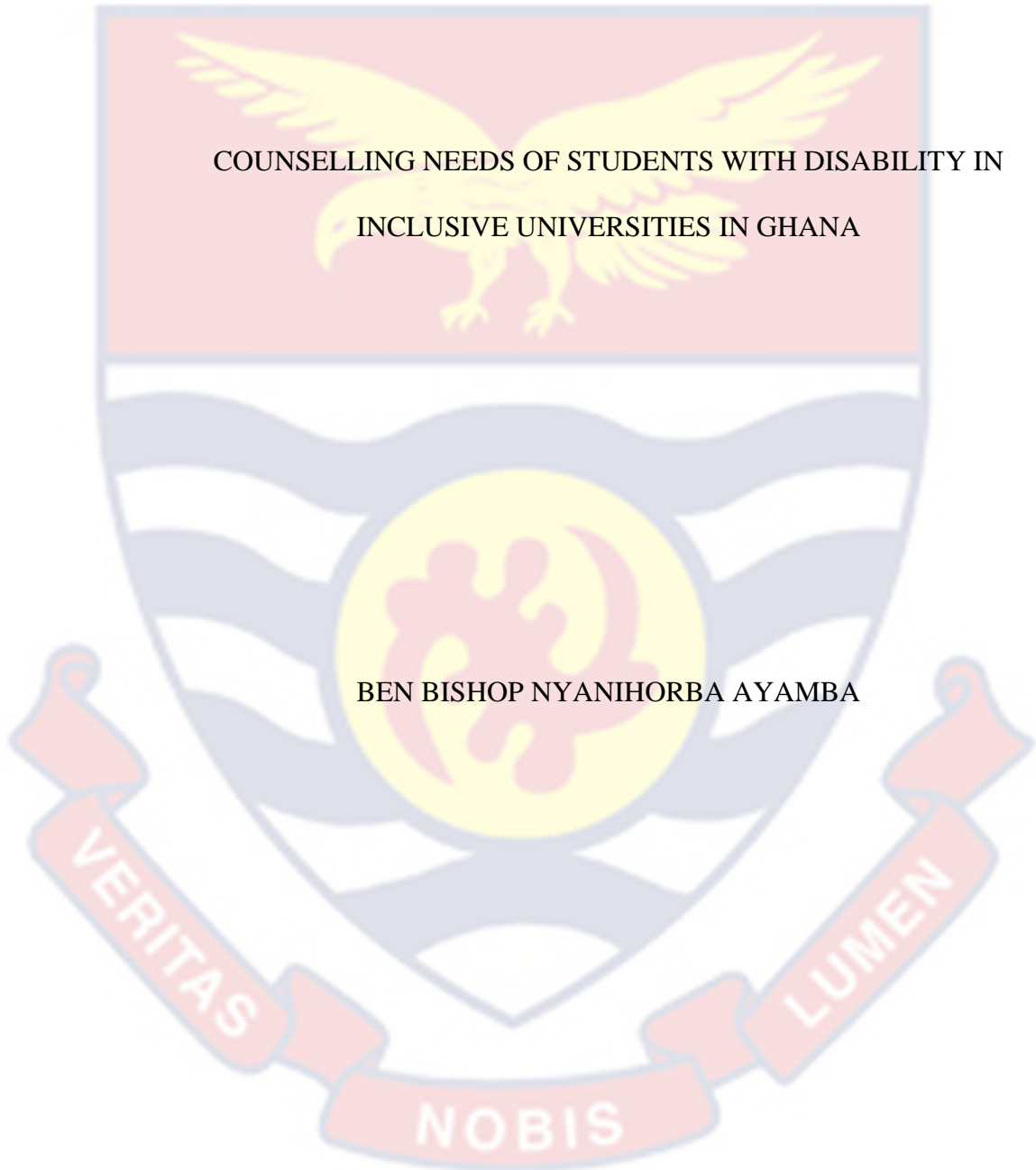


UNIVERSITY OF CAPE COAST

COUNSELLING NEEDS OF STUDENTS WITH DISABILITY IN
INCLUSIVE UNIVERSITIES IN GHANA

BEN BISHOP NYANIHORBA AYAMBA



2022



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University of Cape Coast

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COUNSELLING NEEDS OF STUDENTS WITH DISABILITY IN
INCLUSIVE UNIVERSITIES IN GHANA

BY

BEN BISHOP NYANIHORBA AYAMBA

This thesis submitted to the Department of Guidance and Counselling of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfillment of the requirements for the award of
Doctor of Philosophy degree in Guidance and Counselling

JUNE 2022

DECLARATION

Candidate's Declaration

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

Candidate's Signature Date

Name:

Supervisors' Declaration

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

Principal Supervisor's Signature Date

Name:

Co-Supervisor's Signature Date

Name:

ABSTRACT

The study examined the counselling needs of students with disability in selected inclusive universities in Ghana. The study concentrated on assessing the academic, career, and personal-social counselling needs of students with disability. University of Ghana, University of Cape Coast, and University of Education Winneba were chosen. With 155 respondents, a mixed study methodology employing the embedded design was used. It was a census survey. An interview guide and a questionnaire were used to collect the data. Quantitative data were analysed using both descriptive statistics (frequency distributions and percentages) and inferential statistics (one-way analysis of variance). The qualitative data from 12 respondents sampled through convenience sampling were analysed using a thematic approach. The study found out that students with disability in inclusive universities in Ghana were aware of their counselling needs (career, academic and personal-social) but there was a lack of these services on their campuses. Students with disability also had several challenges that hinder them from accessing counselling services. They suggested that for their counselling needs to be met, counsellors who are specifically trained to help students to meet these needs must be made available. Also, telephone conversations should be made an alternative means of addressing the counselling needs of students with disabilities. It was recommended that career guidance and academic discipline fairs should be organised for students with disability during students' orientation programmes in their respective universities.

KEYWORDS

Counselling needs

Hearing impaired

Inclusive universities

Personal-social needs

Students with disability

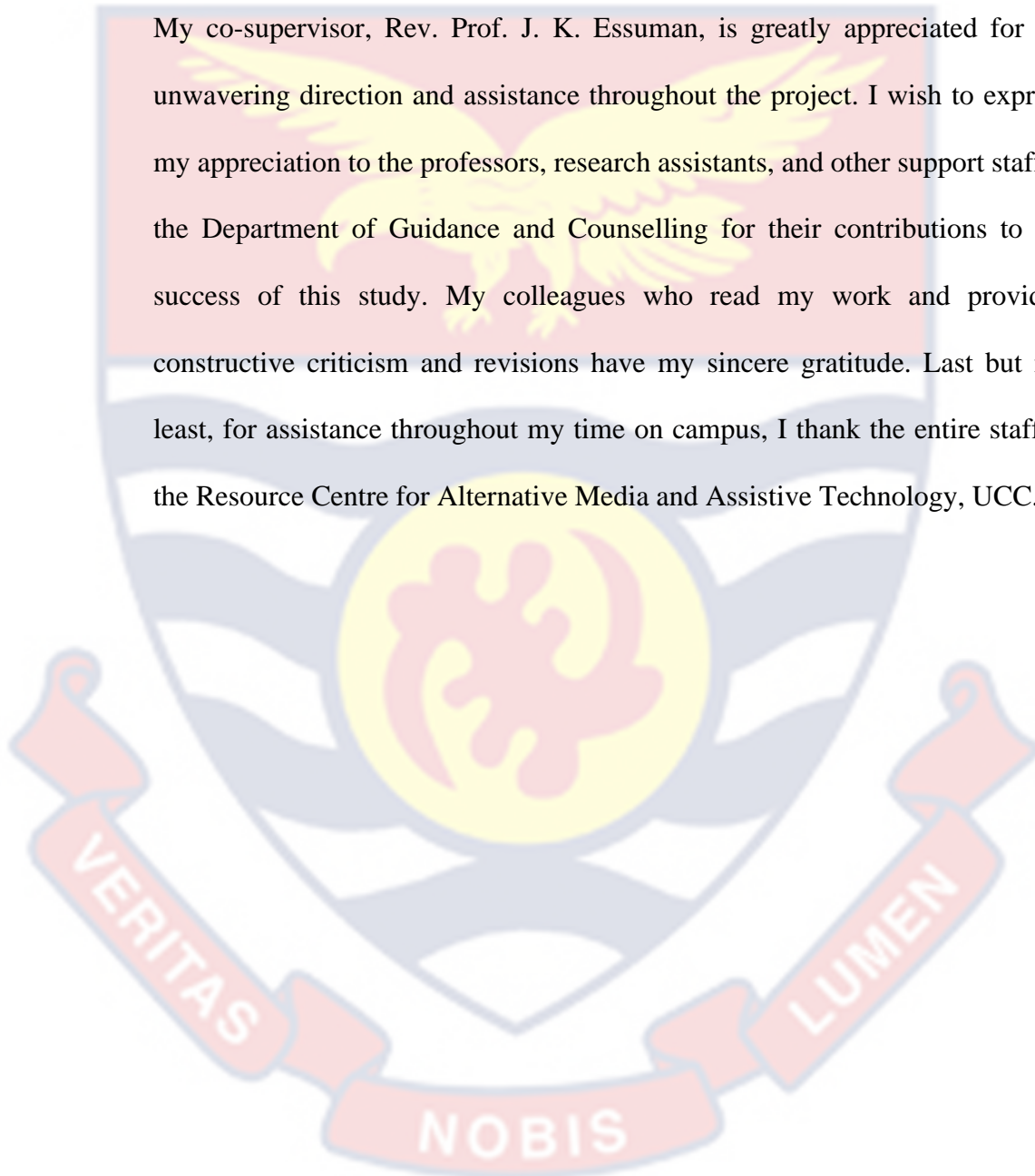
Visually impaired



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DEDICATION

In honour of Ignatius Siribi Ayamba and Najo Nlanbrumi, my late parents



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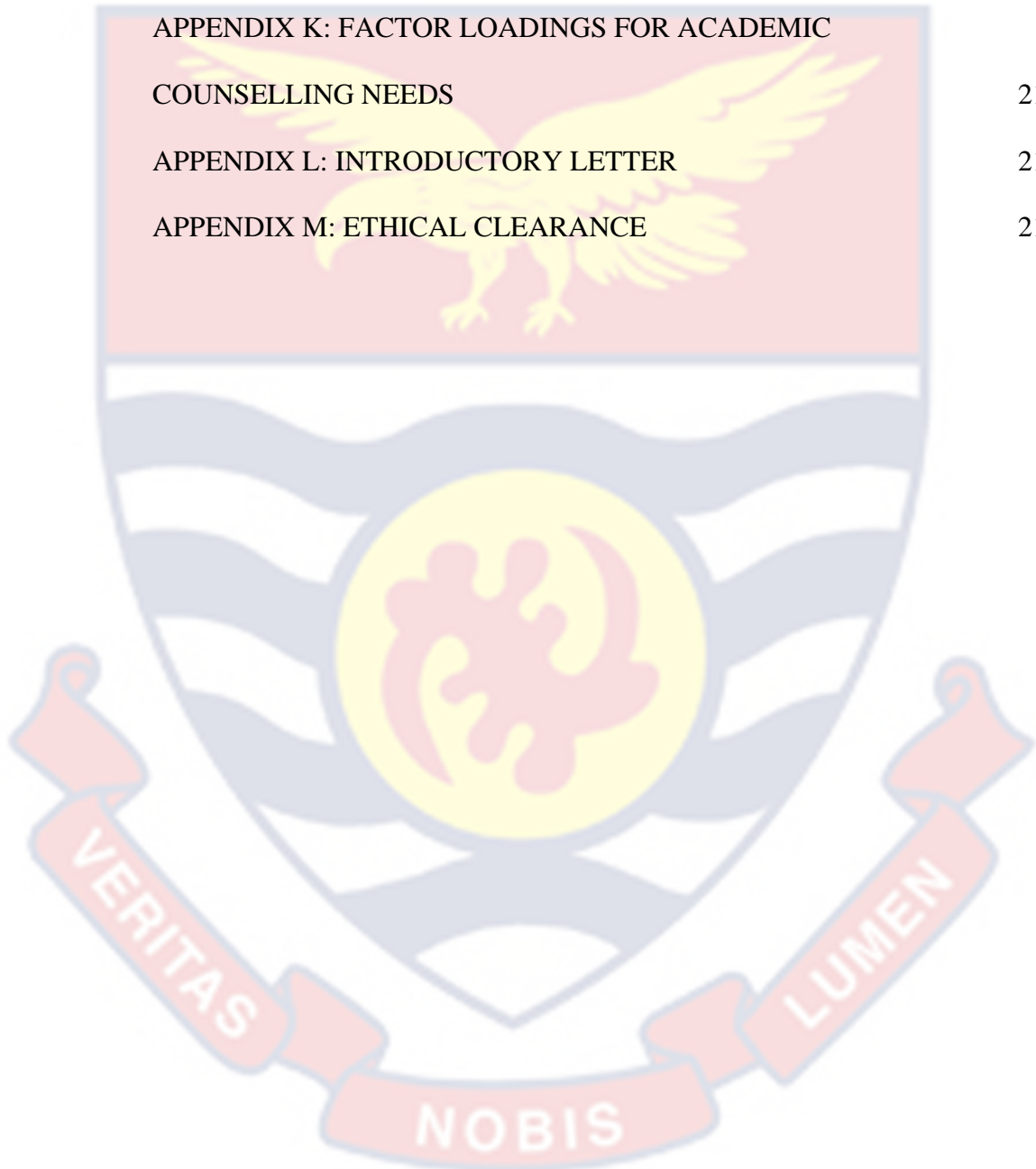
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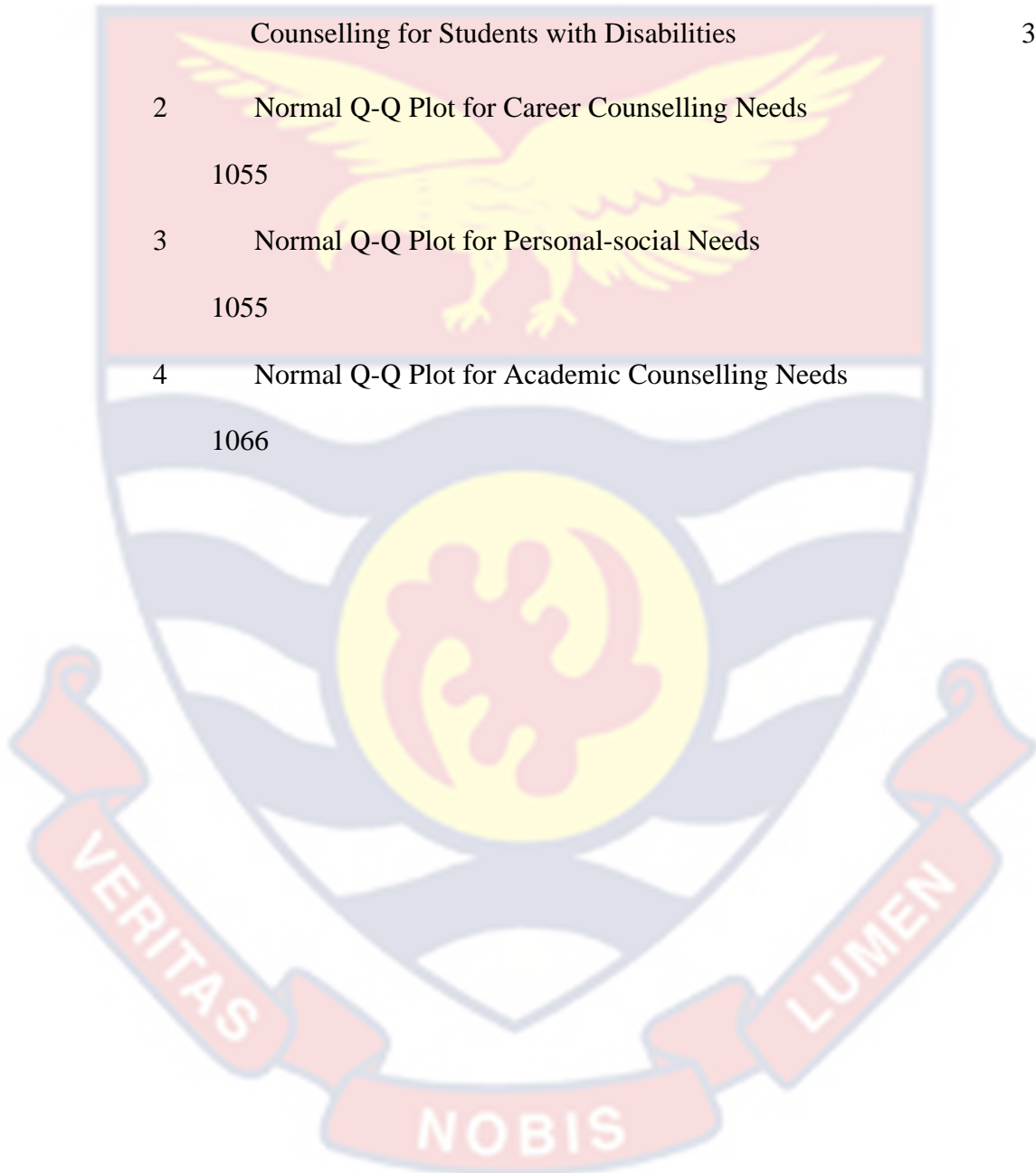
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LIST OF ACRONYMS

HI- Hearing impairment

VI- Visual impairment



CHAPTER ONE

INTRODUCTION

This study delved into assessing the counselling needs of students with disabilities in select inclusive universities in Ghana, focusing on their academic, career, and personal-social requirements. Understanding these needs is crucial as it sheds light on the challenges these students face in accessing adequate support services on their campuses. This study's significance lies in addressing a critical gap in ensuring inclusive education for students with disabilities, particularly in terms of their counselling needs, an area that has received limited attention in prior research within Ghana's educational landscape.

Background to the Study

People experience disability at a certain point in their lives, and those who are affected may experience temporary or permanent impairment (World Bank, 2011). According to the context in which the concept is used, disability invokes various social constructions. It depends frequently on the connections between health, environmental, and personal factors rather than being a socially or biologically fixed notion (World Bank, 2011). According to the World Health Organisation [WHO] (WHO, 2013) report, there are three main levels of disability: deterioration of physical structure or function; limitations on activities, such as trouble reading or moving about or being repudiated from school or employment. Individuals with impairments include those who are typically considered to be disabled, such as those who use wheelchairs, are blind, deaf, or have intellectual disabilities. Others are persons who struggle to operate because of a variety of medical issues, including multiple sclerosis, chronic illnesses, severe mental disorders, and old age.

It is estimated that more than a billion individuals live with a disability. This is around 15% of the world's population. The World Health Survey (2011) estimates that 785 million (15.6%) adults over the age of 15 have a disability. According to the World Health Survey (2011), 110 million of these individuals (2.2%) have very major functional challenges, and 190 million (3.8%) of them are "severe disability." This is characterised as the impairment implied by disorders like blindness, severe depression, or quadriplegia. Juvenile disabilities (0–14 years) are only measured by the Global Burden of Disease, and 13 million (0.7 percent) of these children are disabled, a "severe disability," or 95 million (5.1%) children overall (WHO, 2013).

The majority of students require assistance to overcome issues that arise during their education. In educational institutions, counsellors, administrators, and other professionals must offer the necessary services and help students resolve their issues. The obstacles and difficulties that persons with disabilities face in daily life are much larger than that of people without disabilities face (WHO, 2013). Access to rehabilitative programs, social support, education, transportation, and jobs help to lessen these barriers. The obstacles are made worse by insufficient standards and policies, prejudice and discrimination against persons with disabilities, a lack of financing, improper information and communication technologies, and a lack of involvement in decisions that directly affect their life (Barnes & Mercer, 2010).

Education is crucial for everyone, not just for the individual but also for the nation since it enables people to improve both their own and society's well-being. Members of society can better grasp how to deal with social and societal events through education (Fullan, 2007). The social development of both

individuals and society at large depends on this. However, regardless of their physical conditions, all stakeholders must be included for equal social development to occur. Disability is one such condition, and it is this thesis' main argument.

A sizable portion of people seek for counselling services for a number of mental health conditions ranging from suicidal thoughts to trouble concentrating, even though the majority of pupils successfully complete the stage of development associated with beginning and finishing university without experiencing significant difficulties (Iarovici, 2014; Byrd & McKinney, 2012). More than 70% of students at colleges indicated they would benefit from having access to individual counselling, according to Bundy and Benschhoff (2000), Counselling services are crucial for students' ability to be successfully integrated into an inclusive educational system. According to Byrd and McKinney (2012), the potential for violence against others and suicide (Yozwiak, Lentzsch-Parcells, & Zapolski, 2012) are all increased when mental health problems are not treated (Van Brunt, 2012).

Institutions of higher education work to enhance students' qualities in areas like their physical, mental, emotional, social, and psychological makeup (Al-Damen & Suliaman, 2007). For students, university education is an essential and delicate stage because it is connected to their career goals and paints a picture of their future for them (Guerra & Braungart-Rieker, 1999). During the academic preparation phase at the university level, a student's personality is developed in terms of values, trends, and capabilities, in addition to the many necessities (Alsukeh, 2013).

Because more and more students with disability are enrolling and graduating from post-secondary educational institutions, students with disability are learning more about career planning and experiences as they are preparing to start professions (Rossetti, 2010; Wolf, Brown, & Bork, 2009).

According to Murray (2010), people with disabilities experience significant rates of underemployment and unemployment, particularly among those who pursue higher education. It is estimated that those with disabilities who hold at least a bachelor's degree are twice as likely to be unemployed as those without disabilities.

Due to worries about the stigma attached to having an impairment, many disabled students choose not to disclose their condition (Collins & Mowbray, 2005; Rickerson, Souma, & Burgstahler, 2004). University resource personnel find it challenging to identify students with disability and their requirements because it is not a requirement in every country to identify oneself as a student with an impairment while filling out university applications. Students with disabilities frequently opt to address the challenges hindering their academic performance, even if they have reasons to keep their disability hidden, in order to seek the appropriate solutions for reducing or removing these obstacles.

The evolution and background of guidance and counselling services started in the late 1960s. Prior to then, the responsibility for guiding the youth rested with the teachers in the classroom, the elders in the churches and mosques, and the adults in the neighbourhood where the kids lived (Essuman, 1999). The need to have professional counsellors attend to the psychological needs of students was partly due to professional and confidentiality issues, as community elders lacked the professional capabilities to adequately guide and

counsel students on a number of issues. Taylor and Buku (2006) reported that students felt reluctant to share their personal issues with such people because of their communal relationships and fear of having their confidential issues leaked to the general public. In other words, there was lack of trust and confidence in community leaders to effectively handle guidance and counselling in the schools.

It's possible that educational and employment help wasn't required because the chosen few who could study Classics and Rhetoric were thought to be capable of academic self-direction and that a variety of jobs were easily accessible to them (Essuman, 1999). Roe (as cited by Akinde, 2005) posited the individual's that determine the nature of his or her vocational interests. Giving advice is how counselling and guidance typically began in Ghana. In order to help students, satisfy their needs, it was a type of counselling provided by administrators, housemasters and mistresses, instructors, and chaplains at schools (Taylor & Buku 2006).

This type of counselling, according to Awabil (2002), was not systematic and failed in meeting the requirements of young people. Therefore, formalizing guidance and counselling in the nation was necessary in order to increase its responsiveness to the demands and issues of students. According to Ackumey (as cited in Taylor & Buku 2006), the Ministry of Labour, Ministry of Social Welfare, and Ministry of Education came together to develop a Youth Employment Department in 1955, marking the first institutional attempt to formalize advice and counselling in Ghana. The Youth Empowerment Department was established to assist unemployed middle school graduates

under the age of twenty, with the goal of helping them find acceptable employment after receiving career counselling.

Essuman (as cited in Awabil, 2002) stated that the Ghanaian government did not develop guidance and counselling programs in any second cycle institutions in Ghana until 1976, as a result of a decision from the Ghana Education Service (GES). In addition, guidance and counselling centres have been developed in all public Universities around the nation to address the needs and issues of students. In 1970, the University of Ghana, Legon became the first institution in Ghana to establish a centre for university counselling services. The Kwame Nkrumah University of Science and Technology (KNUST) created a student counselling facility in 1993. The University of Cape Coast created a counselling facility for students and staff in 1997.

According to Reis and Colbert (2004), unique requirements for counselling for children with disabilities are frequently unmet in the primary and secondary schools. According to Thompson and Littrell (1998), academic needs of students with disability have recently received a lot of attention in contrast to psychosocial demands, which have received less attention. The lack of research on the counselling needs of students with disability makes it more difficult to comprehend their problems and requirements. Therefore, it is important to address the needs of students with disability through study in order to prevent any potential future negative outcomes, such as the inability to find employment, difficulty adjusting to society, or even suicide (Thompson & Littrell, 1998).

The general aim of counselling centres in colleges and universities is to provide developmental, preventive, and remedial counselling. That is, assisting

students in defining and achieving their academic, personal, and career goals (Kitzrow, 2003) has typically been on preventive and developmental counselling. According to various social, political, and economic factors (Kitzrow, 2003), The role and purpose of college counselling centres are continually changing and evolving, and this is perhaps the biggest change in higher education in recent years, along with the significant changes in the demographics of today's college student population (Levine & Cureton, 1998).

Wamocho (2008) emphasized that because students with disability frequently experience negative emotions, they require ongoing support and guidance as well as counselling services at all educational levels and processes. To address the difficulties presented by students with disability, counselling programs urgently need to be developed.

University students experience academic, psychological, social, family, and health concerns, according to many Arab studies (Dahiri, 2001). Other Arab studies, including those by Al-Momani, Alhamad, and Al-Azam (2018), Abdulaziz (2013), Al-Damen and Suliaman (2007), Ibrahim et al. (2008), Alsukeh (2013), Al-Damen, and Suliaman, (2007), attempted to identify the counselling needs of university students without disabilities. On the other hand, some non-Arab research have also addressed the counselling requirements of students with disability at pre-tertiary and tertiary levels (Reis & Colbert, 2004; Wamocho et al., 2008).

Reis and Colbert (2004) found that university students with learning difficulties lacked confidence and self-worth. They also struggled with how their peers, teachers, and the general public saw their disabilities and how to manage them.

Emerson (2003) examined counselling services provided to adolescents with disabilities. The sample for the study included 66 counsellors in Texas. The findings indicated that individual counselling was the most popular type of counselling offered to students with impairments. The least successful counselling option available to students with disability was group counselling. Furthermore, the results showed that 50% of counsellors were equipped to assist students with disability and provide them with the appropriate counselling services.

In order to create counselling programs for Kenyan students with impairments, Wamocho et al. (2008) researched the issues they confronted. The study included 229 kids with hearing, visual, and physical impairments as their sample. The findings demonstrated the numerous issues that students with impairments faced, including poor self-esteem and poor time management. This showed that counselling programs that emphasized their mental health and self-esteem as well as helping them fit in with the community were needed

The goal of guidance and counselling services, according to Goodley (2016), is to help clients be happy, successful, and able to adapt to their surroundings. According to Barnhill (2016), the psychological environment in which people with disabilities lived had a crippling background that contributed to their difficulties adjusting. This, in the author's opinion, meant that various situations in which disabled people live needed to be designed in a way that would allow them to develop healthy self-perceptions, which would ultimately allow them to become productive members of society and socially acceptable.

According to Usman (2016), the school's actualisation purpose is to give students the finest resources available, or at least those that are superior to what

they could get at home. This implies that special educational facilities need to provide resources that go beyond what kids could get at home, especially those that would help them achieve self-acceptance, boost their sense of self-worth and appreciation skills, and eventually find joy in life. This would enable students with exceptional educational needs to feel more fulfilled upon leaving the institution.

Formal school guidance and counselling programs must be offered in order to accomplish these goals. Such programs assist people in understanding who they are in connection to their needs and the requirements of their environment, enabling them to live effectively and mature into responsible citizens. Perhaps it goes against this perception. Avoke (2008) found that people who receive guidance perform better academically, are happier generally, are more advanced in their employment activities, and are satisfied with their high school experiences. According to Atik and Yalçin (2010), students who receive counselling are evaluated substantially higher than their peers who do not receive counselling.

According to Avoke (2008), guidance programs in special institutions are warranted because of the significant benefits they provide for students' personal growth, constructive learning about the world they live in, and the development of critical thinking skills for navigating it. Students are assisted in understanding and accepting who they are and in making acceptable strategies for their academic, professional, personal, and social development through proper guidance and counselling. The purpose of the guidance and counselling program, according to Stebbins (2017), is to support students with disability in

a variety of domains, including education, recreation/leisure, career, socialization, and health.

Therefore, the purpose of counselling for particular populations is to lessen and perhaps even eliminate the difficulties they face. These individuals clearly face educational difficulties, and counselling may be the best way to help them overcome those difficulties. This is because, the individual can acquire new ways of interacting, collecting information, making decisions, and responding to the environment at the tertiary level, per Ipaye (1981). According to Schein and Van Maanen (2016), The goal of counselling is to provide the individual with the opportunity to define, explore, discover, and adopt strategies for living a more fulfilling and resourceful life while remaining within the social, academic, and professional groups with which he or she is associated or finds himself or herself. Despite the challenges of life, some people still believe they are not reaching their full potential. However, some positive societal and individual transformation has been achieved by employing education as a tool for moral, social, economic, political, and technological improvement. (Nweze & Okolie, 2014).

For students with disability, counselling services are encouraged by the Individuals with Disabilities Education Act (IDEA). According to IDEA, counselling services must be made available to students with disability as related services. Counselling services are those "delivered by qualified social workers, psychologists, guidance counsellors, or other qualified individuals," according to Section 300.34 of IDEA (2004). For kids in special education, an Individual Educational Plan (IEP) must include transition services. An IEP is a written plan that outlines goals for kids in special education and addresses their

present level of achievement A transition plan must be included in the IEP starting no later than age 16 and must include quantifiable post-secondary goals in the areas of training, education, employment, and, if appropriate, independent living (Argyropoulos, Sideridis & Katsoulis, 2008).

Academic advising and consultancy are individual and group relationships that help students to identify their talents, interests, potential learning styles and teach students how to plan and develop their logical thinking and assist them to think in problem-solving and disciplinary ways. Moreover, academic advising supports students with disability to solve their educational problems and get along with educational environment in order to attain personal, mental, emotional, and social development (Durlak, 2015). Indeed, tertiary institutions undertake great responsibility to train students in multi-dimensional way. Students may face educational, behavioural, emotional, family and community difficulties after university entrance and later on due to coming up events during their study at the university. These problems are highly imperative for students with problems to be addressed and solved; otherwise, this may affect students' education, scientific level and efficiency and consequently create greater damages for the community. Thus, guidance provision is an essential part of student life.

Due to the daily rise in complicated issues in many facets of life for which students may need a range of consultation services, the availability of counselling services shouldn't be restricted to urgent and catastrophic situations. As a result, a key concern for policymakers is needs assessment to determine the areas in which pupils require assistance. (Dadgostarnia & Vafamehr, 2014)

Students are more likely to improve how well they fit into the college culture and, as a result, be better prepared to deal realistically with situations that threaten their emotional stability if they are aware of themselves, the nature and sources of their difficulties, and viable remedies (Manstead, 2018). Since students with disability encounter numerous obstacles to their education, it is necessary to pay close attention to their concerns.

Statement of the Problem

The fundamental statement of Maslow (1970) supported and expanded upon by Rogers (1985), was that every human being's ultimate purpose is to realise his or her full potential. Maslow (1970) suggested that each human being must have an overall life purpose; a goal that will enable the individual to become the best version of themselves. Furthermore, Maslow (1970) emphasised the importance of providing each developing human with a nurturing environment. This statement implies, among other things, that all people, including those with special needs, have a right to receive proper, comprehensive care that includes some essential elements of constructive guiding and counselling for daily functioning.

Even though the vast majority of students go through the developmental phase of entering and leaving higher institutions without running into a serious issue, a significant number of students are seeking counselling services for a variety of concerns, ranging from difficulty concentrating to suicidal ideation. (Iarovici, 2014; Lippincott & Lippincott, 2007). Over 70% of tertiary students in the United States indicated in a study by Bundy and Benshoff (2000) that, they would benefit from having access to individual counselling. As a result, counselling is highly sought after. If unaddressed, counselling needs can affect

retention (Beiter et al., 2015), as well as raise the risk of aggression against others or suicide (Yozwiak, Lentzsch-Parcells, & Zapolski, 2012; Van Brunt, 2012).

Schools must focus on "all parts of schooling - curriculum, assessment, pedagogy, supports, counselling, and so on" (Mitchell, 2005, p.4) and eliminate any barriers to learning in order to succeed in inclusive education. Counselling is a practical strategy for removing obstacles to learning and involvement. According to Booth and Ainscow (1998), in order to remove obstacles to participation and learning for everyone, schools, communities, governments, and local authorities must use every available means.

Groups of students who may be at danger of marginalization, exclusion, or underachievement are given special attention as part of inclusion. To guarantee that students' academic success and participation in school are sustained, this call for continual monitoring of students who may be at risk. This calls for identifying the student's needs and providing him or her with the required counselling services and curriculum modifications (Mitchell, 2005).

Studies have examined the value of counselling for students. The needs of students with impairments were mostly disregarded as the majority of these studies concentrated on the needs of students in diverse disciplines (Shakurnia, & Khajeali, 2016). For example, when Brunner, Wallace, Reymann, Sellers and McCabe (2014) looked at students' counselling needs, they discovered that depression and stress management were the most important ones in terms of both student counselling and advising (Brunner et al, 2004). Another study conducted in Greece found that the top priorities for student counselling requirements were communication requirements, time management needs,

decision-making skills, and life problem solving abilities (Giovazolias, 2010). Furthermore, Atik (2010) at the University of Ankara noted that the top priorities for student consultation requirements were problem-solving abilities connected to education, communication, and potential careers. But none of these studies included students with disability.

The understanding of self-determination in the lives of a person with a handicap is one of the most important notions to develop in recent decades, according to Murugami and Nel (2012). They contended that professionals had been making decisions for people with disabilities for far too long, with little participation from the people with disabilities or their parents. Even while these choices may have been made with the best of intentions, it's possible that they disregarded the hidden ambitions, dreams, and desires of people with disabilities. People with disabilities are currently advocating for inclusion in all aspects of society.

Many Arab-based studies (Al-Damen & Suliaman, 2007; Ibrahim et al., 2007; Abdulmohsen, 2012; Samadi & Marei, 2012;) have shown that students with various needs use various counselling services and experience multiple pressures as a result of the various changes they face, including physical, mental, emotional, and social changes. Students with disability are not an exception to this rule. The needs of students at the university have undergone a significant transformation. Students' issues used to be constrained and associated with developmental and academic demands, but now they also encompass serious psychological issues. Particularly for students with disability, these issues do have a significant impact on students' academic, cognitive, social, and emotional performance (Kitzrow, 2003).

Due to his apparent lack of performance or potential, the disabled learner finds it challenging to meet societal norms and expectations (Stakes & Hornby, 1997). He or she frequently receives little compassion, which makes them uncomfortable, ashamed, or even disgusted. People with disabilities need specialized assistance to overcome the unique contextual, social, and personal challenges they encounter (Donald, Lazarus & Lolwana, 1997).

There is a noticeable dearth of research addressing the specific counselling needs of students with disabilities. This gap in knowledge arises from the prevailing focus of research, exemplified by works such as those by Holmes (2009), Amaning (2009), Apreko (2010), and Okyere, Awabil & Nyarko-Sampson (2015), which predominantly centres on the counselling needs of neurotypical or non-disabled students. This existing gap underscores the imperative for this study, which aims to fill this void by comprehensively assessing and understanding the counselling needs of students with disabilities. The ultimate goal of this research is to propose tailored counselling services that can effectively address their unique academic, career, and personal-social needs.

Drawing from personal experiences as a visually impaired individual, I have witnessed firsthand the numerous challenges that students with disabilities often encounter within the school environment. These challenges, including feelings of depression and a sense of rejection, stem from a variety of sources. One significant source of these difficulties arises from the attitudes and perceptions of instructors and peers. In many instances, instructors may lack the necessary training or awareness to effectively accommodate students with disabilities in their classrooms. This lack of preparedness can inadvertently lead

to feelings of exclusion and frustration among students with disabilities, exacerbating their struggles. Furthermore, social dynamics among peers can also contribute to the challenges faced by students with disabilities. The prevailing stigma surrounding disability can sometimes lead to isolation and rejection, further intensifying the emotional burden on these students.

It is essential to acknowledge that these challenges are not solely the result of individual actions, but rather a reflection of broader societal attitudes towards disability. As a result, students with disabilities often find themselves grappling with a multitude of obstacles, both attitudinal and structural, which can significantly impact their educational experiences.

Purpose of the Study

The main purpose of this study is to investigate the counselling needs of students with disability attending inclusive universities in Ghana. The objectives of the study were to:

1. find out the academic needs of students with disability in inclusive universities in Ghana.
2. explore the career needs of students with disability in inclusive universities in Ghana.
3. identify the personal-social needs of students with disability in inclusive universities in Ghana.
4. explore the barriers to counselling needs of students with disability in inclusive universities in Ghana.
5. find out how to assist students with disability to adjust their counselling needs in inclusive universities in Ghana.

6. To determine if there are statistically significant differences in career needs between students with different types of disabilities.
7. To determine if there are statistically significant differences in academic needs between students with different types of disabilities.
8. To determine if there are statistically significant differences in personal-social needs between students with different types of disabilities.

Research questions

The following five research questions guided the study:

1. What are the academic counselling needs of students with disability?
2. What are the career counselling needs of students with disability?
3. What are the personal-social counselling needs of students with disability?
4. What are the barriers to counselling for students with disabilities, and how do these barriers differ across various types of disabilities?
5. What are the effective strategies and interventions to assist students with disabilities in adjusting to their counselling needs, and how do the perceptions and experiences of students contribute to our understanding of these strategies?

Research hypotheses

The study was further guided by the following hypotheses

H_{01} There is no statistically significant difference in the career needs of students with regard to type of disability

H_{A1} There is statistically significant difference in the career needs of students with regard to type of disability.

H₀₂ There is no statistically significant difference in the academic needs of students with regard to type of disability.

H_{A2} There is statistically significant difference in the academic needs of students with regard to type of disability

H₀₃ There is no statistically significant difference in the personal-social needs of students with disability with regard to type of disability.

H_{A3} There is statistically significant difference in the personal-social needs of students with regard to type of disability.

Based on literature, there is evidence to suggest that there may be differences in the career, academic, and personal-social needs of students with disabilities compared to those without disabilities. Smedley, Levinson, Barker & DeAngelis (2003) found that adjudicated students with emotional disabilities and learning disabilities had lower levels of career maturity compared to non-adjudicated students without disabilities. Friehe, Aune & Leuenberger (1996) highlighted the unique career service needs of college students with disabilities, indicating that they may require additional support and resources. Luzzo, Hitchings, Retish & Shoemaker (1999) reported that students with disabilities had lower levels of career decision-making self-efficacy and a more pessimistic attributional style for career decision making. Ohler, Levinson & Barker (1996) found that the predictors of career maturity differed between students with and without learning disabilities. Overall, these findings suggest that there may be statistically significant differences in the career, academic, and personal-social needs of students with disabilities compared to those without disabilities.

Significance of the Study

The results of this study may be used by policy makers, particularly the Ministry of Tertiary Education, to develop appropriate counselling programs for people with disabilities. The results would explain why counselling needs for students with disability are not fully met. Because of these factors, the Ministry of Higher Education is able to implement the necessary policies and resources to effectively meet the requirements of students with disability in inclusive tertiary institutions.

In order to create a thorough report on the needs of students, it is also hoped that the findings would inspire other researchers to look into the counselling needs of students with disability at other institutional levels, such as Senior High Schools. Furthermore, this study will contribute to the improvement of counselling services, inform students about the many counselling programs offered by different institutions, and encourage them to consider the career counselling requirements of people with disabilities.

The study will also advance our understanding of the counselling needs for students with disability. By providing a theoretical and empirical foundation for additional research on the requirements of all students, the findings will enhance the field of study. Because a theory may develop to explain the link between the variables under research, the study is anticipated to extend the boundaries of knowledge. The findings will advance the body of knowledge on students' counselling needs. The study's findings would be cited by upcoming scholars.

Delimitations

For this study, students with disability were specifically used. The University of Cape Coast (UCC), University of Ghana (Legon), and University of Education Winneba are three of the Universities in Ghana that implement inclusive education.

Limitations of the Study

Reliance on self-reported data through questionnaires and interviews might introduce response bias. Students might underreport or overstate their counselling needs, challenges, or experiences due to various factors such as social desirability bias or memory lapses. Also, the analysis of qualitative data using a thematic approach might introduce subjective interpretations by the researchers, impacting the objectivity and reliability of the findings.

Definition of Terms

Counselling needs- The needs of students with disability, which require they receive counselling. Academic, career, and personal-social counselling needs make up the three main areas of student needs

Disability- Refers to students with visual impairment, hearing impairment and physical impairment.

Inclusive universities- universities or colleges that accept both students with and without disability for learning in the same classroom or lecture rooms.

Organization of the Study

Five chapters comprise the report on the study. The first chapter of the study contains the background information, a problem statement, a purpose statement, research questions, significance, delimitation, limitations, and study organization. The second chapter focuses on the literature relevant to the topic

of investigation. The third chapter describes the methodology employed for the study, including a description of the population, the instrument's design, data collection and analysis, protocols, and instrument pre-testing. In chapter four, we discuss and analyse the data. The fifth chapter also contains a review of the research, summarizes the key findings and conclusions, and draws recommendations and suggestions for additional study.



CHAPTER TWO

LITERATURE REVIEW

The review of relevant literature is included in this chapter. Both theoretical and conceptual frameworks are presented in this chapter. Additionally, the chapter covers the conceptualisation of needs, counselling, disability, and impairment. Also included in this chapter is the empirical review.

Theoretical Framework

The study's theoretical framework was underpinned with Maslow's Hierarchy of Needs and Anne Roe's needs theory. The explanation of these theories is provided.

Maslow's Hierarchy of Needs

Maslow's theory is based on the simple premise that human needs are arranged in a hierarchy (Maslow, 1943; Maslow, 1954). All humans have a set of fundamental needs that must be fulfilled before anything else matters. When these basic needs are satisfied, people inevitably turn their attention to more important needs. A lower-level need no longer serves as an incentive once it is satisfied.

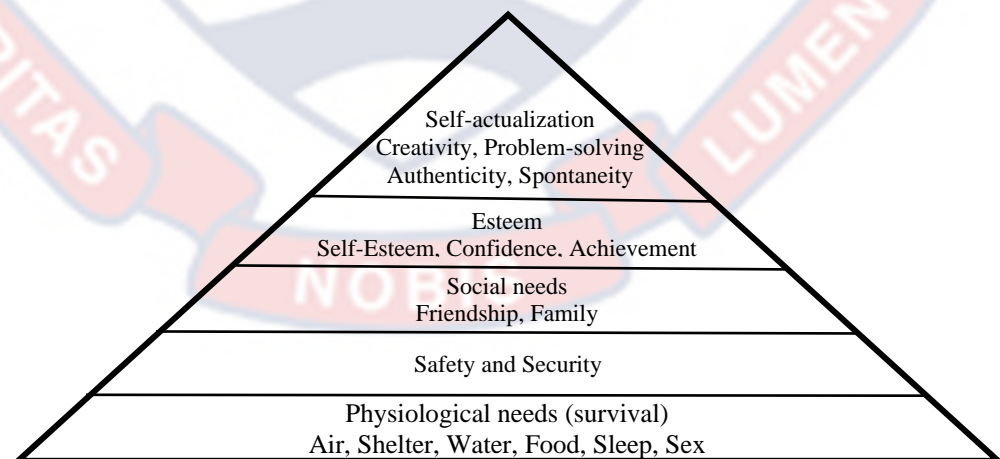


Figure 1: Maslow Hierarchy of Needs (Maslow, 1954)

As depicted in Figure 1, the Maslow's hierarchy of needs has physiological needs at the lower level through self-actualisation at the peak. At the base of Maslow's hierarchy of requirements is occupied by physiological demands. To meet physiological needs, one must consume food, drink, and breathe. Once their physiological needs have been satisfied, people usually begin to worry about safety. Do they not have to deal with risk, pain, and an unknown future? The need to establish strong relationships with other people is a social desire that is on a higher level.

Maslow's hierarchy illustrates the many responses that students with disability may have to the same type of treatment and provides a systematic way of thinking about the various needs they might have at any given time. Lower order wants must be satisfied before higher order needs can be met. This indicates that in order for a student with a handicap to achieve as expected, needs like those related to their personal-social, academic, and professional must be satisfied.

In the academic domain, students with disability may have unique needs related to their learning and educational experiences. For example, a student with a hearing impairment may need accommodations such as a sign language interpreter or captioning services in order to fully participate in classroom activities. In this case, meeting the student's physiological needs would be a priority in order to ensure they can access and receive the same quality of education as their peers. Additionally, students with disability may also have social and esteem needs related to their academic performance and recognition of their abilities.

In the personal-social domain, students with disability may have needs related to their interpersonal relationships and overall well-being. For example, a student with a physical disability may need support in developing social skills and building relationships with peers. Maslow's Hierarchy of Needs can be useful in understanding the importance of meeting basic needs such as safety and love/belonging before addressing higher-level needs such as esteem and self-actualization.

In the career domain, students with disability may have unique needs related to their vocational goals and opportunities. For example, a student with a visual impairment may require accommodations such as assistive device or specialized equipment in order to pursue a career in a particular field. Maslow's Hierarchy of Needs can be useful in understanding the importance of meeting basic physiological and safety needs before addressing higher-level needs such as esteem and self-actualization related to career aspirations.

Overall, Maslow's Hierarchy of Needs can be a useful framework for understanding the counselling needs of students with disability in the academic, personal-social, and career domains. The demands of every person will be different, though, and they might not all neatly fall into the hierarchy. It takes a comprehensive and individualised approach to counselling students with disabilities in order to effectively address their specific strengths, difficulties, and aspirations.

Anne Roe's Theory

According to Anne Roe's theory (1956), need satisfaction is crucial for career development and choice. Taylor and Buku (2006) contends that people

choose careers that meet crucial psychological requirements and is based on their early orientation or experiences at home.

Maslow's hierarchy of requirements is emphasized by Roe as the greatest practical application of personality theory, for which Roe claims that it provides the best framework for analysing the importance of occupation in meeting basic human needs. According to Anne Roe (quoted in DiCaprio, 1974), "In contemporary society, no one circumstance has the potential to be so capable of providing some fulfilment at all levels of basic necessities as can the occupation" (p. 245). Roe then proposed that Maslow's need hierarchy can be used to describe the kinds of work-related fulfilment that individuals seek at different levels.

In terms of counselling needs for students with disability, Anne Roe's Needs Theory can be useful in understanding how their unique needs and interests may impact their career choices. For example, a student with a physical disability may be drawn to career fields that allow them to work in a more flexible and accommodating environment, such as working from home or in a more accessible workplace. Alternatively, a student with a learning disability may be drawn to career fields that align with their strengths, such as careers in technology or creative arts.

In the academic domain, Anne Roe's Needs Theory can also be useful in understanding how a student's academic strengths and interests may relate to their career aspirations. Using Roe's theory of career development, which focuses on how a person's interests and skills affect their choice of job, think about a student with a disability that makes it hard for them to read and write. Roe's framework says that a counsellor can play a very important role in helping

a student find a job path that fits their needs and skills. For example, this student may show a strong interest in hands-on activities or visual art. Using Roe's theory, the counsellor can help the student learn more about these hobbies. Through this process, the counsellor can help the student find and explore career options that not only work around their disability but also take advantage of their natural talents and preferences.

In the personal-social domain, Anne Roe's Needs Theory can be useful in understanding how a student's personal needs and interests may impact their career choices. For example, a student with a disability may have a need for social support and may benefit from a career that allows them to work in a collaborative and supportive environment.

Overall, Anne Roe's Needs Theory can be a useful framework for understanding the career development needs of students with disability. However, as with any theory, it is important to recognize that everyone's needs and experiences will be unique and may not fit neatly into the theory's framework. Effective counselling for students with disability requires a holistic and individualized approach that takes into account their unique strengths, challenges, and goals.

Merging Maslow's Hierarchy of Needs and Anne Roe's Needs Theory

Maslow's Hierarchy of Needs and Anne Roe's Needs Theory can be combined to provide a comprehensive understanding of the counselling needs of university students with disability. Table 1 illustrates Maslow's need hierarchy related to occupation as proposed by Roe and cited by DiCaprio.

Table 1: Maslow's need hierarchy related to occupation

Needs	Work-related fulfilment
Physiological Needs	Earn money to pay for necessities of life like food and water.
Safety Needs	Housing: purchasing a home or renting an apartment Benefits-in-kind: clothing, savings, and pension furniture, a car, and personal property
Love and Belonging Needs	collaborating with a friendly group being wanted and appreciated by superiors and peers
Esteem Needs	representing maturity, freedom, and independence Sensing pride, responsibility, and accomplishment being admired by co-workers
Self-actualisation Needs	innovative tactics Putting skills to use and pursuing interests Productiveness

Source: DiCaprio (1974).

According to Maslow's Hierarchy of Needs, individuals have basic needs that must be met before they can fulfill higher-level needs. These needs include physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs (Maslow, 1943). Anne Roe's Needs Theory, on the other hand, proposes that individuals have specific vocational needs that are determined by their personal characteristics, social environment, and family background (Roe, 1957).

When applied to university students with disability, these theories suggest that counselling interventions should address both their basic physiological and safety needs, as well as their vocational needs. For instance, students with disability may require accommodations and support services to ensure their physical and emotional safety on campus, such as accessible

buildings, transportation, and healthcare services. They may also need counselling to address social isolation and facilitate the development of meaningful relationships with peers and faculty.

In addition, counselling interventions can help university students with disability to explore their vocational needs and identify career paths that align with their interests, skills, and values. Roe's Needs Theory emphasizes the importance of considering an individual's personal characteristics, such as their intelligence and personality, as well as their social environment and family background when determining their vocational needs. Counselling interventions can help students with disability to explore their strengths and limitations, overcome barriers to employment, and develop a sense of purpose and meaning in their lives.

Furthermore, counselling interventions can also help university students with disability to address mental health concerns such as anxiety, depression, and stress. These interventions can provide support and strategies for coping with academic and personal challenges that may arise due to their disability or other factors.

In summary, the combination of Maslow's Hierarchy of Needs and Anne Roe's Needs Theory can provide a comprehensive framework for understanding the counselling needs of university students with disability. Effective counselling interventions should address both their basic physiological (personal and social) and their vocational (academic and career) needs, in order to support their holistic development and facilitate their academic success.

Conceptual framework

Achievement in school is contingent on a person's ability to effectively study and efficiently, according to Quist, Nyarko-Sampson and Essuman's (2006), study on effective study habits, and this necessitates the development of good study habits. He discovered that many students, particularly those attending secondary and higher institutions, lack the necessary academic success routines and are therefore ill-prepared for academic work.

According to Aggarwal (1994), there is a critical need to assist students in creating their study routines. He lists a few typical adolescent adjustment issues, such as a lack of enthusiasm in academics, a lack of established study routines, and inadequate study habits. According to Awabil's (2002) study, pupils in senior high school were more concerned about their study habits.

Senior high school students cite considerable time constraints as their biggest problem, according to Woodley (cited by Wong & Kwok, 1997). These constraints are brought on by the demands of their studies. Study techniques and memory retrieval during exams are two more areas that Woodley's study found as being problematic for mature students. Senior students, according to Woodley (cited by Wong & Kwok, 1997), identify considerable time constraints as their main problem. These constraints are brought on by the demands of their studies. Study techniques and memory retrieval during exams are two more areas that Woodley's study found as being problematic for mature students.

According to Rosiek, Rosiek-Kryszewska, Leksowski, and Leksowski (2016), the majority of students experience from study issues not because they struggle with academic material but rather because of faulty study habits that frequently lead to stress, failure, and other detrimental outcomes. In a study

conducted by Makinde (1976), it was discovered that 63.3 percent of the pupils who participated have difficulties in school or the classroom. According to Makinde, there are a number of issues that can prevent a kid from performing well in school, including inadequate or ineffective study habits, bad reading habits, undiagnosed eye or hearing difficulties, and poor study habits.

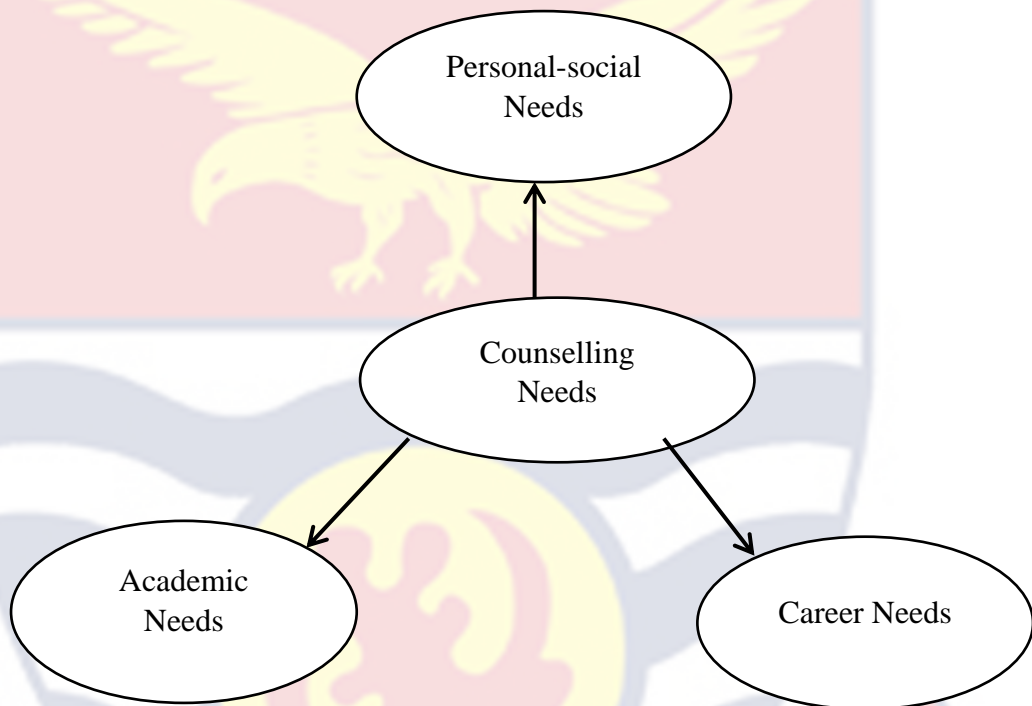


Figure 2: Conceptual framework

Source: Author's Design

Figure 2 depicts the factors embedded in the counselling needs of students with disability. The arrows in the diagram do not directly represent a relation between the variables. However, they emphasize that personal-social, academic, and career needs should all be considered when providing counselling to students with special needs. Counselling need of students with disability should focus on self-development, educational development and vocational development so that they can be of value to the country, have good

social relations and be well integrated into the society. Again, counselling for students with disability has to incorporate academic needs of students: dealing with academic stress and difficulties, stress related to disabilities and pursuing academic fields that are aligned with the interests and abilities of the individual.

The need to incorporate the student with a disability's career needs into the educational system is also a requirement for offering counselling services to students with disability. In order to better meet the requirements of students with disability, inclusive universities are essential. This entails offering students' realistic job possibilities or selections that are well-suited to their interests and aptitudes. Disability does not imply incapacity, therefore if a person's career needs are satisfied, they can live more independently. Additionally, counselling services must take into account the psychological and social requirements of students with impairments. This relates to the pupils' interpersonal skills.

Concept of Needs

There are various definitions of the concept of need that various theorists have put forward. Needs are described by Hellriegel, Jackson, and Slocum (1999) as "a significant sense of inadequacy in some areas of a person's life that generates an uneasy tension" (p. 465). According to Csikszentmihalyi (2015), physiological and psychological demands or needs that can be satisfied by achieving particular goals and receiving particular rewards are known as needs. Wagner III and Hollenbeck used Henry Murray's idea of visible needs in 2001, which defines needs as ongoing concerns about particular goals or end states. Murray's theory of manifest needs (Hmel & Pincus, 2002) further divides needs into two categories: the object toward which they are oriented and the degree or intensity of a desire for a certain item.

According to Murray, who is cited in Chauhan (2015), a need is "a hypothetical construct that is a consequent of forces" (p.245). He uses two alternative definitions of needs. The first interpretation is that in order for a child to develop peacefully, needs that are focused on them must be met. The second way to define need is in terms of a social deficit. In accordance with Tolman (2017), Need, according to Chauhan, is "A willingness or tendency to persist toward and achieve a consumery reaction" (p. 245). He categorizes human needs into three groups: primary needs, such as those for food, sex, and thirst; secondary needs, such as affiliation and dominance; and tertiary needs, such as those for riches and academic achievement.

The result that a need is a motivator, articulated in terms of a want, a drive, a wish, an urge, a motive, and a force, is shared by the conclusions in the numerous definitions of need. Need, according to Chauhan (2001), is "a willingness or tendency to persist toward and achieve a consumery reaction" (p. 245). He categorizes human needs into three groups: primary needs, such as those for food, sex, and thirst; secondary needs, such as affiliation and dominance; and tertiary needs, such as those for riches and academic achievement.

The result that a need is a motivator, articulated in terms of a want, a drive, a wish, an urge, a motive, and a force, is shared by the conclusions in the numerous definitions of need.

The Concept of Counselling

A professional connection that enables varied people, families, and groups to achieve their mental health, wellness, educational, and career goals is what is referred to as counselling (Kaplan, Tarvydas, & Gladding, 2014, p. 368).

Particularly in tertiary institutions, counselling entails both short- and long-term sessions, discussions with teachers and staff, work with interns in the counselling centre, access to crisis and emergency services, and more (Brunner, Wallace, Reymann, Sellers, & McCabe, 2014; Sharkin, 2012). A significant number of students are seeking counselling services for a variety of issues, ranging from difficulty concentrating to suicidal ideation, even though the vast majority of students pass through the developmental period of entering and leaving tertiary institutions without encountering a significant problem (Iarovici, 2014; Lippincott & Lippincott, 2007). According to Bundy and Benschhoff's (2000) research, more than 70% of tertiary students. As a result, counselling is highly sought after. If unmet, counselling requirements can affect retention (Beiter et al., 2015), as well as raise the risk of aggression against others or suicide (Yozwiak, Lentzsch-Parcells, & Zapolski, 2012; Van Brunt, 2012).

The type of institution (e.g., two-year or four-year), budget and resources, staff number and training, and the organization of the student affairs division are all factors that affect the type and extent of services given. Other considerations include campus culture and history of counselling use (Sharkin, 2012). The broadest duties of counsellors at tertiary institutions typically include admissions, academic advising and registration, testing, teaching, faculty consultation, career coaching and counselling, crisis and intervention, psychoeducational programming, mental health evaluation, referrals for long-term services, and social or personal referrals (Bishop, 2006; Bundy & Benschhoff, 2000; Sharkin, 2012). On the other hand, counselling services at four-year institutions, like those provided at the University of Cape Coast, can be

seen as better suited to many counselling needs and include individual counselling for all students, consultation services for faculty, and staff, workshops centred on prevention and remediation, couples counselling, therapy, and structured groups, as well as sexual assault prevention (Banks, 2020).

The majority of prior research has discovered that students who receive counselling services are more likely than those who do not to remain with their studies or graduate within six years (Kharas, 2014; Turner & Berry, 2000). For instance, Robinson, Jubenville, Renny and Cairns (2016) discovered that exposure to counselling services during the first year increased the likelihood of retention one year later by a factor of three when compared to a comparison group. At public universities in Singapore, this investigation involved nearly 10,000 first-year and transfer students. Participating in both individual and group therapy has also been associated with greater academic success and credit completion than simply individual counselling.

The Concept of Disability

Disabilities are frequently viewed as unavoidable (WHO, 2015). The normal functional limits brought on by aging are not just based on a person's chronological age. People with disabilities who live in communities have a wide range of talents and health needs. The ability of an aging population to stay engaged and contribute to society depends on one primary factor: their health. Participation and exercise are encouraged by good health. The experience of constraints and restrictions, or handicap, has detrimental effects on one's health. Even in the early stages of life, activities and involvement may be impacted by sudden health decline or a chronic or lifelong illness.

According to estimates, 50% of people 60 and older and 15% of the general population worldwide have moderate or severe disabilities (World Health Organization, 2015). This indicates that up to 190 million individuals have substantial functional challenges, and as was previously indicated, it is projected that up to one billion people worldwide live with a handicap. A longer life expectancy is causing significant demographic changes in Europe, making the continent an ageing society where more people with impairments continue to live at home (Fine, 2012).

While some disabilities necessitate intensive medical treatment, others may have a negative impact on daily living without necessitating regular interaction with medical or social services. As a result, the topic of disability is incredibly diverse. Nevertheless, the background of the individual and its limitations on involvement are universal denominators. According to the World Bank and the World Health Organization (WHO), encouraging engagement among those with impairments should get special focus (WHO, 2011).

Disability is currently viewed from the viewpoint that those who have it are pitiful objects who need to be cared for. This viewpoint needs to shift, nevertheless, so that persons with disabilities are perceived as being superficially distinct from people without impairments. Recognizing that persons with disabilities strive to survive, to live, to have employment, to have houses, to have fun, and to lead fulfilling lives is crucial. Unconscious and instinctive emotions like sympathy, anxiety, and repulsion frequently occur in people without disability. The prejudice towards individuals with disabilities, while rooted in superstition or ignorance, is typically not intended to be malicious or to divide the community into a caste system (Abbott & McConkey,

2006). Regardless of their intentions, many people without disabilities show signs of annoyance or apprehension when they come across someone with a handicap (van Jaarsveldt, & Ndeya-Ndereya, 2015). These views further marginalize those with impairments by dividing the "disabled" from the "nondisabled."

Hearing Impairment: Humans use their senses to discover their surroundings. People use their senses of sight, sound, taste, touch, and smell to understand the things around them, connect with one another, find their way about, and learn things in school. Sometimes, people rely primarily on sound to communicate. People who have hearing impairments face additional challenges in receiving a sufficient education because these senses are frequently employed in schools.

Hearing entails gathering and analyzing sound. To collect and translate sound waves or air vibrations, many parts of the ears and brain are used (Turnbull, Turnbull, Shank, Smith, & Leal, 2002). The three distinct parts of the ear function as follows, according to Turnbull, Carr, Dunlap, Horner, Koegel, Sailor and Fox (2002, p. 518), "the outer ear is the microphone in the studio, the middle-ear is the radio transmitter, and the inner ear is the radio receiver." The cochlea, which is located in the inner ear, is the primary receptor organ for hearing (Heward, 2003). The cochlea is a snail-like, fluid-filled tube that is tubular in shape (King, 2009). She confirms her claim that hair cells border the basilar membrane in humans and other mammals. The sensory receptors of the ear are these hair cells (Vollrath, Kwan & Corey, as cited in King, 2009). When hair cells come into contact with the tectorial membrane, a jelly-like flap above them produces an impulse that the brain interprets as sound, according to King, as cited in Loui and Gueta (2017). The various parts of this complicated organ,

as Heward (2003) also states, assist in translating high and low tones, which are then transferred through the auditory nerve to the brain. We can sense noises in our environment thanks to this complex system. Hearing loss or deafness can result from it not functioning properly.

Deafness is quantified medically using precise measurements. Decimals are used to calculate sound intensity (Turnbull et al, 2002). Hertz units are used to gauge sound pitch (Heward, 2003). When compared to the range of hertz and motor decimals that people without impairments can hear, some people with hearing loss can only hear certain hertz or decimals (Turnbull et al, 2002). They might hear a bicycle but not a doorbell, for instance.

Individuals with Disabilities Education Act (IDEA) defines hearing impairments in the educational context as a loss that hinders and has a negative impact on a child's academic achievement (Turnbull et al, 2002). A general word used to describe the loss of hearing in either one or both ears is "hearing impairment." World Health Organization (March, 2018) states that "a person with hearing loss is one who is unable to hear as well as someone with normal hearing, defined as hearing thresholds of 25 dB or better in both ears.

The severity of a hearing loss might range from slight to substantial. It makes it difficult to hear conversational dialogue or loud noises and can affect one or both ears. This proves that hearing impairment can result in a partial or complete loss of hearing in one or both ears. Hearing loss typically results in a communication barrier that affects the child's education by diverting attention from classes that are appropriate for their age and placing greater emphasis on explaining basic ideas (Turnbull et al, 2002). Children who are deaf frequently struggle in school across all subject areas (Heward, 2003). Additionally, it adds

new obstacles to social connections and can lower children's self-esteem. Math and reading are the areas where children are most challenged.

The development of a child's communication abilities, social skills, academic success, and self-concept is specifically the responsibility of teachers.

Deaf children and their families have a wide range of possibilities. Both technical and surgical methods exist. There are specialized schools and classes. There are numerous communication methods. Speech therapy, assistive technology, resource rooms, special classrooms, special schools, and other social programs are available to deaf students within the school.

From the perspective of education, hearing impairment (H.I.) is divided into two categories: hard of hearing and deaf. The term "hard of hearing" refers to people whose hearing loss ranges from mild to moderate. When these people's hearing loss is measured with an audiometer, it ranges from 26 dB to 55 dB. Because of their mild hearing loss and ability to wear a hearing aid, they can participate in activities that may require sound because of their hearing loss. If a hearing aid is being worn, their residual hearing may help them hear and interpret spoken language (Ndurumo, 1993). People who are deaf include those whose hearing loss is severe to profound, or between 56 dB and over 91 dB. Compared to people who are merely hard of hearing, their situation is different. A small percentage of people can gain by wearing hearing aids. The chronology of the onset of deafness, according to Ndurumo (1993), is also significant. All adjustment issues are compounded by deafness that develops from birth or prior to the development of language and speech patterns. Prelingual deaf people are those who had these kinds of experiences. They experience severe disadvantages if they lose their hearing before the age of four. This means that

those who are deaf before the age of four will have a tough time adjusting to society and to school.

Heward (1984) defined hearing impairment as any person with a hearing loss severe enough to call for special education training and accommodations.

When a person's hearing is impaired, their condition is communicated through speech or other sounds that have been tuned for frequency and integrity.

Prior to World War II (1939–1945), special school programming for children with hearing impairment as young as 2–12 years of age was established as a result of growing realization of the significance of the preschool years for the communicative development of children. The goal of a special class has been to develop and implement a curriculum tailored specifically to the needs and characteristics of a kid with a moderate, profound, or total hearing loss. After completing the eighth grade, a deaf or hard-of-hearing child who was enrolled in a day program may leave that setting and enrol in either a regular high school or the secondary program of a public residential school for the deaf. In Ghana, there are typically fifteen to twenty students enrolled in special classes.

Regardless of their physical, intellectual, social, emotional, linguistic, or other disabilities, all students must be accommodated in regular schools as part of regular education. Disabled students are required to attend neighbourhood schools that they would attend if they did not have a disability, according to national and local legislation (Nutbrown, & Clough, 2004).

General Background of the Educational Development of Persons with

Hearing impairment: People with hearing loss have long fascinated and interested people. The work of Italian mathematician and physician Girolamo Cardano (1501–1566), who believed Agricola's account of a deaf-mute who had learnt to write, may have signalled the end of the dark ages for the deaf (Moore, 2010). Pritchard (2013) argued in favour of teaching reading and writing to deaf people because she thought signs may help them understand many abstract concepts. He must have been the first to recognize that thoughts might be communicated through writing without needing to speak them.

The current condition of special education for children with hearing impairment is not exceptional, despite the fact that the needs of these children are receiving more attention. Many deaf students have graduated from school without being proficient readers or writers in their native tongue. The average secondary-level deaf pupil continues to perform at a level comparable to that of a typical 9- or 10-year-old hearing student (Easterbrooks & Beal-Alvarez, 2012).

Many deaf students find it difficult to communicate, sometimes even with classmates or members of their own family. Identification of a deaf child is frequently heartbreaking for parents since they are frequently given conflicting, confusing information and counsel when they learn that their children have hearing impairment (Easterbrooks & Beal-Alvarez, 2012). A startlingly high percentage of hearing-impaired adults are unemployed or underemployed, and their incomes are frequently lower than those of the hearing population. They are given the impossible choice of either going without formal education or enrolling in the neighbourhood school, where they

will probably fail unless efforts are made to accommodate them (Heward and Orlansky, 1988, UNESCO, 2000).

Physical impairment: Physical disability is a catch-all word that encompasses a wide range of different medical disorders, including poliomyelitis, spinal cord injuries, amputations, muscular dystrophy, limb deficits, bone tuberculosis, orthopaedic, cerebral palsy, spinal bifida, and many others. These ailments impair a person's capacity to independently breathe, move around, efficiently utilize their arms and legs, swallow food, and move around. Additionally, it may impair other faculties like eyesight, cognition, speaking, language, and bowel control (Hardman, Drew, & Egan, 2005). These plainly defined terms show that, contrary to what some people frequently claim, the concept of physical impairment extends beyond those who are confined to wheelchairs.

Visual impairment: According to the World Health Organization (WHO, 2000), impairments are issues with how the body functions or is built. Therefore, those with visual impairments experience vision-related issues. One must be mindful of a variety of "seeing"-related factors, such as visual acuity for far- and close-by objects, field of vision, colour perception, and light sensitivity.

Wendy (2003) asserts that understanding how eyesight is measured is crucial to comprehending the criteria of a visual impairment and legal blindness. An eye chart is used to measure central vision. Visual acuity is a pair of integers used to represent the outcomes. 20/20 is considered to have normal vision. The distance from the eye chart is represented by the first number, and the distance from which a normal eye can clearly see each letter on the chart is represented by the second number.

A person with a visual acuity of 20/20 can read some sizes of letters at a distance of 20 feet, whereas a person with a visual acuity of 20/60 can only read letters at a distance of 20 feet that a normal eye can recognize at a distance of 60 feet. Your vision will be worse the higher the second number of your visual acuity is (Wendy, 2003).

Legal definitions of a visual impairment: The legal definition is based on visual acuity and field vision, claim Javitt, Zhou, and Willke (2007). A person is deemed legally blind if their visual acuity is 20/200 or lower following the best correction using glasses or contact lenses. As a result, a person whose field of vision is limited to 20 degrees or less is regarded as legally blind. Legal blindness does not automatically imply that a learner or a youngster has no visual acuity at all; the child may be able to perceive light and darkness and may have some visual descriptions. A child is considered as legally poor vision or partially sighted if their visual acuity test results range from 20/70 to 20/200. (Wendy, 2003). This concept is not truly sufficient, according to Jernigan (2005). Instead, it is a method of defining something in terms of functionality rather than in terms of medicine or the physical body.

Educational definitions of visual impairments: According to Wendy (2003), the educational classification of visual impairments is based on the particular educational adjustments required to support the affected children's learning, not on tests, and is divided into three categories: moderate, severe, and profound. Education for Persons with Disabilities Act (IDEA, 1998) emphasises the relationship between vision and learning in the education scenario:

1. When a person has a moderate or low vision impairment, their major method of learning is through their eyes. In a traditional classroom or a reading lab using ICTs, it can be improved with the aid of visual aids;
2. When a student is severely visually impaired or functionally blind, they acquire content mostly through hearing and with some assistance from visual aids. The child can continue to learn through vision. This classification corresponds to what is meant by a youngster with low eyesight; and
3. A person who is completely blind or has severe visual impairments cannot receive any usable information from their eyes. The main learning routes for this learner are touch and sound. This status is equivalent to being legally blind.

In other words, IDEA (1998) affirms that a child's academic achievement is negatively impacted by a vision impairment, even with treatment. Each eye condition has an effect on vision, so each learner's experience with a visual impairment is different. Although the degree of sight might vary widely, the vast majority of students with visual impairments have some useable vision. Reading and writing pose obstacles to learning for many visually impaired students. Inevitably, these obstacles make it challenging to engage with and access the curriculum (IDEA, 1998). "A visually handicapped learner is one whose visual impairment interferes with his best possible learning and achievement, unless adaptations are made in the methods of presenting learning experiences, the nature of the materials used, and/or in the learning environment," (Argyropoulos, Sideridis, and Katsoulis, 2008, p. 221).

However, we need to understand the origins of visual impairments before we make any changes.

Prevalence of visual impairment in Ghana: According to the 2015 Ghana Blindness and Visual Impairment Study (GBVIS) (Wiafe & Universal, 2015), which was carried out under the supervision of the Ghana Health Service, over 190,000 people in Ghana are blind. In people 50 years and older, the prevalence rate of blindness was 4.0 percent, and it rose with age to 19.12 percent in people 80 years and older. More men than women were impacted. Out of every five blind people in Ghana, four are due to preventable conditions like cataract. According to the study, refractive errors are the main contributor to impaired vision, but it also stated that just 5% of Ghana's refractive error sufferers who required eyeglasses were really wearing them. According to the survey, 0.74 percent of Ghanaians have vision that is less than 3/60 in their better eye with the best correction (with pinhole). Furthermore, 1.07 percent of people had serious visual impairment. In Ghana, rural areas have a greater rate of blindness (0.79 percent) than do urban areas (0.67 percent). The most frequent cause of blindness, cataract (54.8 percent), was followed by glaucoma (19.4 percent). But refractive error (44.4%) and cataract were the two leading causes of visual impairment (42.2 percent).

History of Educational Development of Students with Visual Impairment: In ancient Egypt, the concepts of blindness and education were originally discussed (Yates, 2014). The beginning of schooling for people who are blind was during that time, according to history. The first contemporary facility for the blind was founded in 1784 by Valentin Haüy in Paris as "Institut National des Jeunes Aveugles." This school accepted a little kid named Louis

Braille in 1819. He began to consider the disparity in the reading and writing abilities of sighted and visually handicapped students. Later, he made contact with a soldier, who informed him about a reading system the troops employed while engaged in combat. After considering this, he created the groundbreaking Braille reading and writing method for visually impaired students. England's Yorkshire School for the Visually Impaired, founded in 1835, was the first organization to provide proper education for the blind. With the founding of the residential school that is now known as the Perkins School for the Visually Impaired in Boston in 1829, formal efforts in the United States for each child with visual impairment began. Louis Braille developed his raised-dot reading system in 1834, but the first public school class for children with visual impairments did not establish in Chicago until 1900. (Kirk, Gallagher, Coleman, & Anastasiow, 2012).

The Education for All Handicapped Children Act (PL 94-142) has encouraged a significant expansion of programs in public schools for children with visual impairment during the past few decades (IDEA, 2004 in Kirk et al., 2012). Universities currently provide teacher preparation programs and orientation and mobility (O&M) programs that train professionals to interact with children who have visual impairments (Goodrich, 1999).

Children with multiple disabilities, including visual impairments, were frequently denied education in schools for the blind and were instead placed in settings that prioritized their other disabilities while frequently ignoring the visual issues. This was before the Individuals with Disabilities Education Act (IDEA), which was put into effect in 2001. It is no longer relevant, as Whitburn

(2014) noted. Possible for educators of students with visual impairments to ignore students with multiple impairments (Kirk et al., 2012).

The Concept of Inclusive Education

There is no widely agreed-upon meaning of the word “inclusion”, according to Pearson (2005). This might be as a result of the different ways that it can be defined (Ainscow, Booth & Dyson, 2006; Thomas & Vaughan, 2004; Clough & Corbett, 2000). The majority of definitions conceptualize it as a method for teaching SEN students in regular education settings (Blecker & Boakes, 2010; Idol, 2006). It is distinct from mainstreaming, when students with special needs spend part of the day in a special education program and part of the day in the general education program, or integration, where children with SEN are physically placed in general education classrooms without any accommodations (Idol, 1997). In integration or mainstreaming the child fits him/herself into the general education system and copes with the curriculum (Kunc, 1992), implying that it is the child who adapts, not the school. According to Kunc (1992), the child who is integrated or mainstreamed fits into the general education system and manages the curriculum, suggesting that the child adapts rather than the school.

In order to meet the requirements of all students, schools must be restructured as part of inclusive education (Ainscow, 1995, p.1). Therefore, according to McLeskey and Waldron (2000), effective inclusion depends on transformation in every facet of education. Flem, Moen, and Gudmundsdotter (2004, p. 95) define inclusive schools as "fitting schools to suit the needs of all pupils," which affirms this and emphasizes the importance of presence, involvement, and achievement for all students. IE is well recognized as a reform

that embraces and fosters diversity on a global scale (UNESCO, 2001). According to Skrtic, Sailor, and Gee (1996), IE calls for schools to cater to all their students' needs.

Schools must focus on "all aspects of schooling, including curriculum, assessment, pedagogy, supports, and so on" in order to succeed in IE. Taking away all obstacles to learning (Mitchell, 2005, p.4) According to the Centre for Studies in Inclusive Education (2002), IE is a never-ending process of removing obstacles to learning and engagement for all kids. As a result, schools, communities, governments, and local authorities will need to try everything possible to remove obstacles to participation and learning for everyone (Booth & Ainscow, 1998).

Features of inclusive education: Mitchell (2005, p. 4) noted two characteristics of IE complete enrolment in regularly scheduled, age-appropriate courses in neighbourhood schools, as well as access to suitable aids, support services, and customized programs with adequately differentiating curricula and assessment methods. In support of this, Deiner (2005, p. 24) noted that "successful inclusion" entails placing children in an educational environment that offers the support necessary to address their emotional, social, and academic requirements.

According to UNESCO (2005, p.13), IE is intended to: welcome diversity; benefit all learners, not just the excluded; include children in school who may feel excluded; and provide equal access to education or making provisions for certain categories of children without excluding them. This is consistent with the characteristics of IE presented by Mitchell (2005) and Ainscow (2005b).

Career needs

Research is currently being discussed in countries including the United States, Britain, and Australia on career development and decision-making self-efficacy for learners with impairments. According to Murugami and Nel (2012), one of the most important ideas to emerge in recent decades is the understanding of self-determination in the life of a person with a handicap. They claimed that for far too long, experts have made decisions for people with disabilities without much participation from those people or their parents. Even though these choices may have been made with the best of intentions, they may have ignored the goals, dreams, and wishes that remained unfulfilled in people with disabilities. People with disabilities are attracting society's attention with the present cry for inclusion.

Despite decades of programs being developed by numerous well-intentioned organizations and large financial investments, the majority of people with visual impairments in the world today do not receive services for professional growth, according to Webson (2022), who is blind. In such situations, according to Webson (2022), people with visual impairments will never be able to fully engage in their communities. Although the claims might seem to be too extreme to be true, they nonetheless raise questions that call for a reconsideration of how we provide services to students with disability. If Kenyan learners with disabilities are to be expected to handle today's obstacles in the rapidly evolving workplace, they too need similar treatments. This requirement will be the same as what students with impairments would need in

In essence, traditional systems of vocational education that use primary disability as a major determinant of assigning persons with disabilities to

predetermined occupations are no longer as important as increasing the participation of learners with disabilities in mainstream education and, as a result, their participation in the labour force. It cannot be overstated how important it is for learners with disabilities to improve their perception of themselves as professionals in order to better make career decisions.

The choice of vocation, subjects, and courses in school, as well as the subsequent paths to take, is always a challenging challenge, especially when there is no direction, according to Makinde (1987), who claims that choice is a problem experienced by students everywhere. His claim that graduating students struggle with decision is particularly noteworthy.

According to Blossfeld and Von Maurice (2019), it is a basic premise that all students must make specific decisions, strategies, and modifications over the course of their academic careers. He goes on to say that as a person advances through the sequence of formal educational experience, occupational needs and challenges tend to become increasingly relevant and visible. Blossfeld and Von Maurice (2019) added that the complexity of the workplace has raised the necessity for providing students with trustworthy knowledge on the prospects and requirements of a variety of occupational sectors. The key to vocational and career development, according to Okoye (2017), is information because without knowledge of occupations and their needs, potential employees could not be aware of the existence of certain professions or the qualifications needed for them.

According to Ullrich (2020), choosing one's future career is frequently anxiety-inducing because to the apparent finality of the choice, and individuals who make the choice frequently feel guilty about it in the future. According to

Ullrich's assertion, in order to make the best decisions and choices regarding their jobs, people need to have access to sufficient knowledge. He categorized lack of information about relevant careers among students" major problems.

Additionally, according to Manstead (2018), insufficient attention has been given to the issue of career issues faced by university students and how these problems may cause students to feel confused and hesitant amid the variety of occupational counselling techniques. According to a research he did, college students need knowledge about the professions for which their selected programs would prepare them, as well as of the locations and individuals on campus who might assist them in making career decisions. They must have a deeper awareness of who they are in order to select a profession that closely aligns with their values, objectives, and preferred way of life. They also need to be aware of future skill demands and the labor market. Therefore, such courses ought to be developed to allow more freedom and selection among many

According to Taylor and Buku (2006), there are a variety of issues that young people deal with in the development of their careers, including a lack of self-awareness, unrealism, hesitation, resistance to change, rigidity of attitude, ignorance about particular professions, and gender stereotypes. According to Asare-Bediako et al's (2007) argument, job placement has become recognized as a crucial principle that attempts to hasten the acquisition of employment for vocational students inside and outside of the classroom. He conducted a study that found that the execution of job placement initiatives in schools was poor. Asare-Bediako et al (2007) recommended that professional staff offices be established where data would be gathered and preserved in order to be used for student job placement. In order to help pupils get jobs, he also suggested that

teachers have the right training. Oladele (1989) also points out that students require assistance in locating appropriate and rewarding employment.

Apreko (2010) assert that it is always better to make a satisfying choice than to take a position that can be detrimental to a person's job life. A job applicant must consider both his or her own interests and skills as well as the specific requirements for the position in issue while picking a profession. They also emphasize how important it is for job hopefuls to thoroughly prepare for interviews. According to a research by the Japan International Cooperation Agency, 30% of recent polytechnic graduates are unemployed (Awabil, 2007).

According to Udoh and Sanni (2012), teaching young people how to obtain occupational information or providing them with occupational knowledge would be extremely beneficial to the people exposed to it in the future. A trustworthy and up-to-date occupational information service, in his opinion, would assist people in overcoming both present-day and future occupational obstacles. According to Udoh and Sanni (2012). In order to satisfy the requirements of both persons seeking employment and society as a whole, it is crucial to supply accurate and up-to-date occupational information. He goes on to say that, one of the best methods for educating students about careers is through field trips or excursions.

Academic needs

The foundation of practically every facet of education is the academic demands of the student. Academic needs are simply "resources desired for academic reasons." Although learning occurs in a variety of settings, educators tend to concentrate on learning that takes place in formal learning environments like classrooms and schools, where teachers work closely working with students

to aid in the development of certain knowledge and abilities (Guskey & Anderman, 2013).

Academic needs are adequate resources that improve academic performance, according to Fisher (2004). Academic skills, which are essential components of academic content, are taught in schools and include writing, reading, and problem-solving. For enhanced educational performance, the school environment is crucial. The type of instruction used by the teacher is one of several factors that affect students' degree of accomplishment. Academic achievement has been demonstrated to rise with the adoption of teaching techniques across all grade levels, including both children with and without special needs. Fisher (2005). Other methods that have helped students with disability meet their academic needs include a scientific inquiry-based approach that places an emphasis on different ways of expressing learning and the use of didactic resources in the social studies subject in addition to textbooks (Gersten, 2006; Suleymanov, 2014).

A good teacher can support and increase a child's academic demands more than other elements, according to certain research, including those by Johnston (2015), which were referenced in the European Agency for Development in Special Needs Education (2010). It seems that having teachers with the right education and experience is one of the most important factors in making sure that everyone has equal access to opportunities and education. The combined qualities of a teacher, such as theoretical and empirical knowledge, were suggested by Reynolds (2009, cited in European Agency for Development in Special Needs Education, 2010, p. 7). Everyone can benefit from a good

learning environment that is established through knowledge, effective teaching strategies, time management approaches, and values.

Reviews of counselling services have focused extensively on perceived academic hardship, academic performance, persistence, and graduation. Numerous studies have revealed that when compared to reference groups, children who receive counselling have greater self-rated academic, social, and emotional adjustment (Choi, 2010; DeStefano, 2001; Lockard, 2012). However, research on how counselling services affect academic performance has produced conflicting findings. (Cholewa & Ramaswami, 2015; Illovsky, 1997; Lee, 2018). Recent research by Cholewa and Ramaswami (2015) discovered a positive correlation between exposure to counselling and fall grade point average for underprepared freshmen.

Some writers have expressed concern regarding students' study habits. Effective study habits are critical for students to develop in order to manage the quantity of work that is expected of them, according to a survey of student problems conducted by Julius and Evans (2015). He claims that one aspect affecting grades is the study habits, and that an average student with good study habits will perform better than a bright student with bad study habits. He continues by saying that students can learn well and develop favourable attitudes toward learning through a program or study habit, and that these programs should involve time budgeting., memory improvement through the use of mnemonic devices, effective note-taking, and concentration improvement through the avoidance of distractions.

Personal-social needs

One of the main objectives of inclusion is to give disabled students the chances they need to develop their interpersonal skills, establish friends, and form social networks that will help them throughout their academic careers and beyond (Mitchell, 2015; Aldabas, 2015). If these objectives are to be met, active participation in the school's social community is required. If the student with a disability integrates into the ups and downs of the school much like other students do, social needs will be greatly facilitated. This happens if the student's daily routine resembles that of other pupils, if the aids offered to the students are natural and inconspicuous, or, to put it another way, if difference is present.

Harris in Wong and Kwok, 1997) lists a number of obstacles that college students may encounter when trying to cope, including their marriage and their ability to care for their children. Furthermore, he discovered that among college students, personal-social conflicts and intrapersonal issues like guilt and shame are widespread.

According to Aggarwal (1994), it is preferable for teachers to provide open-minded and honest advice on sex. Additionally, he claims that education is what should allow the growth of boys and girls in a way that will enable them to live full lives as men and women. In addition, according to Chauhan (2001), it is the parent's duty to provide sex education from a child's earliest years.

According to Edjah (2007), most adolescents will experience sex at some point, but most of them find it extremely difficult to discuss sex with their parents and other adults. He emphasizes how important it is for young people to get the appropriate knowledge about their sexuality from the right people. He also claims that in order to prevent kids from failing to draw Parents and

instructors should avoid being too technical, textbook-like, and abstract when teaching children about sex so that they can make the connection between what they are learning and their own bodies.

One of the major difficulties in assisting students to address their personal and social needs and concerns is determining the core problem (Reicher, 2010). Tiger (2017) contends that for the majority of people, happiness depends on having fulfilling interactions with other people. According to Richmond, Croskey, and Payne (1987), interpersonal interactions are essential to human existence in contemporary society and are necessary for everyone's survival.

According to Hargie (2021), campus life presents both young and older students with a variety of challenges for their intellectual, social, and emotional development and growth. Some students find the experience to be too taxing, despite the fact that many do it with passion and enthusiasm. The tremendous anxiety, irritation, and sense of overload felt by those who find these obstacles to be too demanding work against successful academic and personal adjustment. According to him, students' responses to social, emotional, and psychological crises appear to be an attempt albeit one that has been Students' attempts to cope with or adjust to the changing requirements of a new environment have generally failed. When students enrol in college, they are expected to adjust to new people and circumstances, and therefore

According to Chauhan (2015), social information is a trustworthy and practical source of information about the potential effects of the physical environment that have an impact on interpersonal and interpersonal interactions. A student will be able to better understand themselves and their relationships

with others by learning about social information, according to the statement. Teenagers, according to Chauhan (2015), require money to fulfill their recreational and other needs, and when these needs are not satisfied, they get distressed emotionally. Choudaha and Van Rest (2018) note that one of the key financial challenges faced by mature students is related to their budget.

According to Julius and Evans (2015), issues might prevent students from achieving their potential in the classroom and are difficult for institutions of higher learning to handle on their own. These issues include, but are not limited to, the lack of classroom space and accommodations as well as the weight of students' financial obligations. He emphasizes the importance of providing students with a sufficient amount of high-quality food, saying that without it, they cannot participate in both academic and extracurricular activities in a way that is comfortable for them. He also claims that it is logical to assume that food insufficiency could be a significant cause of student unrest. Regarding financial issues, He contends that organizations cannot assume students' financial responsibilities, but they may advise students to look for financial aid from the government and other non-profit organizations. Additionally, he contends that receiving financial aid—whether in the form of gifts, loans, or part-time employment—is an excellent way to teach students about their social and financial responsibilities, how to make the most of their resources, and how to handle the financial issues they will face in real life.

For students to be able to combine their academic subjects outside of the classroom, accommodations are needed. Julius and Evans (2015) assert that ideal student housing should be a site where residents are first exposed to the culture of the university. He thought that hostels should be places where people

who come to learn are welcomed into the community of those who are there to educate; a place where the formality of the classroom are disregarded and the learner is at the centre.

The polytechnics' infrastructure, according to Crentsil (2016), is inadequate to satisfy the demands of tertiary education provision. In order to handle the launch of new programs as well as the rising student enrolment, he claims that all institutions are actively working to enhance their physical infrastructure.

A research by Makinde (1987) also found that 85.4 percent of the sample group of students prioritized money and economic issues over all other concerns. Similar to this, Tiboh (2016) reported that students' concerns about money are the most common ones in her assessment of the requirements of polytechnic students in a few chosen polytechnics in Ghana.

Empirical Review

Academic counselling needs of students with disability

Researchers have previously identified obstacles, like social stigma and reluctance to report, that prevent students with disability from receiving academic help. By revealing the perceived lack of services provided to this demographic, as shown by huge data sets, Zilvinskis, Barber, Brozinsky, and Hochberg (2020) aimed to inform advising practice. Information about academic counselling from 55,945 first-year students at 260 schools from the Based on student self-reporting, academic advising procedures for students with disability (10.12 percent) and the general population were compared using multilevel models from the National Survey of Student Engagement. The findings show that even after taking into account the backgrounds of the

students and the characteristics of the institutions, academic advising practices were still thought to be less successful for students with disability. The necessity to specifically strengthen services for these students falls under this category.

In earlier research, Stallman (2012) aimed to describe and contrast the counselling services available to university students in Australia and New Zealand with other services throughout the globe. Five Australian and three New Zealand counselling services were participants. The findings show that counselling services help students in a range of ways and with e-technologies, but they are limited by a lack of finance in contrast to their counterparts abroad. A few examples of the needs for academic counselling are extremely high counsellor to student ratios, a lower average number of consultations per student, and fewer qualified mental health counsellors. This has further effects that could widen the gap between counselling service requirements and supply in the context of Australia's higher education reform. inadequate assistance for students with disability in counselling

Furthermore, Young-Jones et al. (2013) conducted a study with the goal of examining academic advising through the needs, expectations, and success of students rather than through the more traditional lens of the process's capacity to satisfy students. An online survey asking students (n=611) about their perceptions of and experiences with academic advice was performed. Student responses were subjected to analyses of variance, multivariate regression, and principal axis component analysis. For both disabled and non-disabled students, academic advising and student achievement were found to be strongly correlated with six interpretable counselling needs: advisor accountability, advisor empowerment, student responsibility, student self-efficacy, student

study skills, and perceived support. Regarding the counselling of students from varied demographics, differences have surfaced. The findings point to advances in counselling techniques, particularly those that target interventions at particular demographic groups.

Additionally, according to Weiner and Weiner (1996), one-on-one interviews were conducted with 24 college students who had mental health issues. All of the children took part in an assisted education program that was offered locally for students with psychiatric problems. The following five themes—issues with organizing and directing one's attention, low self-esteem, issues with trust, stigma, and high levels of stress—were determined to be areas in need of counselling. The results show that this particular group of students requires extensive care. Along with career counselling and academic accommodations, it was felt that the necessity of a peer support group, a one-on-one contact with a counsellor, and a relationship with an academic adviser were also crucial.

The demands of students with impairments in terms of academic counselling have received a lot of attention in the literature. The majority of the needs for academic counselling have been found in the literature. In a few instances, academic support behaviours were thought to be lower for students with impairments. Again, it was discovered that some of the academic counselling requirements for students with disability were limited resources, high counsellor-to-student ratios, a lower average number of consultations per student, lower mental health counselling qualifications of counsellors, advisor accountability, advisor empowerment, student responsibility, student self-efficacy, student study skills, and perceived support. The viewpoints of

impaired students were not assessed because the findings were centered on them, which is another concern in the literature that was not adequately addressed.

Career counselling needs of students with disability

For students with and without impairments to pursue their careers smoothly, career guidance and counselling (CGC) is essential. Pakistan is a developing nation with few CGC services; CGC is a new industry there. There hasn't been much research done on the CGC needs of inclusive undergraduate institutions or the services that are offered to them. In their study, Keshf and Khanum (2021) used 18 semi-structured in-depth interviews with undergraduates as part of a practical snowball sampling technique. Data were analysed using a thematic approach. There were ten subthemes in all, with the two primary topics being the availability of CGC options for undergraduates and the needs of inclusive undergraduate students in terms of CGC. Undergraduates with disabilities required self-awareness, guidance, decision-making abilities, information and advice, emotional management, job search abilities, and practical experience. There were certain CGC services like one-on-one sessions, job fairs, and career seminars accessible, but undergraduates seldom ever used them. Regarding the use, evaluation, planning, and delivery of career services in developing nations as well as upcoming CGC research, this study may have consequences for students and career service providers.

Ninety-seven students with learning difficulties from three postsecondary institutions in the Midwest were the subject of a study by Hitchings (2001) that examined their development and awareness of disabilities. Semi-structured interviews were used to gather data to examine them. In

general, students with disability who were eligible for supports in high school did not prepare their transitions as required by federal law. Despite having specific work needs, their options for professional advancement were limited. The majority of students found it challenging to explain how their impairment affected their capacity to explore and plan for careers. Services for career development should be made available to postsecondary students with learning difficulties, including instruction in self-advocacy and job exploration within the first two years. Continuous career self-management training is necessary.

From primary through university levels of education, Murugami (2012) examined how guidance and counselling might help prepare students with impairments for the workforce. The ability of visually impaired students to comprehend their strengths and potentials, accept their limits in a realistic manner, and make their own decisions about their careers was examined. The study used self-efficacy and career development theories as its guiding principles. Theorists that support these ideas contend that the career development process aids in the growth of decision-making self-efficacy and professional self-concept. The idea was that a favourable self-perception of oneself as a worker facilitates the person-environment fit and influences future employment outcomes by promoting self-actualization. The main findings suggested a linear association between decision-making self-efficacy and vocational self-concept, suggesting that as students advanced in their schooling, their growth would increase. But students showed little understanding of the effects of handicap severity. This confirmed the requirement for a developmental career counselling and guiding process for students with disability, leading to the model proposed by Murugami (2010).

Chen (2021) conducted research on career counselling for college students who have learning difficulties. According to Chen, promoting diversity will be a key component of career counselling in higher education in 2021, making the process more effective and accessible for students with special needs. In order to do this, some crucial concerns regarding the requirements and difficulties of young university students with learning impairments (LDs) in terms of career development were addressed in his work. The work focuses on the key psychological dynamics of the target group, connecting LDs to these students' life-career experiences in light of their career maturity and self-efficacy. After the investigation, he came to the ultimate conclusion that, in order to effectively counsel young university students with LDs, specialized aiding techniques must be used. Starting with a secure, sympathetic, and encouraging counsellor-client working relationship, LD students can better understand their strengths and weaknesses and how these dynamics will affect their current academic life and future professional life.

The results of all four research were in agreement, proving that kids with disabilities need counselling. According to several studies, inclusive undergraduates require self-awareness, guidance, decision-making abilities, knowledge and mentoring, emotional management, job search abilities, and practical experience. Also offered were certain career assistance services such one-on-one consultations, job fairs, and career seminars. In accordance with other studies, developing a secure, sympathetic, and encouraging working relationship between a counsellor and a client is the first step toward assisting disabled students in understanding their strengths and weaknesses and how these dynamics will affect their current academic life and future employment.

On the basis of the impaired student's educational level, these counselling needs, however, were not indicated.

Personal-social counselling needs of students with disability

Giovazolias, Leontopoulou, and Triliva's (2010) study focused on examining the social counselling needs of students at two Greek universities as well as their attitudes toward using a university counselling centre. A Greek translation of the Rutgers Needs Assessment Questionnaire and a subscale on attitudes toward the counselling centre were completed by 312 students who made up the sample. The data analysis revealed that the participants' primary concerns were related to relationships, goal setting, and problem solving. Furthermore, it was discovered that university students have some socially induced psychological problems, which accounts for their aversion to seeking counselling on campus.

The goal of Bekere and Tlale (2019) was to identify the needs for counselling in schools as well as its advantages for students. To investigate the social, emotional, academic, and professional problems of students without access to the proper support services, a literature study was conducted. The findings showed that pupils had social and personal needs that need to be addressed, including acute or chronic physical or mental illness, a lack of health care, hunger, poverty, abuse, high rates of mobility, alcohol and other drug misuse, and a lack of needed language skills. Students respond to these difficulties with disengagement, sadness, annoyance, and an inability to meet needs, a lack of knowledge, and partial or complete failure, inability to turn aspirations into fruition, anxiety and hyperactivity.

More recently, Brouzos, Vassilopoulos, Korfiati, and Baourda (2015) sought to assess the counselling requirements of a sample of Greek secondary school pupils. Also looked into was how such perceived counselling needs were impacted by age, gender, and academic performance. 931 pupils between the ages of 12 and 16 made up the sample, 433 of whom were girls and 498 of whom were boys. Participants' perceived needs in several areas were evaluated using a 70-item questionnaire that was created and distributed. Five components emerged from the exploratory factor analysis: societal values, personal growth, interpersonal interactions, and learning skills. When compared to needs for interpersonal relationships and personal growth, students placed a higher importance on social ideals, educational opportunities, and career/guidance development. The fact that age, gender, and academic achievement all had a substantial impact on the five factors further suggests that these factors were predictors of students' self-reported counselling requirements. The significance of these findings for the design and execution of successful school counselling initiatives are examined.

Additionally, prior studies clearly demonstrated the need for personal social counselling. Due to their social and psychological struggles, students don't see going to a university counselling facility favourably. In other works, children's responses to issues at school that are inclusive of all pupils include disengagement, discontent, annoyance, and a failure to meet needs. Other scholars, on the other hand, suggested that certain students prioritised societal values, learning abilities, and career/guidance development particularly over interpersonal interactions and personal development needs. However, the

research has not sufficiently addressed the significance of personal and social requirements for students with impairments.

Barriers to counselling needs of student with disabilities

In Botswana's higher education (HE) institutions, students with impairments are underrepresented. Although the proportion of students with impairments is growing, parity has not yet been reached. Disability activists and researchers (Kambouropoulos, 2015) continue to be very concerned about the difficulties faced by students with disability in accessing and participating in higher education. When university students with impairments tried to access and engage in HE, Moswela and Mukhopadhyay (2011) set out to capture their experiences. Participating in the study were seven disabled students. Semi-structured focus group interviews were used to collect the data. These data were later triangulated using an audit of facility access. The data analysis included constant comparison techniques. Six themes were identified, including lack of support systems, structural constraints due to resources, policy-related concerns, and attitudinal barriers as well as a lack of expertise. The findings' implications for higher education institutions are examined in order to encourage greater involvement by students with disability in higher education in Botswana.

Again, Boltana, Khan, Asamoah, and Agardh (2012) conducted research on the challenges inclusive university students in Uganda encounter while seeking medical treatment and sexual health counselling. It can be difficult for university students in Uganda to have access to services for sexual health counselling and medical care. Based on these premises, the study set out to look into the obstacles that Ugandan university students encounter when trying to

access healthcare and sexual health counselling. 980 students at the Mbarara University of Science and Technology participated in a cross-sectional study in 2005. A self-administered, 11-page questionnaire was used to gather the data. In order to reflect the acceptability, accessibility, or availability of services, the hurdles that respondents faced when seeking medical treatment and sexual health counselling were divided into three categories. Without regard to age, gender, self-rated health, rural/peri-urban or urban residency status, the acceptability of services was the greatest obstacle to students seeking medical and counselling services (70.4%) as well as students in need of sexual health counselling (72.2%). Within each stratum, nevertheless, there were different barriers. Students who self-reported having poor health found obstacles that were very different from those faced by their peers while seeking medical care and counselling for sexual health. For vulnerable groups including students with impairments, it was advised that counselling services should be made more accessible and that waiting times and costs be decreased.

In an additional effort to better understand how overseas students from Mainland China adjusted to their first year of university study, Ang & Liamputtong (2008) made a number of observations. Our results reveal three key trends: a lack of confidence in one's ability to communicate in English; a preference for turning to one's immediate circle of friends and family for support when facing challenges; and a lack of awareness of university counselling facilities. Participants didn't see the university counselling services as a resource they would turn to for help with their own problems.

In addition, Kambouropoulos (2015) looked into Obstacles to International Students' Use of Counselling Services. Physical health, academic

performance, and social and psychological concerns all have a significant impact on international students. Despite experiencing often severe emotional discomfort, there is evidence to show that these students are reluctant to seek counselling to deal with these problems. In this context, Kambouropoulos (2015) examined the frequency with which students at two Australian university campuses used counselling services. Ninety people participated in a study that looked at their behaviour when looking for help, the obstacles in the way of them getting counselling, and how they eventually found the service. To learn more specifically about how these students used and perceived counselling services, follow-up interviews with a subgroup of them ($n = 21$) were conducted. Interviews with counsellors were conducted as well to get their viewpoint on these matters. It was discovered that a number of barriers prevented students from using counselling services, and the vast majority turned to their friends and other international students instead of counselling. Some people, however, asked for help on their own or after being referred by academic personnel. It was determined that foreign students were certainly reluctant to seek counselling, and there is a critical need for counselling services to be aware of cultural views that serve as a barrier to their use.

All of the research under evaluation have noted that there are obstacles to meeting the counselling needs of students with impairments. It was discovered that some of the challenges to meeting the counselling needs of students with disability included attitude barriers, resource barriers, structural barriers, policy-related concerns, a lack of support systems, and counsellors' lack of skills and expertise. According to other studies, kids in inclusive education occasionally turn to their friends for support rather than counselling.

This demonstrates the extent to which pupils in inclusive education do not use the school counselling services. In order to determine whether the listed barriers are present in our setting, it is necessary to look at them.

Assisting students with disability to adjust their counselling needs

In order to address the transition requirements of students with disability, Scarborough and Gilbride (2006) investigated establishing partnerships with rehabilitation counsellors. To better serve the needs of adolescents with disabilities, their work shows how school and rehabilitation counsellors should collaborate. The training, objectives, and ideals of school and rehabilitation counsellors are comparable, and they offer complementary expertise to their work with students. School counsellors can expand their professional activities with kids with impairments to improve their transition into the post-high school environment by better understanding rehabilitation counselling.

Once more, Lan's (2016) study centred on assessing how many college students with disability were willing to use online counselling to address their mental health problems. Additionally, the factors of the readiness to employ cyber therapy were looked at. A novel technique for helping people cope with stress is cyber counselling. Face-to-face counselling is more widely used in Taiwan than online counselling. Among college students with impairments, using computers is the most popular pastime. Cyber therapy is useful for calming down agitated clients. As a result, online counselling is an alternative to in-person counselling. The study assessed college students with disability' willingness to use online counselling to address their mental health concerns. The factors of the willingness to employ cyber therapy were also investigated. The participants were college-aged disabled students who were sourced from

Southern Taiwanese colleges via the internet and college counselling offices. 214 structured questionnaires in total were gathered, and stepwise analysis was performed to identify the most important indicators of college students' willingness to use online counselling. The findings show that students with disability were willing to use online counselling services, but the factors that predicted this behaviour included disease kind, grades, and factors related to needs for and attitudes toward online counselling.

The topic of counselling intervention and support programs for families of children with exceptional educational needs was also covered by Fareo (2015). In this way, parents can help therapists satisfy the counselling needs of students with disability. Every couple hopes to have typical, healthy children. The problems associated with their children's disability jar the families and cause serious psychological disruption to family readjusting. These children's parents deal with a variety of challenging challenges and frequently go through trauma, grief, and stress. The process of assisting families with children who have special educational needs includes intervention programs, which are a crucial component. The study recommended solutions for these parents, including the active participation of a broad variety of experts, including social workers, teachers, psychologists, therapists, medical officers, and many more. It is necessary for parents and professionals to play advocacy roles while also receiving skill training and parent education. This can help parents feel capable of helping school counsellors address the counselling needs of students with disability. Counsellors should again be aware of the wider, insufficient systems of support for parents and should promote the need for these parents to have more generous social and financial resources.

In addition, Pérusse, et al. (2009) investigated the use of group counselling to address some of the counselling requirements of inclusive schools. They described group therapy as an efficient intervention when used in a school environment. In their study, students go over the various group options available in schools, the different group interventions, group formation techniques, and working together with others in the school. Because leading groups in schools requires a specific set of skills, Pérusse, Goodnough, and Lee recommend that group leaders establish cooperative relationships with other members of the school community, allot enough time for group counselling, lobby for changes to any policies that might forbid groups in schools, and collaborate with students, teachers, and counsellors to use various groups to address some of the needs of counselling students.

In a few studies, suggestions for helping students with impairments adjust to their counselling needs were made. School and rehabilitation counsellors have been proven in several research to be quite beneficial. As a result, when working with students, they bring complimentary abilities and knowledge. Their professional interactions with students with disability may become more varied as a result of their increased counselling knowledge, which will help them better adjust to life beyond the classroom. Others proposed using school-based groups and online counselling services to help some of the counselling needs of adolescents.

Types of disabilities and career counselling needs

In response to the government's appeal for inclusivity in Malaysia, Quek (2011) discusses career counselling for clients with physical limitations. The idea of inclusivity is defined as acknowledging that people with disabilities are

capable of making educated decisions about their work and training and have the potential to participate fully in Malaysian society. The purpose of this study is not to discuss the types and degrees of severity of the physical limitations of the clients or to carry out career intervention programs. The purpose of this paper is to raise career counsellors' awareness of the necessity to (1) comprehend diversity issues related to career counselling for clients with physical disabilities in the Malaysian context and (2) use this insight to develop strategies and future directions for client assistance. The importance of helping clients integrate their self-esteem and self-concept toward achieving well-being by changing their impairments into abilities is highlighted when discussing career counselling for people with physical disabilities. This necessitates a thorough understanding of diversity-related issues, such as (1) bias in the workplace, (2) discrimination in career development, (3) abusive life experiences, (4) trauma experiences, and (5) poor mental health that lead to tension and conflict among clients with physical disabilities. It is crucial for the career counsellor to have a multicultural perspective when offering career counselling to clients who have physical limitations and work toward empowering clients by raising their level of readiness.

Employment chances for people with various sorts of disabilities were explored by Boman et al. (2015). Analysis of the employment status and career counselling of groups with various disabilities, as well as possibly significant moderating factors (work ability, structural and individual factors). Four thousand, three hundred and fifty-nine disabled respondents from Statistics Sweden's Labour Market Investigation were the subject of a secondary analysis. Six disability groups were created from the respondents (communicative-

hearing, communicative-speech-reading, communicative-vision, psychological disability, medical disability, physical disability). Logistic regression studies revealed that the likelihood of being Respondents with hearing impairments were more likely to be employed, but those with psychological impairments were less likely. For responders with impaired job abilities, higher education did not boost employment chances. The type of impairment is crucial for career counselling and subsequently work options, in conclusion.

Additionally, Goddard, Lehr and Lapadat (2000) engaged parents of children with impairments in an exploration of a deconstructed vision of disability. They used constructivist concepts of narrative therapy as criterion for their analysis of the stories gathered in open-ended focus groups. Four thematic categories emerged from a thematic analysis that was based on a critical constructivist perspective: stories about assumptions made by others, stories about coping with difference, stories about professionals, and stories about disabilities. These parents' narratives define and deconstruct the dominant discourse about being the parent of a child with disabilities and reveal that any form of career counselling will depend on the type of disability. Implications for counselling parents in ways that honour the differences in counselling that the type of disability brings is being discussed their work.

Backenroth (2001) conducted research on the changing labour economy and people with disabilities. According to Backenroth, there are people with disabilities among over a quarter of the EU's population. Employees with disabilities are being integrated into the workforce more and more. A worldwide literature review and a national survey both found that the perspectives of persons with disabilities contribute to the cultural variety of the workplace. The

goal of this paper is to outline current research directions and pinpoint areas that will require further study in order to provide occupational counselling to various categories of impaired workers. It is obvious that an interdisciplinary approach is necessary because the research in this field presents several difficulties. He therefore came to the conclusion that employees with various disabilities, including attention deficit hyperactivity disorder, learning disabilities, mobility disabilities, medical disabilities, and psychiatric disabilities, among others, needed to be placed under different systems or departments. For each and every type of handicap, a distinct approach to job counselling will be required. In order to create the groundwork for the future development of the competences necessary in the several employment markets for people with disabilities, counselling can encourage collaboration with other organizations, including family groups, educators, and managers.

The literature has given a lot of attention to the subject of different forms of disabilities and requirements for career counselling. According to a large portion of the research we studied above, career counselling for people with physical disabilities necessitates hard work in helping clients integrate their self-esteem and self-concept toward achieving well-being and turning their difficulties into abilities. A parent of a disabled child also stated that the type of disability would determine the effectiveness of any job counselling. Others came to the same conclusion that individuals with varied disabilities, such as ADHD, learning disabilities, mobility disabilities, medical disabilities, and psychiatric disorders, among others, needed to be placed under different departments or systems at their places of employment. This makes it clear that counselling will be necessary for all different kinds of disabilities.

Type of disabilities and academic counselling needs

Frost (1991) looked at student advising in higher education by concentrating on shared responsibility practices and its demographics that increase student motivation and persistence in a varied student body. The study discussed a novel idea in advising termed developmental advising, where the relationship between the advisor and student is crucial and where the adviser's job is to assist the student in considering both short-term and long-term goals. It was discovered that the interaction between an adviser and student helps the student become more involved and persistent in college and helps the student get ready for future decision-making circumstances. Various methods for assisting students in focusing on and clearly articulating their needs and goals were also covered in length along with other strategies for establishing this kind of relationship. The study found once more that specific groups, such as minorities, students who are academically underprepared, students who are impaired, student athletes, and international students, require distinct types of academic advice.

In Canada, Armstrong (2012) investigated "Academic advising and the profile of undergraduate academic advice at Ontario universities." Also made evident was how little is known about academic advisement in Canada, despite its significance to postsecondary students' achievement. It is not commonly known what responsibilities or student populations make academic advising such a tough and time-consuming job. Practically speaking, the study aimed to learn more about academic counselling in Ontario institutions and to give a general description of advisors and their roles. Vilfredo Pareto's theoretical underpinnings were also taken into consideration in this study's investigation of

academic advising duties and time allocation for these responsibilities in an effort to connect theory to practice and confirm or refute the Pareto Principle's applicability in relation to advisors' time usage. This study aimed to identify which students need the most time and effort spent on advising them, as well as how advisers could use the results in their daily job. An electronic survey that was created by researchers was given to academic advisors in Ontario universities. The responses' quantitative data were analysed to identify the common characteristics of academic advising at Ontario universities. Advisors and institutions adopting the findings of this study will be prompted to compare themselves to a provincial assessment through discussion and implications for practice. Advisors' understanding of time allocation to different student groups can help focus attention where strategies are needed to maximize time and effort. According to this study, workload and the amount of time spent with student populations were proportional. Working with undergraduate students who were academically failing came in second on the caseload and time scale, after regular inclusive undergraduate students.

Concerns and Needs of University Students with Psychiatric Disabilities was another area of work for Weiner and Weiner (1996). They found five areas of concern in their study, which involved individual interviews with 24 university students with psychiatric disabilities: difficulties organizing and focusing thoughts, low self-esteem, issues with trust, stigma, and high levels of stress. The results show that each of these many psychiatric illnesses requires intensive assistance, such as peer support groups, one-on-one counselling with a therapist and academic adviser, career counselling, and academic accommodations.

The Americans with Disabilities Act, students with disability, and the function of the academic advisor were all issues covered by Jarow (1996). He emphasized the surge in the number of people with impairments over the past several years and how many of them are enrolling in higher education. The role that academic advisers can or should play in assisting students with disability concerns them. The findings include recommendations and warnings for the academic advisor who works with such students, including a discussion of the risks of stereotyping individuals or professions, a reminder to view this population as students, with their disabilities secondary to student status, and a final warning against overprotection and paternalism.

Indeed, several research provide conclusive evidence that various forms of disability have varied academic counselling requirements. According to a study of the literature, students who are academically underprepared, have disabilities, are student athletes, or are international students need distinct kinds of academic guidance. Once more, being aware of how much time is given to the various student groups will help you concentrate on the areas where you need fresh tactics to make the most of your time and energy. stating unequivocally that caseload and the amount of time spent with student populations were related. However, there were fewer references in literature to the various types of disabilities and the kind of academic counselling assistance needed.

Type of disabilities and personal-social needs

Morrison (2001) studied the paradoxical or semantic contrasts in the demands and behaviours of bright and talented people and people with emotional/behavioural problems. His work aims to provide a profile of the

aforementioned demographic to help identify and provide programming for those who have emotional/behavioural disabilities and have gifted and talented behaviours. The traditional profiles of people who qualify for assistance within gifted and special education have come under scrutiny as a result of the discovery of gifted and talented behaviours in pupils who have been designated as having an exceptionality. The characteristics of gifted and talented behaviours displayed by kids with high incidence disabilities (learning disabilities and attention deficit/hyperactivity disorders) have been the subject of much of this reflection thus far. There hasn't been much research done on students who have been labelled as having emotional/behavioural disabilities but also display gifted and talented behaviours in terms of their learning and personal traits. The review of a body of literature in the disciplines of gifted and special education for this study has identified some demands that are common to all forms of disability.

The personal epistemological beliefs of teachers about the needs of students with disability were also examined by Jordan and Stanovich (2003) as a measure of effective teaching methods. The type of the knowledge that teachers believe pupils need and how they believe it is learnt, or their epistemological views, appear to have a significant impact on how they teach. Until now, disagreements in philosophy and methodology have hindered the investigation of instructors' epistemological ideas. Here, a technique for determining elementary school general education teachers' epistemological ideas from their reports of their interactions with children with disabilities is offered. Also provided is evidence to back up the validity of this approach. Different instructional techniques are correlated with different teacher belief

constructions. a connection that holds for interactions with both individual students and the entire class during instruction and that predicts instructional strategies for both students with and without impairments. As a result, we make the assumption that variations in instructors' perspectives on students with disability may be connected to their more comprehensive views of knowledge and learning. With some preliminary support from kids' special needs, it is also thought about how different teacher beliefs and practices might affect student outcomes.

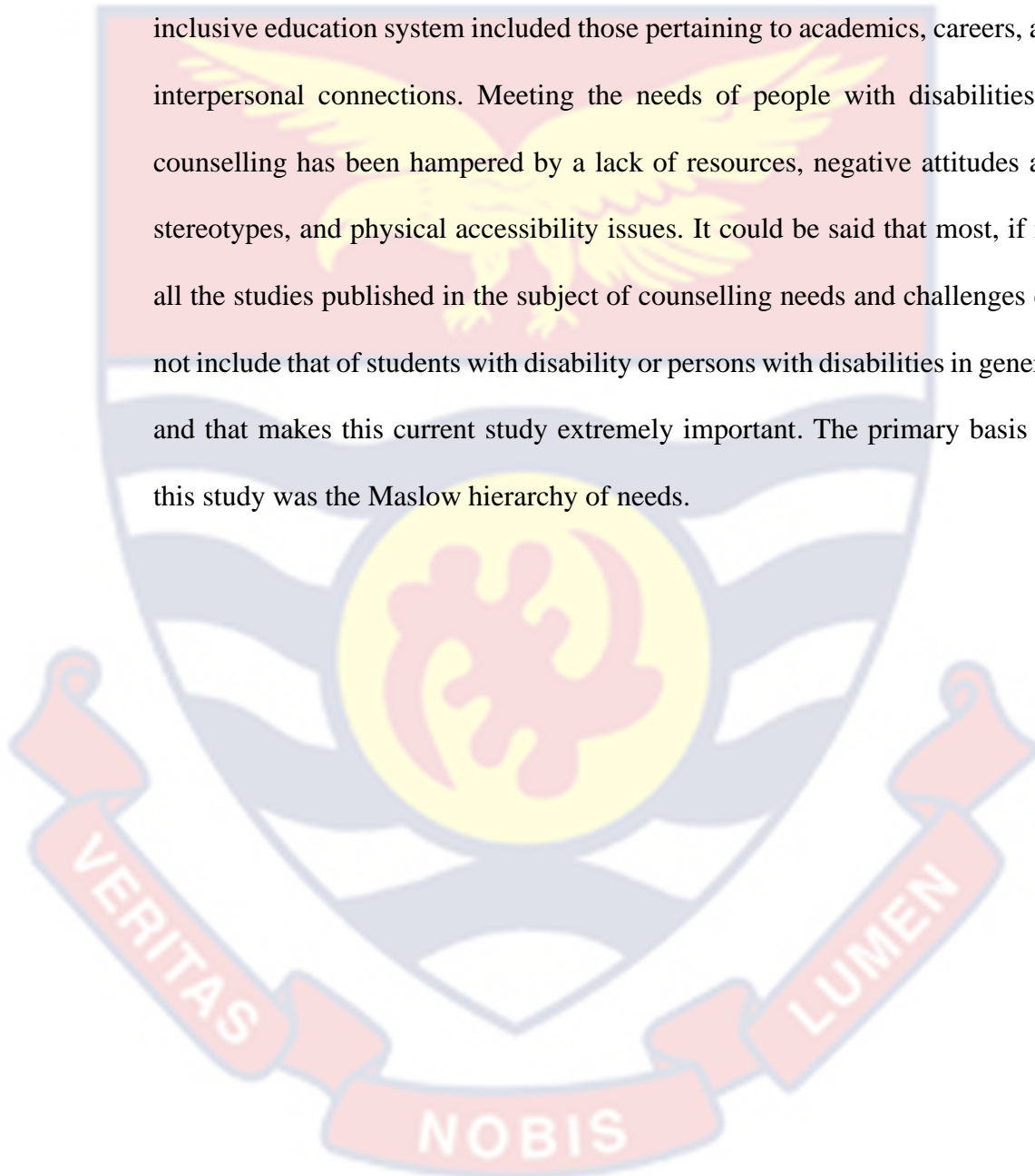
Darcy, Lock, and Taylor (2017) examined how to promote inclusive sport participation, the impact of disabilities, and the impact of assistance requirements on barriers to sport participation. In their work, they provide the results of a national study that examined the obstacles to sport participation for those with impairments. Through responses to a multi-platform questionnaire survey, information on participation barriers, features of impairment, and the level of assistance required was gathered. Five structural variables were found by the exploratory factor analysis, along with intrapersonal and personal-social restriction factors. While it was discovered that intrapersonal and personal-social factors affected both participation and nonparticipation in sports, the five structural factors had the greatest constricting influence on sport participation. The results revealed that the kind of disability and the amount of help required account for considerable variations in barriers to participation and nonparticipation. Type of disability and amount of support needs were included as contingent independent factors in the 2-Way MANOVA, and the latter was found to be the most powerful predictor of participation or nonparticipation barriers.

Social Participation of Students with Special Needs in Regular Primary Education in the Netherlands was another topic covered by Koster et al. (2010). Their research focuses on how young children (Grades One through Three) with special needs participate in typical Dutch primary schools. The emphasis is more precisely placed on four major social participation-related themes: acceptability by peers, contacts and interactions, friendships and relationships, and students' social self-perception. The study's findings showed that most students with special needs engage in social interactions to a satisfactory extent. But as compared to pupils without exceptional needs, a sizable portion of students with special needs struggle with social interaction. In comparison to their typical counterparts, children with special needs typically have a lot fewer friends and are less frequently a part of a coherent group. Furthermore, compared to peers without special needs, students with special needs interact more with the teacher, connect with classmates less frequently, and are less accepted. Both student groups have the same social self-perception. There were no appreciable variations between students with different categories of disability when compared in terms of the four topics of social involvement.

Inferring from a body of research on impairments and personal-social needs, it can be concluded that talented and special-education kids share a number of common or similar needs. The majority of pupils with special needs participate in society to a satisfactory extent, according to certain findings of a different study. Alternatively, other research showed that a sizable proportion of students with special needs encounter challenges in their social participation. There is some confusion in the literature regarding the variations in their personal and social demands and the nature of their disabilities.

Chapter Summary

The chapter reviewed research on the needs of counselling for students with impairments. Disability included both physical and mental limitations as well as hearing and vision problems. The needs of people with disabilities in an inclusive education system included those pertaining to academics, careers, and interpersonal connections. Meeting the needs of people with disabilities in counselling has been hampered by a lack of resources, negative attitudes and stereotypes, and physical accessibility issues. It could be said that most, if not all the studies published in the subject of counselling needs and challenges did not include that of students with disability or persons with disabilities in general, and that makes this current study extremely important. The primary basis for this study was the Maslow hierarchy of needs.



CHAPTER THREE

RESEARCH METHODS

This chapter presents the methods that were used to for the study. These included the design, population, sample size, sampling strategy, research tools, and data collection and analysis techniques.

Research Philosophy

Creswell (2013) argues that the research paradigm describes how a researcher's worldview is shaped by philosophical presuppositions about the nature of social reality (ontology), how we know things (epistemology), and how we should behave ethically and in accordance with our values (axiology). Gemma (2018) defines research philosophy as the measure of reality in an empirical investigation, emanating from the researchers' values and perceptions from construct measurements about particular phenomena. There are three broad categories of philosophical paradigms under research: positivism, interpretivism, and pragmatism. It is always imperative for researchers to indicate the philosophical paradigm influencing their scientific investigations.

The positivist's research philosophy believes in universal realism, where multiple studies following the same methodological approaches should arrive at the same or similar findings and conclusions (Gemma, 2018). Positivism also believes in objective realism, where the researcher is totally separated from research actors to avoid biases and observe or measure variables and their associations in their natural state. It lends itself to quantitative research methods and analysis.

Interpretivist's research philosophy, on the other hand, believes in subjective reality, where interactions and relationships among variables are

socially constructed with multiple realities (Antwi & Kasim, 2015). It perceives reality as one created through the perspectives of the actors involved in the investigations. It, therefore, does not subscribe to the principle of generalisation because differences in the values and characteristics of the actors could influence the findings of the research (Alston & Bowles, 2013).

Pragmatism embraces plurality of methods and believes that the adoption of positivists and interpretivists' approaches are not mutually exclusive. Interpretivist' research philosophy lends itself to qualitative research. Pragmatists believe that a researcher could combine the elements from both positivism and interpretivism in a single study. With this, the focus of pragmatists' researchers is on the research problem. To effectively address diverse facets of the research subject, it is important to identify relevant approaches and procedures.

The research approach used in the study was pragmatic. The purpose was to give individuals with flexible needs in Ghana's inclusive universities education the ability to have their counselling needs assessed with some degree of flexibility. In the context of this study, which seeks to assess the counselling needs of students with disabilities in Ghana's inclusive universities, pragmatism allows for flexibility in research methods and approaches. It recognizes that the counselling needs of these students are multifaceted and may require a combination of quantitative and qualitative research methods to fully understand and address their diverse needs. By adopting a pragmatic stance, the study can navigate the complexities of the research subject and provide valuable insights into how to best support students with disabilities in higher education settings.

Research Design

Scientific research necessitates the application of a plan that covers all facets of the research problem and uses a systematic methodology in solving the research problem (Burkholder, Cox, Crawford & Hitchcock, 2019). This plan, also known as the research design, serves as the foundation for collecting, analysing, and reporting the study's findings (Creswell & Clark, 2017). The embedded research design was used in this study due to the objectives of this study, and because it was rooted in the mixed approach to research. The perception for the use of this design is that a single data set (quantitative or qualitative) was insufficient, that different objectives or questions must be met, and that each sort of research objective or question necessitated a distinct data set in order to effectively meet the purpose of the study (Lee, 2018).

When researchers need to include qualitative or quantitative data to address a research question within a primarily quantitative or qualitative study, the embedded design is used (Lee, 2018). Because the current cross-sectional design incorporates a qualitative element into otherwise predominantly quantitative research, the embedded design is particularly well-suited for this study (Harrison, Reilly & Creswell, 2020). Furthermore, since most variables in this study like academic counselling needs, career counselling needs and personal/social counselling needs, as well as the research hypotheses stated were all examined quantitatively, while barriers to counselling needs and ways to assist students with disability to adjust their counselling needs were studied qualitatively, this makes the embedded design appropriate for this research as well. By including qualitative data collecting in addition to quantitative data,

the design helps researchers overcome some of the limitations of using a quantitative research approach.

As advantageous as the embedded design is, it has been criticised because of its complexity, and additional expertise may be needed to carry out such a study effectively (Headley, & Plano Clark, 2020). This additional knowledge pertains to the instruments and procedures used to gather data, as well as the processing and analysis of that data and the interpretation of the results. Due to the researcher's extensive training in quantitative and qualitative methods, this problem should be easy to solve (Dawadi, Shrestha & Giri, 2021). For this research, suitable feedback and guidance was provided by thesis supervisors, who have a wealth of experience in this field. The embedded design, despite its limitations and criticism, was the most appropriate for the study's objectives.

Using an embedded mixed-method design within a cross-sectional survey, I commenced this study on the counselling needs of students with disabilities in Ghanaian inclusive universities with a survey (i.e., questionnaire), which I distributed to a diverse sample of students with disabilities across three universities. This quantitative phase enabled me in gathering structured data on the counselling needs of the students, potentially revealing patterns and differences. Following that, a qualitative phase was implemented by selecting a sample of participants based on particular criteria or survey responses and conducting in-depth interviews to delve deeper into their experiences and viewpoints. This qualitative phase gave a more nuanced knowledge of the stated needs, as well as uncovered barriers and provided qualitative insights to supplement the quantitative findings. By combining quantitative and qualitative

data, I was able to provide a complete and context-specific assessment of the counselling requirements and issues faced by students with disabilities in Ghanaian universities, thereby contributing to informed suggestions and policy implications.

Population

Students in inclusive universities in Ghana who had physical disabilities, hearing impairments and visual impairment make up the population for this study. The data from resource centres of the three inclusive universities (University of Cape Coast, University of Education, Winneba and University of Ghana, Legon) revealed that 155 students with disability were enrolled. The three inclusive universities have legal documents to practice inclusive education. Moreover, they have the available facilities and resources to meet the needs of students with disability. One hundred and twenty-one students had hearing impairment; twenty-four have visual impairment. Tables 2 provides a distribution of the varied sub-populations in University of Cape Coast, University of Ghana, Legon and University of Education, Winneba.

Table 2: Distribution of students with disability by universities

Disabilities	1 st YR	2 nd YR	3 rd YR	4 th YR	Total
<i>University of Cape Coast</i>					
Hearing Impaired	-	-	-	-	
Visually Impaired	7	8	7	3	25
Physically challenged	1	3	2	2	8
Total	8	11	9	5	33
<i>University of Ghana, Legon</i>					
Hearing Impaired	-	-	-	-	-
Visually Impaired	8	10	7	6	31
Physically challenged	3	4	2	3	12
Total	11	14	9	9	43
<i>University of Education, Winneba</i>					
Hearing Impaired	4	6	5	6	21
Visually Impaired	11	9	12	12	44
Physically challenged	2	3	5	4	16
Total	17	18	22	22	79

Source: Resource Centre for Alternative Media and Assistive Technology, Administration, (2019); Administration, Office of Students with Special Needs, (2019), Administration, Special Education Unit, (2019)

Sample and Sampling Procedure

A census selection was carried out. The 155 students with disabilities from the three universities were all selected for the study. All of the students were taken into account because the sample with regards to the quantitative data. A total number of 12 students were sampled for the qualitative data. Convenience sampling was used because the students selected were the easiest

to be accessed. The choice of 12 participants in this study for the qualitative data were guided by Creswell's (1998) recommendation of between five to 25 participants as well as Morse's (1994) suggestion of at least six participants. This selection was done to enable the researcher get more in-depth information to support the qualitative results. A list of every student with a disability at the three universities was created from their resource centres.

Data Collection Instruments

Questionnaire and an interview guide were used to collect data for the study. Primary data were compiled using a specially designed questionnaire. The questionnaire was adapted (Apreko, 2010) and reviewed to change various items to meet the objectives of this study. The questionnaire was divided into four components, each of which focused on a different goal, to guarantee that it was created in accordance with the study's objectives. In order to avoid ambiguity, the items were written succinctly. In order to inform the respondents about the study, an explanation of the goals of the research was also given to them. The goal was to demonstrate the study's potential value and significance.

The questionnaire with four components had four sections, A – D. A total of 44 closed-ended items were captured in the questionnaire. The questionnaire was a four-point Likert scale with responses from 1 (strongly disagree) to 4 (strongly agree). Section A was composed of 6 questions with focus on the respondents' backgrounds. Section B focused on career needs which had 15 items. Section C centred on the personal-social counselling needs which used 15 items for its measurement and the last Section D centred on students with disability's educational needs, it had 14 components.

The interview guide had two sections – Section A (Personal records) and section B (Interview topics). The interview topics in Section B of the interview guide solicited respondents' views about their needs and ways of assisting them to meet their needs. For example, interview questions 7 – 10, concentrated on the difficulties that students with disability faced in obtaining the counselling they needed, while interview questions 11 and 12 concentrated on the strategies for helping them to modify their needs.

Validity and Reliability of Instrument

A pre-test was carried out to determine the validity and reliability of the instrument. In order to develop and modify an instrument before distributing it to the primary study population pre-testing was utilised (Cohen et al., 2018). Validity, in the context of this study, refers to the precision with which the questionnaire was able to elicit replies from the respondents in accordance with the researcher's intentions (Larini & Barthes, 2018; Sarstedt & Mooi, 2019). Internal validity was tested to see if the instrument could actually measure what it was intended to measure, as well as to look for any faults that would obscure the instrument's meaning or cause it to gather false data.

Regarding content validity, the study made sure that the questionnaire's modified items addressed the area that the instrument is supposed to measure. Two supervisors and other experts in the field of guidance and counselling made this determination based on their expert judgment.

The verification of the reliability and internal consistency of students' responses to the questionnaire was conducted through the utilisation of Cronbach alpha (α) and construct reliability (CR) measures, as outlined by Sahdra, Ciarrochi, Parker, and Scrucca (2016). Before conducting the reliability

testing of the questionnaire, an exploratory factor analysis (EFA) was performed to validate the questionnaire's robustness. The reliability of the scale measuring counselling needs, specifically academic needs ($\alpha = .708$, CR = .811), career needs ($\alpha = .776$, CR = .804), and personal-social needs ($\alpha = .705$, CR = .835), were demonstrated based on the study conducted by Hair, Black, Babin, and Anderson (2019).

The exploratory factor (EFA) analysis, which was carried out ensured that the different constructs of the questionnaire were valid. This strengthened the construct validity of the questionnaire. This was done to determine the variables that measured things like students' needs for academic counselling, personal-social counselling, and career counselling. Variables with eigen values greater than one were extracted and questions or items with correlation coefficient below ± 0.3 were also erased on the grounds that they may have low commitment to the elements extricated (Mukherjee, Sinha & Chattopadhyay, 2018).

Exploratory factor analysis of career counselling needs

The Chi-square (χ^2), comparative fit index, normed fit index, and root mean square error of approximation were necessary for confirming the fitness of the scale. The goodness-of-fit indices necessary for career guidance were also listed (see Appendix C). AMOS version 17.0 was used to analyse data to identify the four-factor structure of the career counselling requirements questionnaire. The results showed excellent fit indices ($\chi^2 = 351.18$, RMSEA = .08, CFI = .76, NFI = .58, TLI = .72, and IFI = .77). The fit indices were improved by adding a number of paths of covariance between the items and the

error, as indicated by the modification indices. It also, provided the factors that make up the career counselling needs questionnaire (see Appendix D).

All the characteristics were properly grouped under "needs for career counselling." It was clear from the fact that all of the component loadings are higher than .35 that the career counselling needs scale was a suitable tool for evaluating the construct of the needs of students with disability (see Appendix E). The reliability coefficient for all 15 items according to Cronbach's alpha was 0.846.

Exploratory factor analysis of personal-social counselling needs

The goodness-of-fit indexes for needs in personal-social counselling was measured. For effective instruction, it requires the Chi-square (χ^2), comparative fit index, normed fit index, and Root Mean Square Error of Approximation (Appendix F). AMOS version 17.0 was used to analyse the data to determine the goodness-of-fit of the four-factor structure of the personal-social counselling needs questionnaire. The results showed excellent fit indices ($\chi^2 = 243.66$, RMSEA = .07, CFI = .84, NFI = .81, TLI = .81, and IFI = .84). The fit indices were improved by adding a number of paths of covariance between the items and the error, as indicated by the modification indices (Appendix G).

The variables are grouped under the heading "needs for personal-social counselling." The fact that the total component loading is higher than 0.35 indicates that the personal-social counselling scale is appropriate and validly measures the construct of successful instruction. Additionally, the total reliability score for the 15 items was .920 according to Cronbach's alpha (see Appendix H).

Exploratory factor analysis of academic counselling needs

The result provided the goodness-of-fit indices for personal-social counselling needs. For successful teaching, it includes the Root Mean Square Error of Approximation, the Chi-square (χ^2), the comparative fit index, the normed fit index (see Appendix I). The academic counselling needs questionnaire's four-factor structure was calculated, using AMOS version 17.0, which produced excellent fit indices ($\chi^2 = 243.66$, RMSEA = .07, CFI = .84, NFI = .81, TLI = .81, and IFI = .84). A number of paths of covariance between the items and the error were introduced to the modification indices in order to improve the fit indices.

In furtherance, all the criteria were properly placed within the category of personal-social counselling needs. The fact that all of the factor loadings were noticeably higher than .35 indicates that the personal-social counselling scale was suitable for use in assessing the construct of successful teaching. Additionally, all 10 items had a .861 Cronbach's alpha reliability coefficient (see Appendices J and K).

Data Collection Procedure

The Department of Guidance and Counselling provided a letter of introduction that was used to verify the researcher's identification. Data were gathered both manually and with the help of skilled individuals (research assistants). The researcher spent one week instructing two postgraduate students. Research assistants (one specialist in braille and one specialist in sign language) were exposed to the content and contexts of the research topic, mode of handling confidential data, how to collect data for both the pre-testing and the actual data for the study. The questionnaire was administered and collected

on the same day over a period of two months to ensure greater return or retrieval of the items. Within three weeks, the researcher personally performed the interview. It is worth noting that the interview was conducted prior to the analysis of the questionnaire. In the procedure, a tape recorder and note-taking were both used. The rule required that recorded interviews be kept for a minimum of five years before it can be discarded. Data were kept in a link-based cloud-based system for convenient access. Respondents were thanked for taking part in the study after the data had been collected. All respondents to the various instruments received words of appreciation, including "thank you very much and I appreciate the effort you have put into this work."

Trustworthiness of interview data

The qualitative paradigm conceptualizes reliability and validity as dependability, rigor, and quality. By reducing prejudice and enhancing the researcher's honesty of a thesis regarding some social phenomenon, this was achieved by guaranteeing the credibility, trustworthiness, transferability, dependability, and conformability of a research study (Krefting, 1991). Reliability and validity were achieved by combining the McMillan & Schumacher (2006) recommended techniques:

1. **Credibility:** The degree of agreement between participants' genuine viewpoints and how the researcher has represented them is related to the believability concept. In other terms, it relates to the veracity of depictions of manufactured realities (Galdas, 2017).

(a) In order to confirm this, I drawn-out and persistent field investigation was conducted. I also made sure that the conversations and interviews were conducted thoroughly in order to get a thorough understanding of the

phenomenon being examined. Along with that, the study participants were treated with respect and support (Galdas, 2017).

(b) Reflexivity: The researcher's thorough self-evaluation throughout the study process is an essential stage in establishing credibility. In an effort to be more contemplative, A notebook was kept during the entire study process to record my own ideas, reactions, and "biases" (Quick & Hall, 2015). This was done to separate my comments from those of the other participants.

(c) Peer debriefing: This involved sharing research project data (Quick & Hall, 2015). Due to the confidentiality requirements for the research participants, The analytical process with my colleagues was shared insightful feedback in order to ensure that the analysis was accurate and that I was being truthful to the data.

2. **Dependability:** Establishing a "audit trail" is essential for dependability (Galdas, 2017). According to Sandelowski (1986), the creation and upkeep of a precise analytical trail facilitates the verifiability of research findings. Dependability in a qualitative research study requires researchers to give a detailed account of their research methodology, as well as to engage in peer review processes and use triangulation to further validate the data (Krefting, 1991). By performing member checks and giving a detailed account of the study procedures, dependability was upheld. Along with that data were correctly coded and analysed. To highlight the patterns that emerged from the research, this was accomplished by repeatedly re- and coding the data. Premature closure of the data was by continuing to collect data and analyse until theoretical saturation was reached.

3. **Authenticity:** According to Connelly (2016), the degree to which the researcher has provided a fair, faithful, honest, and balanced portrayal of social life from the perspective of someone who lives it every day, exhibiting a diversity of realities, is referred to as authenticity. The researcher published the findings with enough interviewee quotes to back up the conclusions and interpretations to ensure the study's objectivity.
4. **Transferability:** To ensure transferability, the researcher recorded adequate information from interviews. Also, the researcher will provide an extensive description of the interviewees which included their experiences (Nowell, Norris, White, & Moules, 2017). In order to achieve transferability, the researcher gathered, identified, described, and reported the data adequately in a way that could facilitate easier understanding for readers to evaluate the applicability of the data and findings to other settings (Quick & Hall, 2015).
5. **Confirmability:** Confirmability is the assurance that the results, inferences and commendations are backed by the data collected and there is consistency and coherence between the actual evidence and the researcher's interpretation (Burchett, Mayhew, Lavis, & Dobrow, 2013). The researcher used member checking to ensure confirmability. This made guaranteed that data were returned to the participants so that factual errors could be fixed, respondents may add additional information or record information, analysis could be provided, and the analysis' suitability could be evaluated (Quick & Hall, 2015). I additionally requested that they check the researcher's synthesis of their interviews and discussions with them for accuracy of depiction, which is routinely done in interview studies.

Ethical Considerations

An introductory letter was taken from the Department of Guidance and Counselling (Appendix A) as well as clearance from the Ethical Review Board-College of Education Studies (Appendix B), which gave the researcher to opportunity to start the data collection. The UCC Institutional Review Board received a request for a study permission from the researcher. Before they are solicited to participate in data collecting, it is critical that study participants receive education. In order to comply with this, consent letters were used to alert the respondents before the data collection. Important details about the study and the value of participants' participation were included in consent letters. It was made sure that they were fully informed and that their participation was voluntary. They had the option of dropping out in the study if they so desired. Anonymity and confidentiality were observed during the research investigation. The information acquired from the respondents was used for academic purposes, and the identities of the study's participants were kept secret. The respondents' names were not required in order to give their answers without worrying about being recognised. In order to make sure they did not withhold any information, this was done. This was believed to contribute to a more accurate portrayal of the circumstance as felt by the respondents.

Data Processing and Analysis

According to Patton (2002), the systematic examination of data to ascertain its constituent pieces, their relationships to one another, and their relationships to the total is analysis of any sort of data. According to Blanch and Durrheim (2001), the main objective of data analysis is to transform data into a

meaningful form so that it may be used to address the original research issue (s).

Quantitative data analysis

Data analysis techniques included both descriptive and inferential statistics. The first, second, and third research questions were examined using means and standard deviation. Using a one-way analysis of variance, the first, second, and third hypotheses were examined. All inferential analyses were performed with a 5% margin of error.

Research questions 1 – 3 were analysed using means and standard deviations. Students with disability were asked to rate whether they Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) with regard to their academic counselling needs. This four-point, Likert-type scale was weighted as 4, 3, 2, and 1 respectively. The scale's criterion value was set at 2.50. Scores were tallied and then divided by the number scale ($4+3+2+1=10/4=2.50$) to arrive at the CV (Criteria Value). A mean score of 0.00 to 1.49 was interpreted as Strongly Disagree for any of the pre-coded internal school factors. Disagree was assigned to the factors with a mean value between 1.50 and 2.49. Those items that had a mean of 2.50 to 3.49 were construed as Agree and finally that items that scored a mean of 3.50 to 4.0 was interpreted as Strongly Agree. Tables 13, 14, and 15 give a vivid description on the results for research questions 1, 2, and 3 respectively. The mean of means was calculated by adding all the means and dividing it by the number of items. That is

$$\frac{3.53+3.52+3.40+3.37+3.37+3.32+3.30+3.29+3.26+3.24+3.23+3.20+3.10+3.04}{14}=3.29$$

Qualitative data analysis

In relation to the qualitative data analysis of the interviews, thematic analysis was done. For the theme analysis, the written and recorded data were immediately transcribed after the field study. In order to fully understand the data, the actual analysis started by reading through the transcripts of the respondents' answers and listening to the audio files. The qualitative data were organized by significant topics using thematic analysis (the research questions). To supplement the quantitative data analysis, sub-themes were derived from each of the major topics.

The material was examined using theme analysis as it deals with naturally occurring situations and provides vivid descriptions and information that leads to solutions (Miles & Huberman, 1994). Thematic analysis assists in forming categories from the data as opposed to quantitative procedures, which use pre-determined categories. In order to identify and produce meaningful patterns, thematic analysis was conducted using six phases of coding (Braun & Clarke, 2006). Among these stages are:

1. *Familiarisation with the data*

I listened to the audio recordings of the interviews several times to get used to the information (Gay, Mills & Airasian, 2009). Each respondent was given a numerical code for easy referencing. A code was provided based on the order in which the teachers were questioned. The students received codes as well as (SWD1, SWD2, SWD3, SWD4, and SWD5). We verbatim transcribed the audio interview and recorded hesitations and pauses (McLellan, Macqueen & Neidig, 2003). This was carried out in order to preserve originality and make certain that no information was misplaced or misinterpreted. The interviews

took place in English and were translated right away. While the audio tape was being listened to, the transcribed information was looked through to ensure there were no errors. Following that, each interview's summaries were written. As a result, it was simpler to comprehend what the respondents had to say and identify trends and contradictions in their responses (Vanderpuye, 2013).

2. *Generating Initial Codes*

The process of coding is scanning the data for themes, ideas, and categories before identifying related passages of text with a code label so that they may be conveniently retrieved for further comparison and analysis later on (Gibbs, 2010). According to Braun and Clarke (2006), the coding process entails giving words to quotations, phrases, and other textual data chunks. This aids in sorting, reducing, and distilling the interview information. Phrases uttered by interview participants throughout the first stages of coding were created. I was able to locate bits of data more easily later on thanks to the codes. Through inductive analysis of the interview transcripts, a coding framework with codes and sub-codes was created.

Searching for themes

In order to find themes, Braun and Clarke (2006) note that it is necessary to group the various codes into probable themes and then compile all the pertinent coded extracts inside the chosen theme. Basically, this is where you start analysing your codes and thinking about how they could interact to create a larger theme. Themes are words that describe the meaning of the data. They describe a coding-related result for analytical reflection. Combining coded data with suggested topics, I put together a list of themes and began focusing on more significant patterns in the data (Braun & Clarke, 2006). Two of the study's

research topics were aligned with five major themes. So, study question number four has three key themes, while research question number five had two.

Reviewing themes

Finding out whether the topics correspond to the entire phase two data set and the coded extracts from phase one is necessary for creating a thematic "map" of the analysis at this point (Braun & Clarke, 2006). To make sure that the issues that couldn't be discussed separately were merged with the related ones, I reviewed the primary topics and sub-themes. It was possible to distinguish between the themes and make sense of the data through this procedure. Additionally, the sub themes were refined using The internal homogeneity and external heterogeneity evaluation criteria for categories proposed by Patton (1990). The information between the themes was clear and understandable. A recurring pattern appeared throughout the reading aloud of the collected fragments for each theme.

Naming and Defining themes

This stage of analysis aims to make each topic's specifics and the overall story it provides more understandable. Each concept is identified and defined clearly (Braun & Clarke, 2006). Each topic was given a name that would immediately grab the reader's attention and communicate its primary features. A total of 5 key themes were created and strengthened by identifying the essence of each theme's subject matter and the component of the data that each theme captures.

3. Producing the report

Writing the report is a crucial step in the analytical process, according to Braun and Clarke (2006). At this point, the researcher must interpret the

unprocessed data and organize it for others to understand. Additionally, it's crucial that the analysis convey the story the data tell within and between themes in a way that is somewhat clear-cut, logical, non-repetitive, and engaging. Themes that significantly contributed to addressing the study questions were considered before I prepared the final report. To the best of my ability, I tried to write the report without incorporating any personal feelings or observer expectation effects. Basically, I was reliant on the participants' responses, and I talked about the issues as they were. In order to identify and refer to participants interviews, participants were given special labels (SWD1, SWD2, SWD3, SWD4, and SWD5)

Chapter Summary

This chapter covered the methods, strategies, and techniques used in the study to gather and analyse data. The census was used in the study. A questionnaire and an interview guide were used to collect the data. The qualitative data were analysed using thematic analysis, and the quantitative data were analysed using descriptive and inferential statistics. In the chapter that follows, the results and a discussion of the data are presented.

CHAPTER FOUR

RESULTS AND DISCUSSION

This study's primary objective was to look into the counselling needs of students with disability in inclusive universities in Ghana. The previous chapter provided a description of the research methodology used to carry out the investigation. This chapter presents the findings, interpretations, and recommendations based on the field data. A response rate of 84.5 percent is achieved with only 131 of the expected 155 respondents actually completing and submitting their surveys. This response rate exceeded 60%, hence it was declared eligible for data analysis (Cohen, Manion, & Morrison, 2018). There are two sections in this chapter. The first section of the report included the demographic information of the respondents as well as the important findings in accordance with the study's goals and assumptions. The second half focused on the discoveries made as a result of the study's findings. The first section of the report included the demographic information of the respondents as well as the important findings in accordance with the study's goals and assumptions. The second half focused on the discoveries made as a result of the study's findings.

Demographic Information

Gender, age, and the number of respondents broken down by schools were among the demographic data of the respondents. Table 3 describes the demographic information of the respondents who participated in the survey. According to Table 11, the majority of respondents (75.6%) were men, with the remaining respondents being women. This suggests that there are more male than female senior high school students are. It was observed that, more than half

(69.1%) of the respondents were between the ages of 15 and 25. Additionally, 3.1 percent of respondents were 36 years of age or older, while 45.8% of respondents were between 26 and 35 years old.

Table 3-Demographic Distribution of Respondents

Demographic	Frequency	Percentage
Gender		
Male	99	75.6
Female	32	24.4
Total	131	100.0
Age		
15 to 25	66	50.4
26 to 35	60	45.6
36 and above	4	3.1
Not applicable	1	.8
Total	131	100.0
Marital status		
Marital status	Frequency	Percentage (%)
Married	21	16.0
Single	110	84.0
Total	131	100.0
Level of study		
Level 100	3	2.3
Level 200	37	28.2
Level 300	54	41.2
Level 400	32	24.4
Post graduate	5	3.8
Total	131	100.0
Type of disability		
Visually impaired	91	69.5
Physically disabled	26	19.8
Hearing impaired	14	10.7
Total	131	100.0

The marital status of respondents was also investigated in this study. It was revealed that, more over two thirds (84%) of the respondents were single, while only 16% were married, and since the majority of universities students in Ghana are single, this is seen as representative. Table 3 shows that level 300 students made up the majority of responses (41.2%), while level 200 students made up 28.2% of them. However, just 5 (3.8%) of the respondents were graduate students. This is thought to be average given that Ghana has more undergraduate students than graduate students. Again, students with visual impairments made up the bulk of responders (69.5%), followed by students with physical disabilities (19.8 percent). However, there were 14 pupils with hearing impairment, or 10.7% of all responders.

Preliminary Normality Testing

Three hypotheses were put to the test in the study, which had two research questions. The normality assumption, the most basic of all parametric assumptions, was checked before the data on the study questions were analysed and the hypotheses were tested. The normal Q-Q plot, Shapiro-Wilk normality test, z-skewness, mean, median, and 5% trimmed mean were used to test this.

Table 4 lists specifics of the outcomes.

Table 4-Test to Determine whether Needs for Academic, Personal, and Career Counselling Are Normative

Parameters	Career counselling	PS counselling	Academic counselling
Mean	48.52	47.31	45.94
Standard deviation	5.89	7.40	5.17
5% Trimmed mean	48.47	47.68	45.91
Median	48.00	47.00	45.00
Skewness	.198	-1.22	.24
Std. Error	.73	.93	.55
Z _{skewness}	-.45	.4.75	-.51

Note: PS- Personal-social

The averages for family impact, self-efficacy, and career decision-making were similar, as demonstrated in Table 16's median and 5 percent trimmed mean. However, the variables' Zskewness coefficients fell between +3.29 and -3.29 (Tabachnick & Fidell, 2007), suggesting a regularly distributed distribution. For the three variables career counselling, personal-social counselling and academic counselling, Shapiro-Wilk normality tests were also performed to confirm this supposition of normality. Table 5 presents the test findings.

Table 5-*Shapiro-Wilk Normality Test*

Parameters	Statistic	Df	Sig
Career counselling	.975	64	.229
Personal social	.915	64	.112
Academic counselling	.972	64	.151

According to the results of the Shapiro-Wilk test, normality is assumed to exist for all parameters, including the need for academic counselling (statistic=.972, $p > .05$), personal-and social counselling (statistic=.915, $p > .05$), and career counselling (statistic=.975, $p > .05$).

Also looked at were the normal Q-Q plots for each of the variables (see Figures 2, 3 and 4). The distribution of all the scores was closer to the straight line, according to the normal Q-Q plots for all the variables. Thus, these imply that the variables' data were regularly distributed.

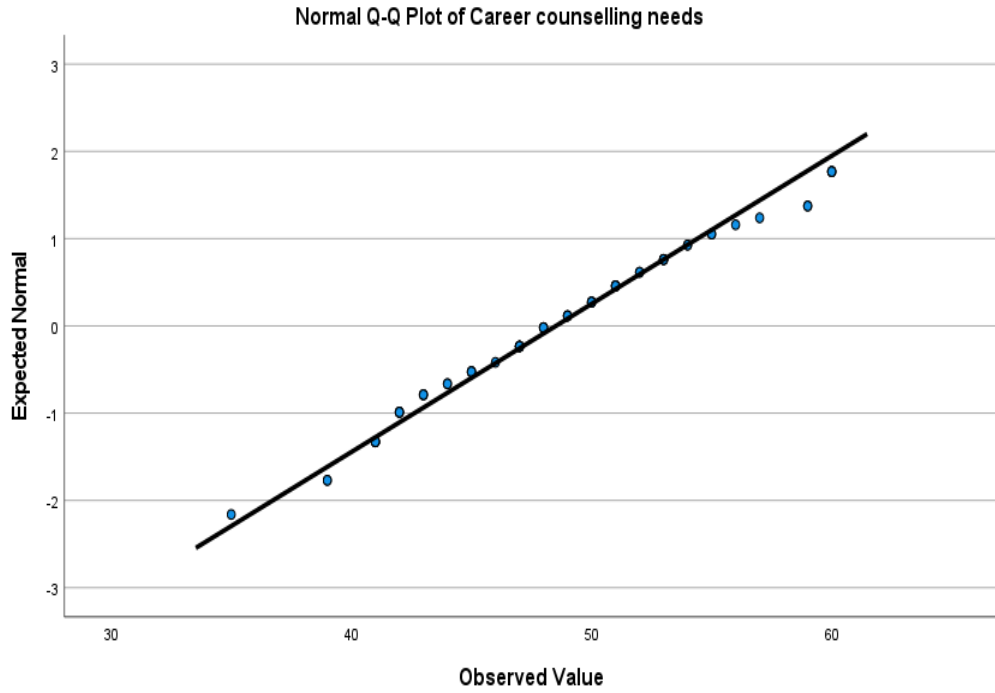


Figure 3-Normal Q-Q Plot for Career Counselling needs

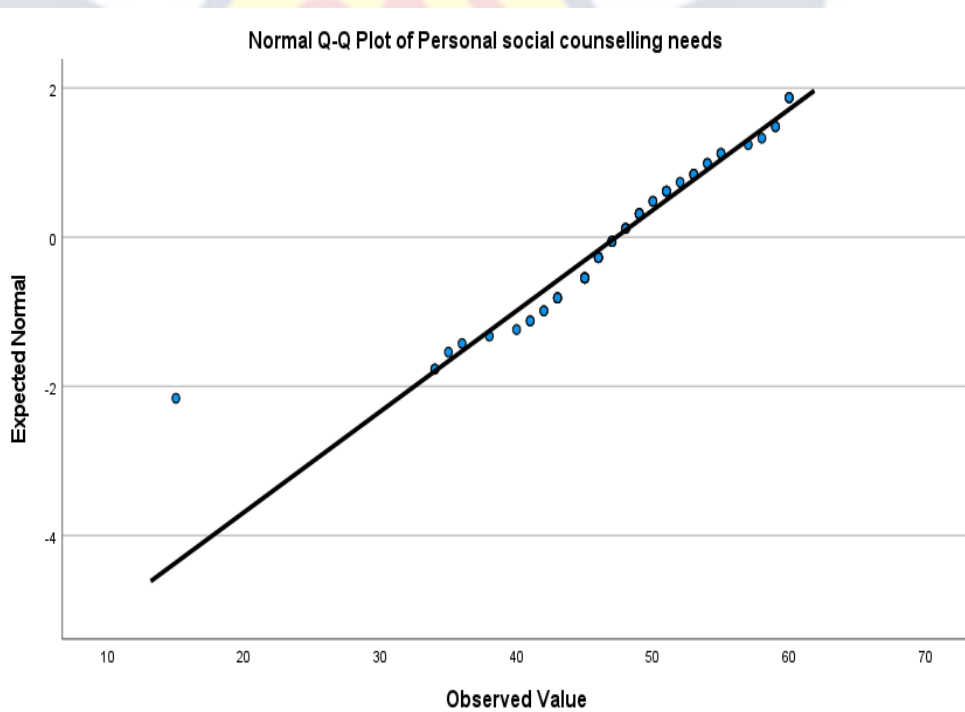


Figure 4-Normal Q-Q Plot for Personal-social Needs

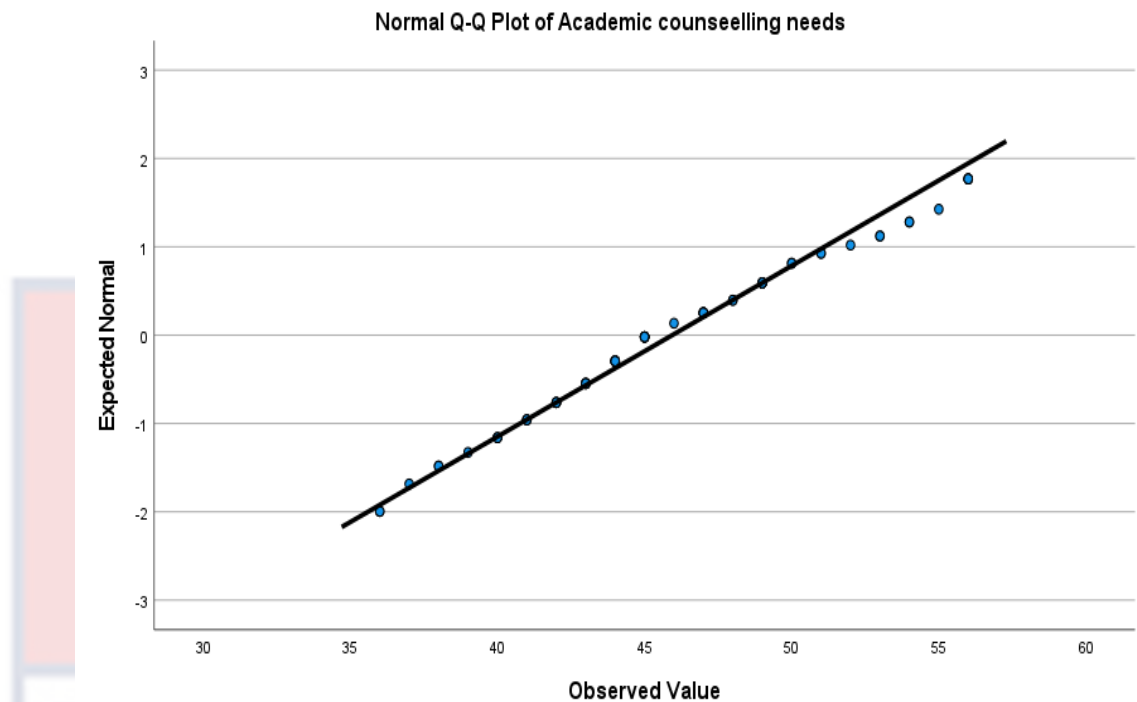


Figure 5-Normal Q-Q Plot for Academic Counselling Needs

Figures, 3, 4 and 5 supports the normality assumptions of the data gathered on career counselling need, personal-social counselling needs and academic counselling needs. From Figure 4 to 5, it is clear that all the dots are moving along the fit lines. Hence, it can be stated that the data collected from respondents is normal.

Results of Research Questions

Research question 1: What are the academic counselling needs of students with disability in inclusive universities in Ghana?

The first research question looked at the academic counselling needs of students with disability in Ghana. Means and standard deviation were used to analyse the data for this research question. According to the findings, the respondents' primary needs for academic counselling were determined by the items with the highest means. Table 6 displays the findings for research question one.

Table 6-Academic Counselling Needs of Students with disability

	<i>Items</i>	Mean	SD
1	How to succeed academically	3.53	.599
2	Preparing for examinations	3.52	.599
3	Discussing my academic, problems with my lecturers	3.40	.642
4	Time management for getting a good grade	3.37	.777
5	Presentation skills	3.37	.704
6	Retrieving from memory during examinations	3.32	.757
7	Study skills	3.30	.774
8	Attending lectures regularly	3.29	.718
9	The style of teaching in the university	3.26	.740
10	Avoid interference in planned schedule of study	3.24	.742
11	Coping with course workload in the university	3.23	.780
12	Schedule proper time for study	3.20	.808
13	Allocating time for my studies	3.10	.858
14	Meeting deadlines for submission of assignments	3.04	.964

The findings on the academic counselling needs of students with impairments in higher institutions in Ghana are displayed in Table 6. The following significant counselling needs were identified from the results: How to succeed academically ($M= 3.53, SD=.599$), preparing for examinations ($M = 3.52, SD = .599$), discussing my academic, problems with my lecturers ($M = 3.37, SD = .777$), time management for achieving a good grade ($M= 3.37, SD=.777$), exam preparation ($M= 3.52, SD=.599$), talking about academic issues with my professors ($M= 3.40, SD=.642$), and presentation abilities ($M= 3.37, SD=.704$). On the other hand, respondents indicated that coping with course workload in the university ($M= 3.23, SD= .780$), schedule proper time for study ($M= 3.20, SD= .808$), allocating time for my studies ($M= 3.10, SD= .858$) and the submission of assignments by the due date ($M= 3.04, SD=.964$) is not regarded as a major academic counselling necessity. Based on the findings, it can be said that university students with disability in Ghana are aware of their counselling needs, which include: counselling on how to the successful

academically, preparation to write examinations, communicating their academic problems to their lecturers, time management and how to improve their presentation skills. However, they recognise that they do not need much counselling on coping with course workload in the university, time management for studying and meeting deadlines for academic work.

In-depth interviews with students with impairments were undertaken to acquire a better understanding of their stated academic counselling needs. These qualitative insights, gleaned from a representative sample of students, found that about 75% emphasised the need of personalised help suited to their individual disability. They emphasised the critical need for information on how to access and use assistive technologies successfully. Furthermore, about 80% stated a desire for psychosocial support, emphasising the emotional obstacles connected with disability, such as self-esteem concerns and social integration difficulties. These students also expressed great support (about 85%) for peer support and mentorship programmes, emphasising the importance of these activities in providing a sense of belonging and motivation. Furthermore, approximately 70% emphasised the need of faculty awareness and training in inclusive teaching approaches and accommodations. In summary, the qualitative findings from a well-represented sample highlighted the multifaceted nature of students with disabilities' academic counselling needs, emphasising the need for a holistic support approach to address these needs effectively in inclusive university environments.

Research question 2: What are the career counselling needs of students with disability in inclusive universities in Ghana?

The second research topic looked on the demand for career counselling among students with impairments in Ghana. Means and standard deviation were used to analyse the data for this research question. According to the findings, the respondents' primary needs for academic counselling were determined by the items with the highest means. Table 7 displays the findings for research question one.

Table 7-Career Counselling Needs of Students with disability

	<i>Items</i>	Mean	SD
1	Occupations or careers or jobs in my area of specialization	3.63	.586
2	How to prepare and attend job interviews	3.59	.655
3	Job requirements	3.56	.596
4	Job placement after leaving school	3.56	.621
5	How to start my own business after leaving school	3.53	.694
6	Information on types of work, career or job	3.53	.599
7	The requirement for different jobs or work I can do	3.50	.748
8	How to prepare good curriculum vitae	3.45	.682
9	The relationship between education and careers	3.44	.670
10	The kind of job I will do in future	3.43	.680
11	The prospects and limitations of various types of work	3.38	.662
12	Industries, hospitals or any other place of work to know now more about work or jobs	3.34	.731
13	Placement for industrial attachment	3.21	.744
14	Getting a job because of disability	3.10	.999
15	Visiting and industry while in school to get acquainted to the industrial environment	3.03	.791

The findings on the needs of students with disability in higher institutions in Ghana are shown in Table 7. According to the results, the most common counselling needs were for jobs or careers in my field of study (M= 3.63, SD=.586), advice on how to prepare for and handle job interviews (M= 3.59, SD=.655), job requirements (M= 3.56, SD=.596), job placement after graduation (M= 3.56, SD=.621), and advice on how to start my own business after graduation (M= 3.53, SD=.694). The respondents did state, however, that placement for an industrial attachment (M= 3.21, SD=.774), Getting a job

because of disability ($M= 3.10$, $SD= .999$) and visiting and industry while in school to be acquainted to the industrial environment ($M= 3.03$, $SD= .791$) are the least career counselling needs.

Given these results, it can be gathered that career counselling needs of student with disabilities include getting access to counselling services that consider careers in their area of specialization, preparing for job interviews, gaining information about job requirements, job placements after completing their education, and how to start their personal business upon graduation. Inasmuch as these career counselling needs were recognised by the respondents, they did not recognise factors such as knowing more about works or jobs, placement for industrial attachment, getting a job because of their disability and visiting industries while in schools are not major career counselling needs required by students with disability.

An in-depth interview with students with impairments were done to delve deeper into their indicated career counselling needs. These qualitative findings from a representative sample of students found that nearly 80% emphasised the necessity of having access to career counselling services suited to their individual areas of specialisation. They emphasised the critical need for information on how to prepare for and navigate job interviews, with nearly all participants (about 95%) citing this as a top priority. Furthermore, about 75% emphasised the importance of learning about employment requirements and securing job placements after completing their studies. Many students (about 70%) expressed a significant need for advice on how to start and run their own businesses after graduation. Certain career counselling aspects, such as placement for industrial attachment ($M= 3.21$, $SD=.774$), obtaining

employment due to their disability ($M= 3.10$, $SD=.999$), and visiting industries while in school to become acquainted with the industrial environment ($M= 3.03$, $SD=.791$), were not considered major career counselling needs by students with disabilities, according to respondents. In conclusion, the qualitative findings supported the quantitative findings by emphasising the multifaceted character of career counselling needs among students with disabilities in inclusive Ghanaian universities. These findings highlight the need of personalised assistance in career planning, job interview preparation, and transitioning from education to the workforce, while also putting light on issues that may not be a priority for this student group.

Research question 3: What are the personal-social counselling needs of students with disability in inclusive universities in Ghana?

The aim of research question 3 was to examine the personal-social counselling need of students with disability in Ghana. Data on this research question was analysed with means and standard deviation. From the results, the items with the highest means were interpreted as the major academic counselling needs of the respondents. The results for research question one is presented in Table 8.

Table 8-*Personal-social Counselling Needs of Students with disability*

	<i>Items</i>	Mean	SD
1	How to relate maturely with males and females of my age	3.34	.790
2	Understanding more about myself	3.32	.828
3	How to resolve conflicts	3.25	.781
4	Making new friends	3.24	.724
5	How to solve personal-social conflicts	3.22	.777
6	Freedom at home	3.19	.842
7	Relating well with other students	3.18	.866
8	How to initiate friendship with both males and females of my age	3.18	.789
9	Relating well with my lectures/instructors	3.16	.867
10	How to relate maturely with my parents	3.15	.815
11	Dating	3.09	.792
12	How to relate maturely with my teachers	3.08	.781
13	Meeting family demands	3.03	.841
14	Dealing with disappointment	3.02	.905
15	Going for an HIV/AIDS test	3.00	.868

The findings on the personal-social counselling requirements of students with impairments in higher institutions in Ghana are shown in Table 8. The main areas that required personal-social counselling, per the results, were how to relate maturely to people my own age ($M= 3.34$, $SD=.790$), how to understand myself better ($M= 3.32$, $SD=.828$), how to resolve conflicts ($M= 3.25$, $SD=.781$), how to make new friends ($M= 3.24$, $SD=.724$), and how to resolve personal-social conflicts ($M= 3.22$, $SD=.777$). However, the respondents reported that taking an HIV/AIDS test, meeting family demands, dealing with disappointment, and learning how to relate maturely to my teachers are not the respondents' top concerns for personal-social counselling.

Owing to the results, students with disability in Universities in Ghana are of the view that their personal-social counselling needs must include how to

relate to peers of both genders, self-understanding, how to resolve both personal and personal-social conflicts, and how make new friends. These personal-social counselling needs are considered to of utmost importance to students with disability in Ghana. Notwithstanding the respondents' awareness of their most important personal-social counselling needs, they also acknowledged that factors such as relating with teachers, meeting the demands of family, managing disappointment and having an HIV/AIDS test are not major personal-social counselling needs.

In-depth interviews with students with impairments were done to supplement the quantitative research and get additional insights into their personal-social counselling requirements. These qualitative findings from a broad sample of students shed light on the importance of specific aspects of personal-social counselling. About 75% emphasised the necessity of advice on how to maturely interact with peers of both genders, emphasising the importance of inclusive social interaction. Furthermore, approximately 80% of participants emphasised the importance of self-awareness, emphasising the emotional and psychological components of their personal development. Another major worry (about 70%) was conflict resolution, with students emphasising the need for effective techniques to resolve both personal and personal-social disputes. Making new acquaintances (about 65%) was also regarded as important, indicating a desire for greater social integration. Students, on the other hand, did not rank interacting to professors, managing family obligations, coping with disappointment, and undertaking HIV/AIDS testing as key personal-social counselling requirements. In conclusion, the qualitative findings supplemented the quantitative findings by putting light on

the multifaceted personal-social counselling requirements of students with disabilities in inclusive Ghanaian universities. These findings emphasise the necessity of addressing topics such as peer relationships, self-understanding, conflict resolution, and social integration while also acknowledging characteristics that may not be fundamental to the personal-social counselling needs of this student cohort.

Research Questions 4 and 5

This part offers the findings and a discussion of the study's qualitative component. The qualitative dimension essentially encompassed two study topics. The goal of the overall study was to investigate the counselling requirements of college students with disability who attend inclusive universities. The research questions were taken into consideration when analysing the information gathered from participants/students with impairments. The participants were given names like SWD1, SWD2, SWD3, ..., SWD12 to make identifying and referencing easier. The conclusions are laid out in accordance with the themes that arose from the coding of the transcription of the data.

Research Question 4: What are the barriers to counselling for students with disabilities, and how do these barriers differ across various types of disabilities?

This research question sought to explore from students with disability possible challenges that confronting them in the quest to getting their counselling needs met. The participants of which three major themes (lack of counsellors, inadequate time to meet counsellors, lack of information) emerged for analysis and discussions gave various views.

Lack of counsellors

The participants narrated the ordeal that they had to endure as a result of lack of counsellors. Counsellors play a significant role in the development and growth of students and adolescents in general especially students in the boarding system of schooling where they do not constant access to parents or guardians. However, the narrative per these participants points to the unavailability of counsellors in their various schools. An excerpt from a participant is captured below;

Ever since I came to this school, I have never heard nor seen any counsellor in this school. Perhaps, they may be around but they do not tell us. If maybe they tell us we can go them for support when the need be (SWD2).

To further buttress the above assertion, a participant said she once made an inquiry from a friend if there were counsellors in the school.

Sir, there was a day I was going through a lot and I needed someone who was older and much experienced and knowledgeable to share my frustration with but unfortunately, I couldn't get any. I was later I had to confide in a friend, even though wasn't too comfortable for fear that she might leak the information (SWD1)

Clearly, unavailability of counsellor in the various schools visited had a toll on the personal and academic success of these students, and this is a clarion call for all stakeholders.

Inadequate time to meet counsellors

Participants narrated how difficult it was to make time to meet counsellors. Those who had access to counsellors in their various schools could

not have ample time to meet their counsellors. This challenge emerged as result of the school not factoring in the design of the time table of the school. Because of that student could not leave their classes hours to meet with counsellors. A participant had to say:

In this school, it seems they do not prioritize counselling so it does not form part of the Department/Faculty time table. We always have lectures to attend. A lot assignments and quizzes to write. So, you are always clouded by work and that makes it very difficult for me to go see any counsellor to discuss issues of interest (SWD3).

To corroborate earlier submission on the issue of insufficient time to meet counsellors, a 24-year-old student with disability reiterated in similar voice as...

Most of the times I plan of going to see the counsellors in our department, but time will not permit me. The counsellors too do not come during weekends that sometimes we may be less busy to have met with them. If let say they work on Saturday or Sunday, we could have accessed them or their services. We have a lot of personal issues that needs to be talked to with a professional counsellor (SWD4).

Lack of information

Another theme that also emerged from the data were the fact that students with disability did not have much information with regards to counselling services on campus. Some of them were of the view that information on counselling services in school was not adequate.

I do not hear any publication or announcement on counselling services not even on our department notice board or in our portal. Hardly, do

they come to us and share information heard that there are counselling unit in the school though (SWD5)

In similar vein, a participant was of the view that she does not even know the services that counsellors and counselling units in the school does.

I have been told we have counselling units in the school. But as to what they do, I do not know. I do not even know the specific services that they render. If like they share information some of us could have visited them since we don't have parents and guardians on campus here (SWD1).

The analysis concludes that counselling services was extremely important deducing from the comments given by SWDs who participated in the study; however, the challenges were clearly outlined by the participants. There was inadequate information on counselling services, inconvenient timing of meeting counsellors, and lack of trained counsellors.

Research Question 5: What are the effective strategies and interventions to assist students with disabilities in adjusting to their counselling needs, and how do the perceptions and experiences of students contribute to our understanding of these strategies? What are the barriers to counselling needs of students with disability in inclusive universities in Ghana?

The researcher was interested in assessing possible ways through which students with disability counselling needs could be met in inclusive institutions in Ghana. Various means were narrated by the students; however, two major themes emerged from the data and were analysed below;

Trained counsellors

Students with disability were of the view that they needed trained professional counsellors. They were of the view that not only did they need

counsellors, but the counsellors should be well trained or professionals who they can confide in them.

Excerpts from participants are captured below;

There should be counsellors readily available to assist us. We hardly hear or see counsellors around, unlike lecturers, whom you can easily see in the various departments and on campus in general, counsellors are not seen or available on campus (SWD5).

In similar vein, a student reiterated that for the fear of her issue being brought to the public, she would require professional counsellor to shed her issues with.

We need professional counsellors. Sometimes there are fear of telling people your issues. Some people cannot keep it to themselves. The next time you hear about your issues, it will be because they are not professionals. For me, I will only talk to someone who is known to be a professional counsellor (SWD4).

Evident from the above shows that indeed students with disability level of confidence in non-professional counsellors. This is because students with disability shed their issues with anyone for the fear of their issues being brought to the public. This made it imperative for professional or trained counsellors to be available.

Telephone calls

Another theme that emerged for analysis was the issue of the use of telephone conversation to support students with disability. Perhaps for a visually impaired student may be a challenge with movement to the various counselling offices.

I think one of the ways in which our counselling need could be met is by employing telephone conversation. Sometimes moving from our residence to meet counsellors makes it difficult for us. However, we have phones so it is just a matter of them giving us their phone numbers so we could converse via phone (SWD1).

To corroborate the assertion made by an earlier student on the subject of telephone call as a medium of getting in touch with counsellors, a 22-year-old student said....

I mostly go for lectures and do not have enough time to go meet the counsellors. But I think they can give us their phone number so that when we have a challenge we can easily put in a call and discuss with them. Even if they cannot talk to us, they can schedule time for us to meet and have our issues sort out (SWD3).

There could have been several ways through which the counselling needs are met for students with disability, however, the need for telephone conversation and trained or professional counsellors.

Hypotheses testing

The study was also guided by three research hypotheses. This section of the result presents the results and the interpretation of the three research hypotheses.

Hypothesis 1

H₀: There is no statistically significant difference in the career needs of students with regard to type of disability

H₁: There is statistically significant difference in the career needs of students with regard to type of disability

This research hypothesis tested whether mean differences exist in the career counselling needs of students with disability in based on type of disability (visually impaired, physically impaired and hearing impaired). The independent variable was type of disability, while dependent variable was career counselling needs. To test this hypothesis a one-way analysis of variance (ANOVA) test was conducted. Before the one-way ANOVA test was conducted, the normality assumption had to be met; thus the Shapiro-Wilk normality test was conducted (see Table 17). Normality was assumed since $p > .05$ on the Shapiro-Wilk test. Also, the homogeneity of variance assumption had to be met. Thus, the Levene's test for equality of variance was conducted, results from the Levene's test is presented in Table 9.

Table 9 – Tests of Homogeneity of Variances for Career Counselling Needs

Parameter		Levene Statistic	df1	df2	Sig.
Career counselling needs	Based on Mean	.309	2	128	.734
	Based on Median	.497	2	128	.609
	Based on Median and with adjusted df	.497	2	120.6	.609
	Based on trimmed mean	.530	2	128	.590

Table 9 shows that on the career counselling needs of the respondents, the homogeneity of variance assumption was met based on the Mean (Statistic= .31, $p > .05$), Median (Statistic= .49, $p > .05$), Median with adjusted df (Statistic= .49, $p > .05$) and Trimmed mean (Statistic= .53, $p > .05$). Judging from the results, equal variance among the various groups (type of disability: visually impaired, physically impaired and hearing impaired) are assumed hence all assumptions required to conduct one-way ANOVA are met. Table 10 shows the descriptive statistics of respondents according to the type of disabilities.

Table 10-Description of types of disability on career counselling needs

Type of disability	N	Mean	SD
Visually impaired	91	50.97	5.69
Physically disabled	26	54.31	5.67
Hearing impaired	14	49.79	6.41
Total	131	51.50	5.88

Tables 11 shows the group statistics and the results from the one-way ANOVA test respectively.

Table 11-ANOVA Results on Type of Disability and Career Counselling Needs

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	271.95	2	135.97	4.11*	.019
Within groups	4230.79	128	33.05		
Total	4502.74	130			

*Significant, $p < .05$

A one-way ANOVA test was conducted to investigate mean difference in career counselling need to students with disability in inclusive universities in Ghana. The results from the one-way ANOVA test presented in Table 11 shows that there is a statistically significant mean difference in the career counselling needs of students with disability based on the type of disability (visually impaired, physically impaired and hearing impaired) on $F(2, 128) = 4.11, p = .019$. It is evident in the means and standard deviations of the various groups: visually impaired ($M = 50.97, SD = 5.69$), physically disabled ($M = 54.31, SD = 5.67$) and hearing impaired ($M = 49.79, SD = 6.24$). This implies that career counselling needs of students with hearing impairment are higher than that of students with visual impairment, which is in turn higher than that of students with physical disabilities. Since $p < .05$, the null hypothesis is rejected in favour

of the alternate hypothesis. The results imply that the career counselling needs of students with impairment differ based on the type of disability they have. Furthermore, since a significant mean difference was found, Post Hoc analysis was conducted. Results from the Tukey Post Hoc test are shown in Table 12.

Table 12: *Post Hoc multiple comparison on type of impairment and career counselling needs*

Type of disability	Type of disability	Mean Difference (MD)	Standard Error	Sig.
Visually imp.	Physically dis.	-3.34*	1.27	.027
	Hearing imp.	1.18	1.65	.755
Physically dis.	Visually imp.	3.34*	1.27	.027
	Hearing imp.	4.52*	1.91	.050
Hearing imp.	Visually imp.	-1.81	1.65	.755
	Physically dis.	-4.52	1.61	.050

Source: Field survey, 2019

According to Table 12 findings from the Tukey Post Hoc multiple comparisons analysis, individuals with physical disabilities and those who are visually impaired had significantly different mean needs for career counselling (MD= 3.34, p .05). The counselling needs of students with physical disabilities and those with hearing impairment differed significantly on average (MD= 4.52, p=.05). This suggests that, in comparison to students with visual and hearing impairment, students with physical disability have more counselling needs.

Research hypothesis 2

H₀: There is no statistically significant difference in the academic counselling needs of students with regard to their type of disability

H₁: There is a statistically significant difference in the academic counselling needs of students with regard to their type of disability

The second research hypothesis examined any mean variations in the academic counselling requirements of students with disability according to the nature of their difficulties (visually impaired, physically impaired and hearing impaired). Type of disability served as the independent variable, while academic counselling needs served as the dependent variable. To test this hypothesis, a one-way analysis of variance (ANOVA) test was performed. The Shapiro-Wilk normality test required to be performed in order to satisfy the normality assumption before the one-way ANOVA test (see Table 5). The Shapiro-Wilk test result of $p > .05$ led to the assumption of normality. It was also necessary to satisfy the homogeneity of variance assumption. As a result, the Levene's test for equality of variance was performed; the results are shown in Table 13.

Table 13-Tests of Homogeneity of Variances for Academic Counselling Needs

Parameter		Levene Statistic	df1	df2	Sig.
Academic counselling needs	Based on Mean	.364	2	128	.696
	Based on Median	.335	2	128	.716
	Based on Median and with adjusted df	.335	2	127.1	.716
	Based on trimmed mean	.342	2	128	.771

Based on the Mean (Statistic=.36, $p > .05$), Median (Statistic=.34, $p > .05$), Median with Adjusted df (Statistic=.34, $p > .05$), and Trimmed mean (Statistic=.34, $p > .05$), Table 13 demonstrates that the homogeneity of variance assumption was met regarding the respondents' needs for academic counselling.

All requisite conditions for conducting one-way ANOVA are satisfied because it can be inferred from the results that there is equal variation among the various groups (disability type: visually impaired, physically impaired, and hearing impaired). Table 14 shows the descriptive statistics of respondents according to the type of disabilities.

Table 14-*Description of Types of Disability on Academic Counselling Needs*

Type of disability	N	Mean	SD
Visually impaired	91	45.46	6.26
Physically disabled	26	48.16	6.62
Hearing impaired	14	47.36	5.44
Total	131	46.20	6.31

Tables 15 shows the group statistics and the results from the one-way ANOVA test respectively.

Table 15-*Type of Disability and Academic Counselling Needs*

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	167.63	2	83.81	2.14	.121
Within groups	5003.21	128	39.08		
Total	5170.84	130			

The mean difference in academic counselling needs for students with disability in inclusive universities in Ghana was investigated using a one-way ANOVA test. According to Table 15's one-way ANOVA test results, there was no statistically significant mean difference between the types of disabilities for students' academic counselling needs (visually impaired, physically impaired and hearing impaired) $F(2, 128) = 2.14, p > .05$. It is clear from the means and

standard deviations of the different groups, which include those with visual impairment (M= 45.46, SD= 6.26), physical impairment (M= 48.15, SD= 6.62), and hearing impairment (M= 47.36, SD= 5.44). The means of the various groups' scores indeed differ, but these mean differences are not statistically significant. Given that $p > .05$, the implication of the results is that academic counselling needs of students with impairment do not differ based on the type of impairment the student has. Given the observation that there was no statistically significant mean difference in academic counselling needs based on type of disability Post Hoc test for multiple comparisons were not conducted.

Hypothesis 3

H₀: There is no statistically significant difference in the personal-social counselling needs of students with regard to their type of disability

H₁: There is a statistically significant difference in the personal-social counselling needs of students with regard to their type of disability

The aim of research hypothesis 3 was to test for mean differences that exist in the personal-social counselling needs of students with disability in based on type of disability (visually impaired, physically impaired and hearing impaired). The independent variable was type of disability and the dependent variable was personal-social counselling needs. A one-way analysis of variance (ANOVA) test was conducted to test this hypothesis, however preceding the one-way ANOVA test, was the test of normality assumption which had to be met by conducting the Shapiro-Wilk normality test (see Table 5). Normality was assumed since $p > .05$ on the Shapiro-Wilk test. Furthermore, the homogeneity of variance assumption had to be met. Thus, the Levene's test for

equality of variance was conducted, results from the Levene's test is presented in Table 16.

Table 16-*Tests of Homogeneity of Variances for Personal-social Counselling Needs*

Parameter		Levene Statistic	df1	df2	Sig.
Personal-social counselling needs	Based on Mean	1.37	2	128	.258
	Based on Median	1.08	2	128	.343
	Based on Median and with adjusted df	1.08	2	118.3	.343
	Based on trimmed mean	1.32	2	128	.272

Based on the Mean (Statistic= 1.37, $p > .05$), Median (Statistic= 1.08, $p > .05$), Median with Adjusted df (Statistic= 1.08, $p > .05$), and Trimmed mean (Statistic= 1.32, $p > .05$) results in Table 16, it appears that the respondents' needs for personal-social counselling met the homogeneity of variance assumption. All of the presumptions required to carry out a one-way ANOVA were satisfied because it can be inferred from the results that there is equal variation among the various groups (disability type: visually impaired, physically impaired, and hearing impaired). Table 17 shows the descriptive statistics of respondents according to the type of disabilities.

Table 17-*Descriptive of Type of Disability on Personal-social Counselling Needs*

Type of disability	N	Mean	SD
Visually impaired	91	47.23	8.92
Physically disabled	26	48.15	6.21
Hearing impaired	14	48.64	8.73
Total	131	47.56	8.39

Table 18 shows the group statistics and the results from the one-way ANOVA test respectively.

Table 18-*Type of Disability and Personal-social Counselling Needs*

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	35.45	2	17.72	.249	.780
Within groups	9120.75	128	71.26		
Total	9156.19	130			

The mean difference in personal-social counselling requirements for students with disability in inclusive universities in Ghana was examined using a one-way ANOVA test. Based on the type of disability (visually impaired, physically impaired, and hearing impaired), there was no statistically significant mean difference in the personal-social counselling needs of students with disability, according to the results of the one-way ANOVA test in Table 18. $F(2, 128) = 2.14, p > .05$. The means and standard deviations of the several groups, including the physically challenged ($M = 48.15, SD = 6.21$), visually impaired ($M = 47.23, SD = 8.92$), and hearing impaired ($M = 48.64, SD = 8.73$), make this evident. The means of the various groups' scores indeed differ, but these mean differences are not statistically significant. The null hypothesis is not disproved since $p > .05$. The results suggest that students with disability do not require different personal-social counselling needs depending on the type of impairment they have. According to the finding, the mean difference in personal-social counselling needs according to the kind of disability was not statistically significant there was no post-hoc analysis for multiple comparisons.

Connecting the Results: The quantitative data shows that there is a statistically significant difference in the academic needs of the two groups. This is in line with the qualitative data, which gives us important information about

why these differences exist. The qualitative results back up the quantitative results by giving a more detailed picture of what kids with different kinds of disabilities need in school. In particular, they show how personalised help, different ways of learning, and social and emotional factors all play a role in shaping these needs. Also, the qualitative data supports the quantitative results by describing the underlying factors that lead to the differences in academic needs that were seen. It stresses how important it is to make sure that interventions and accommodations are based on the specific qualities and challenges of each type of disability.

The link between the quantitative and qualitative data is important for how teachers do their jobs. It says that there should be more than one way to meet the academic needs of students with disabilities. Instead, educational institutions should think of ways to help students with disabilities that are tailored to their unique needs. Raising understanding and promoting inclusion can also help students with disabilities deal with the social and emotional problems they face. But it's important to keep in mind that the qualitative data may not show the same statistical significance as the quantitative analysis, even though it does give useful information.

This difference shows how different academic needs are and how important it is to use both quantitative and qualitative methods to get a full understanding of a subject. People are urged to do more research to find out how well tailored interventions work and to learn more about the role of social and emotional factors. Overall, the combination of quantitative and qualitative results helps us learn more about the academic needs of students with

disabilities. This gives future policies and practises in education a more complete foundation.

Discussion

Research question 1: Academic counselling needs of students with disability in inclusive universities in Ghana.

The results of the study show that students with disability enrolled in Universities in Ghana are aware of their academic counselling needs, which include guidance on how to succeed academically, how to get ready for exams, how to talk to their professors about academic issues, time management, and enhancement of presentation skills. However, they are aware that they do not need much assistance in managing their academic work deadlines, their study schedule, or their course load at university.

In line with the findings of the study, (Guskey & Anderman, 2013) was of the view that the foundation of practically every facet of education is the academic demands of the student. Academic needs are simply "resources desired for academic reasons." Although learning occurs in a variety of settings, educators tend to concentrate on learning that takes place in formal learning environments like classrooms and schools, where teachers work closely with students to help them develop explicit knowledge and skills. This was revealed that students with disability don not need much assistance in managing their academic work, that is, teachers should only work closely with students. A good teacher can support and increase a child's academic demands more than other elements, according to research, including those by Sanders and Horn (1998), which were cited in European Agency for Development in Special Needs Education (2010). In order to provide equitable chances and education for

everyone in an inclusive context, it appears that a teacher must possess the requisite expertise and experience. Reynolds (2009, as cited in European Agency for Development in Special Needs Education, 2010, p. 7) proposed that a teacher's combined characteristics, such as theoretical and empirical knowledge, teaching approach, time management strategies, and values, can create an appropriate learning environment for everyone.

Reviews of counselling services have focused heavily on perceived academic hardship, academic achievement, persistence, and graduation. Numerous studies have revealed that when compared to reference groups, students who experience counselling have greater self-rated academic, social, and emotional adjustment (Choi et al., 2010; DeStefano et al., 2001; Lockard et al., 2012). However, research on the effect of counselling services on academic performance has shown mixed results (Cholewa & Ramaswami, 2015; Illovsky, 1997; Lee, 2009). The most recent study, by Cholewa and Ramaswami (2015), found a positive correlation between the student's performance on the difficult tasks in the fall grade point average and their exposure to counselling while they were unprepared freshmen. One more significant issue noted by Julius and Evans (2015) was exam anxiety. Some writers have expressed concern regarding students' study habits. Effective study habits are critical for students to develop in order to manage the quantity of work that is expected of them, according to a survey of student problems conducted by Julius and Evans (2015). The author claims that one aspect affecting a grade is the students' study habits, and that good study habits will allow an ordinary student to perform better than a bright student who has bad study habits. He continues by saying that a program or study habit can help students learn effectively and cultivate positive attitudes

toward learning, and that such programs should include time budgeting, memory improvement through the use of mnemonic devices, effective note-taking, concentration improvement through avoiding distractions, effective methods of taking examinations, reading methods, and effective consultations with others who could help with. The problems enlisted by Julius and Evans (2015) were not the same for students with disability. This is because the students were aware of their academic counselling needs and what to do (how to talk to their professors about academic issues) to deal with these academic problems.

Research question 2: Career counselling needs of students with disability in inclusive universities in Ghana

Given these results, it can be gathered that career counselling needs of student with disabilities include getting access to counselling services that consider careers in their area of specialization, preparing for job interviews, gaining information about job requirements, job placements after completing their education, and how to start their personal business upon graduation. Inasmuch as these career counselling needs were recognised by the respondents, they did not recognise factors such as knowing more about works or jobs, placement for industrial attachment, getting a job because of their disability and visiting industries while in schools are not major career counselling needs required by students with disability.

In line with the study, Webson (2022) who is visually impaired stated, "the majority of persons with visual impairment in the world today receive no services for career advancement, despite decades of programs development by many well-intentioned organizations and significant financial investments.

People with visual impairments won't ever be able to engage fully in their communities under these conditions, according to Webson (2022).” The statements may seem exaggerated to be real, but even if they are not accurate, they nonetheless raise concerns that necessitate reevaluating the services we offer to students with disability. Disability-affected Ghanaian students must receive comparable care as well if they are to be expected to tackle the challenges of today's industry, which is continuously changing.

In essence, traditional systems of vocational education that use primary disability as a major determinant of assigning persons with disabilities to predetermined occupations are no longer as important as increasing learners with disabilities' participation in mainstream education and, as a result, their participation in the labour force. Because they must be able to make career selections more successfully, learners with impairments must improve their occupational self-concept. This they did by learning how to start their personal business upon graduation.

Choosing a vocation, subjects to study in school, courses to take, and the subsequent paths to take are all problems that students face around the world, says Makinde (1987), especially when there is no direction. In particular, he claims that career information is crucial in addressing the choice problem that graduates from high schools, colleges, polytechnic institutes, and universities face. The problem of choice is not different for students with disability. From the study, Disability-related issues make it challenging for kids to get ready for the outside. World lest to make career choices. He claims that numerous studies have revealed that students frequently experience significant difficulties when making career plans. According to Akinde (2005), career information is crucial

and helpful to the person choosing a career since a trustworthy and up-to-date occupational information service would enable people to address both current and future occupational problems.

Ullrich (2020) asserts that making a decision on one's future job frequently causes anxiety due to the perception of its finality and that those who make such decisions frequently feel guilty about them in the future. Ullrich's assertion suggests that in order to make the best selections and choices, people need to have sufficient knowledge about jobs. This was not in line with the findings of the study, as students with disability knew less about works and jobs. He identified one of the main issues facing pupils as a lack of knowledge about relevant occupations. In addition, Ullrich noted that little attention has been paid to the issue of career challenges faced by university students and how these issues may contribute to students' frustration and hesitation in the middle of the confusion of methods to career advising. According to a research, he did university students' need knowledge about the careers for which their selected programs would prepare them, as well as of the locations and individuals on campus who can assist them in making career decisions. They must have a deeper awareness of who they are in order to select a profession that closely aligns with their values, objectives, and preferred way of life. They also require knowledge of the labour market and anticipated skill demands. Therefore, their courses should be designed to provide for more flexibility and career choice. He emphasizes the necessity for counsellors and the student affairs division to inform potential employers about employment resources that exist within schools, given that students' main goal in attending college is to pursue

academic studies in order to be qualified for gainful employment and to elevate their social status.

According to Asare-Bediako et al's (2007), job placement has been regarded as a crucial concept that aims to accelerate the acquisition of jobs by vocational students both in and out of school. He carried out a study that showed how inadequately school-based job placement programs were run. For student with disabilities in Ghana, job placement programmes were run for them. He suggested setting up offices with professional employees where information could be gathered and stored for use in matching students with jobs. He also supported giving instructors the skills they require in order to help pupils find employment. In addition, Oladele (1989) contends that students need support in locating satisfying and rewarding employment.

Research question 3: Personal-social counselling needs of students with disability in inclusive universities in Ghana

As a result of the findings, students with disability in Universities in Ghana believe that their personal-social counselling needs should cover how to interact with peers of both genders, self-understanding, how to resolve both personal and personal-social conflicts, and how to make new friends. For Ghanaian students with disability, meeting these personal-social counselling requirements is of the utmost significance. Despite the fact that the respondents were aware of their top personal-social counselling requirements, they also admitted that less critical needs included getting along with teachers, attending to family obligations, handling disappointment, and getting an HIV/AIDS test.

Finding the root of the problem is one of the fundamental challenges in helping students with their personal-social needs, according to Reicher (2010).

He asserts that issues that are entangled in a web of self-understanding are frequently challenging to express.

One of the main objectives of inclusion is to give disabled students the chances they need to develop their interpersonal skills, establish friends, and form social networks that will help them throughout their academic careers and beyond (Falvey, 1995). If these objectives are to be met, active participation in the school's social community is required. Despite the fact that the respondents were aware of their top personal-social counselling requirements, they also admitted that less critical needs included getting along with teachers, attending to family obligations, handling disappointment, and getting an HIV/AIDS test.

If a student with a disability can fit into the ups and downs of school life in a similar way to other students, their social needs will be greatly helped. This happens if the student's daily routine is similar to that of the other students, if supports are natural and unobtrusive, and, in short, if difference becomes a usual part of the school, so that the student with a disability does not needlessly stand out from his or her peers.

Baltus (1994) contends that for the majority of people, happiness depends on having fulfilling interactions with other people. According to Richmond, Croskey, and Payne (1987), interpersonal interactions are essential to human existence in contemporary society and are necessary for everyone's survival. According to the study, students with disability absolutely require this.

Research question 4: Barriers to counselling for students with disabilities, and how these barriers differ across various types of disabilities?

The finding of the objective barriers confronted students with disability included lack counsellors, inadequate time to meet counsellors, and lack of

information on counselling services. This means that professional counsellors who would have served as a source of guidance and counselling on academic work, growth and development of adolescents is lacking in the participants' schools. This implies students' development may be left to chance because there are no counsellors to guide these young ones. Lack of credible information pertaining to counselling service has the tendency of affecting the kind of guidance SWD receive from other sources. It is possible that if one is fed with wrong information the individual may end up making wrong decision.

The study's findings are consistent with counselling literature already in existence. Among these is the work of Kambouropoulos (2015), who investigated obstacles to international students using counselling services. It asserted that problems with physical health, academic performance, and social and psychological issues have a special impact on overseas students. Despite occasionally feeling a lot of emotional discomfort, there is evidence that these students are hesitant to seek counselling to address these issues. The purpose of this study is to ascertain how frequently students use counselling services at two Australian university campuses. Ninety people replied to a study that examined their conduct when seeking help, the roadblocks they encountered, and how they eventually located the counselling they required. A subgroup of these students (n=21) underwent follow-up interviews to get further information about how they used and regarded counselling services. To acquire counsellors' opinions on these issues, interviews with them were also performed. The majority of students turned to their friends and other international students instead of counselling due to a number of restrictions that prohibited them from seeking counselling services, it was found. However, some individuals inquired for

assistance on their own or after being referred by academic staff. There is a significant requirement for counselling services to be cognizant of cultural views that serve as a barrier to their utilization. It was found that international students were undoubtedly reluctant to use counselling services. Even though this study concentrated on students with disability, overseas students can still benefit from its conclusions. These results also demonstrate the challenges that students now face when attempting to access counselling services.

Otieno and Simiyu (2020) made comparable efforts to enhance guidance and counselling services for lowering mental distress among university students in Tanzania. This study looked into ways to improve guidance and counselling services in Tanzanian universities in an effort to lessen mental suffering. The study used a qualitative methodology. The study participants were chosen using multistage and purposeful sampling approaches. Nine students from each school, a total of 18 in all, were sampled based on their readiness to engage in cross-faculty group discussions, while two universities, two counsellors, and two deans of students were specifically selected. Data were gathered via focus groups and an interview schedule. The inter-raters determined the instruments' suitability for content validity in light of the study topic. Through the use of several data collection tools, reliability was guaranteed. Data were thematically evaluated. The study found that peer counselling initiatives in Tanzanian colleges lacked formalization. It might also be inferred that the university's guidance and counselling departments had inadequate funding and that students were not informed of the advantages of the guidance and counselling services that were offered in institutions. Additionally, the counsellors lacked formal counselling training. According to the survey, universities should hire qualified

counsellors and provide enough funding for guidance and counselling services to provide effective services. Additionally, incoming students should be informed about the guidance and counselling services that are offered on campuses as part of orientation programs.

Raunic and Xenos (2008) examined how local and international students used university counselling services and user characteristics. In their report, they analyzed the research on students' use of counselling services at universities around the world as well as their demographic and psychological make-up. Utilization rates, motivating elements and impediments, presenting issues, and methodological issues with prior studies are all looked at. The findings suggested that only a minority of between 2% and 4% of university students access such services, with females being more likely to use them than males. International students in particular underutilise these services, and this is primarily due to such student's preference for seeking help from family or friends over outside sources. When students do seek assistance, their presenting issues most commonly involve symptoms of depression or anxiety, as well as academic and relationship difficulties.

Chen & Kok (2017) examined obstacles to counselling. She asserted that Malaysian pupils have never been fond of school counselling programs. What discouraged students from obtaining mental health care has been extensively researched. Studies on the obstacles to obtaining counselling in the context of Malaysian school counselling are, however, lacking. This qualitative study investigates the reasons why school counselling services are underutilized by Chinese high school students (N=277). An open-ended question was analysed using a thematic approach, and the results revealed contextualized difficulties

including problem conceptualization and the shameful, afraid, concerned, and responsible self that lead to the underutilization of school counselling services. Last but not least, Songok, Yungungu, and Mulinge (2013) conducted research on the barriers to effective guidance and counselling about students' sexual awareness, attitude, and behaviour in schools. They concurred that counselling and assistance are an essential and hugely significant component of educational activity. Helping pupils avoid being plagued by their internal conflicts and turning to self-destructive behaviours has become a discipline in and of itself. Numerous young people's lives would undoubtedly be improved by guidance and counselling since they foster emotional maturity, personality development, self-responsibility, creativity, and problem-solving skills. Consequently, as society becomes more diverse, the function of the school and the instructors has been expanding. With the demise of conventional family counselling, the pupils' personal, social, and moral welfare is now directly under the guidance and counselling teachers' control. However, even with the development of guidance and counselling departments in schools, the loss of young as potential resources for our nation is still bitterly regretted because the majority of them commit depraved acts of self-destruction. The rate of adolescent pregnancies, HIV/AIDS, and other sexually transmitted infections among secondary school students is frightening as a result of such activities, according to research reports. Questions about the function of guidance and counselling in educating young people about sexuality and encouraging responsible attitudes and behaviours arise in light of such findings. This paper aims to examine the issues that prevent students from receiving good guidance and counselling regarding their sex knowledge, attitude, and behaviour in light of the foregoing. With the

sole purpose of enhancing adolescent sexuality awareness, promoting a positive sexual attitude, and modelling responsible sexual behaviour, it is hoped that this paper will be invaluable to the Ministry of Education, Teachers Training Institutions, and Non-Governmental Organizations working to expand guidance and counselling in schools.

In summary, it could be said that some of the existing literature corroborated the finding whilst some were in variance. Insufficient information, as emphasized by the participants in the current study, may have prevented students from learning about the availability and advantages of guidance and counselling services offered by university guidance and counselling departments, for example.

Research question 5: Effective strategies and interventions to assist students with disabilities in adjusting to their counselling needs, and how the perceptions and experiences of students contribute to our understanding of these strategies?

The objective's conclusion indicates that in order to address the counselling requirements of students with disability, trained counsellors should be made available. Additionally, telephone conversations should be considered as an alternative method of contacting their counsellors. This means that in order to encourage students with disability to patronize the services of counselling in the school, there is the need to make resources available such as trained counsellors (personnel) and telephone services. To live counselling services to chance would be detrimental since students with disability are mostly confronted with many challenges in accessing their services. The findings of this objective is corroborated by extant literature. For instance, Upoalkpajor, Eggle, and Namale (2018) investigated the use of counselling and guidance

services by students in senior high schools in Ghana. They asserted that guidance and counselling services are well established to be helpful in developing students' and even employees' capacity for decision-making and thought. However, senior high schools (SHSs) in Ghana seem to be weak in services. Their investigation focused on students' use of counselling and guidance services in Ghanaian SHSs.

The study also determined the variables influencing students' use of counselling and guidance services. Students in Forms 2 and 3 were the study's target audience. Out of 475 SHSs, 24 were chosen using a cross sectional design and a multi-stage sampling method. The final sample had a return rate of 98.25 percent and consisted of 2,969 Form 2 and Form 3 SHS students. The main tool for gathering data were a survey questionnaire. One-sample t-test analysis, frequency counts, and percentages were used to analyse the data. It was discovered that students are aware of the availability of guidance and counselling services at their schools, particularly educational counselling. However, a lack of accessibility, student misconceptions, concerns with confidentiality, and counsellor issues all contributed to the limited use of the programs.

Additionally, Salgong, Ngumi, and Chege (2016) looked into how advice and counselling could improve student conduct in Koibatek District secondary schools. Their research looked at how guidance and counselling could improve student behavior in secondary schools in the Koibatek area. Their research was influenced by the humanistic theory of Albert Bandura's social learning model from 1995 and the personality theory of Alfred Adler from 1998. A descriptive survey research design was used for the investigation. 2624

pupils from 23 schools, 23 principals, 23 school counsellors, and 227 teachers made up the study's population. A purposive sampling was employed to choose 8 schools, 8 principals, and 8 school counsellors from among those. To choose 24 professors and 262 students, stratified random sampling and simple random sampling were also utilized. Questionnaires and an interview schedule were the tools utilized to gather data for the study. A reliability coefficient for the study of 0.81 was attained. The Statistical Package for Social Science (SPSS) program version 16 and descriptive statistics including frequencies, percentages, mean scores, and summary tables were used to analyse the data. Results showed that teachers use a dynamic strategy that takes into account the interactions of a group of pupils. Additionally, computer resources for assistance and counselling were insufficient. According to the results, counselling and advice have enhanced academic achievement and discipline. There is sufficient evidence to show that a lack of student guidance and counselling results in indiscipline in classrooms. However, because there is not a clear legal or regulatory framework, there are not any certified teacher counsellors, and instructors have too much work to do, it is challenging for guidance and counselling to be effective in fostering student discipline. In order to resolve disputes, discussion is essential. Building strong bonds between the students, counsellors, teachers, and administrators can help to improve this by enabling them to speak out freely about matters that influence both sides.

Similar to this, Upoalkpajor, Eggle, and Namale (2018) investigated the efficacy of guidance and counselling services in senior high schools in the Ghanaian Brong Ahafo Region's Jaman North District. Their study's major objective was to evaluate the efficacy of counselling and guidance programs in

senior high schools in Ghana's Jaman North district. The topic was investigated using a case study research design. Students in senior high school and guidance coordinators or counsellors made up the targeted group. Data from the kids and counsellors were gathered using a semi-structured interview guide. All six counsellors were chosen using a convenience sample technique, and 36 students who have used guidance and counselling services at their schools were chosen using a purposeful sampling technique. The primary issues that students at senior high schools encountered, according to the researchers, were topic choices, substance misuse, interpersonal issues, and stress. The survey also found that the district's guidance and counselling services were ineffective because of poor counsellor availability and lack of trust. The researchers came to the conclusion that the district's working guidance and counselling coordinators lacked specific training in their field. The researchers suggested, among other things, that the Ghana Education Service and the Ministry of Education implement rules requiring the posting of professionally trained counsellors to all senior high schools across the nation.

It was known that when SWDs asked for qualified counsellors, it is possible that the students did not trust the ones that were accessible or lacked faith in the counsellors. The work of Osei et al. (2022) advocated for the impact of stigma, accessibility of services, and trust on students' use of guidance and counselling services at public colleges in the Kumasi. It was known that when SWDs asked for qualified counsellors, it is possible that the students did not trust the ones that were accessible or lacked faith in the counsellors. The work of Osei et al. (2022) advocated for the impact of stigma, accessibility of services, and trust on students' use of guidance and counselling services at

public colleges in the Kumasi Metropolis/Ashanti region. Students need guidance in environment and health linkages, plus gaining attitudes, info, and skills that result in failure or success of life. Counselling is progressively vital to encourage well-being of a child. Effective advice and counselling must aid students improve their self-esteem and attain their life goals. It is critical to emphasize that thorough advice and counselling is one strategy to achieve educational greatness.

Guidance and counselling services are widely recognized as being beneficial in moulding the making of decision and pupils and employees' thinking abilities (Osei et al., 2020). The study involved students at universities in the Kumasi metropolis in examining the effect of trust, accessibility of services and stigmatization on guidance and counselling services' patronage. The study employed quantitative research with survey design. This study method was considered as explanatory to test the hypotheses. 3577 students from Kumasi Technical University and Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development made up the study's population. The researchers (Osei et al., 2020) used a snowball sampling approach known as non-probability sampling. The sample size was established based on the 236 replies that were received. To gather data, the researcher used Google Forms. Microsoft Excel and the Statistical Package for Social Sciences (SPSS 26) were the quantitative tools utilized to examine the data. The study found a favourable and substantial relationship between trust and Universities students' use of counselling and guidance services. The study found that accessibility of services was positively and significantly related with counselling and guidance services' patronage by universities students. The

study further revealed that stigmatization was positively and significantly related with counselling and guidance services' patronage by universities students.

Additionally, Atik and Yalçin (2010) conducted research on the counselling requirements of Ankara University students studying educational sciences. The current study looked at students who were enrolled in different undergraduate programs at the Faculty of Educational Sciences at Ankara University and their major and least common counselling requirements. Additionally, disparities in those needs by gender and grade level were looked into. 400 pupils in all were polled. The results showed that while students reported greater needs for help with academic, relationship, emotional, and career issues, they reported less need for help with sexual worries, excessive credit card use, self-defeating behaviours, and sexual problems. Additionally, there were noticeable disparities in several demands by grade and gender.

In conclusion, it could be said that most, if not all the studies published in the subject of counselling needs and challenges did not include that of students with disability or persons with disabilities in general, and that makes this current study extremely important. Again, it was observed that those studies made used of Senior High School students who mostly transit into the various Universities and are likely to be confronted by similar counselling needs and challenges. They are also of similar age or fall in the same age bracket since many of these adolescents join tertiary institutions right after secondary school. Existing literature emphasized the awareness of counselling services in their various schools however for some reasons, students did not patronize it. Lack of professional or trained counsellors was also revealed as a key finding in the

existing studies as also discovered in the finding of this current study, and thus called for trained counsellors that could be of help to students with disability.

Research hypothesis 1

According to the type of disability, it was discovered that there is a statistically significant mean difference in the career counselling requirements for students with disability (visually impaired, physically impaired and hearing impaired). According to this, pupils who have hearing impairments have greater needs for career counselling than those who have visual impairments, who in turn have greater needs than those who have physical disabilities. The null hypothesis is disproved, whereas the alternative hypothesis is accepted. The findings show that depending on the kind of disability a student has, they may require different career counselling. demonstrates that students with physical disabilities and those with vision impairments had significantly different mean requirements for career counselling. The counselling needs of students with physical limitations and those with hearing impairment varied significantly on a mean basis. This suggests that, in comparison to kids with visual and hearing impairment, students with physical disability have more counselling needs.

According to McLinden and McCall (2016), people with disabilities have different job development goals and employment routes depending on the impairments they have. In other words, people with disabilities establish plans and select career paths that best meet their needs and enable them to work in a given field.

Such counselling about the prospects and limitations of various types of work associated with their academic specialisations could, therefore, act as a guide in building the career development goals of students with disability as

well as enable them to make realistic career development plans based on industries and job environments that could effectively accommodate them with the necessary support to enable them to operate effectively. According to Klinger (2014), persons with disability are very much concerned about the prospects and limitations associated with various forms of work to help build their job careers. Klinger (2014) stipulated that the non-consideration of such job and disability limitations into the career development plans of persons with disability could render their knowledge and skills acquired from their education less useful in building independent job career.

Hartley (2012) reported that the high concerns of students with disability about their industrial engagements is due to impairments which mostly obstruct them from operating in particular job sectors. The provision of counselling support on industrial engagements is therefore imperative to enable students with disability to plan their professional career around particular industrial environments that could comfortably and effectively accommodate their types of disability and impairments.

In other words, persons with various forms of disabilities face similar challenges at the job front as most employers and organisations do have systems to enable them to function effectively. According to Berg and Seeber (2016), the job market is less sensitive to the special needs and requirements of persons with disability, which affects the effectiveness of their functionality in such competitive areas.

Thus, the counselling provision on career development for students with disability allows them to evaluate themselves on how well they could fit into particular job organisations or career development path. According to

Dadgostarnia and Vafamehr (2014), counselling on the career development for persons with disability at the formative stages of their learning career helps them to make inform choices to build their economic capacity for particular sectors and industries, and reduce their dependence on others.

According to Easterbrooks and Beal-Alvarez (2012), persons with disability are mostly disadvantaged from the onset at the job environment and as such, good preparation is required to turn issues and occasions into their favour during job search and interviews. The implication is that students with disability require special attention and efforts to build their capacity in preparing and attending job interviews to excel during job interviews to avoid been discriminated against by others.

According to Klinger (2014), industrial attachment enables students to acquaint themselves with the job environment and enables them to strategically position themselves well for their career development. It affords them the opportunity to choose various fields within their academic specialisation that they prefer to build their career on. Considering the various forms of impairments (physical, hearing and visual) associated with students with disability, Klinger (2014) indicated that it is very prudent that they are exposed to the job environment through industrial attachments to familiarise themselves with their expected job roles and responsibilities.

For both students with and without impairments to grow their careers smoothly, career guidance and counselling (CGC) is essential. Pakistan is a developing nation with few CGC services; CGC is a new industry there. There hasn't been much research done on the CGC needs of inclusive undergraduates' schools and the supports available to them. In their study from 2021, Keshf and

Khanum used 18 semi-structured in-depth interviews with undergraduates as part of a practical snowball sampling technique. Thematic analysis was used to analyse the data. With a total of 10 subthemes, two main themes—the CGC needs of inclusive undergraduate students and the accessible CGC alternatives for undergraduates—emerged. Undergraduates who were inclusive required to be self-aware, have direction, be able to make decisions, have information and guidance, be able to control their emotions, be able to look for a career, and have practical experience. Although some CGC services, like as one-on-one consultations, job fairs, and career lectures were provided, undergraduates seldom ever used them. The utilization, assessment, planning, and execution of career services in developing countries as well as upcoming CGC research could all be affected by this study for students and career service providers.

Once more, Hitchings et al. (2001) conducted a study on the growth and awareness of disabilities of 97 disabled students from three postsecondary institutions in the Midwest. Semi-structured interviews were used to examine them. As required by federal law, transition planning was typically not done by students with disability who were eligible for benefits while in high school. Despite having specific career needs, their opportunities for professional advancement were few. Most students found it challenging to explain their condition and how it affected their career search and preparation. Postsecondary career development services, including instruction in self-advocacy and job exploration in the first two years, should be made available to students with learning difficulties. Career self-management training ought to be ongoing.

Additionally, Murugami's (2012) research examined how advice and counselling might help students with disability get ready for the workforce at

all educational levels, from primary to university. It looked at how visually impaired students are doing now in terms of their capacity to comprehend their abilities and potential, accept their limits in a realistic manner, and choose their own careers. The study used self-efficacy and career development theories as its guiding principles. Supporters of these theories believe that the process of career development aids in the development of decision-making self-efficacy and a positive self-concept for the workplace. A favourable self-image of oneself as a worker was assumed to facilitate a person's environment fit and facilitate self-actualization, which would have an effect on future job outcomes. The main results showed a linear association between decision-making self-efficacy and occupational self-concept, suggesting that growth grew as students advanced in their studies. But students showed little understanding of how severe disabilities may be. This confirmed the necessity for developmental career counselling and coaching for students with disability, leading to Murugami's suggested paradigm (2010).

Research hypothesis 2

According to the study's findings, there was no statistically significant mean difference across the types of disabilities when it came to the academic counselling needs of students with disability (visually impaired, physically impaired and hearing impaired). The means of the various groups' scores indeed differ, but these mean differences are not statistically significant. The results suggest that students with disability do not require different academic counselling needs depending on the type of disability they have. Given the finding that the demands for academic counselling did not differ statistically significantly by the type of disabilities.

According to Jernigan (2005), inclusive educational systems should include accommodations for people with a variety of disabilities so they can participate in the educational process on their own and thereby increase learning results. This contradicts the claim made by Kirk et al. (2012) that the main goal of inclusive education is to ensure the greatest amount of independence for students with disability so that they can have more influence over their learning activities. Heckhausen et al. (2010) claim that the accomplishments of people with disabilities in inclusive educational systems inspire others to consider pursuing higher levels of education. According to Heckhausen et al. (2010), these good experiences serve as growth poles for inspiring many people with disabilities to pursue an education, which is crucial for enabling them to become economically independent.

Additionally, Young-Jones (2013) carried out a study that was intended to examine academic advising through the lens of student needs, expectations, and success rather than through the conventional lens of the process's ability to satisfy students. An online survey asking students (n=611) about their perceptions of and experiences with academic advice was performed. Student responses were subjected to principal axis component analysis, multiple regression analysis, and analyses of variance. Six interpretable counselling needs—advisor accountability, advisor empowerment, student responsibility, student self-efficacy, student study skills, and perceived support—were found to be strongly connected to academic advising and student achievement for both disabled and non-disabled students. Regarding the counselling of students from varied demographics, differences have surfaced. The findings point to advances

in counselling techniques, particularly those that target interventions at particular demographic groups.

Researchers have previously identified obstacles that students with impairments face when trying to seek academic help, such as social stigma and reluctance to report. Through this study, Zilvinskis, Barber, Brozinsky, and Hochberg (2020) aimed to inform advising practice by exposing the perceived lack of services provided to this demographic, which was supported by extensive data sets. In order to determine the differences in academic advising practices toward students with disability (10.12 percent) and the general population based on student self-reporting, academic advising data from 55,945 first-year students and 260 institutions from the National Survey of Student Engagement was analysed through multilevel models. Results reveal that, even when student backgrounds and institution characteristics were taken into consideration, academic advising behaviours were perceived as being poorer for students with impairments. This falls under the category of counselling needs for students with disability, demonstrating the necessity of enhancing services specifically for these kids.

Stallman (2012) sought to describe the counselling services offered to university students in Australia and New Zealand and to compare them to services offered internationally in other research. Five Australian and three New Zealand Counselling Services were the participants. The findings demonstrated that counselling services use a range of forms and e-technologies to provide services to students, but are constrained by scarce resources in comparison to their counterparts abroad. Very high counsellor to student ratios, a lower average number of consultations per student, and fewer mental health counsellor

qualifications are only a few of the academic counselling needs. This has even more repercussions in the Australian higher education reform setting, which could further expand the gap between student needs and available counselling services. Students, colleges, and the general public may all experience as a result of inadequate counselling care for special students.

Research hypothesis 3

According to Table 26's one-way ANOVA test results, there was no statistically significant mean difference between the personal-social counselling needs of students with different types of disabilities (visually impaired, physically impaired and hearing impaired). Despite the fact that there are disparities in the means of the scores of the different groups, these mean differences are not statistically significant. The results suggest that the personal-social counselling requirements of students with disability are not dependant on the type of disability the student has. According to the finding that there was no statistically significant mean difference in the needs for personal-social counselling according to the kind of the handicap.

According to Barton and Hitchings (2013), different types of disability have varied psycho-social effects on people and as such must be considered in the analysis of the psycho-social needs with persons with disability.

Goodley (2016) posited that artificially-caused disability in the development stages of people's lives caused them to adjust their lifestyle to accommodate their impairments which affects their perspectives and conditions of life.

This is important to promote inclusive tertiary education as Atik and Yalçın (2010) stipulated that inclusive education involves the deliberate use of

structures, system, programmes and strategies to build synergies within and among groups of individuals with different physical, gender, social, economic and health characteristics

The implication is that physical barriers were preventing effective inclusive universities education. According to Barnhill (2016), one of the foremost measures to promote inclusive education is to make building structures and infrastructure easily accessible to all calibre of persons with various forms of impairments.

This could be attributed to the fact that they largely agreed on similar issues concerning their personal-social career needs. In other words, persons with various forms of disabilities shared similar concerns about their personal-social counselling needs to enable them to function effectively (Atik & Yalçın, 2010).

Students with impairments experience social and psychological challenges, which makes them reluctant to seek counselling at a university. In other works, children' responses to issues at school that are inclusive of all pupils include disengagement, discontent, annoyance, and a failure to meet needs. Other scholars, on the other hand, suggested that certain students prioritised societal values, learning abilities, and career/guidance development particularly over interpersonal interactions and personal development needs. However, the research has not sufficiently addressed the significance of personal and social requirements for students with disability.

Additionally, the goal of Brouzos, Vassilopoulos, Korfiati, and Baourda (2015) was to investigate the counselling requirements of a sample of Greek secondary school pupils. Additionally, the impact of age, gender, and academic

achievement on these perceived counselling requirements was also looked into. 931 students (433 girls and 498 boys) between the ages of 12 and 16 made up the sample. To gauge participants' perceptions of their needs in various areas, a 70-item questionnaire was created and distributed. Learning skills, occupational guidance/development, personal-social ties, personal growth, and social values were the five factors identified by the exploratory factor analysis. In contrast to personal-social relationships and personal-development demands, students placed a higher priority on social values, learning skills, and vocational/guidance development. Additionally, there was a strong relationship between age, gender, and academic achievement and the five categories, indicating that these characteristics were drivers of students' self-reported counselling needs. Discussion is held regarding the implications of these findings for the design and implementation of successful school counselling initiatives.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study summarizes the key findings of the investigation in this chapter. The study's overall findings are also presented, along with suggestions on how to better meet the counselling requirements of students with disability in inclusive universities education in Ghana.

Summary

In inclusive universities in Ghana, the study looked at the counselling needs of students with disability. This was necessary because students with disability often struggle to live up to societal demands and expectations, perhaps as a result of what they perceive to be a lack of performance or potential. As a result, they need counselling support in order to integrate into inclusive educational systems. The study's main objective was to evaluate the academic, career, and personal-social demands of disabled students enrolled in inclusive universities in Ghana (University of Cape Coast, University of Ghana, University of Education Winneba,). The embedded research design was used in the study. Students with impairments who responded in total 155 times were used. Since a census survey was utilized, no samples of the population were taken. Data from the disabled pupils were gathered using a questionnaire and an interviewing guide. The data were analysed using both descriptive statistics like frequencies and percentages and inferential statistics like one-way analysis of variance.

Key findings

The research showed that students with disability in Universities in Ghana are aware of their counselling needs, and it includes: counselling on how

to the successful academically, preparation to write examinations, communicating their academic problems to their lecturers, time management and how to improve their presentation skills. However, they recognise that they do not need much counselling on coping with course workload in the university, time management for studying and meeting deadlines for academic work.

From the study, it can be gathered that career counselling needs of student with disabilities include getting access to counselling services that consider careers in their area of specialization, preparing for job interviews, gaining information about job requirements, job placements after completing their education, and how to start their personal business upon graduation. Inasmuch as these career counselling needs were recognised by the respondents, they did not recognise factors such as knowing more about works or jobs, placement for industrial attachment, getting a job because of their disability and visiting industries while in schools are not major career counselling needs required by students with disability.

It was once more obvious that students with disability in Universities in Ghana believe that their personal-social counselling needs must include how to relate to peers of both genders, self-understanding, how to resolve both personal and personal-social conflicts, and how to make new friends. These personal-social counselling needs are considered to of utmost importance to students with disability in Ghana. Notwithstanding, the respondents' awareness of their most important personal-social counselling needs, they also acknowledged that factors such as relating with teachers, meeting the demands of family, managing disappointment and having an HIV/AIDS test are not major personal-social counselling needs.

The finding of the objective barriers confronted students with disability included lack of counsellors, inadequate time to meet counsellors, and lack of information on counselling services. Lack of credible information pertaining to counselling service has the tendency of affecting the kind of guidance SWD receive from other sources. It is possible that if one is fed with wrong information the individual may end up making wrong decision.

Additionally, the study found that qualified counsellors should be made available to fulfil the requirements of kids with disabilities in terms of counselling, and telephone conversations should be added as a different method of reaching out to them. Since students with disability typically face many obstacles in getting their services, it would be counterproductive to leave counselling services up to chance.

The study revealed that the kind of disability has a statistically significant mean difference in the career counselling requirements of students with disability (visually impaired, physically impaired and hearing impaired). According to this, pupils who have hearing impairments have greater needs for career counselling than those who have visual impairments, who in turn have greater needs than those who have physical disabilities. The findings imply that the demands of students with disability in terms of career counselling vary depending on the nature of their impairments. It demonstrates that there was a substantial mean difference in the demands of students with physical disabilities and visual impairment for career counselling. Additionally, there was a sizable mean difference between the counselling requirements of students with physical limitations and those who had hearing loss. This suggests that kids with physical

disabilities have more counselling requirements than those who are visually or aurally impaired.

The study's findings also showed that there was no statistically significant mean difference in the academic counselling requirements of students with disability according to the nature of their disabilities (visually impaired, physically impaired and hearing impaired). Despite the fact that there are disparities in the means of the scores of the different groups, these mean differences are not statistically significant. The results suggest that academic counselling requirements for students with disability are unaffected by the nature of their disabilities. Given the finding that the mean academic counselling needs were not statistically significantly different based on the type of disability.

According to the study's findings, there was no statistically significant mean difference between the personal-social counselling requirements of students with different types of disabilities (visually impaired, physically impaired and hearing impaired). Despite the fact that there are disparities in the means of the scores of the different groups, these mean differences are not statistically significant. The findings suggest that the personal-social counselling requirements of students with disability are unaffected by the type of disability the student has. Per the observation that there was no statistically significant mean difference in personal-social counselling needs based on type of disability.

Conclusion

Inclusive universities education is considered as essential in building strong synergies between and among students with different economic, social, gender and health backgrounds. It is envisaged to be effective in promoting equal access to education among various categories of persons, improving understanding and communication as well as building the capacity and capabilities of the less privilege and the disadvantage to fit well into the society. The promotion of inclusive universities education has been supportive for students with disability as it has enabled them to aspire to reach highest echelons in education. Inclusive universities education accommodates students with disability and some Universities have created the infrastructure and system to ensure the effective assimilation of such students into the education system. Nonetheless, inclusive universities education goes beyond the infrastructural requirements, and requires that critical attention is given to the counselling needs of students with disability to encourage them to remain and build their confidence for the job environment.

The study set out to investigate the counselling needs of students with disability at Ghana's inclusive universities. It concentrated on the academic, career, and personal-social demands of students with disability in the context of inclusive education. According to the study's findings, the following conclusions were made.

Students with disabilities at Ghanaian universities are aware of their academic counselling needs. They seek advice on topics like as academic performance, exam preparation, good contact with professors, time management, and presentation abilities. However, they believe there is less of a

need for counselling in terms of dealing with course demands and managing study time and deadlines. Students with disabilities require customised academic counselling services that adapt to their individual needs, emphasising help in the specified areas while acknowledging their self-awareness of these requirements.

Students with disabilities in Ghana aspire to receive career counselling that aligns with their field of specialisation, assists in job interview preparation, provides information on job requirements, provides guidance on post-education job placements, and supports entrepreneurship opportunities after graduation. They, on the other hand, do not prioritise factors such as learning about various work options or attending industrial visits. To effectively help students with disabilities accomplish their career goals, career counsellors should focus on these recognised career counselling needs, respecting students' desires, and personalising their services accordingly.

Students with disabilities in Ghanaian universities prioritise personal-social counselling in areas such as building peer relationships, improving self-understanding, conflict resolution, and fostering new friendships. They do not, however, focus as much attention on aspects such as relating with teachers, managing family obligations, dealing with disappointment, and getting HIV/AIDS testing. Personal-social counsellors should focus their efforts on addressing the most pressing personal-social counselling requirements stated by students with disabilities, ensuring that these key areas are appropriately supported.

There is a statistically significant variation in career needs across students with disabilities based on their type of disability. those with physical

disabilities, in instance, have greater career counselling needs than those with vision and hearing impairments. The data confirm this prediction, demonstrating that students with various forms of disabilities do have variable career counselling needs, with physical disability posing unique problems.

There is no statistically significant variation in academic counselling needs based on the type of handicap students have. In conclusion, the data do not support this hypothesis, implying that academic counselling needs among students with disabilities do not differ considerably depending on the type of disability.

There is no statistically significant difference in personal-social counselling requirements among students with disabilities based on the type of impairment. The data do not support this hypothesis, demonstrating that personal-social counselling needs are largely stable across different types of disability.

Recommendations

Based on the findings and conclusions drawn, the following recommendations have been made to address the academic, career, and interpersonal counselling needs of students with disability in Universities in Ghana based on the study's main findings.

The study recommends that the management of the inclusive universities in Ghana should periodically organise industrial attachments for students with disability. This is to help give them a feel for how the job environment will be like. It is also important to help build their confidence towards the working environment as well as prepare their minds and expectations about the job environment. Additionally, these industrial

attachments are crucial for enabling companies to design working environments that are accommodating for people with disabilities. Building partnerships between universities and industry players from various sectors could be used to implement the suggestion for industrial attachments for students with disability.

This would allow these students to be absorbed on a regular basis and receive some practical training for the job market.

The study suggests that career guidance and academic discipline fairs should be organised for students with disability during students' orientations in the Universities. This is important for them to understand the career opportunities available for them in pursuing particular academic programmes. Such orientation exercises could help to prepare the mind set of students with disability for the job market as they would opt for academic programmes that are in line with their career development goals. In other words, such students could be able to factor in their type of impairments into the selection of academic programmes and career development opportunities available on the job market.

The study recommends that the executive bodies of students' associations in all inclusive universities should make it part of the system to elect representatives of students with disability onto the leadership body. Such representatives are to help organise students with disability for social programmes on campus. Further, such representatives could bring to bear the needs and concerns of students with disability in the planning of social programmes on the campuses, which could help improve the interpersonal needs of students with disability. In other words, such representatives could advise executive bodies on the timing and places for organising students'

programmes and ensure that they are responsive to the needs of students with disability.

It is suggested that heads of counselling units in the inclusive universities should help to organise students with disability into unions to address issues about themselves. Such unions could be used to advance the needs and concerns of students with disability. Thus, such unions could organise social programmes to improve the interpersonal relationships with one another, share their experiences in relation to academic and personal needs. Such local unions could be built into national students' union for disability, which will be represented on the National Union of Ghana Students (NUGS) executive body to advance the course of students with disability. This is important because it is through unionised bodies that students with disability could cause significant changes in the career, academic and interpersonal needs in the inclusive universities education system of Ghana.

The study recommends that management of University of Ghana should make critical offices and infrastructure in the university's disability friendly. Thus, libraries, lecture halls, and offices of counsellors and lecturers should be made disability friendly. This is to help promote the interactions between students with disability and these critical offices to enhance their learning outcomes. This was important as physical barrier to important offices was one of the issues raised as to why students with disability were unable to relate with their lecturers and instructors well in the inclusive universities of Ghana.

The study suggests that the inclusive universities should have dedicated counsellors for student with disability. This was important because students with disability have special needs which require dedicated counsellors to attend

to them. It was also essential because students with disability require counsellors with deep knowledge in their issues and experiences to build good rapport and open up to them to share their experiences with the inclusive tertiary education system.

It is recommended that the management of the inclusive universities in Ghana should appoint dedicated counsellors to provide prompt counselling services to students with disability. This was important because the study found that the institutions appointed lecturers and administrators to be counsellors. These types of counsellors had other duties to attend to and as have scheduled times and days students could come for counselling sessions. This was not promoting effective counselling sessions the students with disability as they could not gain access to counsellors in some points in time.

The study recommended that lecturers and instructors in inclusive universities in Ghana should be trained on the special needs of students with disability. This was important to enable them to interact well with students with disability, and support them to improve their academic, career and interpersonal needs in an inclusive universities education system of Ghana.

Contribution to Knowledge

The study had contributed to the creation of awareness about the counselling needs of students with disability in an inclusive universities system. The study found that infrastructure provision alone is not adequate to promote inclusive universities education in Ghana. However, it requires structure, systems and programmes to deliberately assimilate students with disability into the education system to effectively participate in academic, career development, and social programmes of the institutions. The study found the need to have

representation of students with disability from local students' unions to the national unions. This will help to promote the course of students with disability in the inclusive education system of Ghana.

Another contribution of the study is the need to build synergies between the industry and career progression and development of students with disability. The aim is to create awareness among employers and industrialists about the need to create conducive working environment for persons with disability. This is also important to give hope and confidence to students with disability about their career development and job market. It is expected that the promotion of a working system ready and willing to absorb students with disability could help encourage more persons with disability to advance their academic career.

Counselling Implications

The study's results show that counselling for students with disabilities in Ghanaian universities is very important. When it comes to academic counselling, students know exactly what they need, such as help with getting good grades, studying for tests, speaking well with their professors, managing their time, and getting better at giving presentations. But they think they need less help to handle their course loads and meet academic goals. This means that academic counsellors should focus on helping students with disabilities in these particular areas to better meet their needs.

In terms of career counselling, students say they want a lot of help with their field of specialisation, preparing for job interviews, knowing job requirements, finding jobs after graduation, and getting ready to start their own businesses. It is important for job counsellors to make sure that their services match up with these goals. At the same time, they should be aware that students

with disabilities may not be as interested in exploring different job prospects or going on industrial visits. Lastly, the study shows how important personal-social counselling is, especially for building relationships with peers, learning more about yourself, fixing problems, and making new friends. Personal-social counsellors should focus on these things that students with disabilities say are most important to their success and well-being. Overall, the study shows how important it is to have counselling services that are tailored to the unique needs and goals of students with disabilities. These services should also deal with specific obstacles and make sure that trained professionals are available to provide full support.

Suggestion for Further Studies

The study suggests that further studies should be conducted into the readiness and willingness of employers and industrialists to promote inclusive working environment. Such a study is important to help fuse the inclusive education system into the job environment to advance the course of persons with disability in Ghana.

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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

The questionnaire is designed to help in research being undertaken by a post-graduate student of University of Cape Coast. The purpose of this questionnaire is basically to assist persons with disability through their course of study and therefore I would be very grateful if you contribute to this study. Your responses will be kept confidential. Kindly respond by ticking [] and writing where necessary.

SECTION A**Background Information**

Direction: Kindly provide the required information or put a tick () in the appropriate column to indicate your response to each of the items in this section.

1. Gender:

Male []

Female []

2. Age:

15-25 []

26-35 []

36 and above []

3. Marital status:

Married []

Single []

4. Level:

100 []

200 []

300 []

400 []

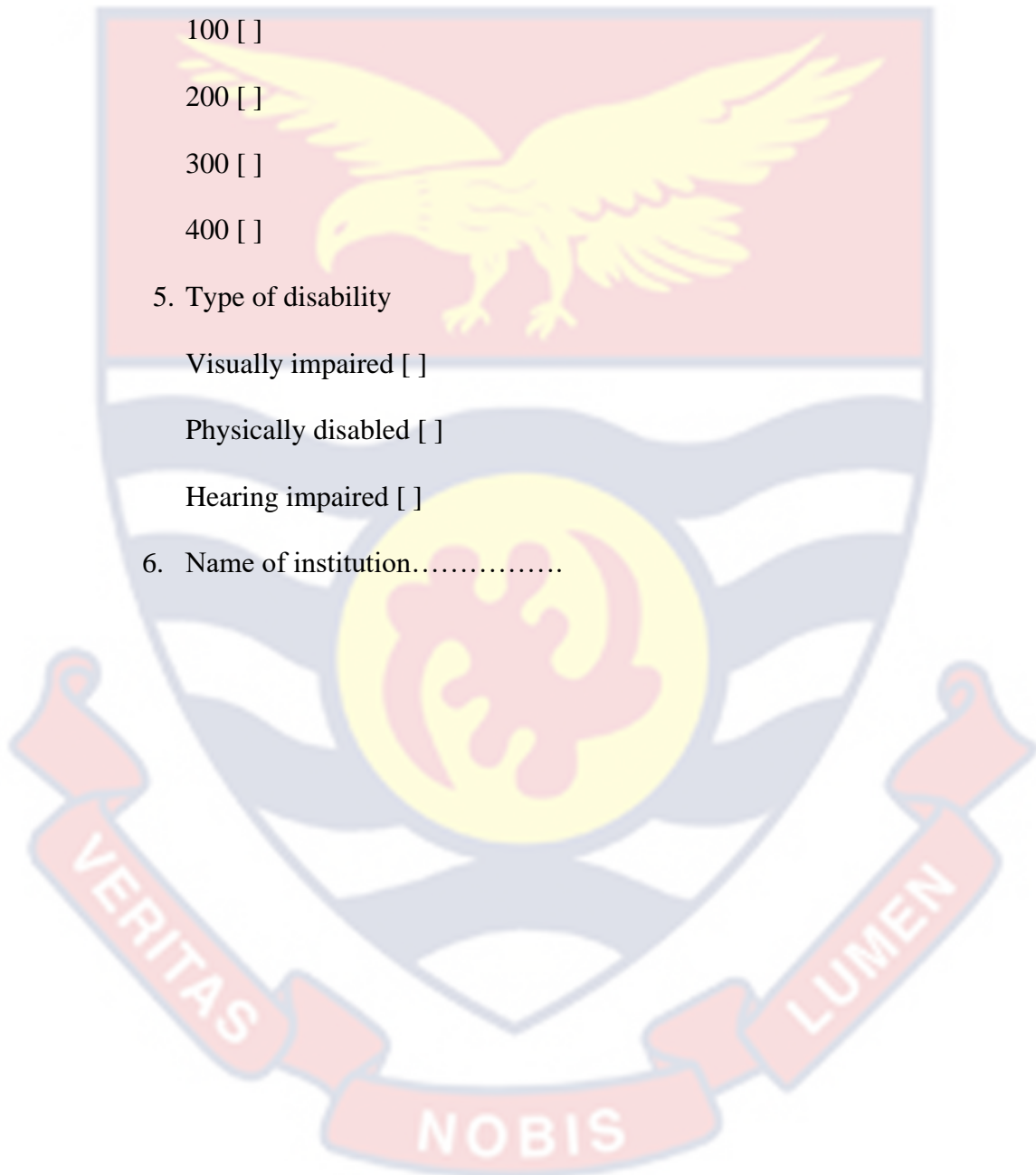
5. Type of disability

Visually impaired []

Physically disabled []

Hearing impaired []

6. Name of institution.....



SECTION B: ACADEMIC NEEDS

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

S/N	I need information about:	SA	A	D	SD
7.	study skills.				
8.	preparing for examinations.				
9.	how to succeed academically.				
10.	allocating time for my studies.				
11.	the style of teaching in the university.				
12.	retrieving from memory during examinations.				
13.	meeting deadlines for submission of assignments.				
14.	discussing my academic problems with my lecturers.				
	coping with course workload in the university.				
15.	attending lectures regularly.				
16.	time management for getting a good grade				
17.	schedule Proper time for study				
18.	avoid interference in planned schedule of study				
19.	presentation skills				

SECTION C: CAREER INFORMATION

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

S/N	I need information about:	SA	A	D	SD
20.	the prospects and limitations of various types of work.				
21.	the requirements for different jobs or work I can do				
22.	industries, hospitals or any other place of work to know now more about work or jobs.				
23.	information on types of work, career or job.				
24.	the relationship between education and careers.				
25.	job requirements.				
26.	job placement after leaving school.				
27.	how to prepare good curriculum vitae.				
28.	occupations or careers or jobs in my area of specialization.				
29.	the kind of job I will do in future.				
30.	how to prepare and attend job interviews.				
31.	how to start my own business after leaving school.				
32.	placement for industrial attachment.				
33.	visiting any industry while in school to get acquainted to the industrial environment.				
34.	getting a job because of my disability				

SECTION D: PERSONAL-SOCIAL RELATIONSHIPS

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

S/N	I need information about:	SA	A	D	SD
35.	how to relate maturely with males and females of my age.				
36.	how to relate maturely with my parents.				
37.	how to relate maturely with my teachers.				
38.	how to initiate friendship with both males and females of my age.				
39.	how to resolve conflicts				
40.	understanding more about myself.				
41.	relating well with other students.				
42.	how to solve personal-social conflicts.				
43.	making new friends.				
44.	dealing with disappointment.				
45.	dating.				
46.	freedom at home.				
47.	meeting family demands.				
48.	going for an HIV/AIDS test.				
49.	relating well with my lecturers/instructors.				

APPENDIX B**INTERVIEW GUIDE****UNIVERSITY OF CAPE COAST****COLLEGE OF EDUCATION STUDIES****FACULTY OF EDUCATIONAL FOUNDATIONS****DEPARTMENT OF GUIDANCE AND COUNSELLING**

The interview guide is designed to help in a research being undertaken by a post-graduate student of University of Cape Coast. The purpose of this interview is basically to assist persons with disability through their course of study and therefore I would be very grateful if you contribute to this study. Your responses will be kept confidential. Kindly respond by ticking answering the questions which follows and writing where necessary.

Section A (Personal Records)

1. Age:
2. Sex :
3. level:
4. Marital status:.....
5. Type of disability:.....
6. Have you ever avail yourself for counselling?

Section B (Interview Topics)

7. If “Yes”, what made you to go for a counselling session?
8. What are your academic needs that requires counselling?
9. What are your personal-social needs that requires counselling?
10. What are your career needs that requires counselling?
11. What barriers hinders you from meeting your counselling needs?

12. Can you suggest ways through which you can be assisted to meet your counselling needs?

VOLUNTEER AGREEMENT

The benefits, risks and procedures for the research title (*Counselling needs of students with disability in inclusive universities in Ghana*) has been read and explained to me. I have been given an opportunity to have any questions about the research answered to my satisfaction. I agree to participate as a volunteer

Date signature or mark of volunteer

If volunteers cannot read the form themselves, a witness must sign here:

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

_____ Date

signature of witness

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

Date Signature of Person Who Obtained Consent

APPENDIX C

GOODNESS OF FIT INDICES FOR CAREER COUNSELLING NEEDS

	Actual	Threshold	Reference
χ^2	351.18**	> .05	Hair et al. (2006)
CMIN/DF	2.514	≤ 2 or 3	Schreiber et. al (2006)
CFI	.763	$\geq .90$	Kline (2013)
NFI	.578	$\geq .90$	Kline (2013)
IFI	.777	$\geq .90$	Kline (2013)
TLI	.723	$\geq .90$	Kline (2013)
RMSEA	.084	$\leq .08$	Schreiber et. al (2006)
RMR	.027		Kline (2016)
SRMR	.083	$\leq .08$	Kline (2016)

Note: CMIN/DF: Ratio of χ^2 to df; CFI = Comparative Fit Index; NFI = Normed Fit Index; IFI = Incremental Fit Index; TLI = Tucker-Lewis Index; RMSEA= Root Mean Square Error of Approximation; SRMR = Standardized Root Mean Residual; * $p < .05$; ** $p < .001$.

APPENDIX D

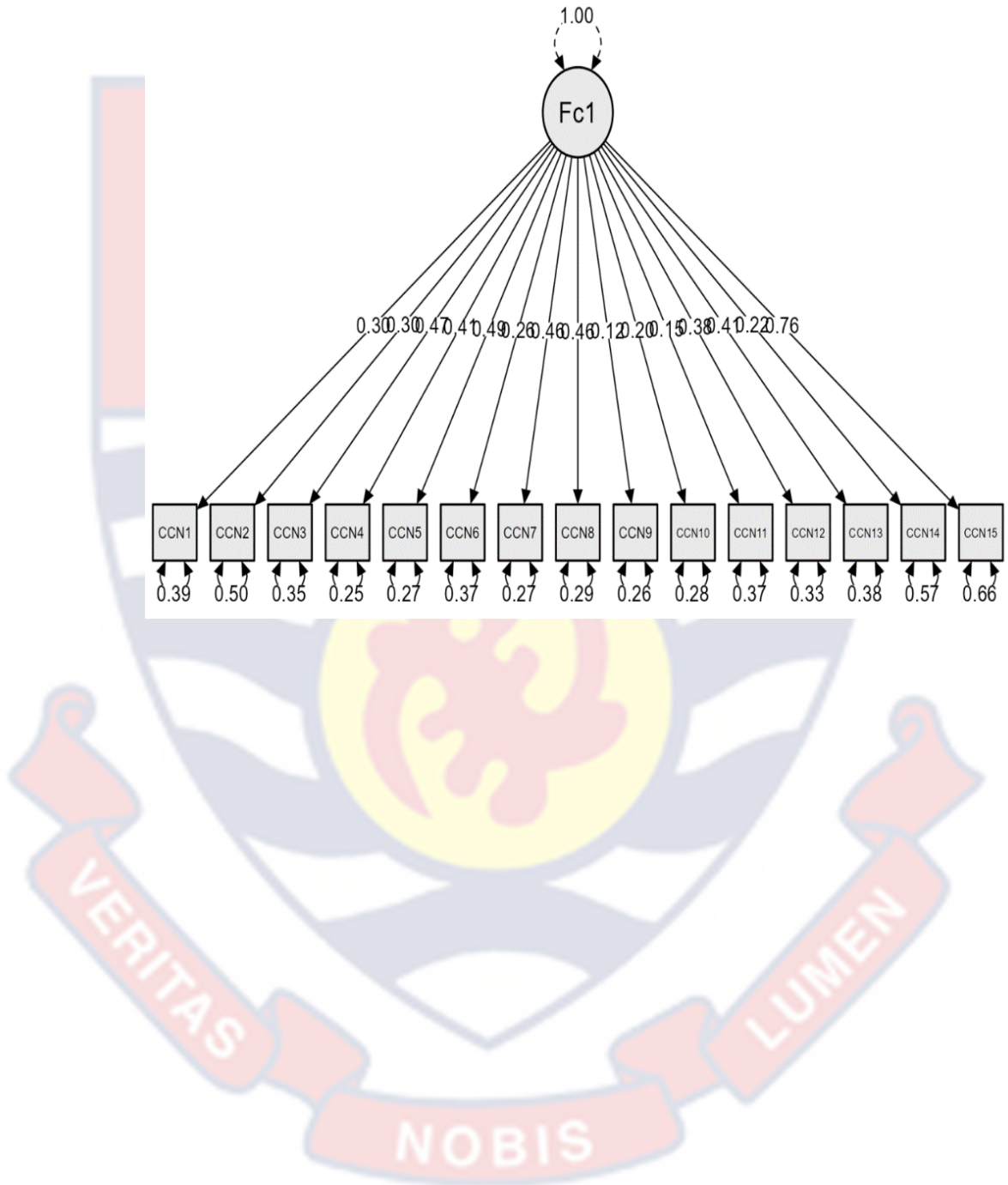
FACTOR LOADINGS FOR CAREER COUNSELLING NEEDS

Items	Loading	p-value
CCN1	.59*	.000
CCN2	.73*	.002
CCN3	.56*	.000
CCN4	.51*	.000
CCN5	.59*	.000
CCN6	.55*	.002
CCN7	.52*	.000
CCN8	.75*	.000
CCN9	.71*	.000
CCN10	.70*	.000
CCN11	.65*	.000
CCN12	.53*	.000
CCN13	.60*	.000
CCN14	.62*	.028
CCN15	.63*	.000
Composite reliability (α)		.846

*p < .05

APPENDIX E

FACTOR LOADINGS FOR CAREER COUNSELLING NEEDS



APPENDIX F

GOODNESS OF FIT INDICES FOR PERSONAL-SOCIAL
COUNSELLING NEEDS

	Actual	Threshold	Reference
χ^2	243.66**	> .05	Hair et al. (2006)
CMIN/DF	2.669	≤ 2 or 3	Schreiber et. Al (2006)
CFI	.836	$\geq .90$	Kline (2013)
NFI	.809	$\geq .90$	Kline (2013)
IFI	.839	$\geq .90$	Kline (2013)
TLI	.809	$\geq .90$	Kline (2013)
RMSEA	.071	$\leq .08$	Schreiber et. Al (2006)
RMR	.027		Kline (2016)
SRMR	.068	$\leq .08$	Kline (2016)

Note: CMIN/DF stands for the ratio of 2 to df; CFI stands for comparative fit index; NFI for normalized fit index; IFI for incremental fit index; TLI for Tucker-Lewis index; RMSEA for root mean square error of approximation; SRMR for standardized root mean residual; * p .05; ** p .001..

APPENDIX G

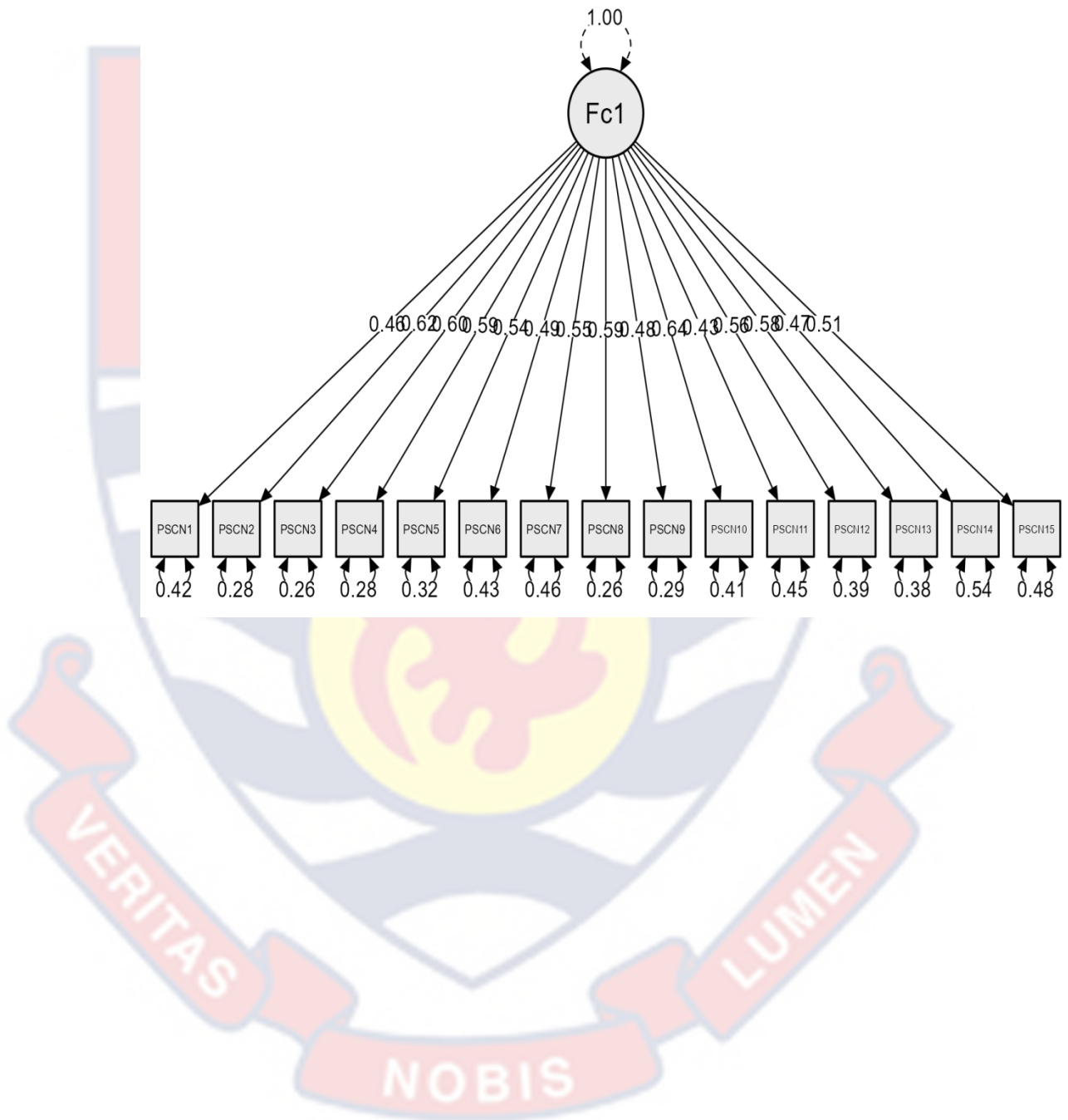
FACTOR LOADINGS FOR PERSONAL-SOCIAL COUNSELLING
NEEDS

Items	Loading	p-value
PSCN1	.46*	.000
PSCN2	.62*	.000
PSCN3	.60*	.000
PSCN4	.59*	.000
PSCN5	.54*	.000
PSCN6	.49*	.000
PSCN7	.55*	.000
PSCN8	.59*	.000
PSCN9	.48*	.000
PSCN10	.64*	.000
PSCN11	.43*	.000
PSCN12	.56*	.000
PSCN13	.58*	.000
PSCN14	.47*	.000
PSCN15	.51*	.000
Composite reliability (α)		.920

*p < .05

APPENDIX H

FACTOR LOADINGS FOR PERSONAL-SOCIAL COUNSELLING
NEEDS

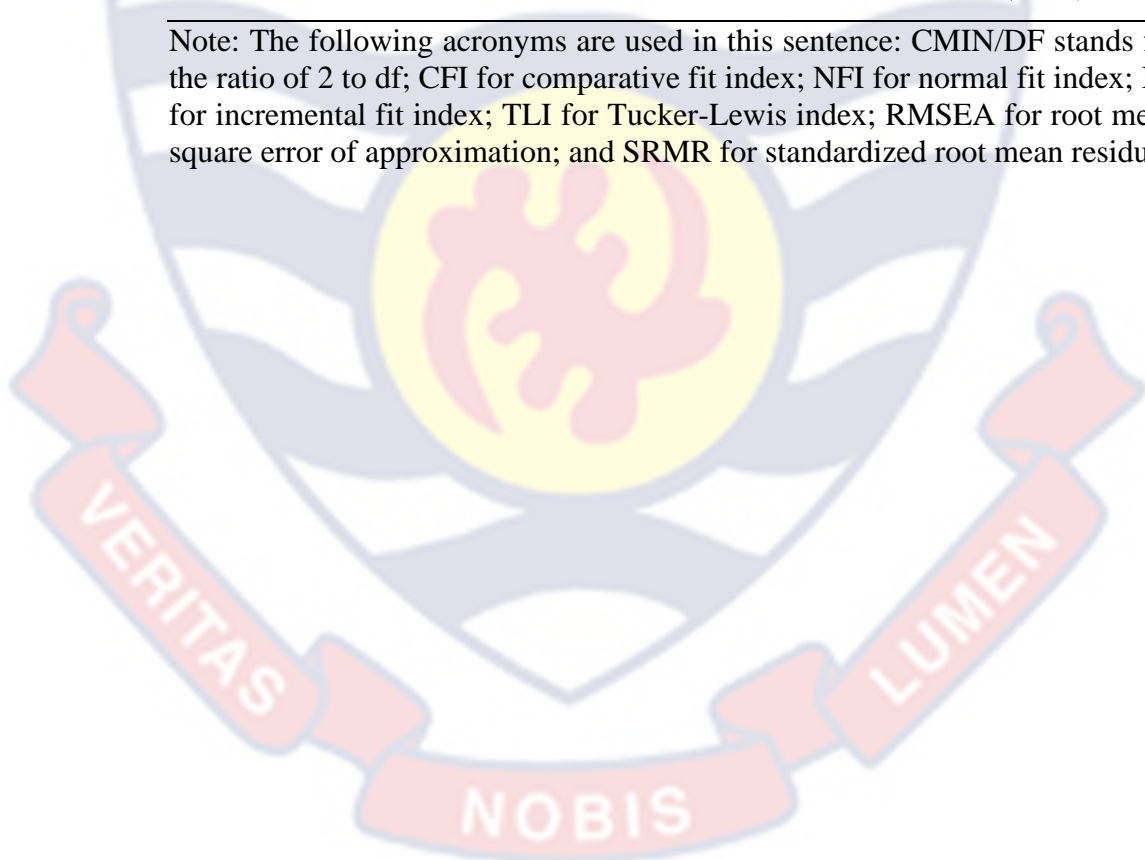


APPENDIX I

GOODNESS OF FIT INDICES FOR ACADEMIC COUNSELLING NEEDS

	Actual	Threshold	Reference
χ^2	237.51	> .05	Hair et al. (2006)
CMIN/DF	2.47	≤ 2 or 3	Schreiber et. Al (2006)
CFI	.747	$\geq .90$	Kline (2013)
NFI	.673	$\geq .90$	Kline (2013)
IFI	.753	$\geq .90$	Kline (2013)
TLI	.701	$\geq .90$	Kline (2013)
RMSEA	.073	$\leq .08$	Schreiber et. Al (2006)
RMR	.038		Kline (2016)
SRMR	.077	$\leq .08$	Kline (2016)

Note: The following acronyms are used in this sentence: CMIN/DF stands for the ratio of 2 to df; CFI for comparative fit index; NFI for normal fit index; IFI for incremental fit index; TLI for Tucker-Lewis index; RMSEA for root mean square error of approximation; and SRMR for standardized root mean residual.



APPENDIX J

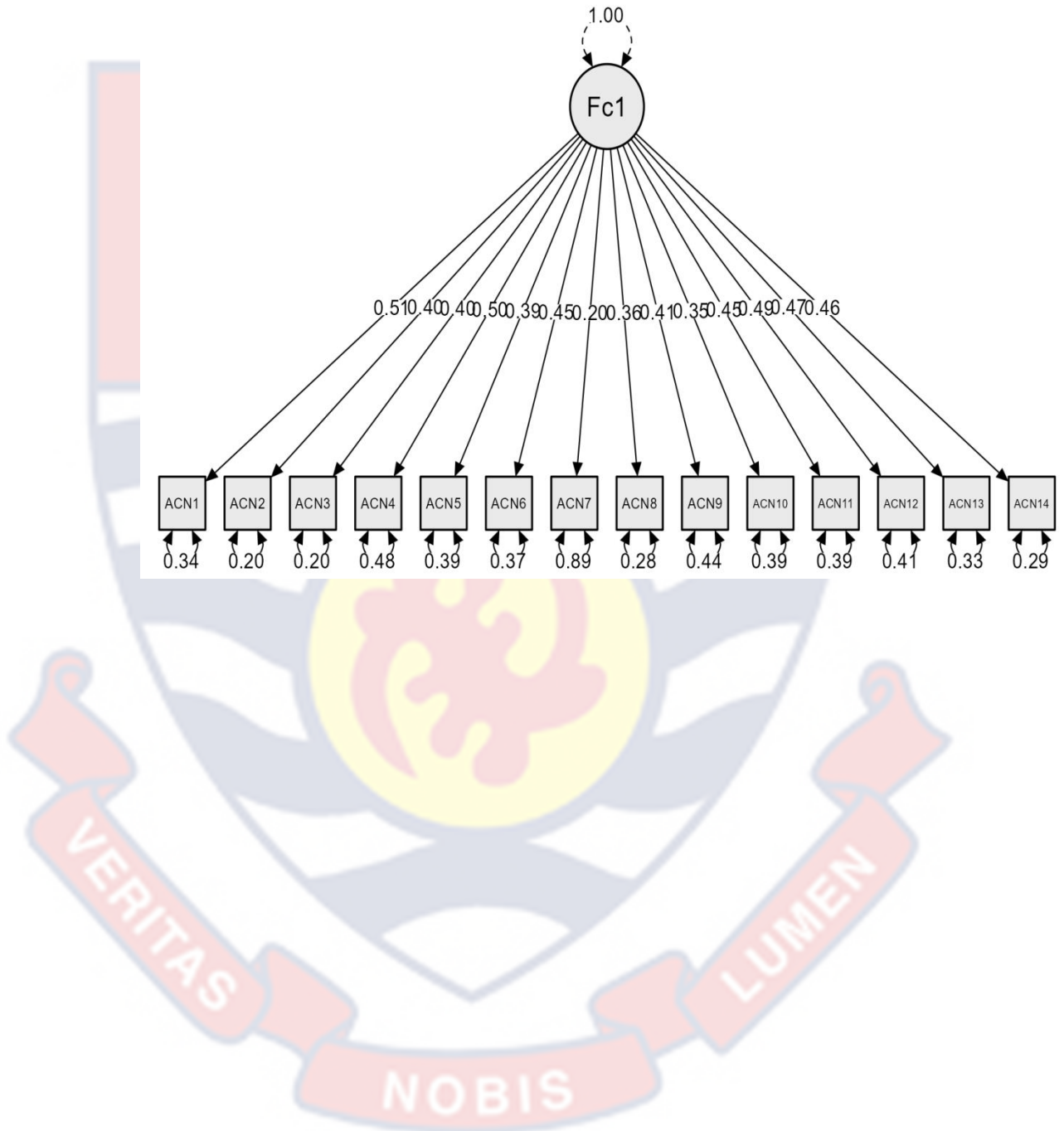
FACTOR LOADINGS FOR PERSONAL-SOCIAL COUNSELLING
NEEDS

Items	Loading	p-value
ACN1	.51*	.000
ACN2	.40*	.000
ACN3	.40*	.000
ACN4	.49*	.000
ACN5	.38*	.000
ACN6	.45*	.000
ACN7	.40*	.021
ACN8	.36*	.000
ACN9	.41*	.000
ACN10	.35*	.000
ACN11	.45*	.000
ACN12	.49*	.000
ACN13	.47*	.000
ACN14	.45*	.000
Composite reliability (α)		.861

*p < .05

APPENDIX K

FACTOR LOADINGS FOR ACADEMIC COUNSELLING NEEDS



APPENDIX L

INTRODUCTORY LETTER



APPENDIX M

ETHICAL CLEARANCE

