what are the roles of special education unit in higher learning institutions?
- 9) Who do students with disabilities approach when they need guidance and counselling services?
- 10) What are the challenges facing special education unit in higher learning institutions?

Thank you for participating in the study

9.7 Appendix G: Documentary review check list

The following items will be examined in the documents:

- 1). Guidance & counselling services for disabilities students (Ministry Education & Universities)
- 2). Counsellors' qualifications (Dean of students' office)
 - a) The number of counsellors in universities
 - b) Their experience in counselling services
 - c) Number of life skills education teachers
 - d) Training, workshop and short courses
- 3). Availability of Counsellors (Dean of Students office)
 - a) Number of counsellors required
 - b) Number of counsellors available
 - c) Shortage
- 4). Documents from Special unit:
 - a) Disabilities students' performance
 - b) Disabilities students' services
 - c) Number of Students with disabilities
 - d) Number of staff and kind of disabilities they are dealing with
 - e) Number of staff required, available & Shortage
- 5). Education materials
 - a) Physical facilities
 - b) Teaching and learning materials
 - c) Services
 - d) Circulars – guidelines for guidance and counselling services
- 6). Higher education -Department at the Ministry of Education and Vocational Training
 - a) Number of students with disabilities in private and public higher learning institutions in Tanzania
 - b) Guidelines for guidance and counselling in higher learning institutions

- c) Services
- 7). Adequate guidance and counselling resources
 - a) Physical facilities
 - b) Human resources
 - c) Special room/office for counselling services
 - d) Things which are available in the room/office

9.8 Appendix H: Research clearance letters



UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF THE VICE-CHANCELLOR
 P.O. BOX 35091 + DAR ES SALAAM + TANZANIA

Ref. No: AB3/12(B)
 Date: 8th May, 2014

To: The Regional Administrative Secretary,
 Dar es Salaam Region.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may enable her to achieve her research objectives. What is required is your permission for her to see and talk to the leaders and members of your institution in connection with her research.

The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **University of Dar es Salaam (Main Campus)**.

Should the areas be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.


 Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
 Telephone: +255 22 2410500-8 ext. 2001
 Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
 E-mail: vcg@admin.udsm.ac.tz
 Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 8th May, 2014

To: The Regional Administrative Secretary,
Tanga Region.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

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The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **Sebastian Kolowa University College..**

Should the areas to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 8th May, 2014

To: The Regional Administrative Secretary,
Mwanza Region.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

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The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **St. Augustine University.**

Should the areas be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



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OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 8th May, 2014

To: The Vice Chancellor,
University of Dodoma,
Dodoma.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

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The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **University of Dodoma**.

Should the areas be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 13th August, 2014

To: The Principal,
Dar es Salaam University College of Education (DUCE),
Dar es Salaam.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.


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The period for which this permission has been granted is from **August to December, 2014** and will cover the following area: **Dar es Salaam University College of Education (DUCE)**.

Should the area be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR
VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



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OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 8th May, 2014

To: The Vice Chancellor,
St. John University of Tanzania Dodoma,
Dodoma.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.


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The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **St. John University of Tanzania Dodoma.**

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Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
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UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 1st October, 2014

To: The Vice Chancellor,
University of Iringa,
Iringa.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may enable her to achieve her research objectives. What is required is your permission for her to see and talk to the leaders and members of your institution in connection with her research.

The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **October, to December, 2014** and will cover the following area: **University of Iringa**.

Should the areas to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.

Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 8th May, 2014

To: The Vice Chancellor,
Muslim University of Morogoro,
Morogoro.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

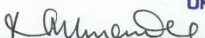
I therefore request you to grant the above-mentioned member of our University community any help that may enable her to achieve her research objectives. What is required is your permission for her to see and talk to the leaders and members of your institution in connection with her research.

The title of the research in question is "**An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania**".

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **Muslim University of Morogoro**.

Should the areas be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 8th May, 2014

To: The Vice Chancellor,
Sokoine University of Agriculture,
Morogoro.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

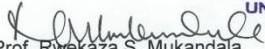
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The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **Sokoine University of Agriculture (SUA)**.

Should the areas to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)

Date: 8th May, 2014

To: The Vice Chancellor,
Mkwawa University College of Education (MUCE),
Iringa Region.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

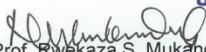
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The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **May to September, 2014** and will cover the following area: **Mkwawa University College of Education (MUCE)**.

Should the areas be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 13th August, 2014

To: The Executive Secretary,
Tanzania Commission for Universities (TCU),
Dar es Salaam.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

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The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **August to December, 2014** and will cover the following area: **Tanzania Commission for Universities (TCU)**.

Should the areas be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.

Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

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Website address: www.udsm.ac.tz



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 13th August, 2014

To: The Permanent Secretary,
Ministry of Education and Vocational Training (MOEVT),
Dar es Salaam.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

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Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
Telex: 41742 Elimu Tz.
Telephone: 2121287, 2110146
Fax: 2127763



7 Magogoni Street
11479 DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOLVI/138

Date: Tuesday, September 30, 2014

The Commissioner for Education - MoEVT

ATT: The Head – Special Education Unit

RE: RESEARCH CLEARANCE FOR MS BERNADETHA, GABRIEL RUSHAHU

The captioned matter above refers. The mentioned is bona fide student of Oldenburg University – Germany and Member of Staff of the University of Dar es Salaam who is conducting research on the topic titled **"An Assessment of Guidance and Counseling Services to Students with Disabilities in Tanzania"** as part of her course programme for the award of PhD Programme

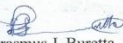
The researcher needs to collect data and necessary information from your office(s). She will also need to conduct face-to-face interview with Head of schools and teachers in sampled schools.

In line with the above information you are being requested to provide the needed assistance that will enable her to complete this study successfully.

The period by which this permission has been granted is from **September, 2014 to October, 2014.**

By copy of this letter, **Ms Bernadetha, Gabriel Rushahu** is required to submit a copy of the report (or part of it) to *the Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,


Erasmus J. Buretta
For Permanent Secretary

Cc. **Ms Bernadetha, Gabriel Rushahu** – University of Dar es Salaam -Tanzania



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)
Date: 13th August, 2014

To: The Executive Secretary,
Higher Education Students Loan Board (HESLB),
Dar es Salaam.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Bernadetha, Gabriel Rushahu** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may enable her to achieve her research objectives. What is required is your permission for her to see and talk to the leaders and members of your institution in connection with her research.

The title of the research in question is **"An Assessment of Guidance and Counselling Services to Students with Disabilities in Higher Learning Institutions in Tanzania"**.

The period for which this permission has been granted is from **August to December, 2014** and will cover the following area: **Higher Education Students Loan Board (HESLB)**.

Should the areas be restricted, you are requested to kindly advise her as to which alternative places could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727.

Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct +255 22 2410700
Telephone: +255 22 2410500-8 ext. 2001
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz