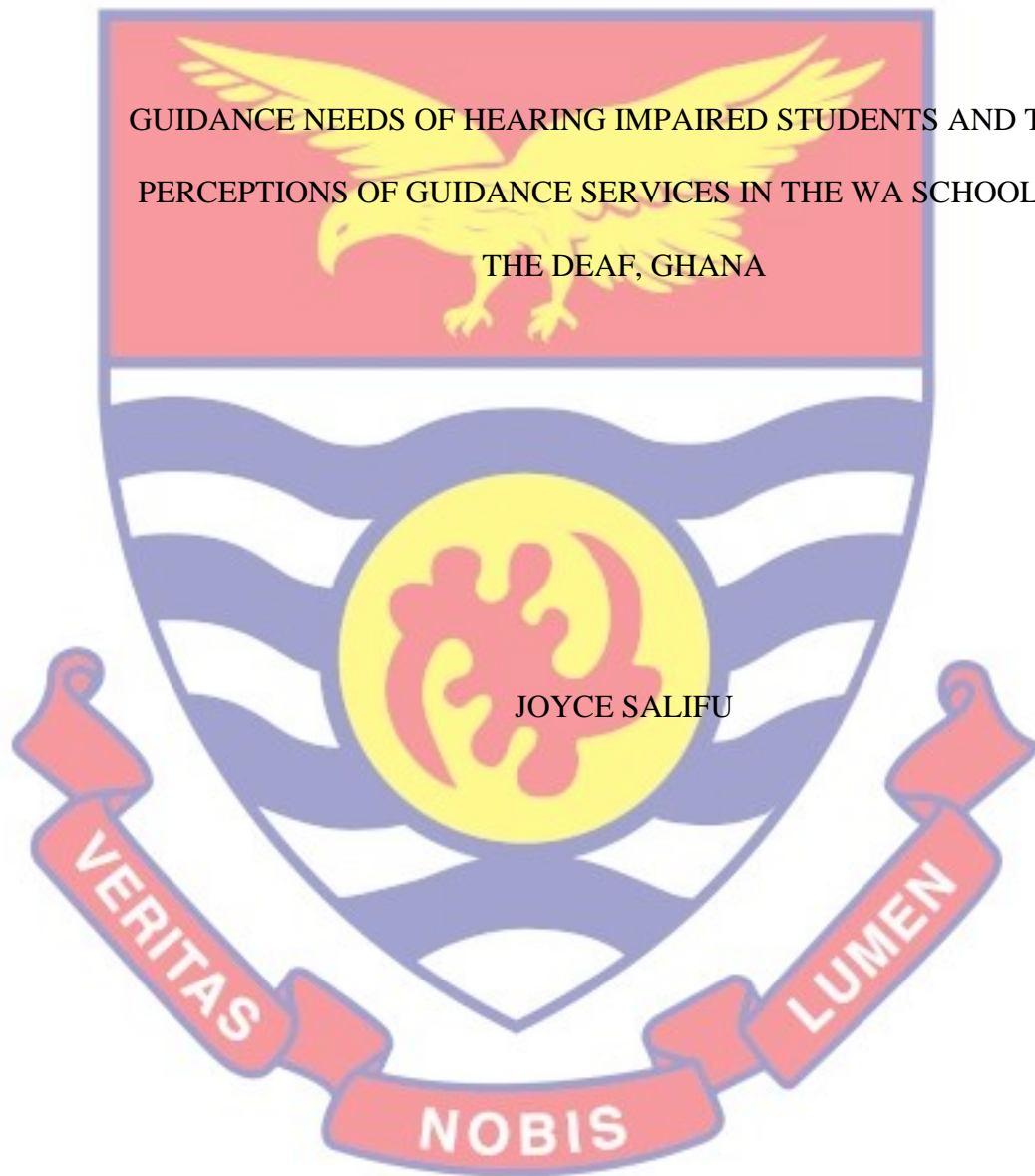


UNIVERSITY OF CAPE COAST



GUIDANCE NEEDS OF HEARING IMPAIRED STUDENTS AND THEIR  
PERCEPTIONS OF GUIDANCE SERVICES IN THE WA SCHOOL FOR  
THE DEAF, GHANA

JOYCE SALIFU

2022

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THE DEAF, GHANA

BY

JOYCE SALIFU

Thesis submitted to the Department of Guidance and Counselling of the  
Faculty of Educational Foundations, College of Educational Studies,  
University of Cape Coast, in partial fulfillment of the requirements for the  
award of Master of Philosophy Degree in Guidance and Counselling

OCTOBER 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

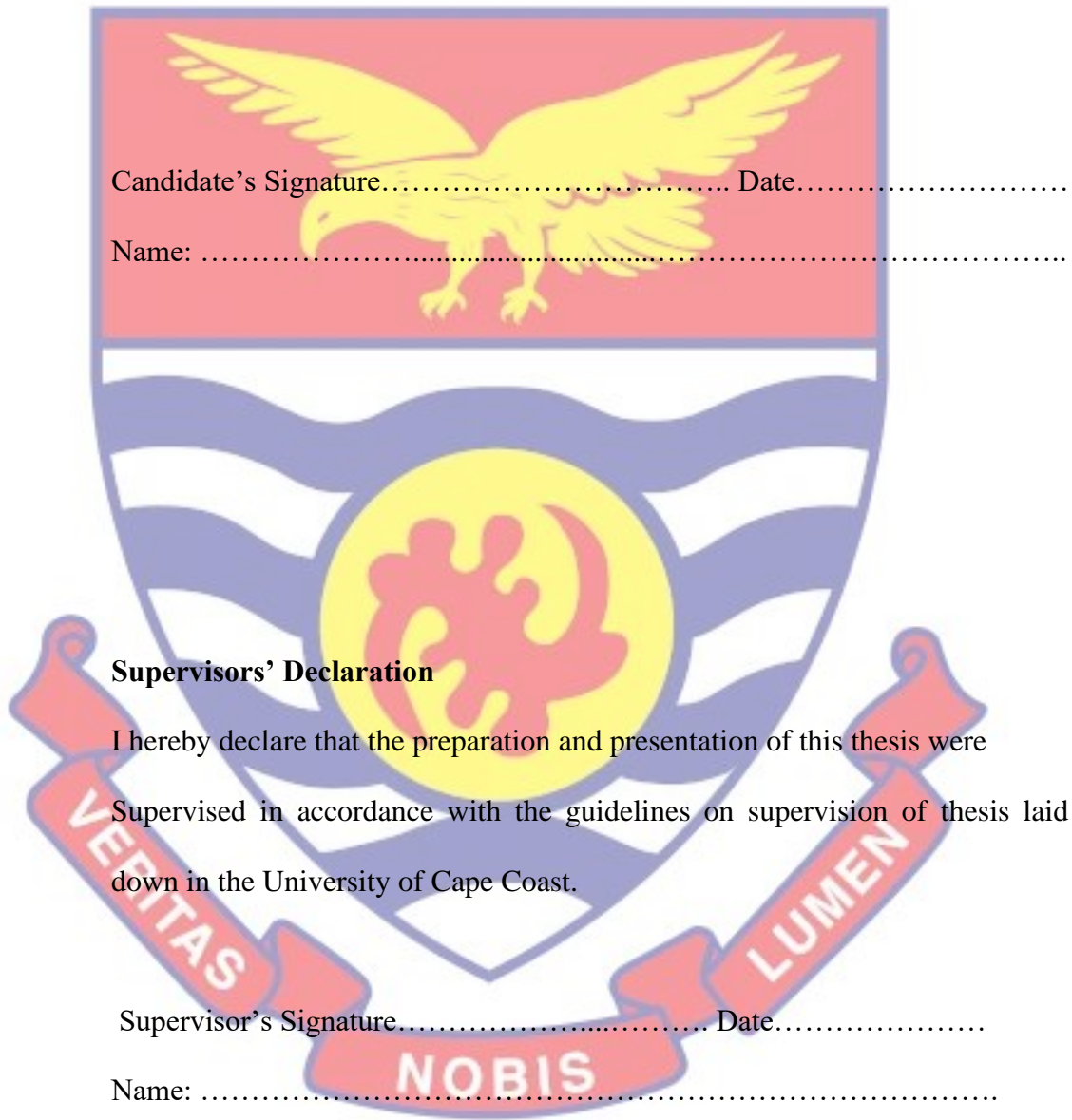
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### Supervisors' Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down in the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: .....



## ABSTRACT

The purpose of this study was to determine the guidance needs of hearing-impaired students of the Wa School for the Deaf, and the services that are available to them. Descriptive survey design was used for the research. A total of 163 students were included in the study using the census method. Data were collected using questionnaire and analysed using means and standard deviations, independent samples t-test and One-Way ANOVA. The findings revealed that guidance services were a priority in the school. The respondents also knew of the existence of a counselling unit but their knowledge and awareness of the availability of the school counsellor was lacking. The study also found that the respondents perceived guidance services to be necessary and transformational for students in the school. Regarding the educational guidance needs of the students, the study showed that the students had difficulty retrieving from memory during examinations and also had difficulty preparing for examinations. In terms of vocational guidance needs, it was found that the respondents needed more information about occupations or careers or jobs in their areas of specialization. Concerning the personal-social guidance needs, the study showed that the respondents expressed the need to understand more about themselves. On the basis of the findings, it was recommended that school counsellors in Wa School for the Deaf should increase their visibility to students so that awareness levels of students about their work can be enhanced.

## KEYWORDS

Guidance needs

Guidance services

Hearing impaired

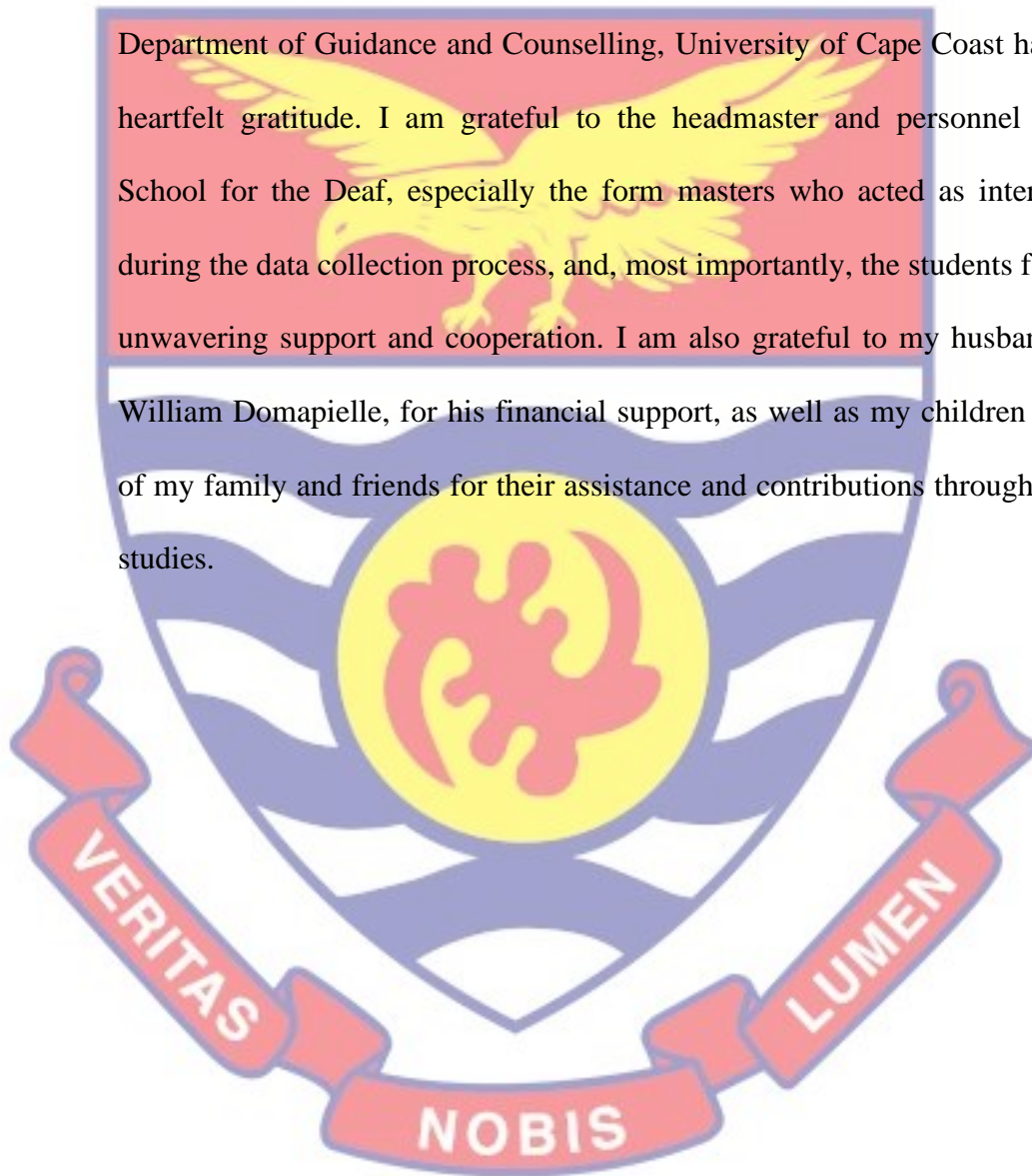
Perception

Students



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## DEDICATION

To Mr. William Domapielle, Alexis, Queen Keturah and Nathan Domapielle,  
my mum and to all my family members.



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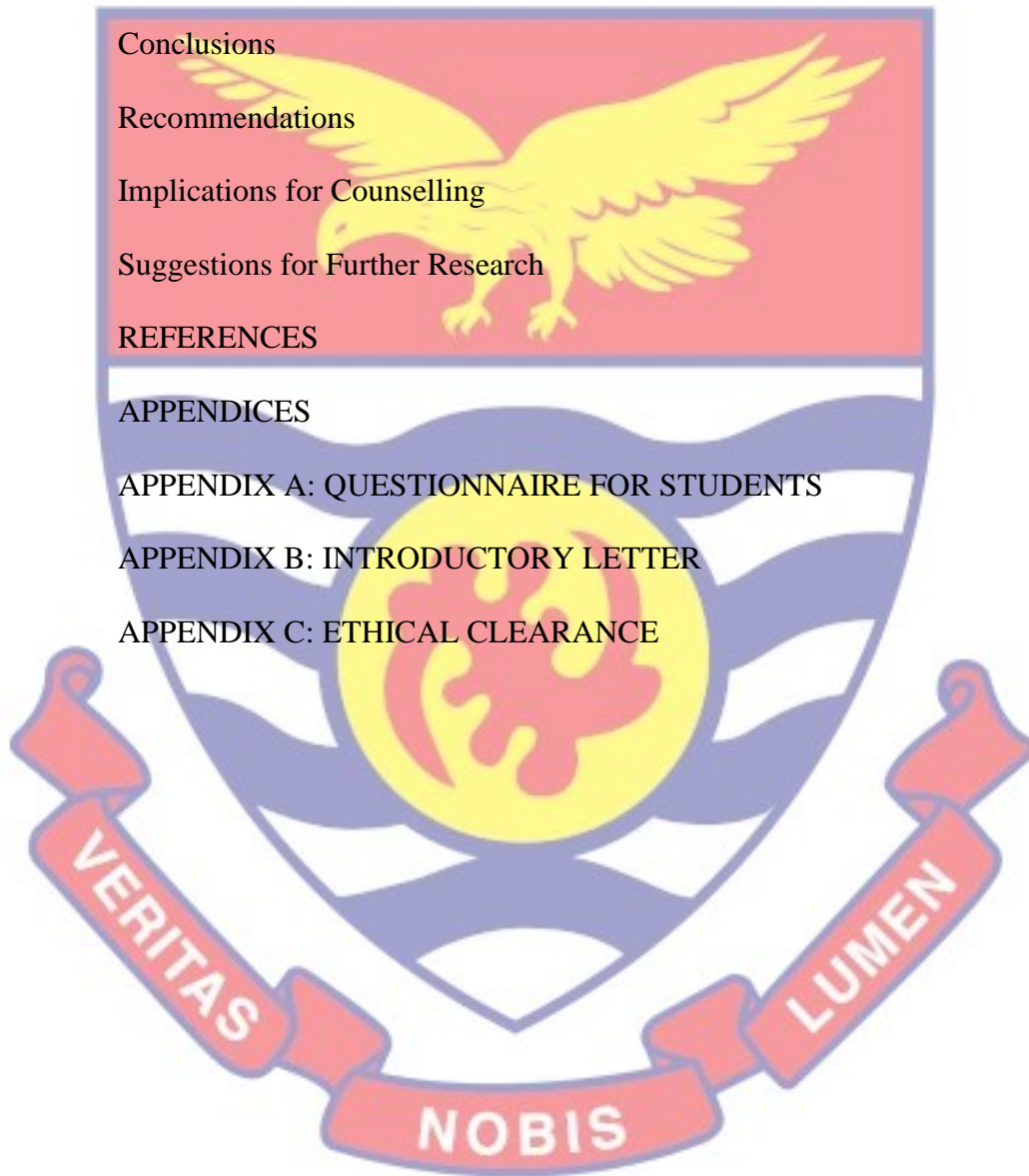
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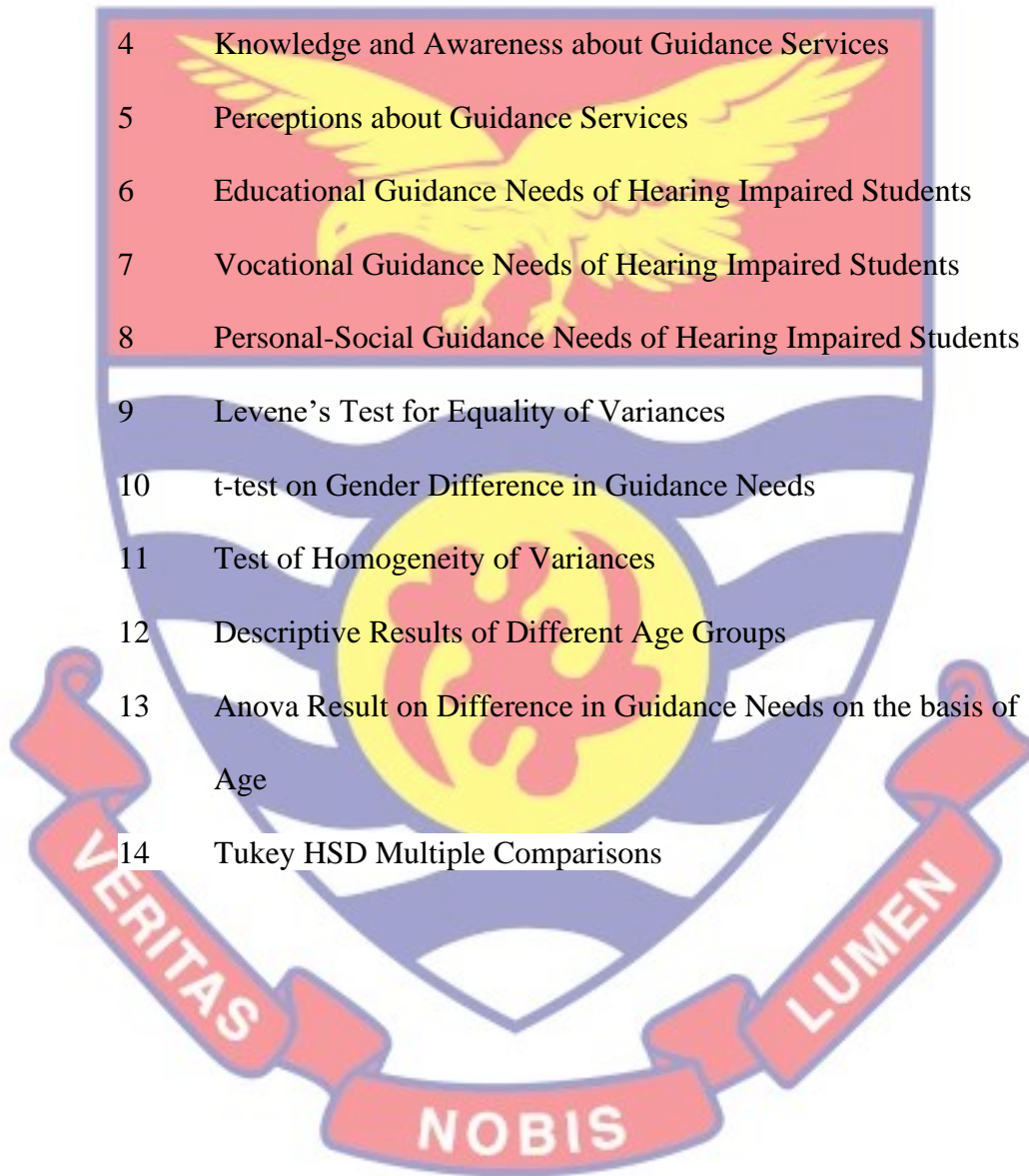
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## CHAPTER ONE

### INTRODUCTION

Students in different settings and from different backgrounds have challenges or needs that they need help or assistance with in order to succeed in the school system (Bozie, 2012). In like manner, hearing impaired students experience a great deal of challenges because of their inability to hear or to hear well which impacts greatly on every aspect of their lives. Regardless of this, there seem to be a lack of fulfillment of their guidance needs that will make them to become more effective and self-sufficient in any endeavour (Ayodele, Okon, Ibimuluyi & Adebisi, 2013). The lack of fulfillment of needs has been recognized to be due to the apparent lack of awareness of the counselling needs of people with special needs, particularly the hearing impaired (Bari, Yasin & Yusof, 2013). As a result, the current study looks into the counselling needs and services of Wa School for the Deaf's hearing impaired students. This chapter introduces the research. This section covers the study's premise, the problem statement, the research purpose, the research questions and hypotheses, the significance of the study, the delimitation and limitations, the definition of terminology, and the study's organisation.

#### **Background to the Study**

Education is an inalienable right of every human being, as recognised in several international declarations and national legislative instruments (Tsuladze, 2015). This is because education trains individuals to be responsible citizens who will contribute to their respective countries' progress. The right to education, on the other hand, has not always been declared and enforced for all people, particularly for those with special needs. This is

because people with exceptional disabilities require greater attention in their education.

According to Ocansey and Gyimah (2016), students with special educational needs and impairments have unique characteristics such as autistic spectrum disorders, emotional instability, and/or behavioural challenges that demand special attention from teachers and school administrators. Students with special educational needs, such as those who have difficulties communicating verbally, those who have hearing, vision, or multisensory impairments, are referred to as students with special educational needs (Greville, 2009). The focus of the study is on the hearing impaired. Various authors have taken diverse perspectives on hearing loss.

For instance, the Individuals with Disabilities Education Act (2004) states that "deafness" is defined as a hearing impairment severe enough to hinder a person's capacity to receive linguistic information through their hearing sense. Using hearing aids or amplification does not change this (Kirk, Gallagher, Coleman, & Anastasiow, 2012). Most people think of persons who can't hear as members of the "linguistic and cultural minority," as they use sign language to communicate and are culturally unique from the majority of people who can hear (Marschark & Hauser, 2011, p.4). As a result of their academic difficulties, many students in conventional schools seek help in resolving these concerns (Okyere, 2016).

However, the difficulties and challenges that pupils face are amplified for hearing-impaired children. Some of the obstacles people face includes not being able to meet their basic necessities, having difficulty achieving their life goals, having a low level of knowledge, and having failed in various

endeavours (UNESCO, 2012; (Madhuku, 2005). Hearing impaired students' reactions to these problems include withdrawal, sadness, frustration, anger, anxiety, and hyperactivity, all of which have detrimental consequences on their relationships with significant individuals (UNESCO, 2012). Counsellors must provide adequate services that will enable students to deal with their concerns in order to aid them in resolving their issues.

Obvious consequences for communication, psychological well-being, quality of life, and economic independence, independent of the age at which hearing loss manifests as documented by Olusanya, Neumann, and Saunders (2014) in their study. Individuals with hearing impairment have additional difficulties and issues in professional and job skills, as well as trouble connecting with others, according to Bari, Amat, and Buang (2000). Students with hearing impairments would eventually require some type of additional support to satisfy their unique educational needs (Stakes & Hornby, 2001). All of this demonstrates that students with hearing loss may have academic/educational, personal/social and vocational difficulties.

These students' demands may be constantly evolving, as they alter with age, experiences, gender, and ethnicity (Papalia, Cameron & Feldman, 1996). According to Ayodele, Okon, Ibimuluyi, and Adebisi (2013), children with special needs face obstacles and barriers with their parents, who may neglect them at times or appear to place a greater emphasis on the female at the expense of their male counterparts. Furthermore, their putative teachers, who should empathise with them, and their classmates, who should exhibit love and acceptance, are making life tough for them. As a result, it is apparent that this group of people is characterised by a lack of support services that will



enable them to realise their potential as successful and responsible citizens in society (Ayodele et al., 2013).

There has been a lot of attention paid to the needs of hearing-impaired pupils in the literature around the world. In the United States, for example, there have been numerous studies on deaf concerns, and hearing-impaired people confront significant impediments to their own self-sufficiency. There are major challenges for those who are deaf or hard of hearing, according to the Florida Department of Education (2010). As a result, many of them lack a wide range of interpersonal connections, which is essential for the development of their self-identity and social confidence, both within and outside of work. Likewise, as per the American Speech-Language and Hearing Association (2016), children with hearing loss regularly report feelings of loneliness, and unhappiness at school, especially when their socialisation with other children with hearing loss is minimal. They are not the only ones. Hearing challenged children, according to Perveen and Mustafa (2013), are less socially advanced than hearing children. Furthermore, most hearing-impaired children's delayed language development limits their prospects for social contact, causing frustration for both them and their parents.

From the African context, there have been reports of hearing-impaired children having several difficulties in schools. For instance, in Nigeria, Oluka and Okorie (2014) have revealed that hearing-impaired students face educational challenges which can be resolved through counselling. Ayodele et al. (2013) however showed that in Nigeria, hearing-impaired children have not received the best of help in their education. Hearing-impaired students in Kenya, according to Githaiga (2016), have a number of issues that affect them

at school and at home. According to reports in Ghana, students with special needs experience serious social and psychological issues that impair their interactions with others (Ocansey & Gyimah, 2016). Kyere (2009), states that vocational concerns are a key impediment for hearing-impaired students in Ghana.

From the foregoing, it is obvious that students with hearing impairment face a variety of obstacles and, as a result, have a wide range of demands that are related to their education and professional development. Most students in Nigeria with hearing impairments are still expected to compete with other students in regular schools, where there are insufficient skilled teachers and supplies to meet their needs (Ayodele, Okon, Ibimuluyi & Adebisi, 2013). To make matters worse, majority of them do not receive the necessary intervention or help because they are not diagnosed early enough. This is why special needs schools, particularly those with hearing impairments, require guidance.

Improving academic achievement, fostering positive attitudes toward schooling, learning, work, and conflict resolution, and reducing school dropout are the goals of guidance services as outlined by Braddock (2001). Additionally, advice services in schools can help students with their entire development, emphasise the value of student and teacher understanding, and enable students to make suitable choices at various phases of their educational lives, (Kochhar, 2006). Guidance services, according to Kochhar, aim to assist students in choosing, preparing for, entering, and progressing in a career, as well as making the best possible adjustments to situations at school and at

home, minimising the mismatch between education and employment, and assisting students who require special assistance.

In Ghana, there are currently about 16 schools for the Deaf. However, equal educational opportunities elude Deaf people in Ghana and even those who get the chance to be in the deaf schools struggle through variety of challenges (Owoo, 2019). The challenges are because in spite of the Persons with Disability Act, 2006 (Act 715) which enshrines the rights and treatment of Persons with Disability (PWDs), not much attention is paid to the needs of hearing impaired students in Ghana. The support that deaf schools mostly receive comes from non-governmental institutions. For instance, Huawei Ghana donated ICT devices and equipment worth GH¢125,000 to facilitate the teaching and learning of students living with hearing loss at the Mampong Akuapem Senior High Technical School for the Deaf in the Eastern Region of Ghana (Awal, 2022). In the case of Wa School for the Deaf, there has been minimal attention to the school by both government and non-governmental organisations (Smith, 2019). The minimal attention means that hearing impaired students are faced with several needs in school.

Guidance and counselling are clearly required to aid kids in schools. As a result, according to Nichter and Edmonson (2002), the function of the school counsellor includes assisting in the meeting of the needs of students with special educational needs. However, according to Kahveci (2016), the counselling services supplied to disabled children are significantly different from the normal range of general counselling. Students with hearing impairments may be offered with a wide range of services. The efficiency of these services must be investigated.

Counsellors, according to Kahveci (2016), have had little prior interaction with this particular group for a variety of reasons. There are a number of reasons for this, including a lack of confidence and training among counsellors, as well as misconceptions or prejudices about people with disabilities and their families (Tucker, Shepard, & Hurst, 1986). Counsellors may also believe that their skills aren't needed for these groups because special education staff is typically the ones who provide support to children with impairments (Tarver-Behring, Spagna, & Sullivan, 1998).

In the absence of resources and programmes to meet the needs of students with disabilities, hearing impaired students are robbed of the opportunities to be enriched in school so that they can achieve their aims in life (Kahveci, 2016). In order to effectively aid hearing-impaired children, it is vital to evaluate their true counselling needs. An accurate and regular assessment of the counselling needs of hearing impaired students is required for the design of efficient student assistance programmes. With the increasing diversity of students, their evolving personal needs and the greater number of challenges that confront hearing impaired students, needs assessment is extremely important (Cox & Thoreson as cited in Bozie, 2012). This is the focus of the current study, which examines the guidance needs and services of hearing challenged students at Wa School for the Deaf.

### **Statement of the Problem**

Guidance and counselling has the purpose of supporting students in overcoming their emotional difficulties and modifying their maladjusted behaviours (UNESCO, 2012). It also assists students in realising their full potential and easing their general adjustment, both in school and in society

(Ocansey & Gyimah, 2016). As a result of guidance, students can take advantage of all of their available options to achieve their life goals (Lunenburg, 2010). School guidance programmes can help students with a variety of disabilities learn to accept themselves, increase their self-esteem and ability to appreciate others, and ultimately discover happiness in life (Githaiga, 2016; Wamocho, Karugu & Nwoye 2008). It is hoped that hearing impaired students would learn about the various opportunities that can aid them in making the greatest possible adaptations in their surroundings and striving toward more satisfying and joyful existences (Githaiga, 2016; Ojo & Aderibigbe, 2013; Pandey, 2005).

It is through needs assessment that the guidance needs of students with hearing impairment would be identified and addressed through the establishment of a formalized, comprehensive and systematic guidance and counselling in the school (Okyere, 2016). There have been several research studies in different places which have focused on the experiences and challenges of students with disabilities, particularly hearing impairments. For instance, in countries like Nigeria, there is evidence that students with hearing impairment suffer several educational and vocational challenges where they need counselling assistance (Ayodele et al., 2013; Oluka & Okorie, 2014). Also, similar reports have been made in Kenya (Githaiga, 2016).

In Ghana, there have been some studies of assessing guidance and counselling needs of students in senior high schools (Awabil, 2002; Amaning, 2009) and students in tertiary institutions (Apreko, 2010; Okyere, 2016; Yakubu, 2016). However, all these studies have focused on regular students without any form of disabilities. The studies in Ghana which have been done

on students with some form of impairments have mostly dealt with the kind of challenges that such students face (Kyere, 2009; Ocansey & Gyimah, 2016). These studies have shown that students with varied forms of impairments face academic, personal and vocational challenges. In spite of this, it appears no Ghanaian study has specifically investigated the guidance needs of students with hearing impairment.

Wa School for the Deaf has existed in Ghana since 1969. However, there have been several complaints from the school authorities that the school lacks several infrastructure and support (Derbie, 2019; Donkor, 2019). Regardless, there has not been any study to assess the guidance needs of hearing impaired students in Wa School for Deaf. Given their special needs and the global acceptance of the need to educate all, there is the need to pay attention to the needs of hearing impaired children to enable them contribute their own quota to the development of the nation (Ayodele, Okon, Ibimuluyi & Adebisi, 2013).

From the forgoing, the evidence is clear that hearing impaired students in Wa School for the Deaf are not given the support they need to succeed in school. Therefore, the needs of students in Wa School for the Deaf are of essence in the current study because when these are not assessed, they cannot be adequately assisted and supported. This would mean that most of these students would struggle through school and would end up not achieving their aims in life as is common for most students with disabilities in Ghana (Agyire-Tettey, Cobbina & Hamenoo, 2017). On the basis of this, the study was considered necessary.

### **Purpose of the Study**

The purpose of this study was to investigate the guidance needs of hearing impaired students and their perceptions of guidance services at Wa School for the Deaf. Specifically, the study sought to:

1. Explore the level of knowledge and awareness of hearing impaired students about guidance services in Wa School for the Deaf,
2. Examine the perceptions of hearing impaired students about guidance services in Wa School for the Deaf,
3. Identify the educational guidance needs of hearing impaired students in Wa School for the Deaf,
4. Identify the vocational guidance needs of hearing impaired students in Wa School for the Deaf,
5. Identify the personal-social guidance needs of hearing impaired students in Wa School for the Deaf,
6. Find out differences in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of gender, and
7. Find out differences in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age.

### **Research Questions**

The following research questions guided the study:

1. What is the level of knowledge and awareness of hearing impaired students about guidance services in Wa School for the Deaf?
2. What are the perceptions of hearing impaired students about guidance services in Wa School for the Deaf?

3. What are the educational guidance needs of hearing impaired students in Wa School for the Deaf?
4. What are the vocational guidance needs of hearing impaired students in Wa School for the Deaf?
5. What are the personal-social guidance needs of hearing impaired students in Wa School for the Deaf?

### **Hypotheses**

The following hypotheses were tested in the study:

$H_01$ : There is no statistically significant difference in the guidance needs of male and female hearing impaired students in Wa School for the Deaf.

$H_{A1}$ : There is a statistically significant difference in the guidance needs of male and female hearing impaired students in Wa School for the Deaf.

$H_02$ : There is no statistically significant difference in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age.

$H_{A2}$ : There is a statistically significant difference in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age.

### **Significance of the Study**

The results of the study would highlight the most common guidance needs of hearing impaired students which will let the Ghana Education Service and Ministry of Education to know the kind of interventions they have to put in place for hearing impaired students. The findings of this study would also



assist School for the Deaf administrators in better understanding the primary guidance needs of their pupils. Through this, the authorities can streamline activities that are directed towards dealing with these needs.

Further, the results of the study would bring to the fore issues relating to guidance services provided in the School for the Deaf. Counsellors and administrators at the school would be better informed about what needs to be done to improve guidance services. Finally, the findings would contribute to the research on the guidance needs of Ghanaian students with hearing impairment. As a result, future researchers can use this study as a starting point for their own research.

#### **Delimitations**

The study was delimited to the knowledge and awareness as well as the perceptions of students with hearing impairment about guidance services in their school. Also, the study explored the educational, vocational and personal-social guidance needs of students with hearing impairment. The study also examined how guidance needs of hearing impaired students varied on the basis of gender and ages of students. In terms of the study participants, the study covered the students with hearing impairment from the Wa School for Deaf.

#### **Limitations**

The study was limited in some ways. In the first place, since the study relied on questionnaire, the participants did not get the chance to express themselves and give details as to their needs. This is because the use of the questionnaire in collecting data restricts students unlike how the use of interviews could have provided the students the room to freely express

themselves in detail. Also, the results may be limited in terms of generalisation. This is because the study focused on only one School for Deaf and as such the results may not be generalizable to all special schools.

### **Definition of Terms**

The key terms as used within the context of the study are defined below:

**Guidance:** This is used to refer to the process by which students are assisted to understand themselves and their world.

**Counselling:** This is used in the current study to refer to a series of interpersonal interactions with an individual aimed at assisting the individual in improving their attitudes and behaviours.

**Need:** In this study, a need is used to refer to a deep sense of inadequacy in various elements of a person's life that produces an uneasy tension.

**Educational guidance needs:** These are used in the current study to refer to the needs of the students in terms of their academic work such as subject contents, time for studies, materials for studies, the methods of teaching and their level of understanding.

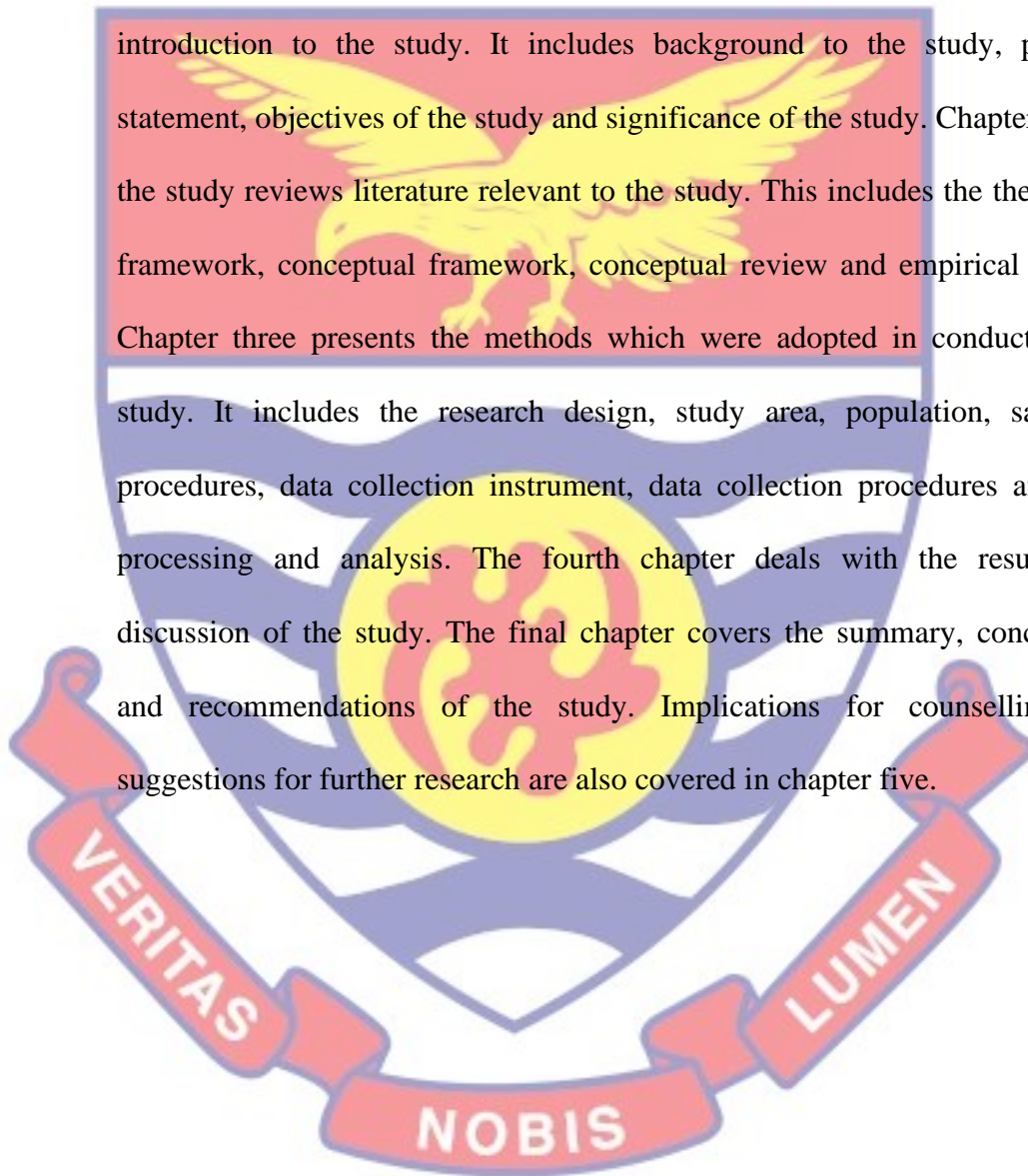
**Vocational guidance needs:** These are used in the current study to refer to the needs of the students in terms of their preparedness for the world of work, the opportunities available to them after school, and information about schools that lead to specific occupations.

**Personal-social guidance needs:** These cover the needs of students in terms of how they know and understand themselves, how they form relationships and relate to other people.

**Hearing impaired students:** Hearing impaired students in the context of the study are students who rely on sign language as their primary means of communication because of their loss of hearing ability.

### **Organisation of the Study**

The study was organised in five chapters. Chapter one consists of the introduction to the study. It includes background to the study, problem statement, objectives of the study and significance of the study. Chapter two of the study reviews literature relevant to the study. This includes the theoretical framework, conceptual framework, conceptual review and empirical review. Chapter three presents the methods which were adopted in conducting the study. It includes the research design, study area, population, sampling procedures, data collection instrument, data collection procedures and data processing and analysis. The fourth chapter deals with the results and discussion of the study. The final chapter covers the summary, conclusions and recommendations of the study. Implications for counselling and suggestions for further research are also covered in chapter five.



## CHAPTER TWO

### LITERATURE REVIEW

The goal of this study was to look into the guidance needs and services of Wa School for the Deaf hearing challenged pupils. This chapter examines the related and relevant literature. The theoretical background, concepts, and empirical literature review are covered in this review.

#### **Theoretical Framework**

The theories relating to the research are discussed in this section. Maslow's Theory of Need, Person-Centered Theory, and Henry Murray's Need Theory are the three main theories examined in this study.

#### **Theory of Need (Abraham Maslow)**

The theory of needs by Maslow is a widely acknowledged theory of motivation, and it serves as the foundation for this research. People are stimulated by their needs, according to this viewpoint. Need is defined as “something that a person requires; satisfaction occurs when a need is met; and motivation is the effort to meet a need” (Aldag & Kuzuhara, 2002). Maslow (1954) proposed that there are five levels of need, ranging from the most basic to the most complex.

The five pillars of well-being according to Maslow are: physical (physiological) security, love, esteem, and self-actualisation. Maslow (1943) argued that if a person's physiological, safety, love, and esteem requirements are met, they no longer serve as key motivators of behaviour. These primary needs if they are met by an individual, he feels nothing, but an individual will be anxious if these needs are not met. Higher needs, according to Reid-Cunningham (2008), can be differentiated from deficient needs because they

continue to motivate behaviour when they are satisfied. Maslow emphasized that none of the needs can be entirely satiated and when one is considerably satiated, it is no longer a stimulant. This motivates the individual to seek a higher degree of need (Drummond, 2000). It has been argued by Maslow that a lower degree of need has to be satiated before a higher (Armstrong, 2010).

Maslow's hierarchy of needs is depicted pictorially in figure 1.

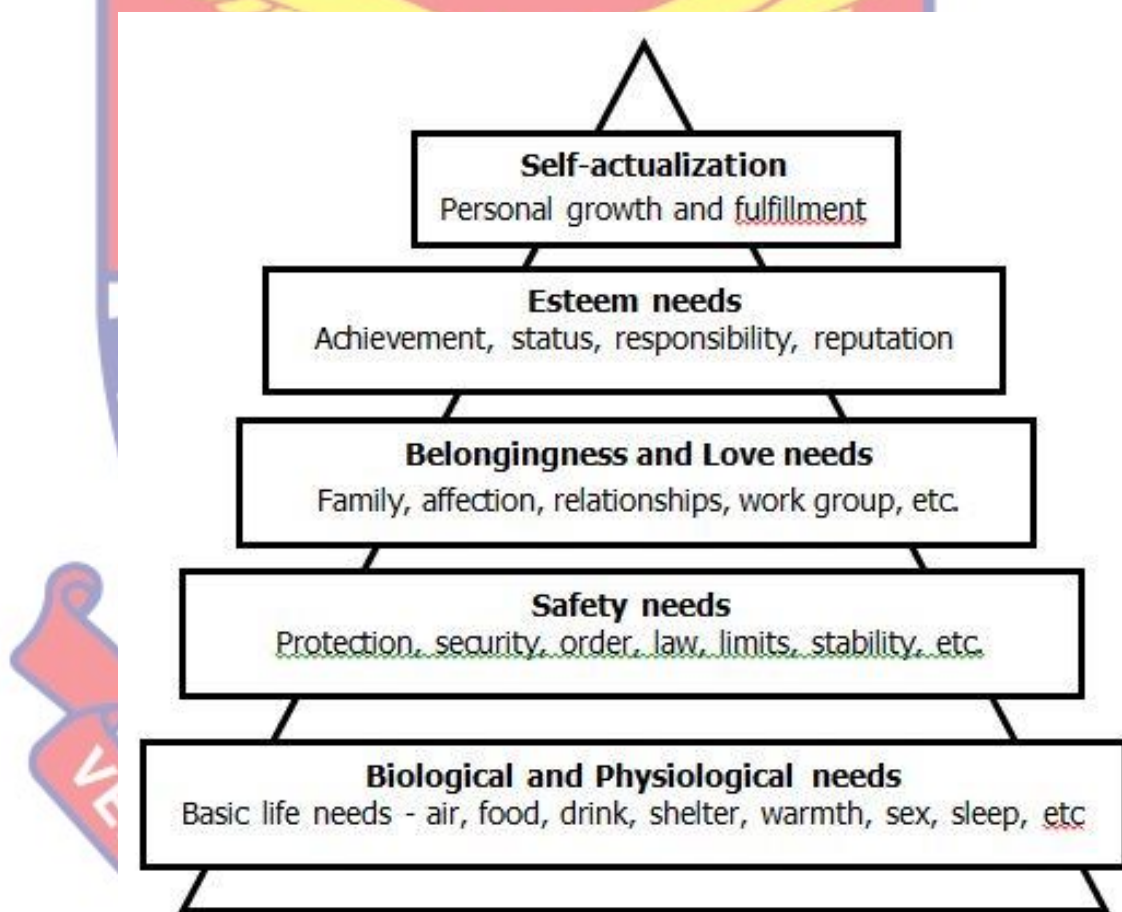


Figure 1: Maslow's Hierarchy of Needs (Maslow, 1943).

**Biological and Physiological Needs:** Hunger, thirst, and sleep are examples of physiological needs. These are the most important needs and the foundation of motivation. Elliott, Kratochwill, Cook and Travers (2000) suggested that nothing else is evaluated until the physiological demands are met. However, if these physiological demands are not met for an extended length of time, the

other needs will not appear. When physiological needs are met safety needs emerge.

To achieve homeostasis, a state of constant physiological and psychological well-being, humans are continuously motivated (Maslow, 1943). Eating, drinking, sleeping, and other activities help preserve physical homeostasis and contribute to a feeling of stability and predictability in humans. As Maslow stated in an unpublished study, urination and defecation can be a "great satisfaction" in the sense of "completion, total discharge, and ending" (Maslow, 1996, p. 41). In other words, this is an example of physiological requirement that must be satisfied.

**Safety Needs:** If one's biological needs are addressed, new concerns about safety take their place as the primary drivers of behaviour (Maslow, 1943). Physical safety, financial security, protection from harm, and a sufficient supply of resources are all essential. As a result, it is necessary to address issues of safety, such as the absence of anxiety and fear, as well as the desire for safety, security, and consistency. Fear of classmates, teachers, and parents puts students' academic performance at risk, and teachers and parents aren't the only ones who can make children fear for their own safety (Elliot et al., 2000).

**Belongingness and Love Needs:** Love, affection, and belongingness motivate behaviour when physiological and safety needs are addressed (Maslow, 1943). There are many other ways to define love: as a want to build relationships with people, as a need to belong, and even as a desire to develop romantic relationships. According to Maslow's (1943) love needs are greater than the physiological need to reproduce because they reveal a human yearning for an

emotional connection with a quality separate from sexual desire. Simply receiving love is insufficient for human beings' development. As a result, the need for family and friends falls under this need category, as does the need to belong to a group and to be approved by others.

**Esteem Needs:** It is only when the demands for physical, emotional, and psychological safety and love are met that human behaviour shifts to those relating to self-esteem and self-respect. People in our culture (with the exception of a few truly abnormal individuals) desire to be viewed favourably by others, to be held in high regard by others, and to have this evaluation represent their genuine worth (Maslow, 1943). Accomplishment, efficiency, acceptability, and acknowledgement are all esteem demands that must be met. Many highly productive and well-adjusted people have met their esteem demands. Psychopathology, such as insecurity, helplessness, and inferiority complexes, can develop if a person's self-esteem demands are not met. When people's esteem requirements aren't met, they may withdraw and become discouraged, or they may develop psychological defence mechanisms like a sense of self-importance to deal with their frustration.

**Self-actualisation Needs:** In Maslow's hierarchy of needs, the highest level is Self-actualization, which is regarded as a growth need that drives behaviour even after it is met. There is no predetermined end point for self-actualization, which has been defined as realising one's entire potential. Motivated by the excitement of growth and fueled by its fulfilment, Maslow noted that individuals never get bored with it (Maslow, 1996). The desire to self-actualize is an inclination to become more and more of what one is and to become everything that a person can become. Self-actualization can include

the pursuit of learning, understanding, peace, self-fulfilment, and the essence of life or beauty. Thus, self-actualization may have a variety of forms which are dependent on the individual.

In relating the theory to the current study, Maslow posited that people who grow up in an environment that fails to provide their basic needs are less likely to mature into healthy, well-adjusted individuals (Kaur, 2013). As a result, it is imperative that students' needs are taken into consideration and addressed. There is also a hierarchy of needs, according to Maslow (1943). Since these requirements are activated sequentially, starting with the lowest and working their way up, they must be met in order before the next set of needs can be triggered, and so on. In Maslow's view, you need to know where a person is in the hierarchy of needs in order to focus on addressing those wants and motivating them (Robbins, as cited in Kaur 2013).

In connection to the problem being studied, it can be said that the more hearing impaired students are provided with their needs, the more likely they are to progress and achieve their own ambitions. Since it has been established in the problem statement that hearing impaired students in Wa School for the Deaf are largely ignored, the adoption of Maslow's theory is very relevant in drawing the attention of relevant authorities to the fact that they need to pay attention to the counselling needs of hearing impaired students in the school.

### **Henry Murray's Need Theory**

Henry Murray, an American psychologist, developed a theory of personality based on motives, presses, and needs. A "potentiality or readiness to respond in a certain way under certain given circumstances" is how Murray described needs (Cherry, 2020). Murray, as cited in Chauhan (1991), posits



that his theory on motivation has had a great influence by dynamic approach to psychoanalyst and field theorist. Murray developed a detailed system of human behaviour on the basis of his extensive work on human psychology. He used the concept need to explain human behaviour. Murray thought of need as “A construct (hypothetical force) which stands for a force (the physico-chemical nature of which is unknown) in the brain region, a force which organizes perception, appreciation, intellection, conation and action in such a way as to transform in a certain direction an existing unsatisfactory situation”.

There are two basic sorts of needs that Murray categorises. Viscerogenic needs (Primary) are the demands of the viscera, while psychogenic (secondary) needs are the wants of the mind. Primary and secondary needs can be divided into two categories: biological and psychological. Biological needs include the need for oxygen, food and water; secondary needs, such as the need for nurture, independence or accomplishment; (Cherry, 2020). Our physical survival does not necessitate these necessities, but our mental well-being depends on them. Murray did not make it apparent, but they have no known source in the human body. They are not named secondary because they are less important; rather, the term refers to the fact that secondary requirements emerge after more pressing ones (primary). Emotional fulfilment is a primary issue for secondary needs, which encompasses the majority of Murray's initial model.

Aside from that, Murray made a distinction between overt and hidden motivations for behaviour. This is a combination of visible and hidden demands. The overt needs are allowed more or less direct whereas the covert needs are generally restrained or repressed. There are certain needs which

cannot be expressed without violating the standard and conventions of parents. These needs are frequently hidden from plain sight (Hall, Lindzey & Campbell, 1998).

Additionally Murray stated that there are both reactive and proactive needs. Reactive needs, according to Murray, are those that are awakened as a result of or in response to certain environmental occurrences, whereas proactive wants are mostly established from inside. Murray went on to say that these terms can be used to describe two or more people, with one person being the pro-actor and the other being the reactor (Hall et al., 1998).

Murray also differentiated between focal and dispersed requirements. The diffuse requirements are so generic that they can be applied in practically any environmental scenario, but the focus needs are strongly related to limited kinds of environmental elements (Okyere, 2016). From Murray's perspective without some kind of unusual fixation, a need is always susceptible to shifts in the things it seeks and the manner in which those things are sought.

Murray proposed a differentiation between process activities, modal needs, and effect needs near the end of his paper. Modal requirements entail doing something of a high standard. The random, uncoordinated, non-functional action of numerous systems like as speech, vision, and hearing that happens from birth is known as process activity. Effect needs are those that lead to a specific state or outcome. A list of the needs identified by Murray is shown below:

**Table 1: Murray’s List of Needs**

Need	Description
Acquisition	To gain possession and property
Achievement	To complete a tough task, to master, handle, or organise physical items, people, or ideas, and to overcome barriers and achieve a high standard.
Abasement	To quietly accept pain, blame, criticism, and punishment as a result of external factors.
Affiliation	Forming friendships and associations. To become close to and enjoyably cooperate or reciprocate with others.
Aggression	To harm or assault others. To thwart opposition by force. To disparage, chastise, or humiliate somebody with malice.
Autonomy	To be self-sufficient and free to act and break conventions.
Construction	To plan and construct
Superiority	Desire for recognition and success
Retention	To keep one's possessions, etc.
Dominance	To exert control over one’s surroundings. To use suggestion, seduction, persuasion, or command to influence or persuade.
Similance	To empathize, to initiate etc.
Exposition	Pointing and demonstrating
Play	To unwind or have a good time etc.
Nurturance	To provide nourishment, assistance, or protection to defenceless person etc.
Succourance	To look for assistance, safety, or compassion
Blame-avoidance	Avoiding blame and being well-behaved
Cognizance	To investigate, examine, listen, and fulfil one's interest

Source: (Chauchan, as cited in Bozie, 2012).

In relation to the current study, the implication of Murray’s theory is that when needs of individuals are not met, it goes a long way to create personality disorders in individuals as they aim to achieve positive needs in life. Our personalities, according to Cherry (2020), represent our need-driven behaviour, according to these beliefs. In contrast to temporary pressures, some of our personality traits make it impossible for us to avoid them. This implies that the needs of individuals motivate their behaviours and their actions. As a result, satisfaction of these needs could make individuals behave appropriately and excel at their academic work.

In connection to the problem being studied, it can be said that since needs motivate behaviours, if the counselling needs of hearing impaired students are not met, they are likely to have a negative approach to school work and life in general. In Wa School for the Deaf, as long as the students remain ignored, their behaviours and actions are very likely not to help them succeed in school.

### **Person-Centred Theory**

Rogers (1969) proposed the person-centred perspective as a counselling theory. Client-centred theory was the name given to it at the time. Roger's client-centred approach to counselling is optimistic and positive because of optimistic and positive outlook on human nature. The human interaction between the counsellor and client is at the heart of this concept (Njeri, 2007). Renaming the theory as the Person-Centred Theory, Rogers (1980) implied that its principles were applicable to all human interactions, not just the client-therapist connection. As a result, the relationship between the counsellor and the client seeking help is at the centre of the concept.

Some fundamental assumptions underpin the idea. To begin with, Rogers believed that everyone has the right to their own beliefs and thoughts, and that they should be free to determine their own fate and follow their own interests as long as they do not infringe on others' rights. Rogers also felt that a person's behaviour is always congruent with their subjective perceptions, feelings, or beliefs of themselves and their circumstances. In addition, Rogers felt that people are trustworthy, dependable, good, and constructive. Any poor behaviour in a person was caused by unfavourable influences from his culture or surroundings. Rogers believed that individuals have the tendency towards

self-actualisation. In this regard, people have specific needs and motives and seek to meet these needs. The way they seek to meet these needs enhances their self-esteem rather than diminishes it. However, the capacity and tendency to fully actualise oneself are realised under proper conditions. Empathic understanding, unconditional positive respect, and genuineness are the requirements (Gladding, 2000).

Applying Rogers' (1959) Person-Centered Counselling approach, the current study demonstrates that individuals have an innate propensity of fulfilling their potentials and becoming the better version of themselves. The correct therapeutic interaction, however, is necessary for people to acquire insight into their difficulties and make substantial adjustments in order to move forward in their lives. Individuals' propensity to achieve self-actualization might be influenced by the nature and conditions of the counselling sessions they get.

In relation to the problem being studied, it can be noted that even though hearing impaired students may have their own plans and ambitions for their lives, they may be unable to achieve these ambitions without the necessary conditions being in place. This means that the government, school authorities and relevant stakeholders have to put in place the best conditions to fulfil the counselling needs of students. This can help hearing impaired students achieve their ambitions.

## Conceptual Framework

The conceptual framework for the study is shown in Figure 1.

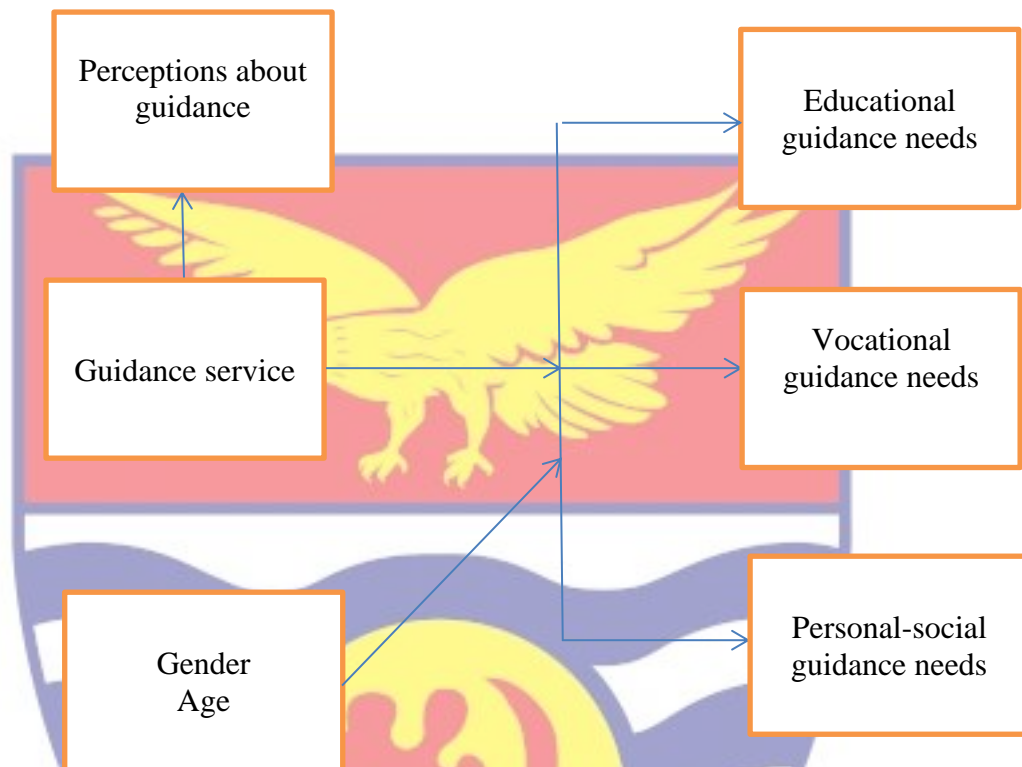


Figure 2: Conceptual Framework

Source: Author's Own

Figure 2 shows that there are three broad guidance needs which hearing impaired students may have. These needs are educational guidance needs, vocational guidance needs and personal-social guidance needs. The provision of counselling service in school is to help meet these guidance needs. This implies that if the counselling provided is not effective then the likelihood of meeting the needs would be affected. Also shown in the figure, is the perception of students about guidance. The perceptions that students hold about guidance can be determined by how much exposure the students have of the guidance service.

Further, it can be seen that gender and age which are both demographic variables can have an influence or connection to the guidance needs of the students. The conceptual framework clearly shows the connections between the variables and objectives of the study.

### **Conceptual Review**

In this section, the main concepts in the study are discussed. The concepts reviewed include concept of guidance, guidance services, counselling, counselling the hearing impaired, need and needs assessment, and counselling needs of hearing impaired students

#### **The Concept of Guidance**

At face value, guidance is driven from the word "guide" and a synonym for "direct, steer, or pilot" because it is derived from the word "guide." The emphasis in the dictionary on "advice" is incorrect; "guidance" does not imply "advice." The definition provided by Shertzer and Stone (1976) is simple and to the point. They define guidance as the process of assisting a person in coming to terms with their own identity and the world around them.

Makinde (1983), citing Arbuckle and Peters, suggests that guidance can be seen as a concept, an educational construct, and as a service for education. Using one's own thoughts or point of view to benefit another is what it signifies when used as a construct. Providing experiences that lead to a deeper understanding of oneself and a broadening of one's outlook on life are at the heart of this educational model, which also serves as a means of delivering educational services to students. It is the aid that people receive

from others to make wise decisions and modifications in their life, according to Jones, Steffire, and Steward (1970).

Shertzer and Stone (1976) described guidance as a method of assisting people in better understanding themselves and their surroundings. Positive adjustment occurs when a person realises who he or she is and how they fit into their surroundings. According to Akinade (2012), some experts believe that guidance is a wide phrase that encompasses a variety of unique services offered in schools. The information service, testing service, placement service, follow-up service, and counselling service are examples of such services. All of these services are aimed at assisting students in adjusting to and excelling in their academic work.

### **Guidance Services**

In this section, appraisal, information, placement, consultation, orientation, follow-up and referral services are reviewed.

**Appraisal service:** Appraisal services gather, analyse and apply a wide range of personal, psychological and social data about each student in order to gain a better understanding of him and help him understand himself (Wahib, 1974). According to UNESCO (2000), appraisal services provide crucial details about the learner, providing a foundation for decision-making for the counsellor or guidance teacher. It collects personal information about the student and helps him or her better understand himself or herself.

**The information service:** Students can get appropriate and relevant information on their educational, vocational, and persona-social opportunities and advancement through the information service (Zunker in Taylor & Buku, 2006). Teachers, counsellors, and librarians collaborate on information



service. They make every effort to get relevant resources to organise for the most effective usage by the students and to assist students in understanding the relevance of things when they are unable to do so on their own (Zunker in Taylor & Buku, 2006). This service provides for the accumulation, display and utilization of educational and vocational information for purposes of aiding students in making appropriate curricular choices and wise vocational plans (Yakubu, 2016).

**Placement service:** Traditionally, the placement function in guidance and counselling was assumed to be limited to only employment placement. Many universities still provide this service, especially if the degree programme places a strong vocational emphasis (Wahib, 1974). As a result, the placement service informs students about options both inside and outside of school. The student can take use of these chances by being well placed within them so that they can perform effectively, thanks to their awareness. The placement service, according to UNESCO (2000), is intended to aid students in their development by aiding them in selecting and utilising opportunities both inside and outside the school. It is geared on preparing a person for entry to other educational, vocational, or work-related programmes. Its main goal is to help students attain their career objectives.

**Consultation service:** According to Taylor and Buku (2006), consultation service is a form of assistance in which a counsellor works with educators, parents, and other organisations to assist children in dealing with their challenges. In the words of Taylor and Buku, consultation aims at resolving student issues, ensuring the effectiveness of guidance programmes, helping teachers and parents understand the development of students, and giving the

counsellor an opportunity to gather useful information and suggestions from parents, teachers, peers and other significant members of the student's community in order to adopt strategies for helping the students in their growth.

**Orientation service:** Orientation services are done to help students adjust to their new school and its culture, the guidance department offers an orientation programme that includes activities guided by the counsellor. New students, faculty, and the whole student population are all involved in a learning process that aims to assist them all become better, more productive members of the school community and to help the institution adapt to a constantly changing student body's demands (Bennet in Taylor & Buku, 2006). According to Taylor and Buku (2006), the orientation service assists the student in becoming socially, psychologically, ethically, and academically adjusted and established in the institution.

**Follow-up service:** Follow-up service involves the efforts of the guidance coordinator to determine the nature of their former students' adjustments to later educational or occupational experiences and in some instances, the provision to these former students of counselling and other assistance (Wahib, 1974). Follow-up studies of former students, according to Omotosho in Taylor and Buku (2006), are effective approaches for educational institutions to use to measure the effects of school.

**Referral service:** The referral service, according to Taylor and Buku (2006), is the action in which a counsellor refers a student with special needs or a problem to other helping agencies, support service agencies, or specialists who have specific or specialised skills that the student may require. Individuals seek therapists for a variety of reasons, as diverse as people themselves. The

reasons for seeking counselling might range from a desire to solve a specific problem to a desire to further one's own personal development.

### **Concept of Counselling**

As defined by the American Psychological Association (APA), counselling aims to address both typical and normal human development from the viewpoints of the individual and their family, group, system, and organisation. Counselling psychologists assist persons with physical, emotional, and mental issues in achieving better health, reducing discomfort and maladjustment, and resolving crises. In addition, practitioners in this sector provide psychopathology assessment, diagnosis, and therapy (APA, 1999).

Counselling, as per Blocher in Idowu (2004), is the process of assisting a person in becoming more aware of himself and how he responds to the influences in his environment. Counselling also helps him to define and clarify a set of goals and values for future behaviour, as well as to establish some personal meaning for this behaviour. Bampoe (2001) citing Thompson and Poppen, defined counselling as a person-to-person connection in which one person assists another in resolving a previously unresolved area of conflict.

UNICEF (2003) explains counselling is a planned intervention between a child/victim and a counsellor/helper to aid the child in changing, improving, or resolving his or her current behaviour, problem, or discomforts. For example cognitive behavioural therapy can be effective as a means of supporting the child in re-discovering old coping mechanisms and figuring out how to apply or modify them in light of the new situation.

## Counselling the Hearing Impaired

Even though, it is unclear whether there are counsellors in Ghana who are trained to specifically counsel the hearing impaired, counselling can still be provided for the hearing impaired. Counselling is defined as a personalised, intimate conversation or discourse between a person who is going through a difficult time in their life and an expert counsellor (Oluka & Okorie, 2014). As a service, it helps people resolve problems and learn to cope with challenging situations. As a result, the special needs population can be targeted in order to help them overcome their challenges. Counselling is intended to remove the emotional, psychological, and personal social hurdles that multifaceted problems in everyday life impose in the way of an individual. Counselling with special populations aims to reduce and maybe eliminate the obstacles that people with special needs face.

Deaf and hard-of-hearing people can be helped by a counsellor to discover, explore, and embrace new methods of living a more fulfilling life within the social, educational, and vocational organisations to which they belong (Denga, 2009). Education, as a vehicle for moral, social, economic, political, and technological growth, has affected certain changes in people's lives and in society as a whole, despite the obstacles of life (Nweze & Okolie, 2014). According to Niekamp (2007), mainstream counsellors may be uninformed of the impact that cultural differences have on a person's schooling and social experiences, but they must try their best to become knowledgeable about these variances.

## Concept of Need and Needs Assessment

A gap between “what is” and “what should be” has been described as a need (Witkin & Altschuld, 1995). An educational need, according to Kaufman (1972), is “a measurable outcome discrepancy between what is and what should be”. The term “need” is used in this research to describe a state among members of a specific group (students) that implies a genuine lack of something or a recognition that something is missing.

"Needs assessment" is the scientific method for finding out which problems need to be solved in order to achieve the desired results. This process involves determining which problems need to be addressed in order to save money, and then ranking the problems according to how much it will cost to address each problem or leave it unaddressed (Kaufman in Leigh, Watkins, Platt & Kaufman, 2000). While most programme assessments concentrate on the past, a need assessment considers what should be done in the future.

For McCawley (2009), the term "need assessment" refers to an in-depth assessment of an audience or group's current level of knowledge, skill, interest, or attitude toward a certain subject matter. Consequently, a requirement analysis can be utilised to discover what has previously been done and where there are still learning gaps. “Gaps” between current and desired conditions are known as "wants" in the context of Kizlik et al. (2010)'s definition of needs assessment. A quantitative comparison of the current state versus the intended state is required in order to accurately describe the demand. Desires to increase current performance or correct a shortfall may be the driving cause for this request.

By conducting needs assessments, policy or programme decisions can be improved and their intended effects achieved, according to Watkins, West and Visser (2012). Getting from where you are now to where you want to be is a desirable and important goal. Projects and programmes will be better designed, implemented, and evaluated if they are based on the findings from a needs assessment.

### **Counselling Needs of Hearing Impaired Students**

In this study, the main areas of counselling needs of hearing impaired students are discussed.

**Educational counselling needs:** Educational counselling refers to the type of help that students expressly want in order to achieve their best academic results and overcome their educational concerns. This sort of counselling is largely concerned with the challenges that students face in their educational lives. These are frequently associated with course choices, examinations, learning classroom difficulties, library and playground use, and other school-related activities. Educational counselling aids in the discovery of a student's abilities and provides guidance for better integration and continuation of education.

According to Oweini and Abdo (2000), 89 percent of secondary school pupils in Lebanon needed more educational information. By offering knowledge about educational resources, educational counselling aids children in adjusting to school and making educational decisions and choices (Ilgar, 2004). They help students choose the best elective course, course, and student group (Kepceoglu, 1994) for their interests and talents (Fitch & Marshall, 2004), as well as introduce them to productive study strategies (Hotaman,

2008; Kuhn, 2004). The educational obstacles that this group of people faces is evident and they require innovative approaches to resolving them through counselling. Ipaye (1981) states that individuals learn new ways of engaging, new ways of getting information, and new ways of making decisions, as well as new ways of connecting. Counseling, according to Oluka and Okorie (2014), is a procedure that assists a person in behaving in a more rewarding manner. Confrontation, accurate instruction, assertiveness training, decision-making tactics, and peer cluster engagement are some of the counselling strategies that can be used for people with exceptional educational needs.

**Career/vocational counselling needs:** The terms "career counselling" and "career development" first appeared in the 1950s as a result of Donald Super's work, and the National Career Development Association officially adopted them in 1984 (Pope, 2000). Career counsellors have been recognised as specialists since the 1980s, with the development of competencies, qualifications and preparation as well as ethical standards in the field.

One definition of career counselling is that it is a system of specific and general intervention strategies used throughout a person's lifetime to address issues such as self-understanding, expanding one's horizons, selecting work that is challenging, satisfying, and dealing with other interpersonal issues (Engels, Minor, Sampson & Splete, 1995).

Research, occupational knowledge and matching are the three phases of vocational advice, according to Crow and Crow in Mallum (2000), according to the authors. Hansen (2006) defines career information as "all information that assists people in making informed educational, training, and

occupational choices throughout their working lives." It serves as the foundation for providing career counselling services.

Individuals with impairments have a difficult time competing in the labour market, and this situation can have an impact on the type of jobs available to them (Blazquez & Malo, 2005; Bari, Yasin & Yusof, 2013). Deaf students' employability was found to be poor in comparison to the average student, according to studies (Guenther, Falk & Arnott, 2008; Nicholson, 2007).

### **Empirical Review**

In this section, previous empirical literature are reviewed. The review covers the main variables in the study.

### **Guidance Services for Hearing Impaired Students**

Here, previous empirical studies on guidance and counselling services for hearing impaired students are examined. Cheruiyot and Orodho (2015) investigated the human and resource preparedness in secondary schools in Bureti Sub County, Kericho County, Kenya, to deliver efficient guidance and counselling services. This study utilised a mix of descriptive survey and correlation research designs. As a result of the stratified selection process, 20 principals and 20 Guidance and Counselling department heads were selected, while 400 pupils were selected using a simple random sampling technique. The data for the study was collected using a questionnaire, an interview schedule, and a document analysis guide. According to the survey, roughly two-thirds of practising school guidance and counselling workers lacked the required diploma or higher qualifications. In most schools in the research area, guidance and counselling facilities were insufficient to allow for successful



implementation of guidance and counselling services. This research suggests more frequent guidance and counselling workshops for secondary school teachers and other service providers to help them considerably enhance their pedagogy and efficiency.

Guidance and counselling programmes in primary schools in Nakuru, Nairobi, Kiambu, and Machakos were also examined by Githaiga (2016). The study used an ex-post facto research design and was a descriptive survey. The participants were chosen using purposive sampling, proportionate stratified sampling, and basic random sample approaches. They included 152 students in grades 6–8, 12 teacher counsellors, and four head teachers. Questionnaires and interviews were used to collect data. The study found that except for career development, the study found that the advice and counselling programme was effective in supporting hearing impaired students with personal, social, and educational issues. However, several teacher counsellors lacked proper training, and obtaining physical tools for the guidance and counselling programme was difficult. In addition, the school administration did not provide appropriate help. It was also discovered that parents did not work with teacher counsellors in order to safeguard the hearing impaired child's entire development.

Four children with hearing impairment were treated for fifteen weeks by a hearing therapist who was fluent in sign language through a child-centered play therapy approach developed by Chapel (2005). It was found out that two of the children showed modest improvement on some measures, and therapist observations indicated that those children were passing through the stages of play therapy the time the study was finished. According to an

analysis of therapist-child interactions, visual languages may affect the delivery of child-centred play therapy.

Fusick (2008) asserts that mental health providers are typically unprepared to meet the needs of people who are deaf or hard of hearing. Psychotherapy for people with hearing loss presents a number of difficulties, including communication difficulties and a lack of translation resources. People with hearing loss are less likely to seek and access mental health counselling as a result of these barriers.

Baker (2006) interviewed 68 instructors about the social development and conduct of 1310 primary students in an American study on the impact of teacher-student connections to student school adjustment. The researchers discovered that a positive teacher-student relationship provided emotional comfort to children, allowing them to fully engage in learning activities, and that a protective effect was only seen in developmentally vulnerable participants who had a close relationship with their instructor. Therefore, it was concluded that teacher counsellor participation is a key factor in determining how students will be assisted academically.

Also, Cohen (2003) explored the subjective experiences of deaf and hearing-impaired people in psychotherapy through qualitative research. Effective communication, empowering processes, cultural sensitivity, flexibility in the role of the therapist and information distribution are all included in the findings, which are consistent with the research on deafness and diversity. Cohen concluded that to be effective in treatment, social workers must grasp the therapeutic dynamics of the transcultural connection as well as how to communicate effectively with people from different cultures.

The provision of counselling and counselling in hearing impaired or generally special schools was clearly insufficient, as evidenced by the preceding debate. The majority of hearing-impaired or special-needs students did not receive the best possible counselling.

### **Perceptions of Hearing Impaired Students about Guidance Services**

Some research has been done on how students see counselling services. Sedofia (2011) conducted a study in the Volta Region to assess guidance services. A descriptive survey design was used in this investigation. Sedofia discovered that counselling, appraisal, consultation, placement, and information services were delivered in a smaller level than intended, and concluded that guidance services as a whole were not assisting students as they should be.

Nichter and Edmonson (2005) found that teaching experience (31%) was most important for school counsellors to feel prepared to work with students with disabilities, whereas undergraduate coursework was the least important component. About 55% of school counsellors who answered the survey stated they were willing to provide counselling services to students with special needs. Nearly half of the counsellors surveyed said they didn't feel qualified to work with students in special education programmes. The study did not, however, focus on the ability of school counsellors to give career advisory services to students with special needs.

According to a study conducted by Aidoo (2011) on the administration of advice and counselling in Ghana, teachers and students rated guidance and counselling as good but not effectively provided. As a result of the findings, it was suggested that guidance services need to be improved. Similarly, Essuman

(2007) conducted study on the state of guidance and counselling in contemporary Ghana and revealed that guidance programmes were shown to be mainly less effective and as such needed to be enhanced.

Furthermore, according to Nyaegah (2011), most students do not trust counsellors because of the absence of privacy in counselling rooms, and as a result, do not patronage guidance services. Also, Upoalkpajor, Eggley and Namale (2018) investigated students' patronage of guidance and counselling services in Ghanaian secondary schools. Students were aware of the presence of guidance and counselling services (particularly educational counselling) at their schools, according to the findings. However, due to variables such as service accessibility, student misconceptions, confidentiality concerns, and the counsellor's role as a teacher, consumption of the services was minimal.

The findings of a study conducted by Ibrahim, Wambiya, Aloka, and Raburu (2014) on the role of guidance and counselling programmes in Kenyan secondary school students' professional decision-making were also examined. The schools had both regular and students with special needs. According to the findings, there was a strong link between the roles of directing and counselling in both first and second grade as well as third and fourth grade. School guidance and counselling have a significant impact on academic, psychological, and social development of students. Mentoring and counselling also helped them grow spiritually, professionally, health-wise, and in their marriages.

Even though these above studies were not conducted in special schools, most of the schools had students with disabilities in their schools. This is what made the studies relevant in the current studies.

In special schools, Mareza and Nugroho (2019) examined the importance of implementing counselling for children with special needs. The research method used was descriptive qualitative research. The results showed that the students with special needs viewed counselling as the most important need for them in dealing with numerous challenges they encounter like.

Similarly, O'Shea, Kilcullen, Hayes and Scofield (2021) examined the effectiveness of individual campus-based counselling for students with disabilities. The study found that students with disabilities demonstrated significantly fewer reductions in levels of psychological and academic distress. The students however felt that counselling was a major form of help to them.

In the literature reviewed, it has become clear that counselling is effective in some settings while not effective in other settings. Also, some of the studies were conducted purely in special schools while others were conducted in regular schools but involved students with special needs. For most of the regular schools, counselling was not effective compared to the special schools.

### **Guidance Needs of Hearing Impaired Students**

Previous research on the counselling needs of hearing-impaired students is reviewed in this section. For people with exceptional needs, counselling can help them overcome social and educational barriers. Oluka and Okorie (2014) discussed the impacts of counselling for people with special needs. The educational issues that this group of people faced were evident, according to Oluka and Okorie, and they required fresh techniques for resolving them through counselling. They finished by advocating the

establishment of counselling centres in schools, staffed by professionals with training in fields such as counselling, special needs education, psychology, social work, and psychometric analysis.

Rafikayati, Badian, and Soedarmadji (2018) discussed the importance of instructors in inclusion schools in assisting students with special needs in adjusting to school and gaining acceptance in the community. The researchers discovered that children with special needs face a variety of issues as a result of their disability. They discovered that children with special needs had a hard time adjusting to their new environment at school. As a result, the researchers concluded that guidance and counselling services can help students with special needs prepare for their future careers, academic work, and personal-social life. In terms of specifics, guidance and counselling services in inclusive schools are focused on activities to assist children with special needs in developing self-concept, facilitating self-adjustment, coordinating with specialists from different backgrounds, conducting counselling with young people with special educational needs families, and having individual and social skills to remain independent.

Tsuladze (2015) also attempted, for the first time in Georgia, to understand the teaching and learning processes of deaf students in a traditional vocational education context. A qualitative descriptive case-study design guided the research. Three deaf vocational education students and their vocational education teachers were chosen based on purposeful sampling. The major method of data gathering was a qualitative semi-structured interview. The findings were interpreted within the study's conceptual framework and based on thematic analysis. In personal interactions, teachers and students

prefer direct communication, but sign-language mediation is the primary method of imparting theoretical knowledge, according to the study. The deaf vocational education sign language translating service appears to be a valuable resource. However, for the educational benefit of deaf students, the study has indicated the necessity to improve both sign language-mediated and direct teacher-learner communication.

Based on the findings, Tsuladze (2015) came to numerous conclusions. It was determined that the teachers make an effort to adopt teaching methodologies that are tailored to the requirements and abilities of deaf students. The most effective tactics appear to be demonstration, modelling, and practise. In addition, both teachers and deaf pupils agreed that the strategies they used were successful. There are more favourable teaching and learning environments for deaf students because of the practical component of the programmes. Peer tutoring has emerged as a viable teaching and learning option. Overall, the study discovered that existing deaf vocational education practices have significant room for improvement in the future.

Clark (2007) looked into how deaf persons went about deciding on their professional paths and future employment after finishing secondary school. The study examined case studies of seven persons with hearing difficulties aged 15 to 30 who had either recently completed secondary school and were enrolled in a vocational education and training (VET) course, or who had recently completed a VET course and were looking for work. The seven people who took part in the study came from both urban and rural areas, and they represented a diverse group of adults with hearing loss. The group consisted of six males and one female. A total of fourteen interviews were

performed, with each participant being interviewed twice. The interviewer was deaf and used Auslan to communicate (Australian Sign Language). While deaf school leavers had access to a variety of employment paths, the survey found that doubts persisted about whether they were getting the most out of their experiences. Deaf persons are said to have a better chance of having a long and successful career if they make the right choices. Students who completed a VET degree did not find work in their profession unless they were completing a traineeship or apprenticeship and receiving practical experience in the industry, according to the report. More focus should be paid to developing strategies to help deaf students overcome the limitations imposed by their hearing loss, which prevented them from pursuing certain professional possibilities, according to Clark (2007).

Meibos (2018) intended to determine the counselling skills that audiologists should have in order to give effective counselling in practice. Researchers and clinicians with experience in audiologic counselling were enlisted to take part in a three-round consensus poll to achieve this. These experts were asked to create and rank a list of counselling competency items that they thought audiologists should have. Final consensus was reached on 64 counselling competency elements (16 knowledge, 35 skills, and 13 attitude items) judged relevant for audiologists in the study's final round. The findings of this study demonstrated that existing audiology practice guidelines lack the clarity and depth required for audiologists to deliver effective counselling in the field. The items that were agreed upon can be used to inform the counselling skills that students can learn during their pre-professional training.



Disabled vocational school graduates' employability and work habits occupied another area of interest for Yusof, Ali and Salleh (2014). The study included 99 students with impairments who had previously received vocational training at a special needs vocational school. Data was gathered via a series of surveys and analysed statistically. Disabilities and occupations

relevant to their occupational talents can be distinguished using the Chi-square test. A total of 69 school leavers were found to be employed, with 24 of them working in an area related to their vocational school training. It was found that school leavers were more likely to suffer from a certain form of impairment than those who had completed vocational training. School leavers with disabilities are now more employable than ever before, yet most of them have been unable to obtain work based on the practical skills they learned in school.

When it comes to helping clients who have hearing loss, Fusick (2008) found that many people with hearing loss are socially isolated in their homes, workplaces, and communities. Those who suffer from hearing loss face a variety of difficulties, including difficulty communicating, limited access to health care and education, low reading levels, and unemployment. As a result of familial and personal disputes, both spoken and unspoken, as well as peer and social discrimination, individuals with hearing loss may feel inadequate and alone.

To better understand how hard of hearing adolescent's identity and health behaviours differed from those of their hearing classmates, Kent (2003) performed a study in New Zealand. A total of 52 deaf pupils were assigned to 470 hearing peers. A survey based on the World Health Organization's Health Behaviours of School Aged Children was used to compare the results of the

hearing and hard of hearing groups. According to the research, the majority of hard of hearing children did not identify themselves as having a hearing loss. Numerous mainstreamed hard of hearing students reported having a poor educational experience, according to the findings of this research. Those with self-reported disabilities exhibit similar attitudes and behaviours to those who are isolated from their peers, according to the study. Students with these attitudes and actions are more likely to smoke, drink alcohol, or be intoxicated than their peers. Psychosocial considerations are also more difficult for students with impairments. Alienation of deaf children and adolescents can lead to poor academic performance, delays in cognitive and social processing and social behaviour problems, as well as psychological distress or disorders themselves.

Wamocho (2003) also conducted research on the needs for guidance and counselling for disabled children in Kenya's Nairobi, Eastern, and Nyanza provinces. The needs of 229 Kenyan children with visual, auditory, and physical disabilities were assessed. Researchers discovered that children with special disabilities were not capable of self-actualization. Some of the students were well-intentioned while others were lost in the past or future and filled with resentment and regret. Findings from this study's baseline data show that Kenyan schools need to adopt a comprehensive guidance and counselling programme for students with special needs, which might include a positive orientation to personal growth for these children (self-concept, self-esteem, self-acceptance, and pursuit of independence). The pupils' educational, social, personal, occupational, and therapeutic needs would be met by such a programme.

Ayiela (2012) investigated the factors that influence learners with hearing impairments' performance on the KCPE. The research was carried out in four Kenyan counties. Participants in the study comprised special education teachers, headmasters, and students in grades 7-8. According to the findings, some teachers lacked knowledge and abilities in core communication processes, which had an impact on their teaching and students' performance.

A rising body of research suggests that children with disabilities are more likely than their non-disabled counterparts to be abused or neglected, according to an American study on child abuse and deafness by Embry and Grossman (2007). Children with communication impairments, such as deaf or hard of hearing, are twice as likely to be abused as children without disabilities. Studies in the United States have focused on the prevalence of physical abuse among children with hearing loss.

It has also been reported that deaf children may have trouble learning language that allows them to communicate and manage their emotions (National Deaf Children's Society, 2015). In the long run, this might have a negative impact on one's self-confidence and self-esteem. Counselling needs for children with hearing impairment are discussed by Chioma (2013), who describes the personal and social challenges faced by children with hearing impairment, including how to relate well with classmates, accept constructive criticism from peers, get along with family members and non-hearing friends, and cultivate positive self-image.

Rabelo and Fernandes de Melo (2016) examined family counselling procedures in public rehabilitation programmes for hearing impaired children from the perspective of the parents. Twenty-one parents of hearing-impaired

children who get speech-language therapy from public agencies were interviewed. The data was collected using a questionnaire that included open-ended and multiple-choice questions regarding the frequency of family counselling, as well as questions about the themes that were discussed in greater depth and the main comprehension challenges that were identified. To

conduct the descriptive analysis, the responses were categorised and placed on a computerised worksheet. It was discovered that 100% of parents claim to undergo counselling, with 90.5% claiming that this occurs once a week. Also, 90.5% of the difficulties discussed in counselling were related to language, speech, and communication development, 81% to the usage, operation, and maintenance of hearing aids for their children, 47.6% to school, and 52.4% to hearing and its impairment. Parents indicate that they have no problem understanding the professional's oral instructions (95.2%) and that they follow them 100% of the time.

Hassan and Farah (2013) carried out a study in Khartoum State–Sudan to determine the guidance and counselling needs of the secondary school students according to their opinions. The researchers adopted the descriptive methods, using questionnaires to collect data from randomly selected schools. The results showed that the guidance and counselling needs connected with educational needs had to do with effective studying skills, time management and how to study and listen, adaptation to meet different academic system and different environment, and preparation for secondary school.

In addition to the widespread general counselling needs, Kesici's (2007) study of middle school students' guidance and counselling needs aimed to find specialised educational counselling needs. The study discovered that

among Grade 7 and Grade 8 students from public primary Selcuklu schools in the district Konya, Turkey, students' educational needs were primarily related to effective learning, exam anxiety, motivation techniques, school adaptation, and a lack of attention and interest in lessons.

Students rated academic demands based on which ones required the most attention, according to Arco, Fernandez, Heilbon, and Lopez (2005). Getting easily side-tracked, having to improve study abilities, time management issues, and test taking anxiety issues were highlighted as important areas requiring significant focus. Khan, Murtaza, and Shafa (2012) presented the outcomes of a study done in Gilgit-Baltistan, Pakistan, to investigate the role of teachers in career counselling in secondary schools. Students were found to experience various problems linked to their job choices, including a lack of quality and timely information and a paucity of acceptable career counselling options. As a result, in Gilgit-Baltistan, career guidance and counselling was a serious issue.

Ocansey and Gyimah (2016) looked into the various counselling needs of students in Ghana who have unique educational needs and impairments, as well as the precise level at which these students require guidance and counselling services. Eighty eight pupils and three staff members from three special schools in the area were recruited to participate in the study via a questionnaire and interview format using purposeful and systematic sampling procedures. Students needed social, emotional, occupational, physical, and health counselling, according to the findings. Various intervention options were proposed as a result of the findings.

In addition, Kyere (2009) aimed to uncover the underlying challenges in deaf vocational education in Ghana. The study collected, analysed, and discussed data using qualitative research methods. The researcher used observation, questionnaire, and interview as data collection devices using three deaf schools in three regions of Ghana as a case study. During the investigation, a photographic camera was also employed to photograph selected objects created by pupils. The key conclusions were that vocational education suffers a number of issues, including funding, a lack of current tools and materials, and inappropriate syllabi and teaching/learning materials. Parental neglect, superstition, and communication obstacles have all been highlighted as major barriers to employment for deaf people who have graduated with occupational skills.

Generally, it has been realized from the literature that students with hearing impairment have counselling needs that cut across varied issues. These included academic or educational issues as well as vocational issues.

### **Gender and Guidance Needs of Hearing Impaired Students**

In the literature, the role of demographic characteristics in hearing impaired students' counselling requirements has been investigated. Ayodele, Okon, Ibimuluyi, and Adebisi researched counselling interventions for Special Needs Students in specific Secondary Schools in Ekiti State (2013). Three research questions and three hypotheses were generated for the study. The research was carried out with the use of a self-made instrument called "Counselling Interventions for Special Needs Students." A sample of fifty-two respondents was chosen via purposeful sampling. The data was analysed using descriptive and inferential statistics. According to the data, there was no

significant difference in counselling interventions for special needs kids in Ekiti State depending on class or age, however there is a gender difference.

According to the study, gender and age did not appear to have a role in the students' counselling needs. Prabu (2015) conducted a study on guidance needs among students in Namakkal District, Tamil Nadu, and discovered that male and female student' guidance requirements scores did not differ significantly. Punia and Sangwan (2015) investigated the factors that influence adolescents' guidance requirements in Haryana's Hisar city. The study found statistically significant variations in gender for guidance needs in multiple domains such as physical, social, psychological, educational, and occupational, as well as total guidance needs, using the Guidance Needs Inventory. As a result, there was a gender disparity in the counselling requirements of male and female students.

Yucel, Derim, and Celik (2008) investigated hearing-impaired parents' information and support needs during the rehabilitation process. Hearing aid use and habilitation (intervention duration), as well as the number of hearing impaired people in the household, were all evaluated. The duration of the intervention was found to be significantly correlated with the amount of information needs related to other conditions their children may have, explaining their children's hearing problem to others, finding good babysitters and day-care programmes for their children, and transportation ( $p < \text{or} = 0.05$ ). As a result of their long-term commitment, the parents' psychological, social, and financial needs are also elevated. There was no statistically significant link between the presence of hearing impaired people and the type and quantity of family necessities ( $p > 0.05$ ).

The results of a hearing loss vocational rehabilitation (VR) programme were examined by Boutin (2006). It was revealed that there were significant variances, showing relationships between (a) public assistance, the degree of hearing loss, and the acceptance of higher education training, (b) VR services and competitive employment, and (c) the kind of occupation and the degree of hearing loss, (d) wages, degree of hearing loss, college and university training, (e) hours worked, degree of hearing loss, and (f) prior college experience and competitive employment, (g) secondary disabilities and competitive employment.

#### **Age and Guidance Needs of Hearing Impaired Students**

In a study by Boham (2005), it was discovered that the demands of Ghanaian pupils were dictated by their age. In a similar line, Awabil, Apreko, Ocansey, and Anane's study (quoted in Awabil & Akande, 2013) discovered that students' counselling requirements differed significantly depending on their age. In contrast, Awabil and Akande (2013) found that there was no significant variation in students' counselling requirements based on their age. The inference is that the counselling requirements of students of various ages are the same.

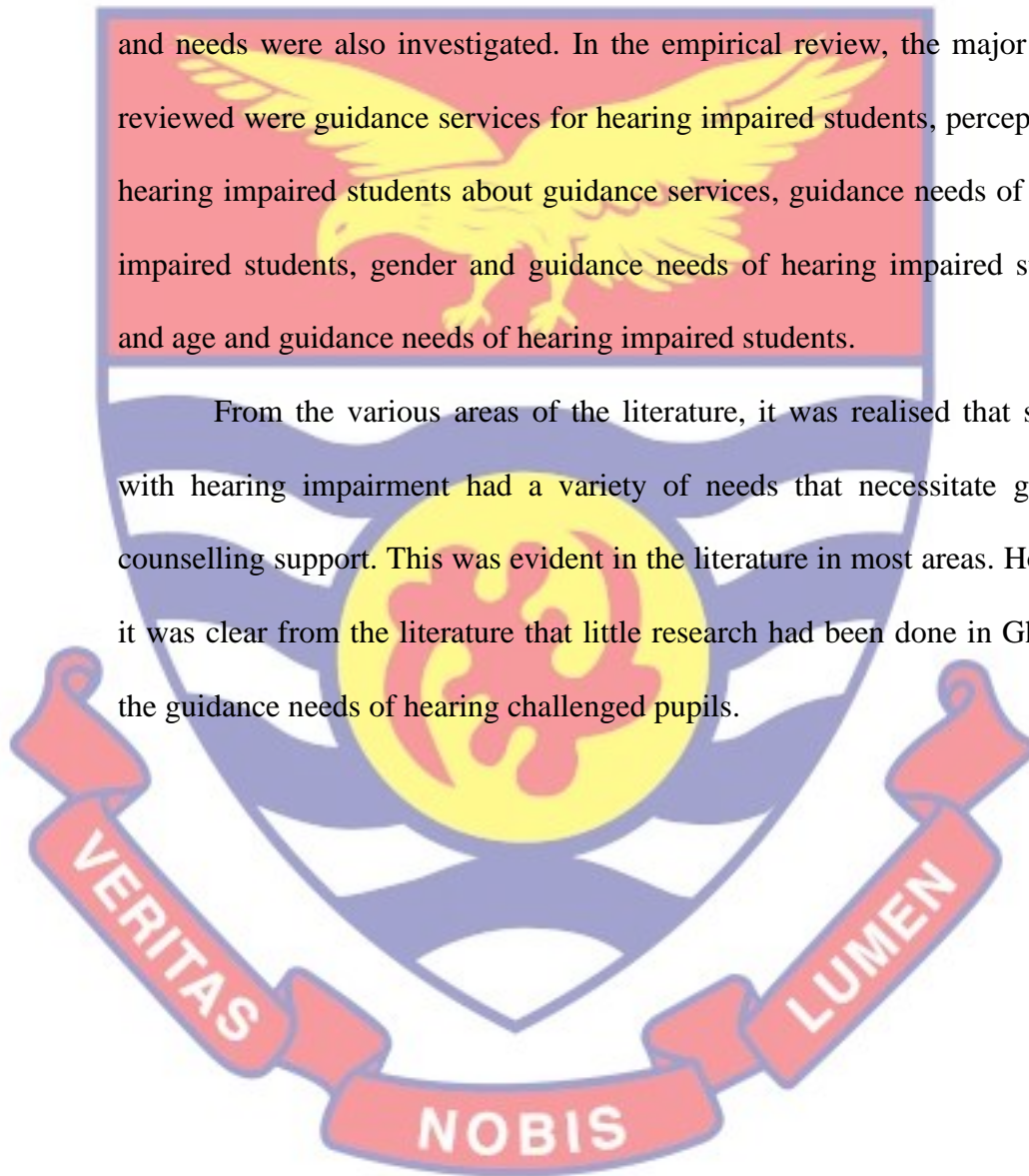
Age-related differences in student counselling demands were found by Ogola (2008). A study conducted by Bolu-Steve and Oredugba (2017) examined the effect of counselling services on the academic performance of secondary school pupils in Lagos State. The study found no significant differences in patronage according to age. There was, however, a significant difference in the results based on the respondents' gender.



## Chapter Summary

The research literature was examined in this chapter. A theoretical framework, a conceptual analysis, and an empirical analysis were all covered in the review. The ideas examined were the Person-Centred Theory, Maslow's Theory of Needs, and Henry Murray's Need Theory. Concepts of counselling and needs were also investigated. In the empirical review, the major themes reviewed were guidance services for hearing impaired students, perceptions of hearing impaired students about guidance services, guidance needs of hearing impaired students, gender and guidance needs of hearing impaired students, and age and guidance needs of hearing impaired students.

From the various areas of the literature, it was realised that students with hearing impairment had a variety of needs that necessitate guidance counselling support. This was evident in the literature in most areas. However, it was clear from the literature that little research had been done in Ghana on the guidance needs of hearing challenged pupils.



## CHAPTER THREE

### RESEARCH METHODS

The purpose of this study was to investigate the guidance needs of hearing impaired students and their perceptions of guidance services at Wa School for the Deaf. The methodology covered the research design, study area, population, sampling procedure, data collection instrument, data collection procedure, and data processing and analysis.

#### Research Paradigm

The paradigm adopted for this study was the positivist paradigm. Positivist paradigm describes a research viewpoint that is based on the scientific method of conducting research (Kivunja & Kuyini, 2017). According to Fadhel (2002), the objective of positivist paradigm is to transform observations into facts or measurable items. In this paradigm, researchers arrive at findings using calculations, extrapolations, and expressions, as well as operational definitions and mathematical equations. This means that the positivist paradigm relies a lot on facts, observation and measurability.

In the current study, the researcher aimed at finding out the guidance needs of hearing impaired students. To be able to do this, the researcher observed data and facts and transformed them numerically to describe the needs of the students. This followed the positivist paradigm. The positivist paradigm was therefore chosen for the study because it helped to describe the guidance needs and perceptions of hearing impaired students about guidance in the Wa School for the Deaf.

## Research Approach

The study adopted quantitative approach. According to Bhandari (2020, p. 1), “the process of gathering and evaluating numerical data is known as the quantitative approach in research”. The approach also searches for patterns and averages, predict, evaluate, infer and generalise results to an entire population. In the current study the researcher was interested in numerically describing the counselling needs of hearing impaired students in Wa School for the Deaf and as such saw quantitative approach as the best approach. Also, since the researcher adopted the use of questionnaire in gathering data, the quantitative approach was suitable. As argued by Babbie (2010), quantitative approaches place a strong emphasis on objective system of measuring and providing statistical, mathematical, or numerical analysis of data obtained through surveys. The current study relied on statistical or numerical analysis and as such the researcher saw the quantitative approach as the best.

## Research Design

This study was conducted using a descriptive survey. For Best and Kahn (2001), this design focuses on describing how people interact with one another, the kinds of acts they engage in regularly, the beliefs they have and the things they do, as well as how things have changed in connection to a particular topic or event. Descriptive survey design was chosen for the study because it helped to identify the guidance needs and services offered by Wa School for Deaf.

Also, the choice of descriptive survey design was based on the view that it helped to describe the current situation of hearing impaired students in

Wa School for the Deaf. This was supported by the argument of Salaria (2012) that descriptive survey focuses on compiling information regarding the current state of affairs of a situation. In the context of this study, descriptive survey design was advantageous for a variety of reasons. For instance, it helped to examine the relationship between variables in the study. Also, the design helped in reaching all the hearing impaired students in Wa School for the Deaf and obtaining the needed information from them in an objective form without manipulation.

### **Study Area**

The study was conducted at Wa School for the Deaf. Wa School for the Deaf, located in Wa, Ghana, is a physical challenge school. Wa is the capital of the Wa Municipal District and the Upper West Region in Ghana. Wa had a settlement population of 102,446 people in 2012, according to the Ghana Statistical Service (GSS). Among the town's attractions are several churches and mosques, the Wa-Na Palace, St. Andrew's Catholic cathedral, the University for Development Studies (UDS), a museum, and a nearby hippopotamus sanctuary. The spectacular Monadnock Ombo Mountain, which can be seen from much of Wa town and is located surrounding Kaleo, is a feature of Wa's landscape. The Wa area also includes the towns of Naaha and Ga. The town serves as a transportation hub for the Upper West region, with important routes heading north to Hamile and northeast to Tumu and the Upper East Region.

The Wa School for the Deaf serves students from Wa and the surrounding areas. It has both a regular schooling system and a vocational system. This means that the school has students who go through the normal

basic school system in Ghana and students who go through the vocational system. The school has numerous challenges including infrastructure and teaching and learning resources which affect the lives of the students (Smith, 2019). It is based on this that the current study sought to find out the actual guidance needs of the students.

### Population

The population for this study comprised all students at the Wa School for the Deaf. The normal school and the vocational school are the two primary divisions of the school. There are 163 students in total in the school, with 91 boys and 63 girls. There are 154 students from the regular school and 9 students from the vocational school. Table 2 shows the demographic breakdown of the population.

**Table 2: Population Distribution**

Category	Boys	Girls	Total
Regular	91	63	154
Vocational	3	6	9
Total	94	69	163

Source: Field survey (2021)

### Sampling Procedure

In this study, the participants were selected using the census method. The census method is a method which involves using every member of a population as part of the study. In the current study, the population of students was 163 and this was considered not large enough to warrant taking a sample from it. As a result, the researcher chose to use all the 163 students in the study.

Census method of participant selection was considered appropriate in the current study because the population was small and as such census allowed to intensively study the counselling needs of the students. Also, by involving all the students, accurate and more precise data was obtained from the students. Another reason for using census method in selecting the participants is that it helped to avoid any form of biases which would have happened if some of the participants had been sampled.

From the forgoing, it can be concluded that the study included all the 163 students. This was made up of 94 boys and 69 girls.

#### **Data Collection Instrument**

A questionnaire was used to gather the data. The questionnaire was adapted from the instruments of Apreko (2010) and Adzakpa (2016). The instrument of Apreko was a “needs assessment scale” while that of Adzakpa was an assessment of the perceptions of students about counselling services. In the current study, the use of questionnaire was considered appropriate because it helped to obtain the data needed from all the hearing impaired students with some form of anonymity. Also, since the students were hearing impaired, the use of questionnaire was more suitable than any form of data collection instrument.

The questionnaire was divided into five sections. The demographic information of respondents was covered in Section A. The level of knowledge and awareness of hearing impaired pupils concerning guidance services was addressed in Section B. Section C covered the perceptions of hearing impaired students about guidance services. The educational guidance needs of hearing impaired students were addressed in Section D, while the vocational guidance

needs of hearing impaired students were addressed in Section E. The third portion addressed the requirements of hearing-impaired students in terms of personal and social guidance. The questionnaire was on a five-point scale ranging from 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

Even though the instrument was adapted, it was taken through a process of validation. This involved establishing the validity and reliability of the instrument. This was done along with conducting a pilot test.

### **Validity**

A measure's validity can be defined as the degree to which the results of the measure accurately reflect the study's primary focus (Mugenda & Mugenda, 2003). In validating the instrument, the content and face validity were established. In the first place, the researcher together with some colleagues checked the draft of the instrument to find out if on the "face" of it, the instrument was suitable the objectives being assessed in the study.

Secondly, the researcher's supervisor assessed the instrument to confirm whether the content of the instrument was suitable for the study. This was done because the researcher's supervisor is an expert in counselling and as such had a clear understanding of what the instrument was supposed to cover.

Aside the researcher and the supervisor, the instrument was submitted to some experts in measurement and evaluation to assess the content validity of the instrument. From all the evidence gathered, it was confirmed that the instrument was valid both by face and content validity criteria.

## Reliability

In the process of validating an instrument, reliability is another measure that can be used. Reliability involves establishing whether the instrument has consistency or stability over time. The Cronbach alpha coefficient was used to determine the reliability of the instrument. This was done after carrying out a pilot test of the instrument.

The pilot test was conducted with a total of 30 students from the Savelugu School for the Deaf in the Northern Region. As with the students at Wa School for Deaf, this location was selected because of the similarities between the two groups of students. The pilot test was conducted as a part of the process of the validation of the instrument.

After the pilot testing, the analysis showed that a Cronbach alpha coefficient of 0.831 was obtained. This was the overall reliability for the entire instrument. The reliability for Section B of the questionnaire was 0.801 while the reliability for the Section C was 0.818. Sections D, E and F had reliabilities of 0.821, 0.792 and 0.811 respectively. The reliability coefficients indicated that the instrument was reliable for the study.

## Data Collection Procedure

The collection of data was done systematically. Before any data could be collected, the Institutional Review Board had to give its approval, which was the first step in the process. The researcher therefore obtained approval from the Institutional Review Board of the University of Cape Coast. This gave the researcher ethical approval to carry out the study.

After this, the researcher obtained an introductory letter from the Department of Guidance and Counselling. This was to help gain permission to



conduct the study at the study site. In order to collect the data, the letter was taken to the study site. An agreement on the particular dates for data collection was made after obtaining approval from the school head.

Data collection took place over the course of two weeks. The goal of the study was communicated to the participants on each day of data collection, and they were given the option of freely participating in the study or withdrawing from the study. Following their completion, the questionnaires were retrieved from the participants. This ensured a 100% return rate. The researcher and a special education teacher at the school administered the questionnaires together.

In collecting data, a special education teacher at the school communicated with the students using sign language to clarify any confusion that may arise during the time of responding to the questionnaires. This helped to ensure that the respondents answered the questionnaire with clarity and in an honest manner.

### **Ethical Issues**

Several ethical factors were taken into account. First and foremost, it was necessary to secure the informed consent of the study subjects. Participant queries and concerns were addressed before they received the questionnaires in order to ensure their full cooperation. The participants were not compelled to participate in the study. They were asked if they wanted to participate in the study or not, and they were free to do so. This ensured that the responders had some degree of control over their responses. The term "autonomy" refers to a situation in which participants are free to do as they like and are not subject to any external pressures.

In addition, privacy was guaranteed. Participants' information is kept confidential and solely utilised for this academic project. In addition, I made sure that no participant's response could be traced back to him or her. The questionnaire did not ask respondents to reveal their names in this way. Participants' privacy was protected as a result of this.

### **Data Processing and Analysis**

The data was coded and analysed with the aid of the Statistical Package for Service Solution (SPSS) version 22 software. The specific statistical tools used for analysing the data for the research questions and hypotheses are shown below:

**Research Question 1:** What is the level of knowledge and awareness of hearing impaired students about guidance services in Wa School for the Deaf?

In answering this research question, the data for section B of the questionnaire were analysed using Mean and Standard Deviation. Mean and Standard Deviation were used because they helped to ascertain averages for the responses of all the respondents.

**Research Question 2:** What are the perceptions of hearing impaired students about guidance services in Wa School for the Deaf?

This research question was answered with data for section C of the questionnaire. The analysis was done using Mean and Standard Deviation to help describe the overall views of the respondents using single values.

**Research Question 3:** What are the educational guidance needs of hearing impaired students in Wa School for the Deaf?

Data for the third research question was derived from section D of the questionnaire. The data was analysed using Mean and Standard Deviation to be able to obtain a general view of all the respondents.

**Research Question 4:** What are the vocational guidance needs of hearing impaired students in Wa School for the Deaf?

In answering this research question, the data for section E of the questionnaire were analysed using Mean and Standard Deviation. Mean and Standard Deviation were used because they helped to ascertain averages for the responses of all the respondents.

**Research Question 5:** What are the personal-social guidance needs of hearing impaired students in Wa School for the Deaf?

The final section of the questionnaire was used in answering this research question. The data were analysed using Mean and Standard Deviation. The choice of Mean and Standard Deviation was to help obtain weighted averages for the responses of all the respondents.

### Hypotheses

$H_01$ : There is no statistically significant difference in the guidance needs of male and female hearing impaired students in Wa School for the Deaf.

$H_{A1}$ : There is a statistically significant difference in the guidance needs of male and female hearing impaired students in Wa School for the Deaf.

This first hypothesis was tested using independent samples t-test. This is because two independent groups (males and females) were compared on a dependent variable (Guidance needs).

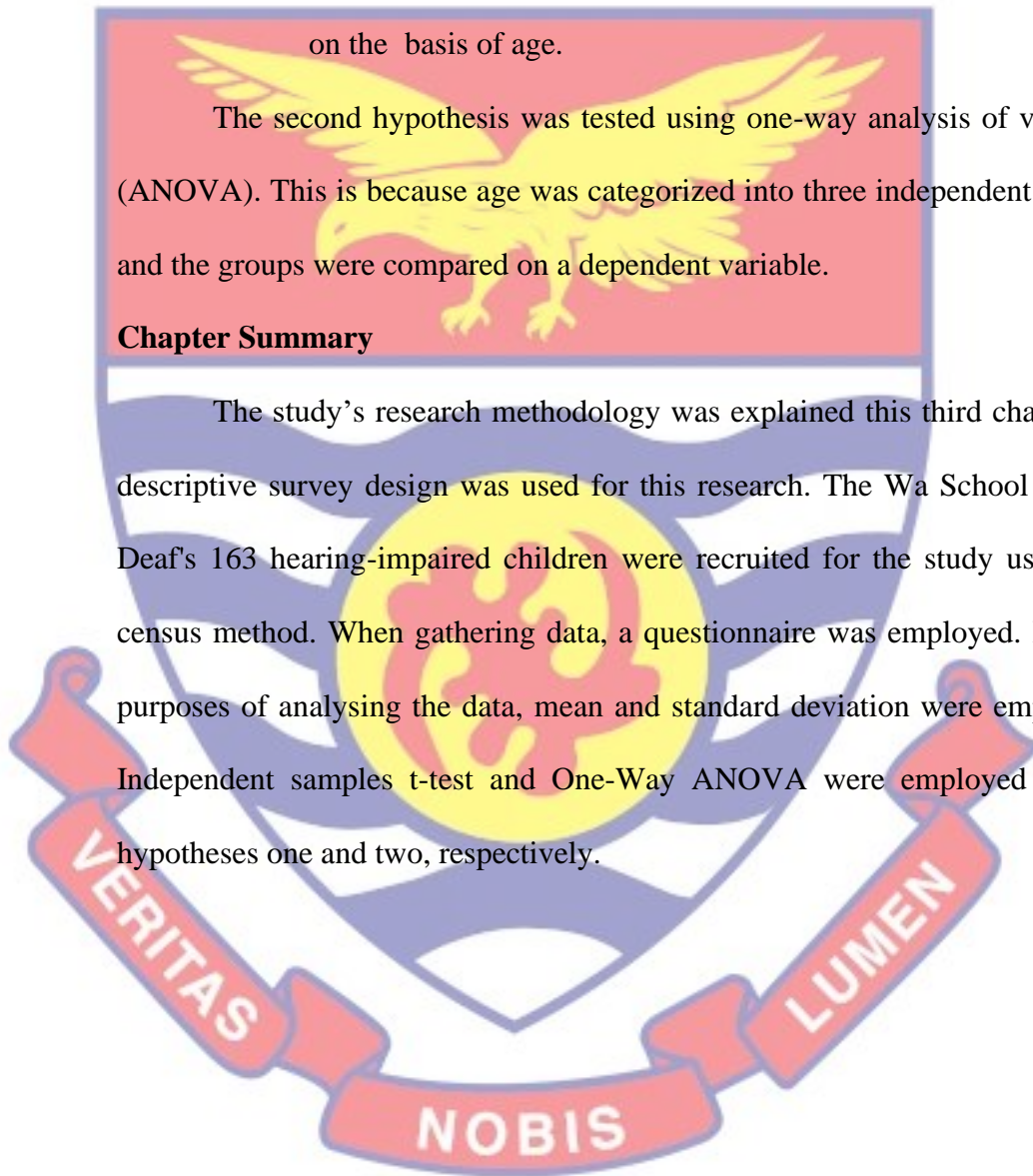
$H_02$ : There is no statistically significant difference in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age.

$H_{A2}$ : There is a statistically significant difference in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age.

The second hypothesis was tested using one-way analysis of variance (ANOVA). This is because age was categorized into three independent groups and the groups were compared on a dependent variable.

### **Chapter Summary**

The study's research methodology was explained this third chapter. A descriptive survey design was used for this research. The Wa School for the Deaf's 163 hearing-impaired children were recruited for the study using the census method. When gathering data, a questionnaire was employed. For the purposes of analysing the data, mean and standard deviation were employed. Independent samples t-test and One-Way ANOVA were employed to test hypotheses one and two, respectively.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

The purpose of this study was to investigate the counselling needs of hearing impaired students and their perceptions of counselling services at Wa School for the Deaf. The findings and discussion in relation to previous literature are presented in this chapter.

#### Demographic Characteristics of Respondents

In this section, the demographic features of the respondents are shown. Table 3 shows the gender and age of the respondents.

**Table 3: Demographic Characteristics of Respondents**

Item	Frequency (f)	Percentage (%)
<b>Gender</b>		
Male	94	57.7
Female	69	42.3
Total	163	100.0
<b>Age (in years)</b>		
15 or below	37	22.7
16-20	58	35.6
21 years and above	68	41.7
Total	163	100.0

Source: Field Survey (2021)

Table 3 shows that over half of the respondents (94, 57.7%) were males while the remaining respondents (69, 42.3%) were females. This means that there were more males than females in the study. In the Wa School for the Deaf, there are more males than females and so the gender disparity in the

study aligned with the population distribution in the school. In terms of age, it can be seen in Table 3 that 68 respondents representing 41.7% were aged 21 years and above. The remaining respondents were either between the ages of 16 and 20 years (35.6%) or 15 years and below (22.7%). From the data in Table 3, it is clear that students of varied ages were involved in the study. This means that the study had a balanced sample where no single age group had a major involvement. The demographic data is useful in the study because it helped to gain insight into who the study participants were.

### **Research Questions**

**Research Question 1:** What is the level of knowledge and awareness of hearing impaired students about guidance services in Wa School for the Deaf?

The goal of this research question to learn more about hearing impaired students' knowledge and awareness of guidance services at Wa School for the Deaf. The mean and standard deviation were used to analyse the data. Using a scale of "Strongly Disagree"=1, "Disagree"=2, "Agree"=3 and "Strongly Agree"=4, a cut-off of 2.5 was set. This means that, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. When a mean score is high, the implication is that, there is high knowledge or awareness while a low mean score implies that there is a low knowledge or awareness. The results are presented in Table 4.

**Table 4: Knowledge and Awareness about Guidance Services**

Statement	Mean	SD
I know that the school has a counselling unit	2.55	1.08
I know that the school has a counsellor	2.47	0.90
I know when I can meet the counsellor to discuss my issues	2.41	1.21
The counselling unit provides several counselling services	3.01	1.04
The school makes the provision of counselling a priority	2.96	1.09
Mean of Means	2.68	1.06

Source: Field Survey (2021) *SD=Standard Deviation*

Table 4 shows the awareness of the respondents about guidance services in their school. The respondents indicated that the counselling services were provided ( $M=3.01, SD=1.04$ ) and that counselling was a priority ( $M=2.96, SD=1.09$ ). The respondents also knew of the existence of a counselling unit ( $M=2.55, SD=1.08$ ). However, lower means were recorded for knowing that the school has a counsellor ( $M=2.47, SD=0.90$ ) and knowing when to meet the counsellor to discuss personal issues ( $M=2.41, SD=1.21$ ).

The mean of means score was 2.68, which gives the indication that there was high overall knowledge concerning guidance in the school. In terms of specifics, the results gives the indication that even though the hearing impaired students knew of the existence of counselling unit and services, their knowledge and awareness of the school counsellor and his or her availability was low.

**Research Question 2:** What are the perceptions of hearing impaired students about guidance services in Wa School for the Deaf?

This research question sought to examine the perceptions of hearing impaired students about guidance services in Wa School for the Deaf. The

respondents were required to respond to some specific statements showing their perceptions. The data were analysed using mean and standard deviation. Using a scale of “Strongly Disagree”=1, “Disagree”=2, “Agree”=3 and “Strongly Agree”=4, a cut-off of 2.5 was set. This means that, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the respondents perceived guidance positively while a lower mean indicates that respondents perceived guidance negatively. The results are presented in Table 5.

**Table 5: Perceptions about Guidance Services**

Statement	Mean	SD
In this school, guidance services are provided.	2.36	0.99
Guidance services are available for all students.	2.37	1.10
Guidance services are necessary in this school	2.79	1.02
I have confidence in the school counsellor	2.24	1.01
Guidance services are considered to be transformational services in the school	2.53	1.15
I would welcome the services of a counsellor	2.63	1.25
The counsellor is very confidential in dealing with issues	2.28	1.16
The counselling room is located in a place that is easily accessible to all students	2.40	1.14
The idea of sharing problems with a counsellor strikes me as a good way to solve my problems.	2.63	1.07
Mean of Means	2.47	1.09

Source: Field Survey (2021)

*SD=Standard Deviation*

Table 5 shows the perceptions of the respondents about guidance services in their school. The respondents agreed that counselling services are necessary in the school ( $M=2.79$ ,  $SD=1.02$ ). The respondents also indicated that the idea of sharing problems with a counsellor strikes them as a good way to solve their problems ( $M=2.63$ ,  $SD=1.07$ ). Also, the respondents were of the



view that they would welcome the services of a counsellor ( $M=2.63$ ,  $SD=1.25$ ). Counselling services were also considered to be transformational services in the school by the respondents ( $M=2.53$ ,  $SD=1.15$ ). These statements recorded higher means meaning agreement among the respondents.

On the other hand, the respondents disagreed with the statement that they had confidence in the school counsellor ( $M=2.24$ ,  $SD=1.01$ ). They also disagreed with that the statement that the counsellor is very confidential in dealing with issues of students ( $M=2.28$ ,  $SD=1.16$ ). These disagreements were not surprising since the respondents generally lacked awareness of who the counsellor is and how and when to meet him or her. Thus, the disagreements may not mean that the counsellors are not good but rather that the students did not really meet the counsellors for counselling. The mean of means score of 2.47 is less than 2.50, which indicates that the respondents generally perceived guidance services negatively or poorly in their school.

**Research Question 3:** What are the educational guidance needs of hearing impaired students in Wa School for the Deaf?

The educational guidance needs of hearing challenged pupils at Wa School for the Deaf were investigated in this research question. Mean and standard deviation were used to analyse the data. A cut-off of 2.5 was set. This means that, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the guidance need was rated high by the respondents while a lower mean implies that the guidance need was rated low by the respondents. The results are presented in Table 6.

**Table 6: Educational Guidance Needs of Hearing Impaired Students**

Needs	Mean	SD	Rank
I have difficulty retrieving from memory during examinations.	2.82	1.02	1 <sup>st</sup>
I have difficulty preparing for examinations	2.73	0.97	2 <sup>nd</sup>
I have problems attending classes regularly.	2.61	1.01	3 <sup>rd</sup>
I have problems meeting deadlines for submission of assignments.	2.60	1.09	4 <sup>th</sup>
I have difficulty with the style of teaching in this school	2.56	1.03	5 <sup>th</sup>
I have difficulty coping with the workload in the school.	2.34	1.02	6 <sup>th</sup>
I lack confidence in my ability to succeed academically	2.34	1.08	7 <sup>th</sup>
I find it difficult discussing my academic problems with my teachers	2.29	1.11	8 <sup>th</sup>
I have problems allocating time for my studies	2.23	1.03	9 <sup>th</sup>
I have poor study skills	1.99	1.11	10 <sup>th</sup>
Mean of means	2.45	1.04	

Source: Field Survey (2021)

*SD=Standard Deviation*

It is shown in Table 6 that they had difficulty retrieving from memory during examinations ( $M=2.82, SD=1.02$ ). The respondents also had difficulty preparing for examinations ( $M=2.73, SD=0.97$ ) and had problems attending classes regularly ( $M=2.61, SD=1.01$ ). In addition, the respondents had problems meeting deadlines for submission of assignments ( $M=2.60, SD=1.09$ ) and had difficulty with the style of teaching in this school ( $M=2.56, SD=1.03$ ). These were the top five educational guidance needs of the hearing impaired students in the study. The mean of means score of 2.45 shows that educational guidance needs were generally not highly rated by the respondents.

**Research Question 4:** What are the vocational guidance needs of hearing impaired students in Wa School for the Deaf?

This research question aimed at finding out the vocational guidance needs of hearing impaired students in Wa School for the Deaf. The data were analysed using mean and standard deviation. A cut-off of 2.5 was set. Thus, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the guidance need was rated high by the respondents while a lower mean implies that the guidance need was rated low. The results are shown in Table 7.

**Table 7: Vocational Guidance Needs of Hearing Impaired Students**

Needs	Mean	SD	Rank
I need more information about occupations or careers or jobs in my area of specialization	2.78	0.96	1 <sup>st</sup>
I am confused about the kind of job I will do in future	2.67	1.11	2 <sup>nd</sup>
I lack adequate information on job requirements.	2.59	1.22	3 <sup>rd</sup>
I have difficulty getting information about how to start my own business after leaving school.	2.58	1.22	4 <sup>th</sup>
I need information about how to prepare for jobs	2.33	1.11	5 <sup>th</sup>
I am worried about job placement after leaving school.	2.31	1.11	6 <sup>th</sup>
I regret choosing my current programme of study/career.	2.25	1.57	7 <sup>th</sup>
Mean of Means	2.50	1.03	

Source: Field Survey (2021)

*SD=Standard Deviation*

The results in Table 7 showed that the respondents need more information about occupations or careers or jobs in their areas of specialization ( $M=2.78$ ,  $SD=0.96$ ). The respondents also noted that they were confused about the kind of job they will do in future ( $M=2.67$ ,  $SD=1.11$ ). The

hearing impaired students lacked adequate information on job requirements ( $M=2.59$ ,  $SD=1.22$ ) and had difficulty getting information about how to start their own business after leaving school ( $M=2.58$ ,  $SD=1.22$ ). These were topmost vocational guidance needs of the respondents.

The mean of means score was 2.50. This met the cut-off score to be considered high. As a result, it can be said that, the respondents rated vocational guidance needs highly. In essence, it can be said that vocational guidance needs were of great concern to the respondents.

**Research Question 5:** What are the personal-social guidance needs of hearing impaired students in Wa School for the Deaf?

This research question examined the personal-social guidance needs of hearing impaired students in Wa School for the Deaf. The data were analysed using mean and standard deviation. Using a scale of “Strongly Disagree=1”, “Disagree=2”, “Agree=3” and “Strongly Agree=4”, a cut-off of 2.5 was set. Thus, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the guidance need was rated high by the respondents while a lower mean implies that the guidance need was rated low by the respondents. The results are presented in Table 8.

**Table 8: Personal-Social Guidance Needs of Hearing Impaired Students**

Needs	Mean	SD	Rank
I need to understand more about myself.	2.96	1.07	1 <sup>st</sup>
I have problem making new friends.	2.76	1.07	2 <sup>nd</sup>
I lack freedom at home.	2.64	1.24	3 <sup>rd</sup>
I have a problem relating well with my teachers	2.62	1.27	4 <sup>th</sup>
I have difficulty relating well with other students.	2.58	1.18	5 <sup>th</sup>
I need to know how to solve interpersonal conflicts.	2.36	1.09	6 <sup>th</sup>
I have problem dealing with disappointment.	2.21	0.87	7 <sup>th</sup>
I have problem with dating.	2.19	1.10	8 <sup>th</sup>
I have problem meeting family demands.	2.17	1.29	9 <sup>th</sup>
Mean of means	2.50	1.13	

Source: Field Survey (2021)

*SD=Standard Deviation*

The results in Table 8 showed that the respondents expressed the need to understand more about themselves ( $M=2.96$ ,  $SD=1.07$ ). Also, the hearing impaired students indicated that they had problem making new friends ( $M=2.76$ ,  $SD=1.07$ ). The respondents noted that they lacked freedom at home ( $M=2.64$ ,  $SD=1.24$ ). In addition, the respondents had a problem relating well with their teachers ( $M=2.62$ ,  $SD=1.27$ ) and had difficulty relating well with other students ( $M=2.58$ ,  $SD=1.18$ ). These were the top five personal-social guidance needs of the hearing impaired students in the study.

The mean of means obtained was 2.50. This was considered high because of the cut-off points and as such gave the indication that the respondents rated the personal-social guidance needs highly.

**Hypothesis One:**

$H_{01}$ : There is no statistically significant difference in the guidance needs of male and female hearing impaired students in Wa School for the Deaf.

$H_{A1}$ : There is a statistically significant difference in the guidance needs of male and female hearing impaired students in Wa School for the Deaf.

This hypothesis sought to find out the significant difference in the guidance needs of male and female hearing impaired students. The independent samples t-test was used in testing the hypothesis at 0.05 level of significance. The results of the Levene’s test for homogeneity of variance are presented in Table 9.

**Table 9: Levene’s Test for Equality of Variances**

	F	Sig
Educational		
Equal variances assumed	2.874	.110
Equal variances not assumed		
Vocational		
Equal variances assumed	6.147	.103
Equal variances not assumed		
Personal-Social		
Equal variances assumed	1.616	.205
Equal variances not assumed		
All Needs		
Equal variances assumed	3.457	.107
Equal variances not assumed		

Source: Field Survey (2021)

From Table 9, it could be seen that the significant values across all the various guidance needs are greater than .05 the significant level. This implies

that equal variances can be assumed for all the guidance needs. Based on this, it was appropriate to run independent samples t-test.

The results of the independent samples t-test are shown in Table 10.

**Table 10: t-test on Gender Difference in Guidance Needs**

Needs	Gender	N	Mean	SD	Df	t-value	Sig (2-tailed)
Educational	Male	94	24.17	3.67	161	-1.653	.100
	Female	69	25.00	2.30			
Vocational	Male	94	17.45	4.77	161	-.227	.821
	Female	69	17.59	2.94			
Personal-Social	Male	94	22.24	2.37	161	2.433*	.016
	Female	69	21.19	3.17			
All Needs	Male	94	63.86	8.56	161	.068	.946
	Female	69	63.78	5.11			

Source: Field Survey (2021)

\*Significant,  $p < .05$

Table 10 shows the independent samples t-test performed on the guidance needs of male and female students in Wa School for the Deaf. Table 9 indicates that for educational guidance needs there was no statistically significant difference between males and females [ $t(161) = -1.653, p > .05$ ]. Again, it was observed that for vocational guidance needs, there was no statistically significant difference between males and females [ $t(161) = -.227, p > .05$ ]. Also, in terms of the overall guidance needs, there was no statistically significant difference between males and females [ $t(161) = .068, p > .05$ ]. However, there was a statistically significant difference between males and

females in terms of their personal-social guidance needs [ $t(161) = 2.433$ ,  $p < .05$ ].

The results in Table 11 indicate that significant difference was only observed in terms of personal-social guidance needs of the male and female students. Furthermore, the mean score of male students (22.24) was higher than the mean score of female students (21.19). This means that male students had more personal-social guidance needs than female students.

**Hypothesis Two:**

$H_02$ : There is no statistically significant difference in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age.

$H_A2$ : There is a statistically significant difference in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age.

This hypothesis was aimed at finding out the significant difference in the guidance needs of hearing impaired students in Wa School for the Deaf on the basis of age. In testing this hypothesis, a one-way analysis of variance was used. The test of homogeneity of variance was done first and the results are shown in Table 11.

**Table 11: Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
Educational	6.976	2	160	.101
Vocational	8.402	2	160	.105
Personal-Social	4.214	2	160	.116
All Needs	8.430	2	160	.100

Source: Field survey (2021)



From Table 11, it can be seen that significant values are above .05. This means that homogeneity of variances can be assumed. The descriptive statistics of the various age groups are shown in Table 12.

**Table 12: Descriptive Results of Different Age Groups**

Needs	Age (in years)	N	Mean	Std. Dev.
Educational	15 and below	37	23.54	4.07
	16-20	58	24.52	3.09
	21-25	68	25.06	2.58
	Total	163	24.52	3.18
Vocational	15 and below	37	13.92	4.83
	16-20	58	19.22	3.64
	21-25	68	18.00	2.59
	Total	163	17.51	4.09
Personal-social	15 and below	37	22.78	3.07
	16-20	58	21.03	2.03
	21-25	68	21.91	3.00
	Total	163	21.79	2.78
All needs	15 and below	37	60.24	9.55
	16-20	58	64.78	6.91
	21-25	68	64.97	5.40
	Total	163	63.83	7.28

Source: Field survey (2021)

It is shown in Table 12 that, there are obvious differences in the mean scores of the different age groups in terms of guidance needs. In terms of educational guidance needs, respondents within the ages of 21 to 25 years recorded the highest mean score of 25.06. This indicates that respondents within the ages of 21 to 25 years had more educational guidance needs compared to the other ages. In terms of vocational guidance needs, respondents within the ages of 16 to 20 years recorded the highest mean score of 19.22 indicating that they had more vocational guidance needs compared to the other age groups.

Further, it can be seen in Table 13 that respondents within the ages of 15 years and below had more personal-social guidance needs (22.78) compared to the other ages. Concerning all the counselling needs, respondents within the ages of 21 to 25 years recorded the highest mean score of 64.97. Overall, it is clear that there are differences in the mean scores of the various age groups.

The results of the One-Way ANOVA test of significance are shown in Table 13.

**Table 13: Anova Result on Difference in Guidance Needs on the basis of Age**

Needs		Sum of Squares	Df	Mean Square	F	Sig.
Educational	Between Groups	55.238	2	27.619	2.784	.065
	Within Groups	1587.437	160	9.921		
	Total	1642.675	162			
Vocational	Between Groups	663.893	2	74.171	25.999*	.000
	Within Groups	2042.843	160	26.084		
	Total	2706.736	162			
Personal-Social	Between Groups	70.647	2	55.376	4.783*	.010
	Within Groups	1181.672	160	29.170		
	Total	1252.319	162			
All needs	Between Groups	616.352	2	67.445	6.191*	.003
	Within Groups	7964.838	160	26.230		
	Total	8581.190	162			

Source: Field Survey (2021) \*Significant,  $p < 0.05$

Table 13 shows the ANOVA results for the difference in the guidance needs of the respondents on the basis of age. It can be seen that there is no statistically significant difference in the educational guidance needs of the respondents on the basis of age [ $F(2, 160) = 2.784, p > .05$ ]. However, significant differences were observed in the vocational guidance needs [ $F(2,$

160) = 25.999,  $p < .05$ ], personal-social guidance needs [ $F(2, 160) = 4.783$ ,  $p < .05$ ] and all the guidance needs [ $F(2, 160) = 6.191$ ,  $p < .05$ ] on the basis of age. Since significant differences were observed across some of the guidance needs, a post-hoc test was conducted using Tukey Post-Hoc Test for those guidance needs (vocational, personal-social and all). The results are shown in

Table 14.

**Table 14: Tukey HSD Multiple Comparisons**

Dependent Variable	(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Vocational	15 and below	16-20	-5.30522*	.75180	.000	-7.0838	-3.5267
		21 and above	-4.08108*	.72996	.000	-5.8080	-2.3542
	16-20	15 and below	5.30522*	.75180	.000	3.5267	7.0838
		21 and above	1.22414	.63867	.137	-.2868	2.7351
	21 and above	15 and below	4.08108*	.72996	.000	2.3542	5.8080
		16-20	-1.22414	.63867	.137	-.2868	2.7351
Personal-social	15 and below	16-20	1.74930*	.57179	.007	.3966	3.1020
		21 and above	.87202	.55517	.261	-.4414	2.1854
	16-20	15 and below	-1.74930*	.57179	.007	-3.1020	-.3966
		21 and above	-.87728	.48574	.171	-2.0264	.2719
	21 and above	15 and below	-.87202	.55517	.261	-.4414	2.1854
		16-20	.87728	.48574	.171	-.2719	2.0264
All needs	15 and below	16-20	-4.53262*	1.48448	.007	-8.0445	-1.0207
		21 and above	-4.72734*	1.44134	.004	-8.1372	-1.3175
	16-20	15 and below	4.53262*	1.48448	.007	1.0207	8.0445
		21 and above	-.19473	1.26109	.987	-3.1781	2.7887
	21 and above	15 and below	4.72734*	1.44134	.004	1.3175	8.1372
		16-20	.19473	1.26109	.987	-2.7887	3.1781

\*. The mean difference is significant at the 0.05 level.

Source: Field Survey 2021)

\*Significant,  $p < 0.05$

Table 14 shows that in terms of vocational guidance needs, significant differences were observed between the respondents aged 15 years and below and those aged 16 to 20 years ( $p=.000$ ) and between the respondents aged 15 years and below and those aged 21 years and above ( $p=.000$ ). In terms of the personal-social guidance needs, significant differences were observed between the respondents aged 15 years and below and those aged 16 to 20 years ( $p=.007$ ). Finally, concerning all the guidance needs significant differences were observed between the respondents aged 15 years and below and those aged 16 to 20 years ( $p=.007$ ) and between the respondents aged 15 years and below and those aged 21 years and above ( $p=.004$ ).

From the mean scores of the various age groups, it can be said that students within the ages of 16 to 20 years had more vocational guidance needs, those aged 15 years and below had more personal-social guidance needs and students within the ages of 21 to 25 years had more overall guidance needs. The differences were only significant for these guidance needs.

## **Discussion**

### **Knowledge and Awareness of Guidance Services**

The study showed that guidance services were provided and that counselling was a priority in their school. The respondents also knew of the existence of a counselling unit but their knowledge and awareness of the school counsellor and his or her availability was lacking. These results indicate that even though some services were provided in the school, the school counsellor was not too “visible” to create high awareness for the students. As a result, awareness of the counsellor and his or her availability

was low. These results imply that the students did not patronize one-on-one counselling much.

The findings are consistent with earlier research. According to Cheruiyot and Orodho's (2015) study, even though guidance and counselling (G&C) services were prioritised, there was a lack of general knowledge of these services at secondary schools in Bureti Sub County in Kericho County, Kenya. Similarly, Fusick (2008) noted that in schools for the hearing impaired, counselling and therapy sessions were not very common even though the schools had structures in place to provide counselling services.

When Sedofia (2011) examined the Volta Region's guidance services, she discovered that just a small percentage of students were receiving the counselling, evaluation, consultation, placement, and information services that were planned. It was found that students' comprehension of school counsellors' work was insufficient, which contributed to school counsellors feeling unprepared to work with children with impairments. The findings of the current investigation support all of these. Also consistent with Upoalkpajor, Eggle, and Namale (2018), this study found that although though students were aware of the existence of guidance and counselling services (particularly educational counselling) in their schools, patronage of the services was low because they were easily accessible.

Furthermore, according to Aidoo's (2011) study on the administration of guidance and counselling in Ghana, teachers and students assessed guidance and counselling as good but dissatisfied with its operations. The findings led to the recommendation that advisory services at Ghanaian colleges of education be strengthened. In a similar line, Essuman (2007) did

research to assess advice and counselling in modern Ghanaian society. According to Essuman's research, guidance and counselling programmes in the schools investigated were largely ineffective. This implied that advice services needed to be improved. According to Nyaegah (2011), most students do not use one-on-one guidance services.

The commonality in all of the data suggests that, in general, the provision of guidance services in hearing-impaired schools needs to be improved. From the discussion done, it can be said that even though students knew of guidance services, their patronage was low. The low level of patronage can usually be due to students not knowing where, when and how to access guidance services. This means that counsellors in schools, particularly special schools, should put in efforts to improve their visibility and encourage students to patronise guidance services.

### **Perceptions about Guidance Services**

The objective of the study in finding out the perceptions of students about guidance services revealed that the respondents perceived counselling services to be necessary in the school. The respondents also held the perception that the idea of sharing problems with a counsellor strikes them as a good way to solve their problems. Also, the respondents were of the view that they would welcome the services of a counsellor. Guidance services were also considered to be transformational services in the school by the respondents. These were the major perceptions that the students held about guidance in Wa School for the Deaf. However, when the respondents were asked of their views concerning guidance in their school, their perceptions were mainly negative.

The findings confirm the findings of Baker (2006) that hearing impaired students considered counselling to be essential in their learning activities and their overall development. Baker also discovered that involving teacher counsellors in the learning processes of hearing impaired students helps to create a good learning environment for hearing impaired children, supporting their overall growth. Githaiga (2016) investigated the factors that influence the success of the guidance and counselling programme in encouraging the development of hearing-impaired kids in schools in the counties of Nakuru, Nairobi, Kiambu, and Machakos. Except for professional development, the students believed that advice and counselling programmes played a significant role in supporting them deal with personal, social, and educational issues, according to the survey.

A study by Ibrahim, Aloka, Wambiya, and Raburu (2014) looked at how Kenyan secondary school students perceive the role of guidance and counselling programmes in determining career decisions. Guidance and counselling programmes in schools were found to be important in fostering students' overall development as individuals and members of society. Similarly, guidance and counselling aided them in spiritual development, career advancement, health, and marital awareness. Ibrahim et al. concluded that counselling services are important and necessary in helping students solve their problems and assisting in their overall development.

From the forgoing discussion, it was clear that hearing impaired students had the perception that guidance services are important for students. In spite of this, the respondents still had some negative perceptions of guidance services in their schools. It is argued based on the results and

discussion that in Ghana, most students know that counselling is important but do not hold positive views of their counsellors and their work.

### **Educational Guidance Needs of Hearing Impaired Students**

Regarding the educational guidance needs of the students, the study showed that the students had difficulty retrieving from memory during examinations and also had difficulty preparing for examinations. Aside examinations, the respondents had problems attending classes regularly. In addition, the respondents had problems meeting deadlines for submission of assignments and had difficulty with the style of teaching in this school. These were the top five educational guidance needs of the hearing impaired students in the study.

The current study's findings are consistent with those of Rafikayati, Badian, and Soedarmadji (2018), who emphasised the importance of teachers in inclusion schools in assisting children with special needs to transition in school and be accepted into the school and community. According to the researchers, children with special needs face a variety of challenges in their life as a result of their disabilities, particularly in managing their academic needs at school. Some children with exceptional disabilities, in particular, have difficulty performing academic tasks and adjusting to school.

In a similar vein, Hassan and Farah (2013) carried out a study in Khartoum State–Sudan on the guidance and counselling needs of students and revealed that according to their opinions. They found that the guidance and counselling needs connected with educational needs had to do with effective studying skills, time management and how to study and listen, adaptation to



meet different academic system and different environment, and preparation for secondary school.

Middle school pupils, according to Kesici (2007), have a wide range of issues that need to be addressed, including effective learning and exam anxiety as well as a lack of attention and excitement in class. In the current investigation, these findings were validated. According to Arco, Fernandez, Heilbon, and Lopez (2005), students were easily distracted, lacked study skills, had trouble managing their time, and had difficulty preparing for and taking exams.

Generally, the educational guidance needs of hearing impaired students seem to be connected to general academic work as well as preparing and taking of examinations. These were confirmed in the current study and the findings of several previous studies. The argument on the part of the researcher is that since hearing impaired students are not given the needed assistance and attention, they may struggle with their academic. In this sense, the results of the current study were not surprising.

### **Vocational Guidance Needs of Hearing Impaired Students**

Respondents require additional knowledge about occupations, careers, or jobs in their areas of specialisation, according to their vocational guidance needs. The respondents also expressed uncertainty about the type of job they will do in the future and a lack of information on employment requirements. Those who wanted to establish their own business after graduating from high school had a tough time finding information on how to do it. These were the respondents' most pressing demands in terms of vocational guidance.

Clark (2007) found that deaf people had a difficult time deciding on a career route and a job after high school, and these findings support his findings. Previous research found that students who are deaf, hard of hearing, or both struggled to get jobs in their field. When it comes to helping deaf children overcome the social and psychological challenges that come with having a hearing loss, Clark believes that greater attention has to be paid to devising effective techniques. Kyere (2009) also set out to discover the root causes of the challenges faced by Ghana's deaf students in vocational training. The most important conclusions were that vocational education suffers a variety of challenges, including a lack of funding, a dearth of current tools and materials, and a dearth of curriculums and instructional materials that are appropriate.

A study conducted in Gilgit-Baltistan, Pakistan, by Khan, Murtaza, and Shafa (2012) examined the role of teachers in career counselling in secondary schools. It was found that students faced numerous challenges related to their career choices such as access to quality and timely information and the scarcity of appropriate resources for career counselling. Hence, career guidance and counselling was a major issue in the context of Gilgit-Baltistan.

From the forgoing discussion, it has become clear that hearing impaired students have several career challenges. This is a general problem for most people with disabilities in the Ghanaian society. The Ghanaian economy and society are not so friendly to people with disabilities particularly in terms of career and as a result, the current study's findings were not out of the ordinary.

### Personal-social Guidance Needs of Hearing Impaired Students

The study showed that the respondents expressed the need to understand more about themselves. Also, the students indicated that they had problem making new friends. Aside difficulty making new friends, the respondents had a problem relating well with their teachers and with other students. The respondents noted that they lacked freedom at home. These were the top five personal-social guidance needs of the hearing impaired students in the study.

Other studies on people with hearing impairment have revealed these personal-social demands of hearing challenged students. For example, Chioma (2013) outlined that there are several social and personal-social needs for children with hearing impairment that need to be addressed, such as how to interact well with peers, take constructive criticism, get along well with parents, talk openly about non-hearing friends and create a positive self-concept.

Another study conducted in the United States by Fusick (2008) found that people with hearing loss are frequently socially isolated in their families, schools, workplaces, and communities. Those who suffer from hearing loss face a variety of difficulties, including difficulty communicating, limited access to health care and education, low reading levels, and unemployment. As a result of familial and personal disputes, both spoken and unspoken, as well as peer and social discrimination, individuals with hearing loss may feel inadequate and alone.

In addition, Kent (2003) compared the identity difficulties and components of health behaviours of mainstreamed hard of hearing adolescent's

ages 11, 13, and 15 to their peers in a study conducted in New Zealand. According to the findings, students with self-reported disabilities have attitudes and behaviours comparable to those who are socially isolated at school. Psychosocial variables were also more difficult for students with disabilities. Deaf children and adolescents may experience alienation and a number of poor effects, including low academic achievement, cognitive and social processing delays, social maladaptation, and psychological discomfort or disorder.

The findings of this study corroborate those of Wamocho (2003), who investigated the guiding and counselling requirements of disabled children in Kenya's Nairobi, Eastern, and Nyanza regions. Children with exceptional needs were found to be non-self-actualizing, according to the research. The students were either directed or time-inept, living in the past or future with regrets and sentiments. Leading these students toward a healthy perspective of personal growth involves guiding these students toward a healthy view of personal development (self-concept, self-esteem, self-acceptance, and pursuit of independence).

From the results of the current study and the results of the previous studies discussed, it is evident that most hearing impaired students have personal-social struggles. For people with special needs, there is always the challenge of not having enough support or feeling alone. For hearing impaired students, their inability to hear and speak can be detrimental to their relationship with other people. This is because communicating in sign language is not a common act in the Ghanaian community. This means, there

would always be difficulty in how hearing impaired students interact with others.

### **Guidance Needs and Gender**

The findings demonstrated that there was no statistically significant difference between males and females in terms of educational, occupational, and overall guidance needs. In terms of personal-social guidance needs, however, there was a statistically significant difference between males and girls. Male students, in particular, required more personal-social guidance than female students. As a result, males and females had very different needs in terms of personal and interpersonal connections.

The findings are consistent with those of Ayodele, Okon, Ibimuluyi, and Adebisi (2013), who investigated counselling treatments for Special Needs Kids in several Secondary Schools in Ekiti State and discovered that special needs of students in Ekiti State differed by gender. Punia and Sangwan (2015) conducted a study in Hisar, Haryana, on the contributing variables to adolescent guidance requirements. The study found statistically significant variations in gender for guidance needs in multiple domains such as physical, social, psychological, educational, and occupational, as well as total guidance needs, using the Guidance Needs Inventory. As a result, there was a gender disparity in the counselling requirements of male and female students. Despite the fact that the current study found substantial gender differences solely in personal-social counselling requirements, the findings were somewhat comparable. The findings corroborate those of Prabu (2015), who conducted a study on guidance needs among students in Namakkal District, Tamil Nadu,

and found no significant differences in overall guidance requirements scores between male and female students.

Overall, the researcher argues that since males and females have different views of what they deem important, it is therefore understandable that male and female hearing impaired students had different counselling needs. This is a significant finding because it means that in addressing guidance needs of the students, the focus has to be different for males and females.

### **Guidance Needs and Age**

The study showed that there was no statistically significant difference in the educational guidance needs of the respondents on the basis of age. However, significant differences were observed in the vocational guidance needs, personal-social guidance needs and overall guidance needs on the basis of age. Specifically, in terms of vocational guidance needs, it can be said that students within the ages of 16 to 20 years had more vocational guidance needs, those aged 15 years and below had more personal-social guidance needs and students within the ages of 21 to 25 years had more overall guidance needs. The differences were only significant for these guidance needs.

The findings back up those of Ayodele, Okon, Ibimuluyi, and Adebisi (2013), who looked at counselling interventions for Special Needs Kids in several Ekiti State Secondary Schools and found that there is no significant age difference in the needs of special students in Ekiti State. In a study by Boham (2005), it was discovered that the demands of Ghanaian pupils were dictated by their age. In a similar line, Awabil, Apreko, Ocansey, and Anane's study (quoted in Awabil & Akande, 2013) discovered that students'

counselling requirements differed significantly depending on their age. According to Ogola (2008), age played a significant role in students' counselling needs.

In contrast to these findings, Awabil and Akande (2013) discovered no significant differences in students' counselling needs based on age. The implication is that students of diverse ages have similar counselling needs. In Lagos State, Bolu-Steve and Oredugba (2017) investigated the impact of counselling services on secondary school pupils' perceived academic progress. There was no significant difference in counselling patronage based on age, according to the findings of this study.

From the discussion, it appears that there are inconsistencies in the findings concerning age difference in guidance needs. Some studies found age difference in guidance needs while other studies found no age difference in counselling needs. The essence of this conclusion is that most of the studies on age difference in guidance needs should be discussed and used contextually.

### **Chapter Summary**

This chapter focused on the study's findings and discussion. The study's goal was to find answers to five research questions and test two hypotheses that guided the study. Generally, it was found that even though the respondents knew of the provision of guidance services but the awareness of the counsellor and his or her availability was lacking. However, the students perceived counselling to be necessary for solving their problems and helping in their transformation. The students however had educational, vocational and personal-social guidance needs that needed to be solved. Gender difference

was observed only in terms of personal-social guidance needs while age difference was observed in all the needs except educational guidance needs.





## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The results and discussion of the study were covered in the previous chapter. It is in this chapter that the study's findings, conclusions, and suggestions are summarised. This chapter also discusses implications for counselling and suggestions for future research.

#### Summary

The study investigated the guidance needs and services of hearing impaired students of Wa School for the Deaf. Specifically, the study sought to answer five research questions and test two hypotheses.

In addition, a literature review was carried out. A theoretical framework, conceptual analysis, and empirical analysis were all included in the review. Person-centred theory, Henry Murray's need theory, and Maslow's theory of needs were the theories that guided the study. Counselling and needs concepts were also examined. It was found that students with hearing impairment and other disabilities have a wide range of needs that require counselling support. Research on hearing-impaired students' counselling needs in Ghana, however, was found to be scarce.

The study utilised a descriptive survey approach. A total of 163 students from the Wa School for the Deaf were chosen for the study through the census method. A questionnaire was used to gather the data from participants. Means and standard deviation were used to analyse the data for the study topics. Independent samples t-test was used to test hypothesis one and One-Way ANOVA was used to test hypothesis two.

## Major findings

The research question sought to find out the level of knowledge and awareness of hearing impaired students about guidance services in Wa School for the Deaf. The study revealed that guidance was found to be a high priority at their school. The respondents also knew of the existence of a counselling unit but their knowledge and awareness of the school counsellor and his or her availability was lacking. These results indicate that even though some services were provided in the school, the school counsellor was not too “visible” to create high awareness for the students. As a result, awareness of the counsellor and his or her availability was low.

The second research question aimed at finding out the perceptions of hearing impaired students about guidance services in Wa School for the Deaf. The results showed that the respondents perceived guidance services to be necessary in the school. The respondents also held the perception that the idea of sharing problems with a counsellor strikes them as a good way to solve their problems. Also, the respondents were of the view that they would welcome the services of a counsellor. Guidance services were also considered to be transformational services in the school by the respondents.

The third research question was to find out the educational guidance needs of hearing impaired students in Wa School for the Deaf. The results showed that the students had difficulty retrieving from memory during examinations and also had difficulty preparing for examinations. Aside examinations, the respondents had problems attending classes regularly. In addition, students reported difficulty submitting assignments on time and had issues with the school's teaching method.

The fourth research question sought to identify the vocational guidance needs of hearing impaired students in Wa School for the Deaf. The results showed that the respondents required additional knowledge about occupations, careers, or jobs in their areas of specialisation. The respondents also expressed uncertainty about the type of job they will do in the future and a lack of information on employment requirements. Those who wanted to establish their own business after graduating from high school had tough time finding information on how to do it.

The final research question aimed at finding out the personal-social guidance needs of hearing impaired students in Wa School for the Deaf. The results revealed that the respondents expressed the need to understand more about themselves. Also, the students indicated that they had problem making new friends. Aside difficulty making new friends, the respondents had a problem relating well with their teachers and with other students. The respondents noted that they lacked freedom at home.

The first hypothesis sought to identify the statistically significant difference between male and female hearing impaired students in their guidance needs. The results revealed that there was no statistically significant difference between male and female students in their educational guidance needs. Similarly, there was no statistically significant difference between male and female students in their vocational guidance needs. Concerning overall guidance needs, there was no statistically significant difference between males and females. However, there was a statistically significant difference between males and females in terms of their personal-social guidance needs.

Specifically, male students had more personal-social guidance needs than female students.

The second hypothesis sought to identify the statistically significant difference in guidance needs of hearing impaired students on the basis of their ages. The study showed that there was no statistically significant difference in the educational guidance needs of the respondents on the basis of age. However, significant differences were observed in the vocational guidance needs, personal-social guidance needs and overall guidance needs on the basis of age. Specifically, in terms of vocational guidance needs, it was seen that students within the ages of 16 to 20 years had more vocational guidance needs, those aged 15 years and below had more personal-social guidance needs and students within the ages of 21 to 25 years had more overall guidance needs. The differences were only significant for these guidance needs.

### **Conclusions**

Some conclusions are drawn on the bases of the findings of the study.

1. It was concluded that students lacked awareness about the school counsellor and his or her availability in Wa School for the Deaf.
2. It was concluded that hearing impaired students see guidance as a means to resolve their problems and at the same time help transform and facilitate their development in the school.
3. It was concluded that the academic guidance needs of students in Wa School for the Deaf are related to their difficulty in succeeding in examinations and school tasks.

4. It was concluded that students in Wa School for the Deaf are generally uninformed regarding their prospects for the future even though they are in school.

5. It was concluded that students in Wa School for the Deaf were challenged in terms of their interpersonal relationships and needed counselling in that regard.

6. The study concluded that male and female students differ in their needs concerning their interpersonal relationships and that male hearing impaired students were more challenged than females.

7. Finally, it was concluded that hearing impaired students of different ages have different guidance needs. This conclusion was based on the data obtained.

### **Recommendations**

The following recommendations are made based on the findings and conclusions of the study:

1. School counsellors in Wa School for the Deaf should increase their visibility to students so that awareness levels of students about their work can be enhanced. This could be done by using school assemblies and gatherings, and notice boards to communicate to students the location and times when the counsellor is available.

2. School counsellors in Wa School for the Deaf should collaborate with school authorities to ease the extent to which students can patronize counselling since the students themselves viewed counselling to be important in their development and transformation.

3. Academic workshops should be organized by school authorities in Wa School for the Deaf for students on how they can meet academic deadlines, prepare for examinations and take examinations. These were the major educational guidance needs of students in Wa School for the Deaf.

4. School authorities can engage professionals outside the school to organise career workshops for students in Wa School for the Deaf so that students can be equipped with information on various occupations available to them after school.

5. School authorities together with the counselling unit should organise workshops for students in Wa School for the Deaf on how they can understand themselves and relate well with people they get into contact with.

6. In planning to meet the guidance needs of students in Wa School for the Deaf, school authorities should consider gender only when focusing on personal-social needs. In terms of meeting educational and vocational needs, gender should not be a factor.

7. School authorities should consider the ages of students in Wa School for the Deaf when planning to meet the vocational and personal-social guidance needs of students. This can be done by school authorities planning specific age-based programmes or workshops for students. For example, a relationship programme can be organised for students who are beyond 18 years of age.

## Implications for Counselling

Some implications are given for counselling. Firstly, school counsellors could improve their knowledge and skills on how to effectively assist hearing impaired students in meeting their guidance needs. The results have clearly shown that hearing impaired students have several guidance needs. It is therefore essential that counsellors improve their knowledge and skills to be helpful to the students. Authors such as Mareza and Nugroho (2019) have confirmed that students with special needs have to be paid great attention by counsellors to aid them in their school work.

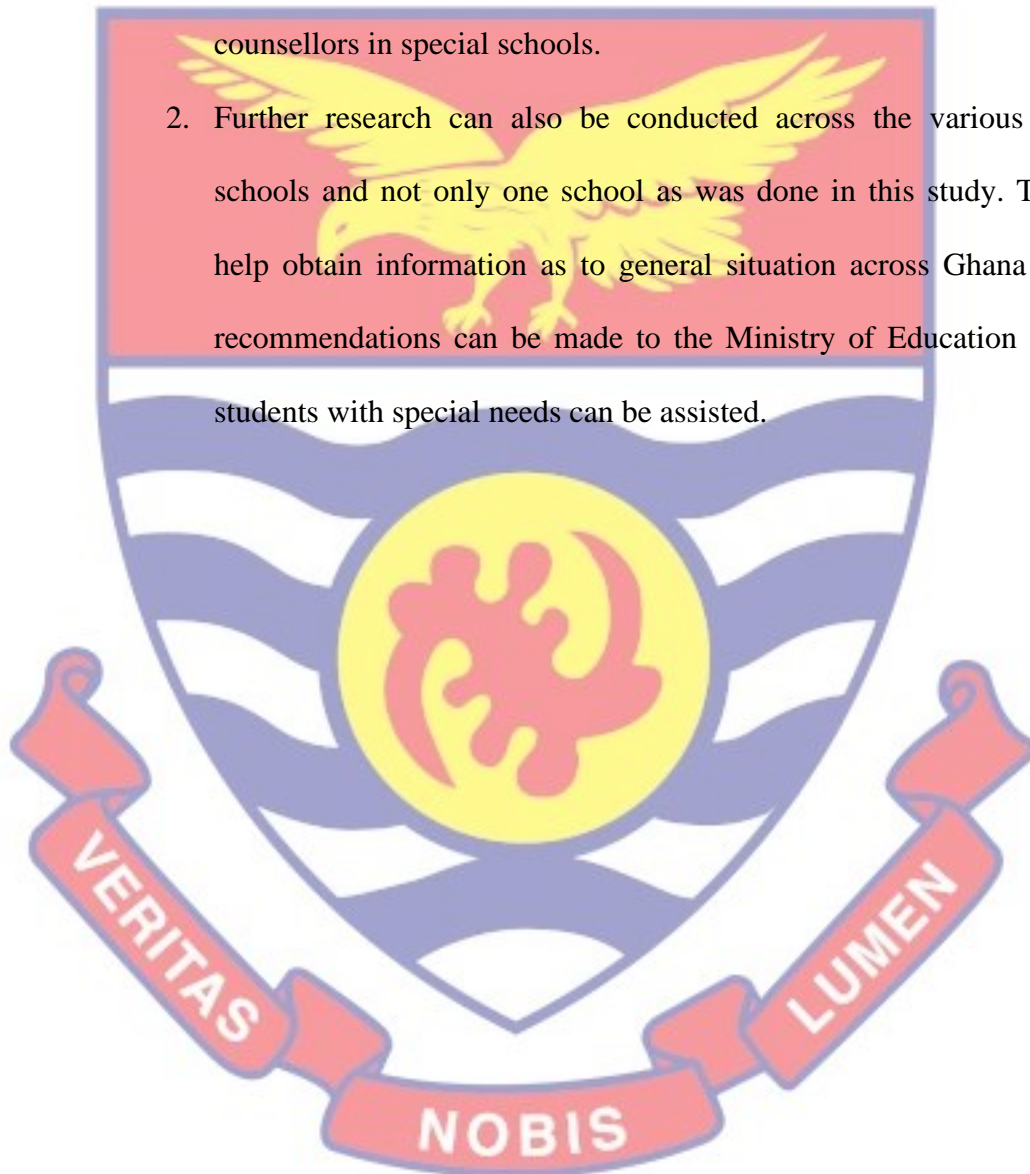
Provision of personal, one-to-one counselling must be considered important to school counsellors in handling the issues of hearing impaired students. For hearing impaired students, personal one-to-one counselling would mean that school counsellors have to spend personal and private times with the students. Also, it gives the impression that counsellors may have to equip themselves with sign language communication to be helpful in one-to-one situations with hearing impaired students.

In the training of school counsellors, some elements of how to work with students with special needs need to be incorporated. This can make school counsellors well-equipped to assist hearing impaired students (O'Shea, Kilcullen, Hayes & Scofield, 2021). This means that counsellor-training institutions like the University of Cape Coast may have to incorporate counselling for special needs students in their academic curriculum.

### Suggestions for Further Research

The following suggestions are made for further research:

1. Further research can focus on exploring the views of counsellors in special schools to find out how they can improve the provision of counselling in such schools. This can help improve the work done by counsellors in special schools.
2. Further research can also be conducted across the various special schools and not only one school as was done in this study. This can help obtain information as to general situation across Ghana so that recommendations can be made to the Ministry of Education on how students with special needs can be assisted.





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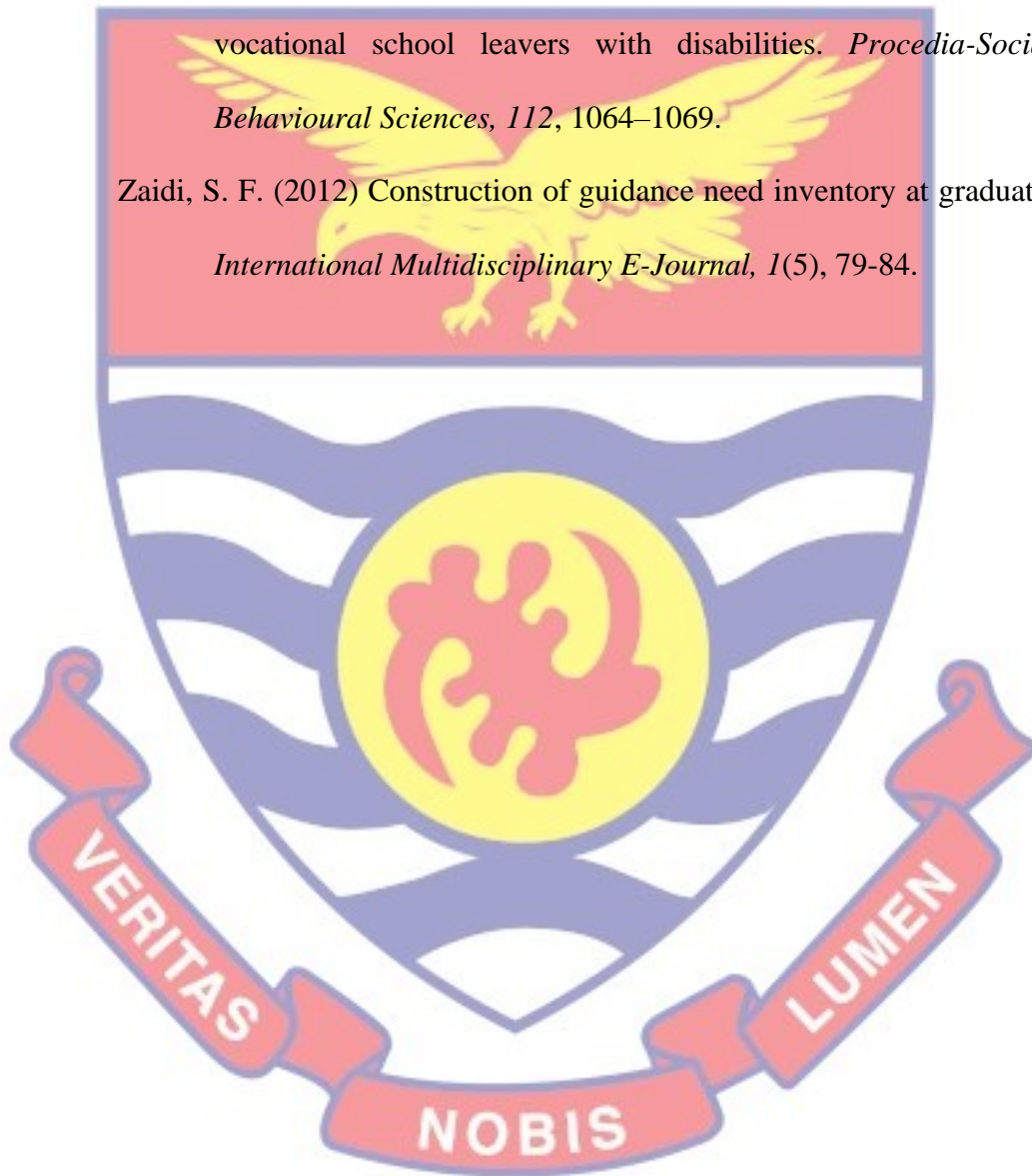
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APPENDIX A

UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

This study seeks to investigate counselling needs and services of hearing impaired students of Wa School for the Deaf. The purpose of the study is basically academic and therefore I would be very grateful if you share your views honestly by supplying your response on every item on the questionnaire. The information you provide will help make recommendations to improve guidance services in your school. You are assured of confidentiality and anonymity.

Please respond by ticking [√] or by writing, where necessary.

Thanks for your co-operation.

**SECTION A: Demographic Characteristics**

1. Gender: Male ( ) Female ( )
2. Age: 15 or Below ( ); 16 – 20 years; 21 years and Above ( )
3. Class Level: .....

**Direction:**

Kindly put a tick (√) in the appropriate column to indicate your response to each of the items in this section. Use the following to guide you in choosing the option as it applies to you: **SA**= Strongly Agree, **A** = Agree, **D**= Disagree, **SD**= Strongly Disagree.

**Section B: Level of Knowledge and Awareness about Counselling Services**

Statement	SD	D	A	SA
1. I know that the school has a counselling unit				
2. I know that the school has a counsellor				
3. I know when I can meet the counsellor to discuss my issues				
4. The counselling unit provides several counselling services in the school				
5. The school makes the provision of counselling a priority				

**Section C: Perceptions about Counselling Service**

Statement	SD	D	A	SA
1. In this school, guidance and counselling services are provided.				
2. The guidance and counselling services in the school are available for all students.				
3. Guidance and counselling services are necessary in this school				
4. I have confidence in the school counsellor				
5. The guidance and counselling services are considered to be transformational services in the school				
6. I would welcome the services of a				



counsellor				
7. The counsellor is very confidential in dealing with issues of students				
8. The counselling room is located in a place that is easily accessible to all students				
9. The idea of sharing problems with a counsellor strikes me as a good way to solve my problems.				

**Section D: Educational Counselling Needs**

Statement	SD	D	A	SA
1. I have poor study skills				
2. I have difficulty preparing for examinations				
3. I lack confidence in my ability to succeed academically				
4. I have problems allocating time for my studies				
5. I have difficulty with the style of teaching in this school				
6. I have difficulty retrieving from memory during examinations.				
7. I have problems meeting deadlines for submission of assignments.				
8. I find it difficult discussing my academic problems with my teachers				

9. I have difficulty coping with the workload in the school.				
10. I have problems attending classes regularly.				

**Section E: Vocational Counselling Needs**

Statement	SD	D	A	SA
1. I lack adequate information on job requirements.				
2. I regret choosing my current programme of study/career.				
3. I am worried about job placement after leaving school.				
4. I need more information about occupations or careers or jobs in my area of specialization				
5. I am confused about the kind of job I will do in future				
6. I need information about how to prepare for jobs				
7. I have difficulty getting information about how to start my own business after leaving school.				

**Section F: Personal-Social Counselling Needs**

Statement	SD	D	A	SA
1. I need to understand more about myself.				
2. I have difficulty relating well with other students.				
3. I need to know how to solve interpersonal conflicts.				
4. I have problem making new friends.				
5. I have problem dealing with disappointment.				
6. I have problem with dating.				
7. I lack freedom at home.				
8. I have problem meeting family demands.				
9. I have a problem relating well with my teachers				




## APPENDIX B

### INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854  
Email: [dgc@ucc.edu.gh](mailto:dgc@ucc.edu.gh)



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

1<sup>st</sup> January, 2022

The Chairman  
Institutional Review Board  
U. C. C.  
Cape Coast

LETTER OF INTRODUCTION

We introduce to you, Joyce Salifu a student from the Department of Guidance and Counselling, University of Cape Coast. She is pursuing M.Phil in Guidance and Counselling.

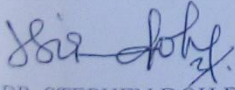
As part of her requirement, she is expected to work on a thesis titled:

*Assessing the Counselling needs and Services of hearing impaired students of Wia School for the deaf.*

She has successfully defended her proposal and is seeking for ethical clearance to collect data for the study.

We would be most grateful if you could provide her the necessary assistance for ethical clearance for his/her study.

Thank you.




DR. STEPHEN DOH FIA  
HEAD OF DEPARTMENT

## APPENDIX C

### ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/16/22-13  Date: 2nd February, 2022  
Your Ref: .....

Dear Sir/Madam,

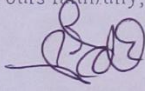
ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Joyce Salifu, Reg. No. EF/GCT/20/0018 is an M.Phil. / ~~Ph.D.~~ student in the Department of Guidance and Counselling in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. ~~He~~ / She wishes to undertake a research study on the topic:

Assessing the counselling needs and services of hearing impaired students of Kwa School for the Deaf

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed ~~his~~/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence ~~his~~/her study. The ERB would be grateful if you would give ~~him~~/her the necessary assistance to facilitate the conduct of the said research.

Thank you.  
Yours faithfully,  


Prof. Linda Dzama Forde  
(Secretary, CES-ERB)

Chairman, CES-ERB  
Prof. J. A. Omotosho  
[jomotosho@ucc.edu.gh](mailto:jomotosho@ucc.edu.gh)  
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Vice-Chairman, CES-ERB  
Prof. K. Edjah  
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