UNIVERSITY OF CAPE COAST

ASSESSING COUNSELLING NEEDS AND SERVICES OF HEARING

IMPAIRED STUDENTS OF THE CAPE COAST SCHOOL FOR THE

DEAF

FRIEDA ARABA ESHUN

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DEAF

BY

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and Counselling

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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………………………

Name: ………………………………………………………..

Supervisors' Declaration

We 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 ofCape Coast.

Principal Supervisor's Signature………………………. Date…………………

Name: …………………………………………………………

Co- Supervisor's Signature……………………………. Date…………………

Name: ………………………………………………………….

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ABSTRACT

Counselling services delivered by a professional to hearing impaired individuals will help them solve their problems and deal with issues, disregarding their special disability problem.This study was undertaken to assess the counselling needs and counselling services provided for hearing impaired students. The study examined the knowledge students have about counselling, its services and its importance, the various counselling needs that hearing impaired students have and the nature and relevance of the counselling services rendered. The study was undertaken at the Cape Coast School for the Deaf. The research design was the descriptive survey design which is a type of qualitativeresearch design. The population of this study comprised the students at the JHS and vocational level and the staff of the Cape Coast School for the Deaf. A total of 103 students and 40 members of staff were sampled for the study. The simple random was employed to select the respondents. Two types of questionnaire were designed for students and members of staff. Descriptive statistics such as frequencies, percentages, means and standard deviations were used to analyse the data.The findings were that students had a fair knowledge of counselling but not the services since, the services provided to them lacked the appropriate skills and techniques, due to the absence of a professional counsellor in their school. It was revealed that one of the main tenets of counselling which is confidentiality was totally missing. The study recommended that educational policy makers, and heads of institutions should invest time and resources in training counsellors to help these individuals in making informed choices and decisions to solve problems they face.

KEY WORDS

Counselling needs

Counselling services

Hearing impairment

Educational needs

Vocational needs

Personal/Social needs

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DEDICATION

To Professor Beatrice Okyere, Professor Kofi Tsivanyo Yiboe and to my

family.

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LIST OF ACRONYMS

AACAP	American Academy of Child and Adolescent Psychiatry
BAC	The British Association of Counselling
ASCA	The American School Counsellor Association
ACA	American Counselling Association
IDEA	Individuals with Disability Education Act
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

Background to the Study

Counselling is a help-oriented relationship that exists between a trained counsellor and a client. Most of the time, the relationship is from person to person and sometimes, it involves more than one person. The task of counselling is to give the client the opportunity to explore, discover and clarify ways of living more satisfactory and resourceful lives (Adebayo, 2007). The ethical expectation of the counsellor is to work with clients to assist and empower them to ameliorate their current and possibly past life struggles (Kay, 2008).

Counselling needs can be explained as certain issues an individual may be faced with that would require assistance.Students' counselling needs cannot be solved and met successfully without the use of effective counselling intervention programmes (Matemilola, 1991).Matemilola(1991) also described counselling services as the guidance and counselling strategies that a counsellor may apply in helping students self-actualize. Knowledge of the counselling needs of students provides a basis for providing essential guidance services to help students deal with their problems.

Individuals may seek counselling for various reasons, however, whatever the reason may be, clients seek counselling in order to be able to address certain issues they may be faced in their lives. Some situations that may cause individuals to seek counselling are bereavement, illness, abuse, relationship and family issues among others. In these cases, people may be sympathetic and empathetic towards the individual because they are eventsthat

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may happen to every individual at a point in their lives. Being hearing impaired or losing your ability to hearmay come with other problems, be it mild, moderate or profound. This as a result of the communication barrier, may make it impossible to understand the Deaf or what they are going through hence the need for them to be counselled.

According to Elzouki, Stapleton, Harfi, Nazer, Oh and Whitley (2011), hearing impairment or deafness is the partial or total inability to hear; this may be caused by factors like aging, exposure to noise, illness, chemicals and physical trauma. Also some people may be born deaf. The hearing impaired may be referred to as people who have relative insensitivity to sound. They may either be referred to as deaf or hard of hearing. According to Sheridan (2008) deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

One of the principles of guidance states that guidance is for all therefore with counselling as a guidance need, it is believed that in one way or another, at a particular point in time, all individuals need guidance and counselling; the disabled individuals are no exception. However, the counselling needs of these individuals may not be known; and this is due to so many factors. The commonest of the factors is the language barrier. For instance, if a counsellor who is hearing and does not sign has to communicate with a deaf person, there may be little or no progress since it will be difficult for them to understand each other; therefore the needs and expectations of the deaf person will not be explored and met. School counsellors may work individually and with other educators to meet the developmental needs of all

students, including those with special needs or disabilities (Reis & Colbert, 2004).

According to Lytle and Lewis in Kay (2008), the counselling profession requires knowledge and proficiency in providing counselling services. Counsellees may seek counselling for multiple reasons; some of these reasons may be due to developmental life changes, adjustment to illness, abuse, stress, anxiety, depression and trauma among others. The ethical expectation of the counsellor is to work with these individuals and assist them to be able to work through difficulties and solve their problems. However in situations where the client is deaf, there would be the need for additional considerations prior to and during the counselling process (Kay, 2008).

The hearing impaired child who is within the age range of a teenager is a person in transition, and this transition also referred to as adolescence yearns for understanding if not acceptance, this need which is also coupled with their special needs which makes their case special since the counsellor will need to go much further than when he is dealing with the 'normal' teenager.

As already stated, all human beings at a point in time have needs, the hearing impaired not being an exception. Murray developed a system which described personality in terms of needs. Murraydefined a need as a potentiality or readiness to respond in a certain way under certain given circumstances He grouped needs into two types; primary needs (biological demands, such as the need for oxygen, food, and water) and secondary needs (psychological needs, such as the need for nurturing, independence, and achievement). According to Murray, the secondary needs also referred to as psychogenic needs function mostly in the unconscious level, but play a major role in our

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personality.Maslow also created a hierarchy of needs, a theory of psychological health predicated on fulfilling innate human needs in priority, culminating in self-actualization. Making reference to the deaf or hearing impaired however, it is not deafness itself that increases the incidence of emotional health difficulties, but rather the implications of being deaf in a hearing oriented society and the communication barriers that result.It is estimated that globally, 360 million people are deaf, 32 million which represents 5% are children. Also in Africa, 48 million people are deaf, 8 million which represents 16.7% of the number are children (WHO, 2015).

Due to the increasing prevalence of emotional health difficulties in the deaf population, it is important that certain measures are put in place to promote healthy minds among pupils of the Cape Coast School for the Deaf. The School does not have a professional counsellor at post presently. However some teachers act as guidance counsellors when the need arises. They try tohelp the students to solve the problems they face, even though they are unable to deal with all the problems since they do not possess all the qualities of a professional counsellor. They also fall on external counsellors to help them meet the needs of the students. These assessments are therefore essential in order to meet the needs of the students of the Cape Coast School for the Deaf.

Statement of the problem

Impairment or disability comes with its unique needs that the society is not able to adequately accommodate. This has generated many misconceptions about persons with disability. Many nondisabled members of the society may assume that children with disability are handicapped and are therefore labelled

as having damaged life (Kirk, Gallagher & Anastsiow, 2003). This makes the society oppressive of the disability group. Persons with disability in Ghana are therefore marginalized from the mainstream society with their unique needs not clearly identified or properly addressed.

Hearing impaired students are classified as Special Education Needs students (Individuals with Disability Education Act (IDEA), 1997). The fact that the hearing impaired students deviate from what is considered normal with respect to hearing abilities suggest that they have some specific needs that ought to be met. This is because their hearing impairment significantly interferes with general education procedures and therefore requires special education which are provided for them in special schools. One of these special schools is the Cape Coast School for the Deaf. This special school is segregated and residential which suggests that hearing impaired students spend most of their developmental years in boarding school facilities. It is however not clear how these hearing impaired students who are residential, are able to cope with challenges, which could be educational, emotional, psychological or physical. According to Harris, Vanzandt and Rees (1997),deaf students have counselling needs as a result of being educated in inclusive public schools. Their study was to find out how to provide an optimal educational environment to meet their needs.

Interactions with the assistant headmaster of Cape Coast School for the Deaf revealed that students have several challenges that are not met due to the lack of effective counselling services. Some of these challenges raised by the assistant headmaster were confirmed during interactions with some of these

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students. The students admitted that they had some behavioural problems which include aggression because they feel unaccepted by society.

Counselling services, when effectively delivered by a professional counsellor are expected to transform the perception of clients, modify their maladjusted behaviour, help them understand their personality and special competence, re- direct their passion and energy to profitable avenues, help discover their abilities and capabilities, help deal with their emotional problems and ways to cope and adjust to the mainstream society (Gladding, 2004).

A study by Peterson (2006) looked at addressing the counselling needs of gifted students. Another study by Reis and Colbert (2004)addressed the needs of academically talented students. Also, studies by Mandera (2013) and Kesson (2013) looked at the knowledge and perception of students and teachers about counselling services. All these works looked at either the counselling needs or counselling services of students with or without disabilities. It is therefore in this regard that this study seeks to specifically assess the counselling needs and also the services provided to hearing impaired students, categorising them into educational, vocational and personal/social needs. Are these counselling needs identified, and are there counselling services provided to address these needs? These when found out will ensure that some modalities are put in place to enable counsellors meet the counselling needs of hearing impaired students through the organization of the appropriate guidance and counselling programmes that will directly be beneficial to hearing impaired students.

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Objectives of the Study

The main aim of this study was to assess the counselling needs and services of hearing impaired students of the Cape Coast School for the Deaf. Specifically, the study investigated the following:

1. What the knowledge level of hearing impaired students about the importance of counselling is.

2. Whether the hearing impaired students have knowledge about counselling services.

3. The educational needs of the hearing impaired students of the Cape Coast School for the Deaf.

4. The vocational needs of hearing impaired students at the Cape Coast School for the Deaf.

5. The personal and social needs of the hearing impaired students at the Cape Coast School for the Deaf.

6. The nature of counselling services rendered to the hearing impaired students.

7. The relevance the counselling services to the needs of hearing impaired students.

Research Questions

The following research questions were formulated to guide the study:

1. What knowledge dohearing impaired students at the Cape Coast School for the Deaf have about the importance of counselling?

2. What knowledge dohearing impaired students at the Cape Coast School for the Deaf have about of counselling services?

3. What are the educational needs of the hearing impaired students?

4. What are the vocational needs of the hearing impaired students?

5. What are the personal and social needs of the hearing impaired students?

6. What is the nature of counselling services rendered to hearing impaired students?

7. What is the relevance of the counselling service provided to the hearing impaired students?

Significance of the Study

This investigation was aimed at revealing the counselling needs and counselling services of the hearing impaired students at the Cape Coast School for the Deaf. Information gathered will be used in future to improve counselling services rendered to the hearing impaired.

The results of this study will providevaluable feedbackthat will enable individuals, groups and organizations who are related to and work with the hearing impaired put measures in place to help the hearing impaired.These individuals or groups include parents and other family members, teachers, counsellors and heads of Deaf schools and institutions.

The study will also help individuals like parents, teachers and other people who are related to the hearing impaired to better understand them and also inform them on how to contribute in helping the needs of the hearing impaired to be met. Finally, it will form a part of existing literature and also bring out related issues for further research.

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Delimitations

There are so many forms of disability but this research sought to focus on the hearing impaired. The study focused on the counselling needs of Deaf students at the Cape Coast School for the Deaf, and for the purpose of this study, more emphasis was laid on the knowledge of hearing impaired students about the importance of counselling and counselling services, the educational, vocational and personal/social needs of the hearing impaired students of the Cape Coast School for the Deaf, the nature and relevance of counselling services rendered to the hearing impaired students.

Limitations

The greatest limitation was that studies on this topic in the Ghanaian context was limited, which made it very difficult for the researcher to access a variety of related literature.

Another issue was that because the researcher's signing skills were not perfect, she had to fall on an interpreter and teachers in the school for help, and this could cause the respondents to misunderstand what the researcher communicated.

Definition of Terms

Counselling: The process of helping an individual to be capable of solving his own problems.

Counselling needs: The assistance an individual requires to self- actualize.

Educational needs: The educational assistance an individual requires to make it in life, these include educational information, study habits, issues on concentration, choice of schools to attend, academic performance and choice of programme of study.

Vocational needs: The assistance, mainly based on career an individual requires.

Personal/social needs: The assistance an individual requires in order to help alter emotional distress and behavioural difficulty.

Positive needs: The desirable assistance an individual requires

Negative needs: The unnecessary desire of an individual

Counselling service: This is a service rendered to individuals who require special assistance in dealing with specific concerns and also to help them make informed decisions.

Hearing-impairment: Being either deaf or hard of hearing.

Deaf: The inability of an individual to hear or make use of the auditory nerves.

Organisation of the Study

The study is organised into five chapters. Chapter One which is the introduction focuses on the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations and limitations of the study. Chapter Two presents the literature review which focuses on the theoretical and empirical reviews relevant to the study.

Chapter Three focuses on the research methodology. This includes, the research design, population, sample and sampling procedure, research instrument, data collection procedures and data analysis. Chapter Four deals with the presentation and discussion of the findings of the study, while the final chapter, Chapter Five focuses on the summary, conclusions and recommendations of the study based on the research findings.

REVIEW OF RELATED LITERATURE

This chapter is on the review of related literature of the study. It focuses on the theoretical and empirical reviews. The theoretical review highlights the concept of need and counselling and also relevant theories that border around human needs and behaviours. The empirical review provides studies on the counselling needs and services of the hearing impaired.

Theoretical Review

Some concepts and theories have been discussed in relation to the needs of individuals. This section reviews the following theories that were found relevant to the study:

1. The concept of need

2. The concept of counselling

3. Murray's (1938) System of Need

4. Maslow's (1943) Theory of Need

5. Bandura's (1977) Social Learning Theory

6. Rogers' (1959) Self-Concept theory

The Concept of Need

According to Gough (1994), an individual's needs are representative of the costs of being human within society; therefore a person who does not have his or her needs fulfilled (a needy person) will function poorly in society. In order for people to function normally, their needs ought to be satisfied, if they are not, it ushers the individual into different problems mostly psychological

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such as anxiety and depression. Sprinthall, Sprinthall and Oja (1994) say that needs are based on some deficits within a person which may be physiological or psychological but in both cases, the deficit lies within the person.

Murray (1938) describes a need as a potentiality or readiness to respond in a certain way under certain given circumstances. Each individual has an objective interest in avoiding serious harm that prevents him from endeavoring to attain his vision of what is good no matter what it is. This attempt requires the ability of an individual to participate fully in the societal setting in which he lives.

Each person therefore needs to have both physical health and personal autonomy which refers to the ability to make informed choices and this involves mental health, cognitive skills, and chances to participate in the society's activities and collective decision-making (Doyal & Gough, 1991). Doyal and Gough (1991) went on to identify eleven 'intermediate needs' or 'universal satisfier characteristics' for things that are essential for basic needs and enable autonomous needs to be satisfied. These are:

- Adequate nutritional food and water

- Adequate protective housing

- Non- hazardous work environment.

- Non-hazardous physical environment

- Appropriate health care

- Security in childhood

- Significant primary relations with others

- Physical security

- Economic security

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- Safe birth control and child-bearing

- Appropriate basic and cross-cultural education

Once these needs are satisfied, the individual can be said to live a normal life. Generally, needs are not static, that is to say they are not fixed, they may be aroused by real or imagined deprivation which may cause a little tension and make de individual behave in certain ways most likely unacceptable, however, if these needs are identified and satisfied, the tension reduces or disappears and causes the individual to portray a more acceptable behaviour.

Concept of Counselling

Counselling does not have one definition due to the diverse nature of the approaches used. This is because the approach used is based on the nature of human problems.

Villar (2007) defines counselling as a major service for helping individuals address the changing demands of the different developmental stages, understand themselves and their environment, resolve issues and problems and develop their potentials optimally.

Durosaro (2002) explains that counselling is a relationship of trust as confidentiality is paramount to successful counselling. Counsellors are bound by the policy of confidentiality, where the client who trusts his counsellor bares his heart of to the counsellor and the counsellor on the other hand must assure the client that he is worthy of his/her trust.

Nelson-Jones (2002) says counselling is aimed at gaining more insight to an issue or situation. Counselling helps to gain insight into the origins and development of emotional difficulties that will eventually help the client to

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have an increased capacity to take rational control over his feelings and actions.

Counselling service effectively delivered by a professional counsellor is expected to transform the perception of clients, modify their maladjusted behaviour, help them understand their personality and special competence, re-direct their passion and energy to profitable avenues, help discover their abilities and capabilities, help deal with their emotional problems and ways to cope and adjust to the mainstream society (Gladding, 2004).

According to Amekudi (2004) counselling is a process of assisting individuals to learn about themselves, their environment and methods of handling their roles and relationship, provides a one-to-one relationship between a trained or skilled counsellor and the individual or individuals who seek better understanding of themselves.

Counselling is a help-oriented relationship that exists between a trained counsellor and a client. Most of the time, the relationship is from person to person and sometimes, it involves more than one person. The task of counselling is to give the client the opportunity to explore, discover and clarify ways of living more satisfactory and resourceful lives (Adebayo, 2007).

Gibson and Mitchell (1986) describe counselling as a personal dialogue, interview or interaction between the client or counsellee experiencing a problem and the counsellor who tries to render help. Counselling, according to Tolbert (1972), is a personal, face-to-face, relationship between two people in which the counsellor, by means of the relationship and his special competencies, provides a learning situation in which the client, a normal sort of person, is helped to know himself and his

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present and possible future situations so that he can make use of characteristics and potentialities in a way that is both satisfying to himself and beneficial to society, and further, can learn how to solve future problems and future needs. That is to say that after the counsellee manages with the help of a counsellor to solve present problems, he is able to apply the same solutions to future problems.

According to Burks and Stefflre (1979), counselling denotes a professional relationship between a trained counsellor and a client. That is to say, it is not just any form of relationship between two parties but a professional one and the counsellor must be a trained person. They go on to say that, relationship is usually person-to-person, and is designed to help clients to understand and clarify their views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problem (Burks & Stefflre, 1979).

Counselling is a helping relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, and improved coping with life of the other (Rogers, 1961). He also said counselling is a series of direct contacts with the individual which aims to offer assistance in changing attitudes and behaviour. He also posits that effective counselling consists of a definitely structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of new orientations.

Krumboltz (1965) defines counselling as an effort to help the client engage in those types of behaviour which will lead to a resolution of the

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client's problems. Dryden and Feltham (1993) also define counselling as a service sought by people in distress or in some degree of confusion who wish to discuss and resolve these in a relationship which is more disciplined and confidential than friendship, and perhaps less stigmatising than helping relationships offered in traditional medical or psychiatric settings.

Counselling is also a client oriented and interactive communication process in which one helps others to make free informed decisions about their personal behaviour and provide support to sustain that behaviour (Action Health Inc., 2002).

Counselling is the process that occurs when a client and counsellor set aside time in order to explore difficulties which may include the stressful or emotional the client (Tenibiaje, 2006). The client with the help of the counsellor is able to explore his problems and either try to adjust or find solutions to the problem. Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education and career goals (Kaplan, Tarvydas & Gladding, 2014). According to Helin and Macleans in Mallum (2000), counselling is a process which takes place in a one to one relationship between an individual troubled by problems with which he cannot cope alone, and a professional worker whose training and experiences have qualified him to help others reach solutions to various types of personal difficulties. Counselling in terms of professionalism is the process of assisting and guiding clients especially by a trained person on a professional basis, to resolve personal, social or psychological problems and difficulties (Makinde, 1990).

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Counselling deals with wellness, personal growth, career, and pathological concerns, in other words, counsellors work in areas that involve relationships. These areas include intrapersonal and interpersonal concerns related to finding meaning and adjustment in such settings as schools, families, and careers. In counselling, clients are capable of making their own decisions when well informed, counsellors therefore do not advise or tell them what to do (Omoni, 2009).

Counselling is seen as an interaction in which the counsellor offers another person the time, attention, and respect necessary to explore, discover and clarify ways of living more resourcefully, and to his or her greater well-being (The British Association of Counselling (BAC), 1999). They earlier described counselling as the skilled and principled use of relationship to facilitate self-knowledge, emotional acceptance and growth and the optimal development of personal resources (BAC, 1986).

According to Bulus (1990), counselling is an open ended face to face problem solving situation within which a student, with professional assistance can focus and begin to solve a problem or problems.

Counselling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioural or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology (The American Counselling Association, 1997). However, delegates of the American Counselling Association (ACA) at a Conference in Pittsburgh in March 2010 agreed on a unified definition of counselling. According to American Counselling Association (2010), Counselling is a professional relationship that empowers

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diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

The definitions above indicate that counselling as defined by various authors. However these definitions have some common elements. These are:

1) Counselling is aimed at helping people make choices and act on them.

2) Counsellors are the people who listen to others and help resolve difficulties.

3) Counselling is a relationship where the counsellor develops a relationship which is based on unconditional positive regard and trust

4) Counselling is a process in which the counsellor and the clients involve themselves in a psychological process to solve problems.

5) Counselling is designed to help people make choices and solve problems.

6) Counselling helps in recognizing one's potential and how to use this potential in an effective way.

From the elements listed, counselling generally refers to a relationship between a counsellor and a counsellee in which the former seeks to help the latter deal with issues and take decisions. Counselling is therefore aimed at helping an individual change certain issues pertaining to him/her or accept things they may not be able to change in order to self-actualise for their own good and the society as a whole.

Murray's (1938) System of Need

Henry Murray, an American psychologist in 1938 developed a system that described personality in terms of needs. This system organized personality in terms of motives, presses and needs. Murray (1938) defined a need as a

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potentiality or readiness to respond in a certain way under certain given circumstances. He also defined a need as a "construct representing a force in the brain that organizes our perception, understanding, and behaviour in such a way as to change an unsatisfying situation and increase our satisfaction. A need may be aroused by an internal state, such as hunger or by an external stimulus, such as food" (Engler, 2003, p. 290).

Murray provided a different approach to understanding the orientation towards the future in people's behaviour. He internalized goals, calling them 'needs', and although he assumed that a finite set of needs could characterize all people, he felt that individual differences would lie in the extent to which each person could be described as being motivated by one or another need (Pervin, 1990).

According to Flett (2008) Murray said everyone has the same basic set of needs but individuals differ in their priority of those needs, while some needs are temporary and transient, others are deeply seated in our nature. Murray believed that the study of personality should look at a person's personality over the course of their lifespan. Murray pointed out that even though each need is unique, there are some similarities between them. Table 1 shows Murray's list of needs and their description.

Table 1- *Murray's List of Needs*

NEED	DESCRIPTION
Abasement	To yield and surrender
Achievement	To succeed at a hard task
Affiliation	To relate to others
Aggression	To attack and fight
Autonomy	To behave independently
Blameavoidance	To avoid blame and obey the rules
Construction	To build or create
Contrariance	To be unique
Counteraction	To face failure with continued effort
Defendance	To protect oneself from abuse
Deference	To respect and conform
Dominance	To govern and direct
Exhibition	To show off and attract attention
Exposition	To provide information, educate
Harm avoidance	To stay away from danger
Infavoidance	To guard against embarrassment
Nurturance	To give help
Order	To organize things
Rejection	To exclude others
Sentience	To find joy in sensuousness
Sex	To be erotic
Succorance	To seek help
Understand	To seek comprehension

Source: Engler (2003, p.291)

According to toCherry (2015), Murray's human psychogenic needs function on an unconscious level, but they can play a major role in an individual's personality, however, not all of the needs are present in everyone, and they vary in their strength and intensity. Murray also believed that there is a hierarchy of needs therefore where two or more needs conflict, the most important needs will be met first. Some needs are also prepotent, that is to say they become very urgent if they are not satisfied, these include the need for food and the need to eliminate waste.

Characterizing an individual's behaviour simply on the basis of needs is incomplete therefore, Murray introduced the concept of press which may be referred to as forces from objects or persons within the environment that help or hinder an individual in reaching goals. Stimuli that arouse needs, motivate the individual to look for or avoid certain kinds of press such as cultural discord, poverty, encouragement, friendship, sexual abuse and illness (Engler, 2003).

Henry Murray's system of need is of relevance to the study because it addresses the needs that all individuals, disabled or not should desire. These needs like the need for achievement, affiliation, defendance, dominance and harm avoidance are very real in the sense that every individual desires them at one point in their lives. Even though most of the needs are positive, there are a few negative ones and as much as the hearing impaired as individuals may desire the positive needs, they may also experience the negative ones especially due to frustrations related to their special condition. These negative needs are not things they should experience at this stage. These include the needs for aggression, counteraction, dominance, rejection and sex. The

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hearings impaired are generally quite aggressive. This is because they find themselves in a world that is dominated by the 'hearing' and due to the language barrier between these two groups, the deaf are always misunderstood and this causes them to be aggressive. As children, in order to grow and secure their well-being, they do not need aggression. Therefore, if they are counselled appropriately, they will realize that they do not need to flare up at the least provocation.

With counteraction, this means refusal to accept defeat, on one hand this may be good because it helps individuals spear on ahead, in that, when they fail to succeed, they keep trying until they do, however this is used negatively in the sense that when they are wrong, they refuse to accept their faults because of pride and this leads to retaliation which is unhealthy for young individuals. Again, because individuals feel the need to be respected by others, dominating others may not be the best. Their views ought to be respected and they must not try to control each other.

As a young individual, the need for rejection is not acceptable because it involves being snobbish and proud which is not acceptable especially for students. This may also be a common need found among the hearing impaired, this is because they often feel rejected by society because of their disability, they therefore in turn tend to reject, snob or be proud towards other hearing individuals around them who may not necessarily reject them.

Murray also made a distinction between the needs, being primary and secondary needs. The primary needs he said are based on biological demands and physical satisfaction such as the need for air, water and food. For the secondary needs, he said they are generally psychological such as the need for

nurturing, independence and achievement. He however grouped all the needs under five sub-topics. These are the ambition needs, the materialistic needs, power needs, affection needs and information needs. He termed achievement, exhibition and recognition as ambition needs, acquisition, construction, order and retention as materialistic, abasement, autonomy, aggression, blame avoidance, deference and dominance as power needs, affiliation, nurturance, play, rejection and succorance as affection needs and finally, cognizance and exposition as information needs.

Maslow's (1943) Theory of Need

Abraham Maslow, an American psychologist proposed a hierarchy of needs. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. Maslow (1943) used the terms physiological, safety, belongingness and love, esteem, self-actualization and self-transcendence needs to describe the pattern that human motivations generally move through. According to Maslow, humans naturally strive to travel up through this hierarchy. He believed that we progress toward higher needs once the basic needs have been met.Maslow says individuals are motivated throughout life to scale the ladder of needs, but only a few individuals reach the top. Maslow's hierarchy of needs is illustrated in figure 1.
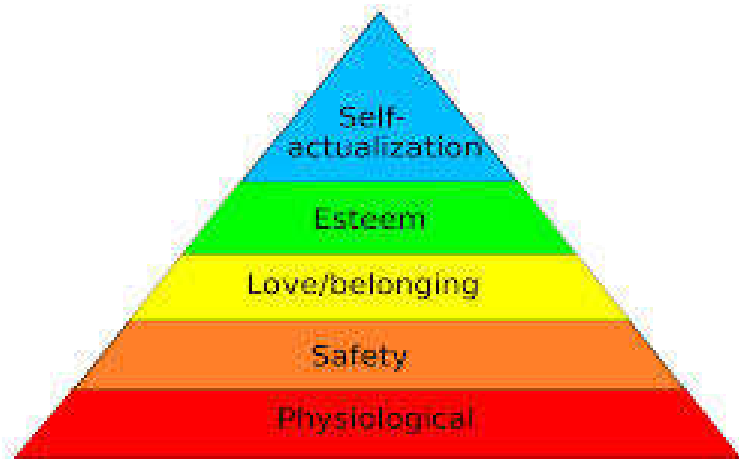
Figure 1: Maslow's Hierarchy of needs

Source: Hoffman (1988)

According to Crider, Goethals, Kavanaugh and Solomon (1996), the four lower needs in Maslow's hierarchy are referred to as 'deficiency motives' because they are activated by some 'lack' within a person the person experiencing this therefore strives to do whatever it takes to satisfy these needs. These lower needs are physiological, safety, belongingness and love and esteem needs.

Physiological needs: These needs are referred to as the most important. These are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will eventually fail. These needs include food, water, air and sleep.

Safety needs: These include protection from elements, security, order, law, limits, stability, and freedom from fear. With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behaviour. In the absence of physical safety due to war, natural disaster, family violence and childhood abuse, individuals may

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experience post-traumatic stress disorder. This level is more likely to be found in children because they generally have a greater need to feel safe.

Belongingness and love needs: This is the need of the individual to be affiliated to others. This is when they feel the need to be accepted by others. It can also be referred to as interpersonal needs. These include belongingness, affection and love from work group, family, friends, and romantic relationships. Children generally feel the need to be accepted and loved.

Esteem needs: All humans have a need to feel respected. This includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. These include achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others. If these needs are not met, low self-esteem and inferiority complex may set in which will affect the individuals well-being, since they tend to look down on themselves.

Self-actualization needs:This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs, but master them. The individual realizes personal potential, self-fulfilment, seeks personal growth and peak experiences (Maslow, 1954).

It can be seen that if a student lacks any part of the needs, it could adversely affect him/her. For instance, if a student lacks the components of the first stage, for example, food and water, his hunger may affect his academic work. Also, if he lacks the third stage, which is the sense of belongingness, it may affect him adversely especially if he feels rejected. If he also lacks support from others and also self-esteem, it could affect him academically, psychologically, emotionally and socially. Therefore if all these needs are met by the deaf student especially with the help of a counsellor, it will help him to excel, ignore his disability and boost his self-confidence.

Bandura's (1977) Social Learning Theory

According to Bandura (1977), the social learning theory proposes that social behaviour is primarily learned by observing and imitating the actions of others and being rewarded or punished for these actions. It focuses on how the environment can shape or influence attitude.

Bandura (1977) believes that humans are active information processors and think about the relationship between their behaviour and its consequences. He also states that states behaviour is learned from the environment through the process of observational learning. Individuals that are observed are called models.

Through social learning, individuals learn a wide range of behaviour and attitude which they modify to suit themselves. They generally do not need any reinforcement to acquire such information, they naturally process what people around them do cognitively. Children pay attention to some of these people (models) and encode their behaviour. At a later time they may imitate the behaviour they have observed.

Also, if a child imitates a model's behaviour and the consequences are rewarding, the child is likely to continue performing the behaviour. Reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement. A child will behave in a way which it believes will earn approval because it desires approval.

Social learning theorists also believe that people may develop their attitudes from the environment in which they find themselves. This could be at home, in school, at church or among friends and family. Therefore by observing people around, an individual can easily form his own attitude. For instance, a hearing impaired student can pick up a behaviour or attitude, good or bad based on the people he comes into contact with, either at home or in school. In relation to counselling, he may willingly go for counselling if he sees some of his colleagues going. This may also depend on the attitude of the counsellor, if he/she is warm and welcoming, the student will not have a problem going willingly.

Rogers (1959) Self-Concept Theory

Many children with hearing loss, like those with other disabilities, have poor self-concept, partly related to language; the better the language, the better the self-concept,the better a child hears, the better able they are to communicate, which builds a better self-concept (Greenberg & Kusche, 1993, Maddell, 2005). According to Mcleod (2007), even though Carl Rogers agreed with Abraham Maslow's main assumptions, he believed that for a person to "grow", they need an environment that provides them with genuineness

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(openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Self-Concept is the individual's belief about himself or herself, including the person's attributes and who and what the self is (Baumeister, 1999).

Rogers (1959) believes that there are three different components of the self-concept, which are; the self-image, self-esteem/self-worth and the ideal self. The self-image has to do with the individual's view of himself/herself. This view does not necessarily reflect reality. Self-esteem/ self-worth refers to the extent to which an individual likes, accepts or approves of himself/herself or how much an individual values himself/herself.

Argyle (2008) believes there are four major factors that can influence an individual's self-esteem. These factors are:

1. The reaction of others: If people admire us, flatter us, seek out our company, listen attentively and agree with us we tend to develop a positive self-image. If they avoid us, neglect us, tell us things that we don't want to hear we develop a negative self-image.

2. Comparison with others: If the people we compare ourselves with (our reference group) appear to be more successful, happier, richer, better looking than ourselves we tend to develop a negative self-image, however, if they are less successful than us our image will be positive.

3. Social roles: An individual's self-esteem may be defined depending on the individual's role or position in the society. Some social roles carry prestige such as doctors and pilots, and this promotes self-esteem. Other contrasting roles may discourage self-esteem.

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4. Individuals' roles and position become a part of their personality and therefore identify them.

An individual's view of himself may either be positive or negative. When this view is positive, it is also known as the high self-esteem which may develop self-acceptance, positivity and confidence in oneself. Individuals with high self-worth, are able to face challenges in life, accept failure and is open with people (Rogers, 1959). However, if the individual's view is negative, it is known as low self-esteem and may lead to lack of confidence and pessimism. The ideal self is the person an individual would like to be. These may include goals and ambitions.

Individuals like the hearing impaired must believe in themselves. If his self-image is positive, that is to say that, if he sees himself in a positive manner, he is able to avoid depression and other problems that may come up as a result of his low self-esteem. If they lack self-confidence, optimism and positivity, it could go a long way to affect their academic and educational life, their personal/social and their vocational life. With the help of a counsellor and the provision of appropriate counselling services however, the hearing impaired student will develop a positive self-concept of himself, which will boost his confidence and assist him in his everyday life.

Empirical Review

This part of the review focuses on the educational needs, vocational needs and personal-social needs of the hearing impaired. It also talks about the knowledge, nature and relevance of counselling services. The discussion is based on the following themes:

1.   The importance of counselling

2.   The educational needs of the hearing impaired

3.   The vocational needs of the hearing impaired

4.   The personal and social needs of the hearing impaired

5.   Knowledge of counselling services

6.   Nature of counselling services

7.   Relevance of counselling services

The Importance of Counselling

Writers and researchers have explained the importance of counselling as being able to help an individual deal with issues and make informed choices. Ross and Taylor (2002) highlight the importance of psychological therapy provision, in particular counselling psychology, observing that such provision is likely to be most effective when integrated with academic and teaching support provision. Generally, counselling is important to all individuals. This is because every individual needs counselling from time to time.

In the past and even presently, people believe that counselling is for the mentally ill but counselling in effect can be very useful for people seeking professional help to deal with the trauma of life and also to avoid future problems. People normally seek counselling when they are hurt, frustrated or being overwhelmed by a problem. When they learn how to either deal with or adjust to the problem, the experiences eventually helps them to avoid similar problems in the future. Tiedeman (1965) also says that one of the importance of counselling is to focus on the mechanism of change and that the client

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should be helped in the process of 'becoming'. That is to say the counsellor must help the client attain an element of change on his life.

Another study by Dunsmoor and Miller (1942) revealed that counselling students is important because:

- it gives the student information on matters important to success.

- it gathers information about students which will be of help in solving his problems.

- it establishes a feeling of mutual understanding between the student and teacher.

- it helps the student work out a plan for solving his difficulties.

Counselling is also important because, in behavioural terms, it helps in altering maladaptive behaviour, learning the decision making process and preventing problems (Krumboltz, 1965). However, Manthorpe and Stanley (1999) and Monk (1996) observed that despite the existence of counselling, the awareness and accessibility of students counselling services were key determinants in coping with the emotional and psychological pressures and difficulties that are experienced by students and tutors.

The educational needs of the hearing impaired

A study by Couzos, Lea, Mueller, Murray and Culbong(2003) revealed that students with hearing impairment attend school less frequently than other children. They also demonstrated that deaf students have poorer educational outcomes than the wider student population. They clearly suggested that hearing impairment affects the school performance of hearing impaired students.

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A study by Galloway (2008) revealed that learning within the school environment relies on language and communication skills. This study also found out that children who are deaf orhave experienced hearing loss early in life are likely to struggle with most aspects of schooling, and may as a result become disinterested in learning and attend school less regularly. Information gathered at the Cape Coast School for the Deaf revealed that most deaf children go to school later than the normal age of five and therefore do not learn how to sign early enough. Consequently, they are less familiar with classroom routines and less able to interpret and participate in classroom activities when they do attend school. Ultimately, hearing impairment may lead to school failure, absenteeism, early school dropout, and reduced employment opportunities.

Kyere (2009) revealed that in Ghana, because of their special disability problem, the hearing impaired are enrolled in special schools like the Cape Coast school for the Deaf to undergo special education. These special schools are institutions that are organized to provide for unique educational needs of special or exceptional children or learners through special methods of communication (Kyere, 2009).However,Meyen's (1978) research on the educational needs of hearing impaired students states that regardless of the method of communication used, individuals with impaired hearing have developmental problems. He further points out that this affects learning in all academic areas especially in reading skills and language concepts. Many of these children will have educational needs of some kind during their education. Schools and other organizations can help most children overcome the barriers their difficulties present quickly and easily.

A study by Howard (2007) revealed that improvements in educational outcomes are key to improving the health and wellbeing of the hearing impaired and will contribute to improved employment prospects. The educational outcomes can be improved if students are given educational information. Students need educational information to aid them in taking decisions about the educational aspect of their lives. A study by Kumah (2012) revealed the deaf students lack adequate educational information.Every student, hearing impaired or not, needs educational information. Educational information offered to these junior high school students gives them information of existing senior high schools, commercial schools, technical schools and other second cycle schools for the Deaf and their various locations. Students are also informed about the cut-off score points and requirements for entry into these schools, in order to prepare effectively and adequately.

Another important aspect of achieving favorable educational outcomes is the study habits of students. Researchers and writers have revealed that students have study habit needs. According to Osa-Edoh and Alutu (2012), most students do not know how to study, probably because they are not aware of what techniques to apply in the study situation or they study at odd times and in odd places. They revealed that where an individual's studies have an important effect on his/her efficiency because the location and all of its characteristics are stimuli which affect one's studies. They therefore believed that good study habits could be developed if student learnt the right study techniques, appropriate environment, effectively planned time, note-taking and comprehension.

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A study by Okoye, Adejumo and Achebe (1990) showed that the study habit needs of pupils are concerns related to time given to study, concentration during study, reading, assignments and examinations. This means that in order for a pupil to acquire a healthy study habit, he must be able to allocate a specific amount of time to his studies and find an area where there will be a higher concentration during studies in order to read effectively, work on assignments and prepare adequately for examinations. Eshun (2000) has also found out that it is necessary for students to develop very good study habits in order to be able to study effectively. Also, in a study conducted by Ahia and Bradley (1984) on the secondary school students' needs, it was discovered that study habit was a priority need of the students in order to aid them to excel academically.

Researchers have found out that the ability to concentrate is another factor that hinders the achievement of favourable educational outcomes. One of the most frequently encountered problems of students is their inability to concentrate and maintain focus. Robinson (2000) outlined five major conditions that affect concentrations. These include distractions, (internal and external situations) associated with other activities, study materials not convenient, poor lightening and physiological conditions. Oladele (2000) also suggested that in order to avoid external distraction, students could choose place of study which can stimulate them to study. The essence of this is that once they are in such environment associated only with study, distraction such as anxiety and indecision, day dreaming, mental and physical fatigue that impair the ability to concentrate will be avoided.

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A study by Wong (2015) revealed that students can fight distraction and maintain concentration by:

- Setting learning goals for each study session, and creating a clear plan for addressing the specific tasks they want to complete during the time they've allotted for studying.

- Maintaining an active-learning mentality and remaining engaged in their studies through such practices as taking notes on their assigned reading, creating study tools (such as diagrams and flashcards), and asking themselves questions about what they have read.

- Breaking down larger assignments into smaller steps or "chunks," so that the process of completing that projects seems less overwhelming.

- Following a "study ritual", that is a series of steps or a consistent routine that helps you start quickly on a task" (Wong, 2015, p. 93). These steps should be activities that move you directly into study mode.

- Engaging in "warm-up" activities (such as reviewing notes or skimming the assigned readings) that can prepare them mentally for a study session, much in the way that stretches can prepare the body for a more rigorous workout.

- Using "mental rehearsals", that is picturing themselves as confident, competent learners who can successfully accomplish their academic goals

However, for a deaf student, this may be more tiring than for the hearing students. This is due to the fact that they need to constantly concentrate and in order to watch an interpreter and understand what is being

communicated, the hearing impaired need to maintain concentration and avoid distraction which may be a little difficult. Issues concerning concentration in class should be a very dominant concern for every student because lack of concentration does not bring about good academic performance on the part of students. Students must therefore be well informed on the strategies of maintaining concentration.

According to Barnard, Frangakis, Hill and Rubin(2003), the choice of schools to attend is also a problem for hearing impaired students. This is however solved if they receive adequate educational information. For example, studies conducted since the late 1990s convincingly show that school choice is an effective intervention and public policy for boosting student achievement. A study by Unachukwu and Igborgbor (1991) revealed that one of the greatest needs of a student is to make appropriate choice of institution on the basis of interest, ability and aim in life. It is therefore necessary for students to obtain information on schools or higher institutions, entry requirements, curriculum content and conditions for studying in such schools, fees payable and admission policy. However, Hadderman (2002)revealed that choice of schools is shaped by the wealth, ethnicity and social status of parents and their neighbourhoods.Parents normally select schools for their children to attend due to various reasons which include academic, religious or moral environment and convenience. Research has shown that some students in Ghana lack knowledge about which second cycle institution to choose for the next stage of their education(Ashong, 2002). They received information of schools only during the selection exercise.Due to the fact that institutions for the hearing impaired in the country and in the world at large are limited, it is

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very important that they are educated on issues related to these school to aid in their moving to the next level on the academic ladder.

The academic performance of hearing impaired students will aid in the realisation of favourable educational outcomes. Bratti and Staffolani (2002) observed that the measurement of students' previous educational outcomes are the most important indicators of students' future achievement and choice of progammes in the next level of education. However, Reddy and Talcott (2006) disagree with the assumption that future academic gains are resolute by preceding performance.

Reddy and Talcott (2006) identified and analysed a number of factors that affect the academic performance of students at the high school and even at university level. These factors include students' effort, previous schooling, parent's educational background, family income, self-motivation of students, age of student, learning preferences and entry qualification of students. They went on to say that anxiety can also have an effect on academic performance therefore, moderate anxiety can facilitate maximum performance by leading to increased motivation, heightened alertness and greater concentration.

The choice of programme of study will also aid in the realisation of favourable educational outcomes(Staffolani & Bratti, 2002). Students generally make wrong subject choices out of peer pressure, parental influence and teacher influence. They, therefore, need counselling on various subjects before they enter the next level of education. The hearing impaired due to their special disability problem seem to have very limited choices. All the same these choices must be made while taking certain factors into consideration.Unachukwu and Igborgbor's (1991) research showed that the

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preparation and selection of subjects or choice of programmes for the next level of high school or tertiary institution is one of the important educational needs of students.

Ashong (2002) revealed in his study that over 80 percent of the students lacked information on the programmes offered in the senior secondary schools. Many of the students did not even know the core subjects that were offered. Information on the programmes was only provided during the selection exercise. It is therefore necessary to offer these hearing impaired students counselling services to meet their educational needs by offering regular educational information on good study habits, ways to maintain concentration, appropriate choice of schools to attend, academic performance and choice of programme of study.

The vocational needs of the hearing impaired

Crentsil (2004) defines vocational training as referring to those aspects of the educational process involved in addition to general education and the acquisition of practical skills, attitudes and understanding in various sectors of economic and social life.

According to Ayensu as cited in Kyere (2009), generally, hearing impaired individuals can lead perfect normal lives with their families if communication is not a difficulty. He also states that evidence shows that the hearing impaired individual's inability to communicate freely with others limits his/her choices of profession. The vocational needs of the hearing impaired students include career information, employment, career interest and choice, career aspirations, career-awareness and self- awareness. These needs

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if met, help them to realize who they are, and what exactly they are cut out for in relation to career and the world of work (Sarpong, 2000).

It is therefore recommended that schools for the deaf take up the responsibility of providing vocational training and guidance if there are no institutions for these purposes in a country or area (Sarpong, 2000). Sarpong (2000) further states that, vocational training must be an integral part of the total delivery services to the special need of girls and boys who are hearing impaired because without education and right guidance, the talents and personalities possessed by the disabled would be locked up and the society would be on the losing end.

Rhodes (1970, p. 14) says, "there is high unemployment for the deaf, and I believe sincerely that, we will either prepare these deaf for work, and provide them with jobs or we will continue to fight them on the streets". If these vocational institutions are used to address the vocational needs of the hearing impaired, the issue of finding the hearing impaired and other disabled persons on the streets, mostly begging for alms will be a thing of the past. He further states that vocational guidance and training should be early in the elementary school curriculum in order to develop in all the disabled youth respect for all work and motivating them to take their place in the world of work.

A study by Reeves (2006) revealed that, vocational education serves as basically practically-oriented, non-academic activity that prepares the learner to be an expert in a particular field of work or vocation with the necessary techniques. Therefore in order to meet the vocational needs of these individuals, they would need to go through vocational education.

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The personal and social needs of the hearing impaired

Neihart, Reis, Robinson, and Moon (2002) found out that social and emotional development of disabled individuals were mostly due to gender and cultural differences. Others were creativity, learning disabilities, deficits in attention, motivation, career development and underachievement.

According to Myers (2005), many young children with disabilities have unique personal/social needs in addition to academic issues related to their disability. Current studies suggest a number of personal and social difficulties that come with a diagnosis of a physical disability, emotional disorder, or learning disability which include higher levels of stress and anxiety, poor social skills, low self-esteem and other behavioural problems. Students with disabilities such as hearing impairment or deafness often have negative school experiences, and often demonstrate the lack of anger management strategies (Baker, 2000). There is also an increased risk of suffering from depression, conduct disorders, and substance abuse, due to their disability (Rodis, Garrod, & Boscardin, 2001). Kish (1991) maintained that students with disabilities become more handicapped by their lack of personal and social skills than by their academic skill deficits; and research indicates that strong personal and social skills are necessary for future success as an adult and that these skills can be learned (Schumaker, 1992).

According to Stevenson, McCann, Watkin, Worsfold, and Kennedy (2010), behaviour problems of children with hearing impairments did not improve with early confirmation of hearing loss, they draw our attention to the

complexity of mental health needs of those with impaired hearing. In the past, a person with deafness was often diagnosed with an intellectual disability or psychiatric disorder, said Karen Goldberg, a medical doctor, at the annual meeting of the American Academy of Child and Adolescent Psychiatry (AACAP) in October 2008 in Chicago (Levin, 2009).

According to Levin (2009), research over the last 40 years has increased understanding about mental health issues among deaf people, but communication barriers still frequently lead to misunderstandings or misinterpretation between them and health care professionals. Sanjay Gulati, a child psychiatrist at Cambridge Hospital and an instructor in psychiatry at Harvard, stated that "If children can't communicate in language, they may resort to acting out and end up with a diagnosis of oppositional defiant disorder or conduct disorder" (Levin, 2009).

Most of the causes of their behaviour and attitudinal problems is as a result of their inability to communicate effectively. The general personal and social needs are self –esteem, finance, health, interpersonal relationship and sexual information.

Calderon and Greenberg (2012) found out that a healthy personal and social development is invaluable to success in life, but there are challenges to this goal specific to deaf children. Key components of personal and social development include:

- Effective and positive communication,

- Building social networks,

- Independent and evaluative thinking,

- Emotional and motivational understanding of self and others,

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- Self-control and self-direction

- Tolerance and flexibility to accommodate change and diversity,

- Friendship skills which that promote positive growth in others and self

- Ability to cope with stereotyping and stigma.

A developmental perspective for attaining these skills takes into consideration the different forms of development in deaf children. The ecological influences in promoting healthy personal and social development include:

- Supporting the family in helping the child,

- Keeping families involved throughout the development of the child

- Involving the broader community (Deaf community) which comprises professionals in the school settings. These professionals are instrumental in promoting healthy personal and social development by prioritizing goals, planning for success, and emphasizing a comprehensive and generalized approach to ensuring appropriate behaviour. It is clear that there is the need for parents and professionals to work together for the current and future needs to facilitate healthy adaptation in deaf children. If the appropriate counselling services are rendered and certain strategies put in place, the educational, vocational and personal and social needs of the hearing impaired will be met and this will help them make something of their lives.

Knowledge of Counselling Services

According to Purkey and Novak in Mandera (2013), the school plays an important role in offering experiences to strengthen students' beliefs and cultivating a learning environment filled with positive interpersonal

relationship. The relationship between teacher counsellors, students, teachers and the administration must be good for guidance and counselling services to be offered effectively and appreciated. Due to the fact that there is a low level in the knowledge of counselling services, when counselling provision is available to young people, they often tend to be reluctant to make use of it. They are less willing to make use of the counselling services (Le Surf & Lynch, 1999).

Services provided sometimes lack confidentiality. According to Mandera (2013) teacher counsellors are not frequently trained in guidance and counselling services hence do not have much information on the current trends in guidance and counselling. As a result, they lack skills in handling guidance and counselling, like not observing confidentiality.Teacher counsellors find themselves in conflict with the administration and disciplinary committees especially in confidentiality. They are expected to maintain confidential the information shared in counselling with students, also they are expected to keep the administration informed of the general issues in schools especially in relation to students. This affects counselling because the entire profession of counselling is founded on confidentiality and students may not patronise services provided (Mandera, 2013).

The goals of counselling can be effectively achieved if hearing impaired students, having acquired knowledge and understanding of the counselling service, will regard it as a positive service in their academic and professional life and one that can enable them function effectively

Nature of Counselling Services

Studies conducted revealed the knowledge individuals have about counselling services. For example, according to Amekudi (2004), counselling services can be defined as a process of helping the individual to understand his world so that he can utilize his potential. School counsellors design and deliver comprehensive school counselling programmes that promote student achievement. These programmes are comprehensive in scope, preventive in design and developmental in nature.

A comprehensive school counselling programme is standards-based and data driven, and an integral component of the school's academic mission. It focuses on educational, vocational, and personal/social curriculum that is delivered through classroom lessons, small group, and individual consultation (The American School Counsellor Association (ASCA), 2012). The diverse needs of students may require specific counselling expertise and school counsellors recognize their boundaries of competencies by providing only those services for which they are qualified by training or experience. When students require specialized, intensive or long-term counselling beyond what the school may reasonably be expected to provide, appropriate referrals are made.

According to Colangelo and Zaffrann (1975), counselling services can be categorized into three dimensions; educational, vocational and personal/social counselling. Educational counselling according to Mallum (2000), is a face-to-face interaction between a counsellor and counsellee (student) with the aim of helping the student develop effective needed skills in order to manipulate academic potentialities. The counsellor rendersservice to pupils who need assistance in making decisions about important aspects of

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their education. These decisions include choice of courses and programmes, course interest and ability and choice of school. Educational counselling therefore provides the student with adequate educational information for the various stages of his/her educational life.

Vocational counselling also facilitates the students' career development. It is the process of helping a person match his personal tributes and his background with suitable jobs and employment opportunities (Mallum, 2000) It informs them on the occupations to consider, deciding on what to do after school, that is, either learning a trade, applying to a tertiary institution or starting their own business.

Finally, personal/social counselling refers to the process of rendering service to students with emotional distress and behavioural difficulties (Mallum, 2000). The individual therefore learns new ways about how to address the concerns they may be experiencing.

Taylor and Buku (2006) also explained two ways of rendering counselling service, that is, they can be done either on an individual basis or on a group basis. Individual counselling involves a one-to-one contact between a counsellor and a client. The client sits face-to-face with the counsellor and he/she is treated as an individual. The client has dignity, personal values and beliefs, which are to be respected by the counsellor. In individual counselling, the counselling situation is an exclusively counsellor-client affair (Taylor & Buku, 2006).

According to a study by Brown and Lent (2008), individual or personal counselling is to assist the clients in resolving personal issues that may be preventing them from achieving their potential, and everything discussed with

a counsellor is legally confidential. Group counselling on the other hand has been defined by Taylor and Buku (2006) as a contact between a counsellor and a group of clients. It is a relationship entered into by a counsellor and a group of people (counsellees) who need help or assistance in a problem which is common to the members of that group. They further explain that the group counselling number ranges between four (4) and ten (10). Clients may have a common concern like drug abuse, low academic achievement, or study habit among others.

Relevance of counselling services

A study by Schaefer-Schiumo and Ginsberg (2003) found out that Guidance and Counselling as a helping relationship is essential in human development. Effective counselling programs are important to the school climate and a crucial element in improving student achievement. They also have significant influence on discipline problems.

In a study by Aidoo (2011) on the administration of guidance and counselling in the colleges of education in Ghana, it proved beneficial to the needs of students. The study found out that counselling service enabled students to make good and informed choice while in school, helped them correct their maladjusted behaviours, helped improve their coping strategies, and further improved their learning styles and equipped them with life planning skills. According to Dabone, Graham and Fabea (2015)counselling service was relevant and beneficial to the need of students. They stated that the service would be more relevant to the needs of students if proper attention is shifted to the delivery of the service and resources adequately provided for counselling.

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Counselling can act as an early intervention strategy that create awareness in students to look at their problems from different angles and manage their academic, emotional and behavioural difficulties and be more successfully both in school and at home. Early referral can prevent problems in attitudes, behaviour and promote mental health. Counselling services and programs help students resolve emotional, social or behavioural problems and help them develop a clearer focus or sense of direction.

Caleb (2002) also noted a self-reported increase in coping by students from ten percent before counselling to over fifty percent after counselling in the Brunel University Evaluation study. This improvement from 10% to 50% indicates that a student is able to cope with whatever difficulty he/ she may be faced with through counselling.   School counselling service has also been reported successful in helping deaf students reduce anxiety and stress (Cheek, Bradley, Reynolds & Coy, 2002).

Chapter Summary

The review of literature has dealt with conceptual issues, theoretical related literature and the empirical related literature. From the review of literature it is evident that the hearing impaired have counselling needs and it is important that appropriate counselling services are put in place to address those needs. Counselling services effectively delivered by a professional counsellor is able to reform, rehabilitate the lives of vulnerable people such as students with hearing impairment and other disability problems.

The theoretical review of literature was centred on the concept of need and counselling, Murray (1938) System of Need, Maslow (1943) Theory of Need, Bandura (1977) Social Learning Theory and Rogers (1959) Self-

Concept. Murray's system of need with the aid of a table (Table1) talked about the various needs (primary and secondary) of people at particular points in their lives. However, in relation to hearing impaired students, it talked about the relevant and age appropriate needs that needed to be addressed and met. Maslow's theory of need also explained with the aid of a diagram (Figure 1) talked about the hierarchy of needs of the hearing impaired individual. It talked about how important it is that each level of need is met in order for an individual to self-actualise. Bandura's social learning theory talked about how hearing impaired individuals may develop attitudes based on the environment in which they find themselves, either at home or at school. Talking about school in relation to counselling, they may go for counselling willingly if they see their friends going. This is however totally dependent on the counsellor's attitude, if he gives students a warm reception, they will like to go willingly and their needs will be met accordingly. Finally, Rogers' self-concept theory focused on helping the individual to accept himself and develop a positive self-concept of himself in order to avoid depression and other problems that come with having a negative self-concept and low self-esteem.

The empirical review of literature looked at the importance of counselling, the educational, vocational and personal/social needs of hearing impaired students, the nature and relevance of counselling services. It is clear that hearing impaired students have need for counselling and its services. The researcher however sought to find out what the specific needs are and the counselling services provided to address these needs. It is in order to answer these questions, the researcher sought to find out the counselling needs and services of students at the Cape Coast School for the Deaf.

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CHAPTER THREE

RESEARCH METHODS

This chapter deals with how the study was conducted. It presents the research design, the population under study, the sample and sampling procedures. It also focuses on the research instruments, the data collection procedure and the data analysis.

Research Design

Since the study sought to assess the counselling needs and services of hearing impaired students, the descriptive survey method was used as an appropriate method to collect data from a well-defined population, which is the Cape Coast School for the Deaf. This is because the researcher sought to find out the current status of a phenomenon.

The study adopted the descriptive survey research design which is a type of qualitative descriptive research technique.This method involves the collection of data from a defined population to describe the present condition of the population using the variables under survey. According toBest and Kahn (1995), this design goes beyond mere collection and tabulation of factual data. To them, descriptive survey is concerned with the investigation of conditions or relationships that exist, opinions that are evident, or trends that are developing.Descriptive research design can be used to increase understanding and knowledge about the behaviour and thought processes of people (Jackson 2009). Amedahe (2002) says that in descriptive research, accurate description of activities, objects, processes and persons is the objective. Descriptive research does not involve the treatment and manipulation of variables.The term descriptive research refers to the type of

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research question, design, and data analysis that will be applied to a given topic (Rao, 2008). In this study, the descriptive survey method was used to gather information in order to assess the counselling needs and services of the hearing impaired.

Population

According to Polit and Hungler (1996), a population is the entire aggregation of cases that meet designated set of criteria. No matter the basic unit, the population always comprises the entire aggregation of elements in which the researcher is interested.

The population of this study comprised the students at the JHS and vocational level and the staff of the Cape Coast School for the Deaf. The current number of students at the JHS and vocational is 144, with a staff strength of 43. This group is of interest to the researcher because of their disability problem, what their counselling needs are and the services provided to meet these needs.

Sample and Sampling Procedure

A sample can be described as a part of anything taken or shown as evidence of the quality of the whole. Statistically, it is the subset of a population selected for measurement, observation or questioning, to provide statistical information about the entire population.

According to Krejcie and Morgan's (1970) table for determining sample size for a given population, a sample size of 103 is adequate if the population size is about 140 and for a population size of 45, a sample size of 40 is required. The sampling frame consisted of deaf students, deaf vocational students and members of staff of the Cape Coast School for the Deaf.

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According to records obtained from the school, the students in basic 7, 8, 9 and deaf vocational students summed up to 144 and members of staff were 45. Thestratified sampling technique was used to sample deaf students. The deaf students were categorized into two strata, deaf students and deaf vocational students. This categorization was based on the proportionate stratified sample, where the total number of deaf students which was 83 was divided by the total population of 144 and multiplied by the sample size of 103. The same procedure was done for deaf vocational students who were 61. The number of deaf students were 59 and vocational students were 44 giving a total of 103 which is the sample size.

The simple random sampling and purposive methods werealso adopted for this study. The simple random sampling procedure gave the units of the target population an equal chance of being selected. According to Sarantakos (1993), the judgment of the investigator is more important than obtaining a probability sample. Babbie (1998) adds that this method becomes appropriate for the researcher to select a sample on the basis of the knowledge about the population, its elements and the nature of research. This sampling technique was chosen because the units of the population of study have similar characteristics. The lottery method was used to sample the respondents, where using the class register for the students, the names of deaf students were written on slips and put into a container after which they were picked randomly and recorded until a sample size of one hundred and three (103) students was obtained.

The purposive sampling technique was used to sample teachers. The researcher purposively chose teachers because since they dealt with students

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directly, they had first-hand information in relation to deaf students and their counselling needs.

Instruments

The use of two types of questionnairewere designed and employed for the study.One set of the questionnaire was for students and the other was for members of staff.

The instrument for students was a 42-item questionnaire, grouped into four sections. The first section dealt with the socio-demographic background information of the respondents and this consisted of both open and close ended items. The other three sections were a five-point Likert scale with the second section based on students' knowledge of counselling and its services. The third section addressed the counselling needs of hearing impaired students, while the final section talked about the nature and relevance of counselling services provided.

The instrument for staff was a 43-item questionnaire, also structured into four sections with the first section based on the background information of respondents which consisted of open and close ended questions. The three other sectionswere a five point Likert scale. The second was based on students' knowledge of counselling and it services, the third section addressed the counselling needs of hearing impaired students, and the final section talked about the nature and relevance of counselling services provided for students.

Pilot Test

In order to test the validity and reliability of the research instruments, the instruments were tested with a small samplesimilar to the potential respondents.

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A pilot test of the instruments was therefore conducted in the Sekondi School for the Deaf with twenty students and twenty teachers as the sample respondents. This area was chosen for the pilot testing because the students share similar characteristics with regards to their disability problems as well as how their learning needs are attended to as with what pertains in the Cape Coast School for the Deaf. Again, the staff is also confronted with similar challenges regarding student learning difficulty, the management of student behaviour as well as the provision of counselling services as compared with what pertains in the Cape Coast School for the Deaf. An introductory letter from the department was taken to the head of the school to seek formal permission to enable the researcher conduct the pilot test and this permission was granted by the school.

Validity and Reliability of Instrument

The research instruments were subjected to a validity and reliability test. The instruments were given to an expert, my supervisor for that matter to ascertain how they met face and content validity. The instrument was scrutinised by my supervisors and suggestions were adopted to improve upon the instrument. The data gathered from the pilot test were analysed and the Cronbach's alpha established for each of the items that fall under the seven research questions. The values of Cronbach's alpha of .89 (for staff questionnaires) and .76 (for students' questionnaires) were obtained. According to DeVellis (1991), such a reliability coefficient is said to be respectable. Therefore, the instrument was considered reliable and appropriate to collect the relevant data to answer the questions posed.Fraenkel and Wallen (2000, p. 17), posited that "For research

purposes a useful rule of thumb is that reliability should be at least .70 and preferably higher".

With the help of this pilot test, the instruments could be said to be of good quality capable of collecting useful data for the study throughthe establishment of a high Cronbach Alpha, with the help ofthe Statistical Product for Service Solutions (SPSS) version 16. The queries from the item analyses were addressed.

Data Collection Procedure

In order to ensure a high return rate, the instruments were administered personally by the researcher.Prior to the administration of the research instruments, an Ethical clearance was sought from the University of Cape Coast. The ethical clearance and an introductory letter from the Head of the Department of Educational Foundations of the University of Cape Coast was sent to the Cape Coast School for the Deaf to seek formal permission to conduct the study. The purpose of this introductory letter was to solicit for cooperation and also to create rapport between the researcher and the staff and students who served as respondents for the study.

A discussion was held with the school to agree on a convenient time to administer the instrument. On the date given to the researcher, which was the 14th to the 17th of December, 2015, a sample of students and teachers were selected using lottery method.This was done by constructing a sample frame, using the class registers and staff list. The names listed in the in the sample frame were then written on slips of paper, put in a container and mixed up. The researcher then picked the slips without looking on it and registered the name on each slip. The slip was dropped back into the container and the

process continued, however, if a slip was picked again, it was put back into the container until the required number of respondents was recorded. The researcher proceeded by first briefing respondents on the purpose of the research before collecting the data. This was done with the help of an interpreter. The researcher administered the questionnaire to the respondents with the help of an interpreter. Since questions were clear to the teachers, they did not take much time in completing the questionnaire. However with the students, who are deaf and had difficulty understanding questions, the interpreter had to sign each item to make sure they understood, which took a longer time.This was done to help elicit true responses from the respondents based on the understanding of the items on the questionnaire.The administration of questionnaire took five (5) days, with a maximum of 20 students responding a day.

Data Analysis

The Data analysis procedure involved editing and scrutinizing the data to check for inconsistencies, non-completion of questions, and misclassification of general gaps in the information gathered from the field. Descriptive statistics usingfrequencies and percentages were used to analyse the data on research questions 1, 2, 3, 4, 5, 6 and 7.

Chapter Summary

This chapter talked with how the study was conducted. The research design that was adopted for the study is the descriptive survey research design.The population under study was JHS and vocational hearing impaired students and members of staff at the Cape Coast School for the Deaf.Respondents were sampled using the simple random sampling technique,

specifically the lottery method and a sample size of 103 was obtained for students and 40 for members of staff. A set of questionnaires was used as the research instruments and these were pre tested at the Sekondi School for the Deaf to check for the validity and reliability. The data collection lasted five days and the data was analysed using descriptive statistics.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of this study was to assess the counselling needs and services of hearing impaired students at the Cape Coast School for the Deaf. Two sets of questionnaires were employed to gather the requisite data for the study. The data from both staff and students, that were gathered from the field were analysed through the computation of frequencies, percentages and mean of means distributions.

Analysis of Data

Table 2 shows the characteristics of hearing impaired students at the Cape Coast School for the Deaf, who served as respondents for the study.

Table 2-*Distribution of demographic data ofStudents*

Variable	Subscale	No.	%
Gender	Male	59	57.3
	Female	44	42.7
Age	9-12 years	2	1.9
	13-16 years	12	11.7
	17-20 years	89	86.4
Class	Basic 7	27	26.2
	Basic 8	22	21.4
	Basic9 and vocational	54	52.4
I live with both parents	Yes	81	78.6
	No	22	21.4

Source: Field Data, 2015

From Table 2, out of the 103 students who were involved in the study, 57.3% of them were males while 42.7% were females. In relation to the age of the respondents, 1.9% were between 9-12 years, 11.7% were between 13-16 years

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and 86.4% were between 17-20 years. Thus, the majority of the students were between 17-20 years. Concerning the class of the respondents, 26.2% were in basic 7, 21.4% were in basic 8 and 52.4% were in basic 9 and vocational. Therefore, the majority of the students were in basic 9 (JHS 3) and vocational. As to whether the respondents lived with both parents; 78.6% responded "yes" whereas 21.4% responded "no". Hence, the majority of the students lived with either their father or their mother.

Table 3 shows the characteristics of the staffat the Cape Coast School for the Deaf, who served as respondents for the study.

Table 3-*Distribution of demographic data ofStaff Members*

Variable	Subscale	No.	%
Gender	Male	24	60.0
	Female	16	40.0
Age	Below 30 years	1	2.5
	31-35 years	13	32.5
	36-40 years	10	25.0
	41-45 years	4	10.0
	46-50 years	4	10.0
	51 years and above	8	20.0
Qualification	Degree	30	75.0
	Diploma	9	22.5
	Teacher's Certificate	1	2.5
Number of Years Taught	1-5 years	16	40.0
	6-10 years	9	22.5
	11-15 years	7	17.5
	20 years and above	8	20.0

Source: Field Data, 2015

From Table 3, out of the 40 staff members who were involved in the study, 60.0% were males, whiles 40.0% were females. Again, with respect to the age

of the staff members, 2.5% were below 30 years, 32.5% were between 31-55 years, 25.0% were between36-40 years, 10.0% were between 41-45 years,10.0% were between 46-50 years and 20.0% were 51 years and above. It follows that a significant majority of the staff members were between 31-35 years. Also, it is seen from Table 3 that an overwhelming majority of the staff members(75.0%) had the Bachelor's Degree, 22.5% had diploma and 2.5% hadTeacher's Certificate. Therefore the staff members have the requisite academic competencies to handle students with learning difficulties. What cannot be answered for now is whether the Degrees they pursued were in the field of assisting students with hearing impairments. This section also presents the results and discussions of data collected to answer the seven research questions formulated to guide the study.

Research question 1: What knowledge do students at the Cape Coast School for the Deaf have about the importance of counselling?

Research question 1 sought to find out what level of knowledge hearing impaired students have about the importance counselling. The analysis was done in frequency counts and percentages. The responses given by the students are shown in Table 4.

Table 4- *Distribution of views of students concerning their knowledge aboutcounselling and its importance*

Statements	Yes	No
	N (%)	N (%)
I have heard about counselling.	101 (98.1)	2 (1.9)
I understand the importance of counselling.	91 (88.3)	12 (11.7)
I go for counselling willingly.	44 (42.7)	59 (57.3)
I find the information provided useful.	64 (62.1)	39 (37.9)

Source: Field Data, 2015

From Table 4, when respondents were asked whether they had heard about counselling, 98.1% responded "yes"and 1.9% responded "no". Therefore, the majority of the respondents agreed that they had heard about counselling. As to whether the students understand the importance of counselling, 88.3% responded "yes" whereas 11.7% responded "no". Thus, the majority of the students understand the importance of counselling in relation to the fact that students understand that the provision of counselling leads to effective academic development (Ross & Taylor, 2002; Dunsmoor & Miller, 1942).Also, as to whether respondents went for counselling willingly, majority of the studentsdisagreed that they go for counselling willingly. This confirms the statement by Le surf & Lynch (1999) that students do not patronise the counselling service due to lack of adequate knowledge.

From the foregoing, it can be concluded that, most of the students have a certain level of knowledge about counselling and its importance. Also, majority agreed that counselling services provided are useful. However, it was realised that counselling sessions were not confidential, this is because from interactions with the students, when they were referred to the teachers who served as counsellors, other teachers were sometimes present which made it a little difficult for them to open up. This is mainly due to the fact that the school did not have a professional counsellor.

Research question 2: What knowledge do students at the Cape Coast School for the Deaf have about of counselling services?

Research question 2 sought to find the level of knowledge hearing impaired students have about counselling services. The analysis was done in frequency

counts and percentages and presented in means and standard deviations to determine the uniqueness of responses.

The responses given by the students are shown in Table 5.

Table 5- *Distribution of views of students at the Cape Coast School for the Deaf on their knowledge about counselling services?*

| Statements | Yes | No |
	N (%)	N (%)
I know what counselling services are.	44 (42.7)	59 (57.3)
Counselling services are provided in my school.	73 (70.9)	30 (29.1)
Counselling services are helpful.	83 (80.6)	20 (19.4)
Counselling sessions are confidential.	44 (42.7)	59 (57.3)

Source: Field Data, 2015

From Table 5, when students were asked whether they know what counselling services are, majority of the students, representing 57.3% did not know what counselling services are. However, with a little explanation, despite the fact that there was no professional counsellor at post as at the time data was collected, majority of the students, representing 73% seemed to agree that some sort of counselling services are provided in their school which helps them to deal with issues(Monk, 1996).

Majority also found information given them useful and this was in agreement with a research by Manthorpe and Stanley (1999) that accessibility of students counselling services were key determinants in coping with the emotional and psychological pressures. With this, 80.6% responded "yes" and 19.4% responded "no". In connection with whether counselling sessions were confidential, majority of the respondents disagreed that counselling sessions are confidential in agreement with a study by Mandera (2013) that teachers who served as counsellors lacked the skills and techniques to counsel students

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and also were not conversant with the ethics counselling. This can be attributed to the fact that they did not have a professional counsellor, as one of the main ethics governing counselling is confidentiality.

Table 6- *Distribution of views of staff members on the knowledge of students at the Cape Coast School for the Deaf about counselling services?*

Statement	M (%)	SD
Counselling services provided meet the needs of the student.	3.15 (42.5%)	.89
Counselling sessions are confidential.	2.65 (37.5%)	.95
Students go for counselling willingly.	3.75 (37.5%)	1.24
Information provided in counselling is useful to students.	2.53 (45.5%)	1.08
Counselling services are very effective.	3.83 (57.5%)	1.50
The quality of counselling offered is very good.	3.38 (32.5%)	1.10

Source: Field Data, 2015

Scale: 1   =   Strongly Agree,   2   =   Agree,

3   =   Uncertain,   4   =   Disagree

5   =   Strongly Disagree

Mean of means = 3.22 Mean of Standard Deviation = 1.27

Students are at the receiving end of counselling services in our schools. In that case, their knowledge about the counselling service eventually affect the success or failure of the entire programme. A look at Table 6 shows that staff to a large extent is uncertain about the counselling services rendered to the students at the Cape Coast School for the Deaf. A mean of means of 3.22 and a Mean of Standard Deviation of 1.27 indicates that they were uncertain about a lot of the statements which were meant to identify the knowledge of students about counselling service.

In relation to table 5, table 6 sought to solicit the views of members of staff, based on their observation about counselling services and what their students thought about them.The staff was uncertain about whether counselling services provided met the needs of students. This is because in their opinion they did not see changes in students, behaviour after the counselling process.For this reason, they could not tell whether they were confidential and whether they were of good quality. However, they were to a certain extent in agreement of the fact that the students received some form of information which was useful to them to a certain extent (Ross & Taylor, 2002; Monk, 1996). On another hand, they disagreed with the fact the students go for counselling willingly. This is due to the fact that they had to force students to see the "counsellor" each time he/she displayed some kind of inappropriate behaviour. This was mostly against the will of the child.The members of staff also disagreed that whether counselling services were very effective because as stated above they could not perceive behaviour change in students.

From the foregoing, it can be concluded that the majority of the members of staff are uncertain regarding their students' knowledge about counselling services. This is because they were uncertain as to whether counselling services are provided and if they meet the counselling needs of the student, whether counselling sessions are confidentialand whether the quality of counselling is very good. However, they agreed to the fact that counselling is useful to students, but disagreed that they go for counselling willingly and counselling services are very effective.

Research question 3: What are the educational needs of the hearing

impaired students of the Cape Coast School for the Deaf?

Research question 3 sought to find out the educational needs of hearing

impaired students. The analysis was done using means and standard deviation.

The responses given by the students are shown in Table 7.

Table 7-*Views of hearing impaired studentsconcerning their educational*
needs

Statements	M (%)	SD
I have learning difficulty due to my disability problem.	2.04 (39.1%)	.81
It is difficult for me to maintain good behaviour in class.	1.78 (45.6%)	.83
I need better and improved study skills in order to study effectively.	1.51 (59.2%)	.86
Counselling will improve my academic performance.	1.36 (80.6%)	.75
It is important for me to make academic choices.	1.18 (86.4%)	.51
It is difficult for me to make academic choices.	1.71 (48.8%)	.85
I am well informed about academic choices.	1.40 (71.8%)	.68
I am helped to make these choices.	1.40 (71.8%)	.68
I am able to pursue these choices as I move along.	1.60 (58.3%)	.78

Source: Field Data, 2015

Scale: 1   =   Strongly Agree,   2   =   Agree,

          3   =   Uncertain,   4   =   Disagree

5   =   Strongly Disagree

Mean of means = 1.55

Mean of standard deviation = 0.71

The analysis in Table 7 shows that the mean of means of 1.55 which

could be placed between scales 1 and 2 suggest that thestudents at the Cape

Coast School for the Deaf agreedto the statements ontheir educational needs. The following instances from the individual items attest to that fact.

From Table 7, four items showed the students agreeing strongly to the corresponding statements. In line with the statement; "It is important for me to make academic choices", 1.18 was attained as mean and 0.51 as standard deviation. The students strongly agreed with the statement since the mean fell on scale 1 (strongly agree) when approximated to the nearest whole number. This means 86.4 % of students strongly agreed to this statement. The degree of support to this assertion is high because the item recorded very low standard deviation of 0.51 as compared to the mean of standard deviation of 0.71 for all the items. This was in agreement with the statement that preparation and selection of subjects or choice of programme for the next level of high school or tertiary institution is one of the important educational needs of students (Unachukwu & Igborgbor, 1991).

In relation to the statement; "Counselling will improve my academic performance", the majority of the students strongly agreed to it. A mean of 1.36 and a standard deviation of .75 were obtained for this item, making a percentage of 80.6. The mean when converted to the nearest whole number falls on scale 1 which represents the option "strongly agree". Generally, research shows that they have low academic performance due to hearing impairment (Couzos et al, 2003), hence the need for counselling. The low standard deviation also depicts that students agreed to this statement to a high extent.

Table 7 shows thata predominant number of students strongly agreed to the statements; "I am well informed about academic choices" and "I am

helped to make these choices". In connection with this, 1.40 was obtained as a mean and 0.68 as the standard deviation, giving a percentage of 71.8. It could be seen from the scale under Table 7that the mean could be placed on the scale 1 (strongly agree).

For the rest of the items under this section, the respondents merely agreed and a mean of 2.04 and 0.81 standard deviation was attained meaning that majority of the respondents agreed that,they have learning difficulty due to their disability problem. This resonates with the view expressed by Osa-Edoh and Alutu (2012) that most students do not know how to study, probably because they are not aware of what techniques to apply in the study situation or they study at odd times and in odd places. It is clearly noticeable from Table 7 that the majority of the students support the view that,it is difficult for them to maintain good behaviour in class. With this item, a mean of 1.78 and a standard deviation of .83 which indicate that the mean falls on the scale 2 (agree). The plausible conclusion that could be drawn is that a significant majority of the students support this view. It is obvious from Table 7 that the students in the Cape Coast School for the Deaf need better and improved study skills in order to study effectively. Concerning this, 1.51 mean and standard deviation of .66 was achieved for this statement. The mean which falls on scale 2 affirms the position that majority of the students support this view.

Also, 1.71 mean and 0.65 standard deviation were achieved for the statement;"It is difficult for me to make academic choices". It could therefore be said that the majority of the students supports this view. This is in line with the view purported by Ashong (2002) that, about 70 percent of the students lacked information on the programmes offered in the Senior Secondary

Schools. Many of the students did not even know the core subjects that were offered.

With regards to whether students are able to pursue these choices as they move along, 1.60 was recorded as mean and 0.78 was attained as standard deviation. From the forgoing it is obvious that the students agreed that they are able to pursue these choices as they move along since the mean falls on the scale 2 (agree). The responses from the staff are shown in Table 8.

Table 8- *Views of staff concerning the educational needs of hearing impaired students*

Statements	M (%)	SD
Students have learning difficulty due to their disability problem.	1.98 (45.5%)	1.05
It is difficult for them to maintain good behaviour in class.	3.15 (52.0%)	1.23
They need better and improved study skills in order to study effectively.	1.65 (65.0%)	1.08
Counselling will improve their academic performance.	1.60 (60.0%)	.86
It is important for students to make academic choices.	1.48 (57.5%)	.60
It is difficult for students to make academic choices.	2.45 (70.0%)	1.01
Students are well informed about academic choices.	2.65 (30. 0%)	1.03
Students are helped to make these choices.	2.48 (55.5%)	.78
They are able to pursue these choices as they move along.	3.05 (37.5%)	.85

Source: Field Data, 2015

Scale: 1 = Strongly Agree,   2 = Agree,

       3 = Uncertain,   4 = Disagree

       5 = Strongly Disagree

Mean of means = 2.28

Mean of standard deviation = 0.94

Table 8 shows that the staff at the Cape Coast School for the Deaf agreed to most of the statements posed to them to find out the educational needs of the hearing impaired students. In line with this, a mean of means of 2.28 and a mean of standard deviation of 0.94 were achieved for the items. The following instances from the individual items attest to that fact.

From Table 8, a mean of 1.98 and 1.05 standard deviation was attained meaning that majority of the staff members agreed that, students have learning difficulty due to their disability problem, this is consistent with the findings of Couzos et al (2003) which states that their hearing impairment affects their academic performance. It is clearly noticeable from Table 8 that the majority of the staff memberswere uncertainabout the statement;"It is difficult for students to maintain good behaviour in class".

With this item, a mean of 3.15 and a standard deviation of 1.23 which indicate that the mean falls on the scale 3 (uncertain). The plausible conclusion that could be drawn is that a significant majority of the staffwere uncertain about this statement. It is obvious from Table 8 that the staff in the Cape Coast School for the Deaf agreed that the students need better and improved study skills in order to study effectively which is in line the findings of Osa-Edoh and Alutu (2012) that students are not aware of the skills and techniques of studying effectively. Concerning this, 1.65 mean and standard deviation of 1.08 was achieved for this statement. The mean which falls on scale 2 affirms the position that majority of the staff support this view.

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In relation to the statement; "Counselling will improve their academic performance", the majority of the staffagreed to it. A mean of 1.65 and a standard deviation of .86 were obtained for this item. The mean when converted to the nearest whole number falls on scale 2 which represents the option "agree". The low standard deviation also depicts that staff agreed to this statement to a high extent. In line with the statement; "It is important for students to make academic choices" which relates to research conducted by Hadderman (2002), 1.48 was attained as mean and 0.60 as standard deviation.

The staff agreed with the statement since the mean fall on scale 2 (agree) when approximated to the nearest whole number. The degree of support to this assertion is high because the item recorded very low standard deviation of 0.60 as compared to the mean of standard deviation of 0.94 for all the items. Also, 2.45 mean and 1.01 standard deviation were achieved for the statement; "It is difficult for me to make academic choices". It could therefore be said that the majority of the staff were uncertain about this statement.

From Table 8, predominant number of staffwere uncertain about the statement; "Students are well informed about academic choices". However, students agreed that they were well informed about academics choices In connection with this, 2.65 was obtained as a mean and 1.03 as the standard deviation.

It could be seen from the scale under Table 7 that the mean could be placed on the scale 3 (uncertain). In line with the statement; "Students are helped to make these choices", optimum number of staffas well as students agreed to the statement. With a mean of 2.48 and standard deviation of 0.78, it could be concluded that the majority of the staffagreed to this assertion.

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As pertaining to whether students are able to pursue these choices as they move along, 3.05 was recorded as mean and 0.85 was attained as standard deviation. From the forgoing it is obvious that the staff were uncertain as to whether students are able to pursue these choices as they move along since the mean falls on the scale 3 (uncertain).

It would suffice to conclude that, the majority of both students and the members of staff at the Cape Coast School for the Deaf agreed to most of the statements posed to them to find out about the educational needs of the hearing impaired students. This is because, both students and members of staff agreed that; students have learning difficulty due to their disability problem as in relation to research conducted by Meyen (1978) and Couzos et al (2003); the students need better and improved study skills in order to study effectively; counselling will improve students' academic performance (Howard, 2007) and it is important for students to make academic choices.

However, the members of staff were uncertain as to whether it is difficult for students to maintain good behaviour in class, whether it is difficult for students to make academic choices, whether students are well informed about academic choices, and whether students are able to pursue these choices as they move along. With these issues facing the hearing impaired, it is important that they be provided with services relevant to their various needs. With counselling, they will be helped to deal with situations and provided with information to boost their academic lives.

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Research question 4: What are the vocational needs of the hearing

impaired students of the Cape Coast School for the Deaf?

Research question 4 sought to find out the vocational needs of hearing

impaired students. The analysis was done using means and standard deviation.

The responses given by the students are shown in Table 9.

Table 9- *Views of hearing impaired students concerning their vocational*

needs

Statements	M (%)	SD
I am well informed about employment opportunities.	1.84 (39.8%)	.76
I am provided with vocational training and guidance.	2.05 (44.7%)	.93
There are sufficient qualified teachers to help and prepare me adequately in my vocational skills training.	1.40 (74.8%)	.76
The school has adequate equipment and materials for vocational training.	2.25 (26.2%)	.84
I am able to relate my academics to career preparation.	1.73 (50.5%)	.80
I am able to understand that my disability is not the inability to cope in the world.	1.35 (76.7%)	.70

Source: Field Data, 2015

Scale: 1   =   Strongly Agree,   2   =   Agree,

3   =   Uncertain,   4   =   Disagree

5   =   Strongly Disagree

Mean of means = 1.77

Mean of Standard deviation= .80

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Certainly, the provision of appropriate vocational skills to the hearing impaired students is necessary in enabling these students cope in the world of work. A mean of means of 1.77 and a mean of standard deviation of .80 indicate that the students agreed to most of the statements posed to them to find out their vocational needs. Details about the individual items are illustrated in the instances below.

From Table 9, most of the students agreed that they are well informed about employment opportunities. With a mean of 1.84 and a standard deviation of .76 it could be concluded that the mean falls onscale of 2 (agree). This is in agreement with the view expressed by Reeves (2006) that, vocational education serves as basically practically-oriented, non-academic activity that prepares the learner to be an expert in a particular field of work or vocation with the necessary techniques.

Again, the students predominantly agreed that they are provided with vocational training and guidance. Here, a mean of 2.05 and a standard deviation of .93 were obtained for this item showing the respondents agreed to the statement. The standard deviation which is higher than the mean of standard deviation of .80 indicates that, there were variations in the responses recorded for this item. Yet, it still remains that the majority of the students agreed to this statement. This view is also shared by Sarpong (2000) who recommended that, Schools for the Deaf should take up the responsibility of providing vocational training and guidance if there are no institutions for these purposes in a country or area.

Concerning whether there are sufficient qualified teachers to help and prepare students adequately in their vocational skills training, a greater

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number of the studentsstrongly agreed. This is evidenced by the mean score of 1.40 and a standard deviation of .76 for this item. The mean is approximately 1 (strongly agree)looking at the scale under Table 9 showing that the respondents strongly agreed. In terms of whether the school has adequate equipment and materials for vocational training, the majority of the students agreed that the school has adequate equipment and materials for vocational training. A measure of central tendency score of 2.25 and a standard deviation of .84 was achieved for this item.

Regarding the statement;"I am able to relate my academics to career preparation", a mean score of 1.73 and a standard deviation of .80 were achieved. This implies that, most of the respondents, agreed to the statement.

A mean of 1.35 and a standard deviation of .70 were achieved for the statement: "I am able to understand that my disability is not the inability to cope in the world". Thus, the majority of the students strongly agreed that, they are able to understand that their disability is not the inability to cope in the world. The views of the members of staff at the Cape Coast School for the Deaf about the vocational needs of hearing impaired students are illustrated in Table 10.

Table 10- *Views of staff concerning the vocational needs of the hearing*

impaired students

Statements	M (%)	SD
They are well informed about employment opportunities.	2.25 (50.0%)	.87
They are provided with vocational training and guidance.	2.08 (62.5%)	.73
There are sufficient qualified teachers to help and prepare students adequately in their vocational skills training.	2.48 (52.5%)	1.13
The school has adequate equipment and materials for vocational training.	3.45 (30.0%)	1.36
They areable to relate their academics to career preparation.	3.30 (60.0%)	1.18
They are able to understand that their disability is not the inability to cope with the world of work.	1.55 (67.5%)	.85

Source: Field Data, 2015

Scale:	1	=	Strongly Agree,	2	=	Agree,
	3	=	Uncertain,	4	=	Disagree
	5	=	Strongly Disagree			

Mean of means = 2.52

Mean of Standard deviation= 1.02

A look at Table 10 shows that, a mean of means of 2.52 and a mean of standard deviation of 1.02 indicate that the members of staff at the Cape Coast School for the Deaf were uncertain about most of the statements posed to them to find out the vocational needs of hearing impaired students at the Cape Coast school for the Deaf. Details about the individual items are illustrated in the instances below.

From Table 10, most of the staff members agreed that students are well informed about employment opportunities (Sarpong, 2000). With a mean of

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2.25 and a standard deviation of .87 it could be concluded that the mean falls on scale of 2 (agree). Again, the staff predominantly agreed that students are provided with vocational training and guidance. Here, a mean of 2.08 and a standard deviation of .73 were obtained for this item showing the respondents agreed to the statement. The standard deviation which is lower than the mean of standard deviation of 1.02 indicates that, therespondents agreed to this statement to a large extent.

Concerning whether there are sufficient qualified teachers to help and prepare students adequately in their vocational skills training, a greater number of the staffwere uncertain about this statement. This is evidenced by the mean score of 2.48 and a standard deviation of 1.13 for this item. The mean is approximately 3 (uncertain) looking at the scale under Table 10showing that the respondents were uncertain about the statement. In terms of whether the school has adequate equipment and materials for vocational training, the majority of the staffdisagreed that the school has adequate equipment and materials for vocational training. A measure of central tendency score of 3.45 and a standard deviation of 1.36 was achieved for this item.

Regarding the statement; "Students are able to relate their academics to career preparation", a mean score of 3.30 and a standard deviation of 1.18 were achieved. This implies that, most of the members of staff, were uncertain about the statement. However, students agreed that they are able to relate their academics to career preparation. Therefore, based on staff members' observation, they were uncertain that students are able to create a link between their academic choices and career preparation, though students were certain. A

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mean of 1.55 and a standard deviation of .85 were achieved for the statement: "Students are able to understand that their disability is not their inability to cope in the world of work". Thus, the majority of the staffmembers as well as students agreed that, the hearing impaired students are able to understand that their disability is not their inability to cope in the world of work.

From the foregoing, it can be concluded that, the majority of both students and members of staff agreed that; students are well informed about employment opportunities; students are provided with vocational training and guidance (Sarpong, 2000) and students are able to understand that their disability is not their inability to cope in the world of work (Reeves, 2006).

However, the members of staff were uncertain whether there are sufficient qualified teachers to help and prepare students adequately in their vocational skills training; and whether students are able to relate their academics to career preparation. These notwithstanding, the members of staff disagreed that, the school has adequate equipment and materials for vocational training.

Research question 5: What are the personal and social needs of the hearing impaired students of the Cape Coast School for the Deaf?

Research question 5 sought to find out the personal and social needs of hearing impaired students. The analysis was done using means and standard deviation. The responses given by the students are shown in Table 11.

Table 11- *Views of hearing impaired students concerning their personal and social needs*

Statements	M (%)	SD
I am very emotional.	1.80 (46.6%)	.70
I feel unaccepted by society.	1.69 (44.7%)	.69
I am usually aggressive.	2.38 (50.5%)	.62
I display behavioural problems.	2.00 (39.8%)	.79
I am able to maintain a healthy relationship between me and the people around me.	1.55 (54.4%)	.66

Source: Field Data, 2015

Scale: 1 = Strongly Agree, 2 = Agree,

3 = Uncertain, 4 = Disagree

5 = Strongly Disagree

Mean of means = 1.88

Mean of Standard deviation= .69

From Table 11, a mean of means of 1.88 and a mean of standard deviation of .69 indicate that the students at the Cape Coast School for the Deaf agreedto most of the statements posed to them to find out the personal and social needs of the hearing impaired students. These are illustrated in the instances below.

From Table 11, most of the students agreed that they are very emotional. With a mean of 1.80 and a standard deviation of .70 it could be concluded that the mean falls on scale of 2 (agree). This view is also shared by (Rodis, Garrod, & Boscardin, 2001) that, there is an increased risk of suffering from depression, conduct disorders, and substance abuse, due to their disability.

Again, the students predominantly agreed that theyfeel unaccepted by society. Here, a mean of 1.69 and a standard deviation of .69 were obtained for this item showing the respondents agreed to the statement. Concerning

whether they are usually aggressive, a greater number of the studentsagreedto this statement. This is evidenced by the mean score of 2.38 and a standard deviation of .62 for this item. The mean is approximately 2 (agree) looking at the scale under Table 11 showing that the respondents agreed to the statement.

Students with disabilities such as hearing impairment or deafness often have negative school experiences, and often demonstrate the lack of anger management strategies (Baker, 2000). In terms of whether theydisplay behavioural problems, the majority of the students agreed that theydisplay behavioural problems. A measure of central tendency score of 2.00 and a standard deviation of .79 was achieved for this item.

Regarding the statement; "I am able to maintain a healthy relationship between me and the people around me", a mean score of 1.55 and a standard deviation of .66 were achieved. This implies that, most of the respondents, agreed to the statement. This contradicts the view opined by Kish (1991), who maintained that, students with disabilities become more handicapped by their lack of personal and social skills than by their academic skill deficits, and research indicates that strong personal and social skills are necessary for future success as an adult and that these skills can be learned. The responses from the staffare illustrated in Table 12.

Table 12- *Views of staff concerning the personal and social needs of the hearing impaired students*

Statements	M (%)	SD
They are emotional.	1.93 (52.5%)	.89

They feel unaccepted by society.	2.38 (57.5%)	.87
They are usually aggressive.	3.00 (47.5%)	1.09
There is a display of behavioural problems.	2.03 (77.5%)	.48
They are able to maintain a healthy relationship between themselves and the people around them.	2.40 (45.0%)	.90

Source: Field Data, 2015

Scale: 1 = Strongly Agree, 2 = Agree,

3 = Uncertain, 4 = Disagree

5 = Strongly Disagree

Mean of means = 2.42

Mean of Standard deviation= .86

Table 12indicates that the staff at the Cape Coast School for the Deaf agreed to most of the statements posed to them to find out the personal and social needs of hearing impaired students. A mean of means of 2.42 and a mean of standard deviation of .86 indicate attest to this fact.

From Table 12, most of the staff agreed that the students are very emotional. With a mean of 1.93 and a standard deviation of .89 it could be concluded that the mean falls on scale of 2 (agree). Again, the staff predominantly agreed that thestudents feel unaccepted by society. Here, a mean of 2.38 and a standard deviation of .87 were obtained for this item showing the respondents agreed to the statement.

Concerning whether thestudents are usually aggressive, a greater number of the staff was uncertain about this statement. This is evidenced by the mean score of 3.00 and a standard deviation of 1.09 for this item. The mean falls on scale 3 (agree) looking at the scale under Table 12 showing that the respondents were uncertain about the statement.

In terms of whether the students display behavioural problems, the majority of the staff agreed that the students display behavioural problems. A measure of central tendency score of 2.03 and a standard deviation of .48 was achieved for this item.Regarding the statement; "Students are able to maintain a healthy relationship between themselves and the people around them", a mean score of 2.40 and a standard deviation of .90 were achieved. This implies that, most of the respondents, agreed to the statement.

It can be concluded that, both the students and staff at the Cape Coast School for the Deaf agreed that; the students are very emotional; the students feel unaccepted by society; students display behavioural problems; students fit into the society with appropriate behaviour; and students are able to maintain a healthy relationship between themselves and the people around them. This means that both categories of respondents agree that students have personal and social needs that can be addressed with counselling. On the other hand, the staff was uncertain whether the students are usually aggressive; and whether the students are deviants.

Research question 6: What is the nature of counselling services rendered to students?

Research question 6 sought to find out about the nature of counselling services provided to hearing impaired students. The analysis was done using means and standard deviation.

The responses given by the students are shown in Table 13.

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Table 13-*Views of students and staff concerning the nature of counselling services rendered to the hearing impaired students*

Statements	Students		Staff	
	M (%)	SD	M (%)	SD
Students undergo a compulsory counselling session on weekly basis.	2.76 (80.6%)	.54	3.80(40.0%)	1.34
Students are referred to the counsellor by teachers who think they may have a specific concern that requires counselling.	2.13 (53.4%)	.67	2.40(67.5%)	.74
Students voluntarily seek counselling services.	2.65 (74.8%)	.67	4.00(57.5%)	1.32
Counselling sessions are mostly done in groups.	2.16 (51.5%)	.93	2.08(37.5%)	1.07
Counselling sessions are mostly done individually.	2.58 (66.0%)	.63	3.65(17.5%)	1.42
Career guidance programmes are often organised.	2.36 (51.5%)	.75	3.33(62.5%)	1.0

Source: Field Data, 2015

Scale: 1   =   Strongly Agree,   2   =   Agree,

3   =   Uncertain,   4   =   Disagree

5   =   Strongly Disagree

Mean of means for students = 2.44

Mean of Standard deviation for students= .70

Mean of means for staff = 3.21

Mean of Standard deviation for staff= 1.15

Table 13 showsthe views of students concerning the nature of counselling services rendered to them. A mean of means of 2.44 and a mean of standard deviation of .70were realised for the items indicating that, the students agreed to most of the statements designed to find out the views of students concerning the nature of counselling services rendered to them. These are shown in the instances below.

From Table 13, most of the studentswere uncertain whether they undergo a compulsory counselling session on weekly basis. With a mean of 2.76 and a standard deviation of .54 it could be concluded that the mean falls on scale of 3 (uncertain) when approximated to the nearest whole number. Again, the students predominantly agreed that theyare referred to the counsellor by teachers who think they have a specific concern that required counselling. Here, a mean of 2.13and a standard deviation of .67 were obtained for this item showing the respondents agreed to the statement.

Concerning whether the students voluntarily seek counselling services, a greater number of the students were uncertain about this statement. This is evidenced by the mean score of 2.65 and a standard deviation of .67 for this item. The mean falls on scale 3 (uncertain) looking at the scale under Table 13showing that the respondents were uncertain about the statement.

Concerning the statement; "Counselling sessions are mostly done in groups", a mean of 2.16 and a standard deviation of .93 was achieved for this item. Thus, the studentsagreed that counselling sessions are mostly done in groups. Taylor and Buku (2006) however maintain that, there are two ways of

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rendering counselling services, that is, they can be done either on an individual basis or on a group basis.

In terms of whether counselling sessions are mostly done individually, the majority of the studentswere uncertain whether counselling sessions are mostly done individually. A measure of central tendency score of 2.58 and a standard deviation of .68 was achieved for this item. A mean of 2.36 and a standard deviation of .75 were achieved for the statement; "Career guidance programmes are often organised". Therefore, the majority of the students agreed that, career guidance programmes are often organised.

Table 13 alsosought to find out the views of staff concerning the nature of counselling services rendered to students. A mean of means of 3.21 and a mean of standard deviation of 1.15 were realised for the items indicating that, the staffwere uncertainabout the statements designed to find out their views concerning the nature of counselling services rendered to students. These are shown in the instances below.

From Table 13, most of the staffdisagreedthatstudents undergo a compulsory counselling session on weekly basis. With a mean of 3.80 and a standard deviation of 1.34 it could be concluded that the mean falls on scale of 4 (disagree) when approximated to the nearest whole number. Again, the staffpredominantly agreed that students are referred to the counsellor by teachers who think thestudent may have a specific concern that requires counselling. Here, a mean of 2.40and a standard deviation of .74 were obtained for this item showing the respondents agreed to the statement.

Concerning whether the students voluntarily seek counselling services, a greater number of the staff membersdisagreedto this statement. This is

evidenced by the mean score of 4.00 and a standard deviation of 1.32 for this item. The mean falls on scale 4 (disagree) looking at the scale under Table 13 showing that the respondents disagreed to the statement.

Concerning the statement; "Counselling sessions are mostly done in groups", a mean of 2.08 and a standard deviation of 1.07 was achieved for this item. Thus, the staff agreed that counselling sessions are mostly done in groups. In terms of whether counselling sessions are mostly done individually, the majority of the staff membersdisagreedthat counselling sessions are mostly done individually. A measure of central tendency score of 3.65 and a standard deviation of 1.42 was achieved for this item. A mean of 3.33 and a standard deviation of 1.00 were achieved for the statement; "Career guidance programmes are often organised". Therefore, the majority of the staffmembers were uncertain that, career guidance programmes are often organised.

From the above, it was realised that, both the students and staff agreed that; students are referred to the counsellor by teachers who think the student may have a specific concern that requires counselling; and counselling sessions are mostly done in groups. However, the staff disagreed that, students undergo a compulsory counselling session on weekly basis, students do not voluntarily seek counselling services and counselling sessions are mostly not done individually. Yet, as students agreed that career guidance programmes are often organised for them, the staff were uncertain as to whether career guidance programmes are often organised.

Research question 7: How relevant are the counselling services to the needs of the students?

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Research question 7 sought to find the relevance of counselling services to the needs of hearing impaired students. The analysis was done using means and standard deviation.

The responses given by the students are shown in Table 14.

Table 14- *Views of Studentsconcerning the relevance of counselling services to the needs of students*

Statements	M (%)	SD
Counselling services meet my needs.	1.49 (63.1%)	.7
I participate fully in the services provided	1.51 (65.0%)	.79
My parents are invited for discussion pertaining to me.	1.98 (63.1%)	.59
Teachers are consulted about my attitude	1.42 (70.9%)	.71

Source: Field Data, 2015

Scale: 1   =   Strongly Agree,   2   =   Agree,

3   =   Uncertain,   4   =   Disagree

5   =   Strongly Disagree

Mean of means = 1.60

Mean of Standard deviation= 0 .7

From Table 14 the views of students concerning the relevance of counselling services to their needs were sought for. A mean of means of 1.60 and amean of standard deviation of .7 were realised for the items indicating that, the studentsagreed to the statements designed to find out the views of

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students concerning the relevance of counselling services to their needs. These are illustrated in the instances below.

From Table 14, most of the students agreed that counselling services meet their needs. With a mean of 1.49 and a standard deviation of .71 it could be concluded that the mean falls on scale of 2 (agree) when approximated to the nearest whole number. Again, the students predominantly agreed that they participate fully in the services provided. Here, a mean of 1.51 and a standard deviation of .79 were obtained for this item showing the respondents agreed to the statement.

Concerning whether parents are invited for discussion pertaining to students, a greater number of the students agreed to this statement. This is evidenced by the mean score of 1.98 and a standard deviation of .59 for this item. The mean falls on scale 2 (agree) looking at the scale under Table 14 showing that the respondents agreed to the statement. Concerning the statement; "Teachers are consulted about their attitude", a mean of 1.42 and a standard deviation of .71 was achieved for this item. Thus, the studentsstrongly agreed that teachers are consulted about their attitude.

From the above, it was realised that,the students agreed to all the statements posed to them to find out their views about the relevance of counselling services to their needs. This is because, they agreed that; counselling services meet their needs; they participate fully in the services provided; parents are invited for discussion pertaining to students; and teachers are consulted about their attitude.

From the foregoing, it can be concluded that the majority students agreed that; parents are invited for discussion concerning them and teachers are consulted about their attitude.

Table 15-*Views of Staff concerning the relevance of counselling services to the needs of students*

Statements	M (%)	SD
Counselling services meet the needs of students.	2.85 (52.5%)	.92
Students participate fully in the services provided.	3.08 (27.5%)	1.16
Parents are invited for discussion pertaining to their wards.	2.00 (70.0%)	.68
Teachers are consulted about students' attitude.	2.25 (70.0%)	.81

Source: Field Data, 2015

Mean of means = 2.55

Mean of standard deviation = 0.89

Table 15 identifies the views of staff members concerning the relevance of counselling services to the needs of students. A mean of means of 2.55 and a mean of standard deviation of .89 were realised for the items indicating that, the staff were uncertain about the statements designed to find out their views concerning the relevance of counselling services to the needs of students. These are shown in the instances below.

From Table 15, most of the staff were uncertain about the view that, counselling services meet the needs of students. With a mean of 2.85 and a

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standard deviation of .92 it could be concluded that the mean falls on scale of 3 (uncertain) when approximated to the nearest whole number. Again, the staff were uncertain that students participate fully in the services provided. Here, a mean of 3.08 and a standard deviation of 1.16 were obtained for this item showing the respondents were uncertain about the statement.

Concerning whether parents are invited for discussion about their wards, a greater number of the staff agreed to this statement. This is evidenced by the mean score of 2.00 and a standard deviation of .68 for this item. The mean falls on scale 2 (agree) looking at the scale under Table 15 showing that the respondents agreed to the statement. Concerning the statement; "Teachers are consulted about students' attitude", a mean of 2.25 and a standard deviation of .81 was achieved for this item. Thus, the staff agreed that teachers are consulted about students' attitude.

From the foregoing, it can be concluded that the majority of staff agreed that; parents are invited for discussion about their wards and teachers are consulted about students' attitude. Nonetheless, the staff were uncertain as to whether counselling services met the needs of students; and whether the students participated fully in the services provided.

From the discussions above, it can be seen that even though students had knowledge about counselling, they could not say same about counselling services. It was also found out that the counselling sessions were not regular and the few lacked confidentiality. Also it was found from the study is that there are serious challenges with regards to counselling. This implies that skills and techniques in terms of counselling should be looked at by counsellors and other stakeholders interested in the welfare of the deaf. S

Stakeholders interested in the welfare of the hearing impaired must work towards providing counselling services for the hearing impaired, in order to improve academically, since the lack of counselling does not help them academically due to their special disability problem.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter highlights the main findings. It also presents a summary of the research process, conclusions, recommendations, implications for counselling and suggestions for further research.

Summary

It appeared that most of the previous research acquired by the researcher addressed the needs of individuals with disabilities in general. The researcher therefore decided to conduct a study on the needs of hearing impaired students. The study therefore sought to assess the counselling needs and services of hearing impaired students at the Cape Coast School for the Deaf. The study was guided by seven research questions which sought to find out if students had knowledge about counselling and its importance, counselling services and its nature and relevance, their educational, vocational, and personal and social needs.

The descriptive survey research design was employed, and Students and staff from the Cape Coast School for the Deaf were sampled using the purposive and simple random sampling (lottery) methods. In all, 143 respondents comprising of 103 students and 40 staff members were involved in the study.Two sets of questionnaires were designed for staff and students of the school to solicit for respondents views. The questionnaire for staff comprised 43 items while the questionnaire for students was made up of 42 items. Both questionnaires were divided into four sections.The first section

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dealt with the socio-demographic background information of the respondents, this consisted of both open and close ended questions. The other three sections were a five-point Likert scale with the second section based on students' knowledge of counselling and counselling services. The third section addressed the counselling needs of hearing impaired students, while the final section talked about the nature and relevance of counselling services provided. It is worthy to note that these instruments were subjected to reliability and validity test.

The data gathered from the staff members and students were analysed with frequencies, percentages as well as mean of means and standard deviation to further determine the uniqueness of responses. The following are the main findings of the study.

Key findings

1. It was found from the study that most of the students are knowledgeable about counselling and its importance. Also, majority agreed that counselling services provided are useful. However, it was realised that counselling sessions were not confidential.

2. Majority of the students were uncertain regarding their knowledge about counselling services. They also disagreed with the statement that they go for counselling willingly and that counselling services are effective.

3. Majority of both students and the members of staff at the Cape Coast School for the Deaf agreed that students have educational needs which include learning difficulty and difficulty in making academic choices. They also agreed that they needed improved study skills and

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counselling to improve their academic performance and to make academic choices.

4. Both staff and students generally agreed that students are well informed about employment opportunities; students are provided with vocational training and guidance; and students are able to understand that their disability is not their inability to cope in the world of work. However, members of staff disagreed that, the school has adequate equipment and materials for vocational training.

5. It was found out that, both the students and staff at the Cape Coast School for the Deaf agreed that; the students had personal and social needs which included being very emotional, feeling unaccepted by society and displaying behavioural problems. They also agreed that students will fit into the society with appropriate behaviour.

6. Concerning the nature of counselling services rendered to students, it was realised that, both the students and staff agreed that; students are referred to the counsellor by teachers and counselling sessions are mostly done in groups. However, the staff disagreed that, students undergo a compulsory counselling session on weekly basis, students voluntarily seek counselling services and counselling sessions are mostly not done individually. Yet, as students agreed that career guidance programmes are often organised for them, the staff were uncertain as to whether career guidance programmes are often organised.

7. In relation to how relevant counselling services are to the needs of the students, it was realised that, the majority of both the students and the

staff agreed that; parents are invited for discussion about their wards and teachers are consulted about students' attitude. Nonetheless, the staff were uncertain as to whether counselling services met the needs of students and whether the students participated fully in the services provided even though students agreed to these facts.

Conclusions

Some conclusions were drawn from the study. The main conclusion of the study is that the hearing impaired students have a number of needs, however due to the fact that there is no professional counsellor in the school, these needs are not satisfied effectively. Also,there is the fact that students agreed that they knew about counselling and its importance. However, they said they did not know what the services were. Further probing by the researcher revealed that there was some kind of counselling given even though it was not by a professional counsellor.

Again, it was found out that hearing impaired students have counselling needs being educational, vocational, personal and social needs and require appropriate services to meet these needs. The fact that, students do not voluntarily seek counselling services presupposes that, students may not have the motivation to seek the services of counsellors, perhaps, due to the issue of lack of trust, confidentiality and privacy.

Thestaff was uncertain as to whether counselling services met the needs of students; and whether the students participated fully in the services provided. These findings, in addition to the earlier finding (key finding 3) which indicated that staff were not aware that students had difficulty maintaining good behaviour presupposes that; teachers are not in

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tune/unaware of the counselling needs of students. Perhaps, the group counselling that is mostly done fails to address the individual counselling needs of the students.

It can be concluded that the schools for the need professional counsellors to aid in the provision of effective counselling services. The goals of guidance and counselling can be effectively achieved if hearing impaired students perceive guidance and counselling as a positive service in their academic and professional life and one that can enable them function effectively.

Recommendations

Based on the findings and conclusions drawn from the study, below are some recommendations.

1. The headmaster and administration of the Cape Coast School for the Deaf should employ the services of professional counsellor(s) who will ensure that counselling sessions are confidential in order to encourage students to patronise the facility. With this, counselling sessions should be held individually so that, it would address the counselling needs of individual students.

2. In order for students to develop a positive knowledge about counselling services at the Cape Coast School for the Deaf, there should be a counsellor who would orient the students about counselling, importance of counselling as well as counselling services so that students would have adequate knowledge about counselling and its importance.

3. Teachers should collaborate with resource persons to provide students with educational information they may need such as; information of existing senior high schools, commercial schools, technical schools and other second cycle schools for the Deaf and their various locations. Students should be well informed about the cut-off score points and requirements for entry into these schools, in order to prepare effectively and adequately.

4. The Ghana Education Service (GES) and other stakeholders should provide adequate equipment and materials for vocational training and employ the services of sufficient qualified teachers to help and prepare students adequately in their vocational skills training. They should make resources available to the school, to enable them organise field trips, seminars, etc. to provide students with information on; career, employment, career interest and choice, career aspirations, career-awareness and self- awareness.

5. The GES should incorporatepersonal and social training programmes into the school curriculum for the deaf in order to develop in them personal and social skills.

6. Public education on accepting hearing impaired students should also be rampant inorder that society would accept these individuals.

7. In relation to the nature of counselling, teachers should encourage students to seek the services of counsellors who would attend to their counselling needs.

8. In addition, it is quite commendable that, parents are invited for discussion about their wards, and teachers are consulted about

students' attitude at the Cape Coast School for the Deaf. However it is important that relevant services are offered to meet students' needs. Also, students should be made to understand the importance of these services in order that they will participate fully.

Implications for counselling

The study has a number of counselling implications.

1. Firstly, the findings of the study made it clear that the school lacked a professional counsellor which made it almost impossible for students to be aided with the appropriate skills and techniques to deal with or solve issues they were confronted with. With this study, education stakeholder will assign counsellors to schools for the deaf.

2. From the study also, it was discovered that counselling sessions are not confidential. This can mainly be attributed to the fact that the school did not have a professional counsellor and with confidentiality being an important ethic in relation to counselling. Stakeholders interested in the welfare of hearing impaired students should act towards assigning a professional counsellor to the school.

3. Also, from the findings of the study, students could not make a clear distinction between counselling and advice- giving. This is due to the fact that the same sign language for advice is used for counselling. This implies that the term counselling which is very technical in the context of psychology should be explained to create a distinction as opposed to advice-giving. This will be clarified with the help of a professional counsellor.

4. It is interesting to note that students claimed to know what counselling is, but when asked about their services, it seemed as though they did not have a lot of information. The implication is that the presence of a counsellor in the school will provide a solution to these concerns.

Suggestions for Further Research

This study assessed the counselling needs and services of hearing impaired students at the Cape Coast School for the Deaf. The study could be replicated in other regions in the country to find out what persists there. Again, the questionnaire served as the only instrument for data collection. Future studies may incorporate observation and interview guides to make the study more interactive.

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APPENDICES

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UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

MPHIL GUIDANCE AND COUNSELLING

Dear Respondent,

This questionnaire is designed to investigate the counselling needs and services of hearing impaired students at the Cape Coast School for the Deaf. The study aimed at examining the educational, vocational, personal and social needs of students.

I would be grateful if you would respond to the questionnaire very objectively for the success of the study. All information given will therefore be treated with utmost confidentiality and help improve counselling services provided for hearing impaired students.

Thank you.

SECTION A (Background information)

1.   How old are you?

        a.   9 – 12 years   (   )

        b.   13 – 16 years   (   )

        c.   17 – 20 years   (   )

2.   Sex :   a. Male   (   )   b. Female   (   )

3.   Class: a. Basic 7 (   )   b. Basic 8   (   )   c. Basic 9 and vocations (   )

4.   Do you live with both parents   a. Yes (   )   b. No (   )

SECTION B: knowledge of counselling and counselling services

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5.   Have you ever heard about counselling?

        a.   Yes   ( )   b. No   ( )

6.   Do you understand the importance of counselling?

        a.   Yes   ( )   b. No   ( )

7.   Do you know what counselling services are?

        a.   Yes   ( )   b. No   ( )

8.   Are counselling services provided in your school?

        a.   Yes   ( )   b. No   ( )

9.   Are these services helpful?

        a.   Yes   ( )   b. No   ( )

10.   Are counselling sessions confidential?

        a.   Yes   ( )   b. No   ( )

11.   Do you go for counselling willingly?

        a.   Yes   ( )   b. No   ( )

12.   Do you find information provided useful?

        a.   Yes   ( )   b. No   ( )

SECTION C: Needs of students

Using a continuum of 1 – 4, where 1= Strongly agree, 2 = Agree, 3 =

Uncertain, 4 = Disagree, and 5 = Strongly disagree, how do you agree to the

following?

Educational needs	1	2	3	4	5
13. I have learning difficulty due to my disability problem.					
14. It is difficult for me to maintain good behaviour in class.					
15. I need better and improved study skills in order to study effectively.					
16. Counselling will improve my academic performance.					
17. It is important for me to make academic choices.					
18. It is difficult for me to make academic choices.					
19. I am well informed about academic choices					
20. I am helped to make these choices.					
21. I am able to pursue these choices as I move along.					

Vocational needs					
22. I am well informed about employment opportunities					
23. I am provided with vocational training and guidance.					
24. There are sufficient, qualified teachers to help and prepare me adequately in my vocational skills training.					
25. The school has adequate equipment and materials for vocational training.					
26. I am able to relate my academics to career preparation.					
27. I am able to understand that my disability is not the inability to cope in the world of work.					
Personal/social					
28. I am very emotional					
29. I feel unaccepted by society					
30. I am usually aggressive					
31. I display behavioural problems					
32. I am able to maintain a healthy relationship between me and the people around me.					

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SECTION D: Nature and relevance of counselling services provided

33. I undergo a compulsory counselling session on a weekly basis.					
34. I am referred to the counsellor by teachers who think I may have a specific concern that requires counselling.					
35. I voluntarily seek counselling services.					
36. Counselling sessions are mostly done in groups.					
37. Counselling session are mostly done individually.					
38. Career guidance programmes are often organized.					
39. Counselling services meet my needs.					
40. I participate fully in the services provided.					
41. My parents are invited for discussion pertaining to me.					
42. Teachers are consulted about my attitude.					

UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

MPHIL GUIDANCE AND COUNSELLING

This questionnaire is designed to investigate the counselling needs and services of hearing impaired students at the Cape Coast School for the Deaf. The study aimed at examining educational, vocational, personal and social needs of the hearing impaired. This is in partial fulfilment for the award of a Master of Philosophy Degree in Guidance and Counselling at the University of Cape Coast. Information given will therefore be treated with utmost confidentiality.

Thank you.

SECTION A (Background information)

Please tick the appropriate responds below.

1. Gender: Male [   ] Female [   ]

2. Age: 30 years and below [   ]   31 – 35 years [   ]   36 – 40 years [   ]

   41– 45 year [   ]

       46 – 50 years   51 years and above [   ]

3. Qualification: Degree [   ], Diploma [   ], Specialist certificate [   ], Teachers'

   certificate [   ], others (please

   specify)……………………………………….

4. Number of years taught: 1-5 [   ], 6-10 [   ], 11-15 [   ],20 and above [   ].

5. Name of subject(s) you teach (i)

   ………………………………………………

(ii)…………………………………………..

(iii)………………………………………….

SECTION B: knowledge of counselling and counselling services

Using a continuum of 1 – 4, where 1= Strongly agree, 2 = Agree, 3 =

Uncertain, 4 = Disagree, and 5 = Strongly disagree, how do you agree to the

following?

Knowledge of counselling and counselling services	1	2	3	4	5
6. Counselling services provided meet the counselling needs of the student.					
7. Counselling sessions are confidential.					
8. Students go for counselling willingly.					
9. Information provided in counselling is useful to students.					
10. Counselling services are very effective.					
11. The quality of counselling is very good					

SECTION C: Needs of students

Educational needs of hearing impaired students	1	2	3	4	5
12. Students have learning difficulty due to their disability problem.					
13. It is difficult for them to maintain good behaviour in class.					
14. They need better and improved study skills in order to study effectively.					
15. Counselling will improve their academic performance.					
16. It is important for students to make academic choices.					
17. It is difficult for students to make academic choices.					
18. Students are well informed about academic choices					
19. Students are helped to make these choices.					
20. They are able to pursue these choices as they move along.					
Vocational needs of hearing impaired students					
21. They are well informed about employment opportunities					
22. They are provided with vocational training and guidance.					

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Educational needs of hearing impaired students	1	2	3	4	5
23. There are sufficient, qualified teachers to help and prepare students adequately in their vocational skills training.					
24. The school has adequate equipment and materials for vocational training.					
25. They are able to relate their academics to career preparation.					
26. They are able to understand that their disability is not the inability to cope in the world of work.					
Personal and social needs of hearing impaired students					
27. They are emotional					
28. They feel unaccepted by society					
29. They are usually aggressive.					
30. They are deviants.					
31. There is a display of behavioural problems.					
32. They fit into the society with appropriate behaviour.					
33. They are able to maintain a healthy relationship between themselves and the people around them.					

SECTION D: Nature and relevance of counselling services provided

Using a continuum of 1 – 4, where 1= Strongly agree, 2 = Agree, 3 =

Uncertain and 4 = Disagree and 5= Strongly Disagree

Nature and relevance of counselling services provided	1	2	3	4	5
34. Student undergo a compulsory counselling session on a weekly basis.					
35. Students are referred to the counsellor by teachers who think the student may have a specific concern that requires counselling.					
36. Students voluntarily seek counselling services.					
37. Counselling sessions are mostly done in groups.					
38. Counselling session are mostly done individually.					
39. Career guidance programmes are often organized.					
40. Counselling services meet the students' needs.					
41. Students participate fully in the services provided.					
42. Parents are invited for discussion about their wards.					
43. Teachers are consulted about students' attitudes.					

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Telephone: 32440/4 & 32480/3 Direct: 03321 36037   University Post Office
TELEX: 2552, UCC, GH   Cape Coast, Ghana
Telegrams & Cables: University, Cape Coast
Our Ref.:

Your Ref: 24 / 11 / 15

THESIS WORK
Letter of Introduction

We introduce to you ~~Mr/Mrs.~~/Miss. ...Frieda...Araba...Eshun.... a student from the University of Cape Coast, Department of Educational Foundations. ~~He/~~ She is pursuing ~~Doctorate~~/Master of....Philosophy... degree in ...Guidance...and...Counselling.

As part of ~~his~~/her requirements, ~~he~~/she is expected to work on a thesis titled:

Investigating...the...Counselling...needs...and...services....of....... hearing...impaired...students....at...the....Cape...Coast....School ...for...the...Deaf...............

~~He/~~ She has opted to make a study at your institution/establishment for the project. We would be most grateful if you could provide the opportunity for the study. Any information provided will be treated as strictly confidential.

Thank you.

(Georgina Nyantakyiwaa Thompson)
For: HEAD

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APPENDIX D – LETTER OF INTRODUCTION (PILOT TEST)

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Telephone: 33440-4 & 33480 Direct: 03321-36037

TELEX: 2552, UCC, GH

Telegrams & Cables, University Cape Coast

Fax: 03321-30181

University Post Office
Cape Coast, Ghana

Our Ref:

Your Ref:

21/10/15

THESIS WORK

LETTER OF INTRODUCTION

We introduce to you Mr/Mrs/Miss/Mr **Frieda Araba Eshun** a student from the University of Cape Coast, Department of Educational Foundations. He/She is pursuing a Master of **Philosophy** degree in **Guidance and Counselling**

As part of his his/her requirements, he/she is expected to work on a thesis entitled:-

Investigating the Counselling Needs and Services of hearing impaired students at the Cape Coast School for the Deaf.

He/She has opted to make a study at your Institution/ Establishment for the project. We would be most grateful if you could provide the opportunity for the study. Any information provided will be treated as strictly confidential.

Thank you.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
UNIVERSITY OF CAPE COAST
CAPE COAST
(Prosper Deku)
HEAD