

Effectiveness of Role Played by the Teacher Counselor in Promoting Hearing Impaired Pupils' Development in Selected Counties Kenya

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Abstract: This study investigated the effectiveness of the role played by the teacher counselor in promoting the hearing-impaired pupils' development in the counties of Nakuru, Nairobi, Kiambu and Machakos. These counties have a total population of 776 pupils, 90 teachers and 9 head teachers. Pupils in class six to eight who comprised 243 were selected for the study. This ex-post facto descriptive survey used self-administered questionnaires and interview guide for data collection. A pilot study preceded the main study to ascertain the reliability of the questionnaire items. Descriptive statistics and chi-square test were used to analyze the data using Statistical Package for Social Sciences (SPSS). Findings revealed that most pupils were aware of and utilized guidance and counseling services offered in their School. However, the teacher counselors did not adequately play the role of collaborating with other agencies dealing with deaf students and promoting career awareness among the hearing-impaired pupils. The study recommended that teacher counselors need to make conscious efforts on career awareness. Liaising with agencies dealing with deaf learners should be a priority. This will ensure optimal development for these learners and enable them to lead meaningful lives.

Keywords: Effectiveness, Teacher Counselor, Hearing Impaired Pupils

INTRODUCTION

Guidance and counseling programmes in educational systems play a very significant role in an individual's life. According to Okobiah and Okorodudu [1], guidance and counseling in schools has been conceptualized as a programme of activities that provide a gateway out of problems increasingly present in this time of complex scientific, social, economic and technological development. Availability of formal school guidance and counseling programmes for learners with disabilities will enable them to gain self-acceptance, enhance their self-esteem and appreciative abilities, and ultimately find joy in life [2]. Hearing impaired learners will also become aware of the various opportunities that will help them to adjust to their environment maximally and work towards living a more satisfying and enjoyable life [3]. A functional guidance and counseling programme therefore has a pivotal role in providing the hearing-impaired learners with life skills to enable them to live effective lives despite their handicap.

Experts have indicated that a school guidance and counseling programme is made up of three major components in the form of personal/social, educational and vocational services. The role of the teacher

counselor is very important in delivery of services. ASCA [4] suggests that the professional school counselors dealing with students with disabilities should encourage and support the academic, career, personal and social development for all students through comprehensive school counseling programme. Effective guidance and counseling programmes have been observed as helping the hearing-impaired children fulfill their potential in academic achievement, establish social acceptable levels of social care, develop realistic self- concepts, and improve interpersonal relationships and progress in vocational self-sustenance [5].

The ministry of education MOEST [6] recognized the need to provide guidance and counseling services to students in special institutions. The Basic Education Act [7] Further stresses that the functions of the Board of Management of basic education institutions shall be to facilitate and ensure the provision of guidance and counseling to all learners including those with special needs. Despite the commitment of MoE in ensuring that guidance and counseling is offered in all Kenyan schools, several studies have indicated challenges such as lack of training for teacher counselors, inadequate facilities and resources, heavy workload and lack of support by head

teachers as factors that affect the effectiveness of guidance and counseling programmes [8-11].

Similarly [12, 13] note that guidance and counseling programme in Kenya has remained a weak component at all levels of the education system despite the emphasis on guidance and counseling in schools from the ministry of education. This justified the aim of this study to examine the effectiveness of the role played by the teacher counselor in assisting the hearing-impaired pupils deal with challenges that they have that could eventually interfere with their optimal development.

Statement of the Problem

Hearing impaired learners face numerous challenges in life due to communication barrier. The Ministry of Education recommended that specialized guidance and counseling programmes be established in all special schools in Kenya to cater for the varied needs of learners with special needs. The programme was meant to promote overall pupils' development and success. This can be categorized as personal, social, educational and career development. For this to be realized there was need for a well-coordinated and effectively implemented guidance and counseling programme. Despite the above efforts, studies done in Kenya on hearing impaired learners have indicated that the learners have several challenges in the form of poor academic achievement, psychological problems, social isolation, maltreatment, higher risk of HIV infections, unemployment, dropping out of school and poor concept of personal growth, which could be attributed to inadequate systems and facilities. This raises the question whether the teacher counselors are effective in assisting them to arrest these difficulties. This study therefore sought to examine the effectiveness of the role played by the teacher counselor in promoting the hearing-impaired pupils' development. This is with the aim of enabling them realize their full potential as active members of the society.

Purpose of the study

This study aimed to establish the effectiveness of the role played by the teacher counselor in promoting the hearing-impaired pupils' development in the counties of Nakuru, Nairobi, Kiambu and Machakos.

Objectives of the study

- To establish hearing impaired pupils' utilization of the guidance and counseling services.
- To identify the issues that hearing impaired pupils bring for counseling.
- To identify the counseling services offered by teacher counselors for hearing impaired pupils, development.

- To examine the educational, personal/social and career benefits of the services offered by teacher counselors.

LITERATURE REVIEW

Critical Needs of the Hearing Impaired Learners

Pandey [14] argues that people with disabilities often face barriers that negatively affect their self-concept, self-esteem, and self-efficacy. Deaf students in particular have a variety of needs that affect in schools and at home. In America where extensive studies on issues of the deaf have been done, Florida Department of Education [15] notes that individuals who are deaf face significant barriers that affect their own self-sufficient functioning. Many of them lack extensive experience in interpersonal relations that are critical to development of their self-identity and social confidence, both at home and at work.

Olusanga, Neumann and Sauders [16] add that irrespective of age at which it develops, disabling hearing impairment has devastating consequences for interpersonal communication, psychosocial wellbeing, quality of life and economic independence. American Speech –language and Hearing Association [17] inform that hearing impaired children have difficulties with all areas of academic achievement, especially reading and mathematical concepts and on average achieve one to four grade levels lower than their peers with normal hearing, unless appropriate management occurs. This gap widens as they progress through school. Odeleye [18] argues that for learners with disabilities, the introduction and sustenance of guidance counseling culture at pre-primary and primary levels of education is crucial to identifying the special needs of these children.

Wamocho [19] in a study on guidance and counseling needs for children having disabilities in Nairobi, Eastern and Nyanza provinces in Kenya, observed that children with special needs were non-self-actualizing. The students directed and time incompetent and live in the past or future with a lot of regrets and sentiments. Guidance and counseling services if provided would assist the orientation of these students towards positive concept of personal growth (self-concept, self-esteem, self-acceptance, and pursuit of independence). Such a programme would address the students' educational, social, personal, vocational, and rehabilitation needs based on their handicapping conditions. Ojo and Aderibigbe [20] add that hearing impairment has social and psychological effects on the child. It therefore becomes imperative that counseling services should be provided to children with hearing impairment in order to adjust to their environment and live meaningful lives.

Role of Teacher Counselor in Guidance and Counseling Programme

For learners with disabilities, [21] suggests that the professional school counselors dealing with students with disabilities should encourage and support the academic, career, personal and social development for all students through comprehensive school counseling programme. They should be committed to helping all students realize their potential and meet or exceed academic standards regardless of challenges resulting from disabilities and other special needs. According to ASCA [22], effective school counseling programmes are a collaborative effort between the professional school counselor, families and other educators to create an environment promoting student achievement. After participating in a guidance and counseling programme, students are expected to show competencies in their academics, career, personal and social development. These competencies define the knowledge, attitudes or skills that they should obtain or demonstrate. Gudyanga and others [23] argues that despite their handicap, with proper support, most hearing-impaired children can and do succeed in school.

In England, the National Deaf Children's Society [24] argues that deafness is not a learning disability and deaf children have the potential to attain and achieve the same as any other child, given the right support. Oluremi [25] suggests that learners must be helped to develop skills that will assist them as they learn. This can be done through classroom guidance activities, individual, and group counseling, which will assist students in applying effective study skills, setting goals, learning effectively and gaining test-taking skills, time management, overcoming test anxiety and developing communication skills. Lazarus and Chinwe [26] add that career development plans and activities are important for individuals with disabilities. School counselors should provide useful and purposeful information by which students can make sound educational and career decisions [27]. On supporting the social and emotional development of hearing impaired children, the National Deaf Children's Society in Britain [28] indicates that teachers should facilitate effective communication between the deaf child and their peers. The deaf child should also be taught about aspects of social interaction, such as modeling appropriate behaviors and playing games that require turn taking and cooperation.

METHODOLOGY

This study was a descriptive survey that adopted an *ex- post facto* research design. The target population for this study was the hearing-impaired pupils in primary schools for the hearing impaired in the counties of Nakuru, Nairobi, Kiambu and Machakos with a total population of 776 pupils. Pupils in class six

to eight who comprised 243 of the total number were selected for the study thus constituting the accessible population. In addition four teacher counselors, 86 teachers and nine head teachers of the schools participated in the study.

Purposive sampling, proportionate stratified sampling and simple random sampling were used to select the participants who included 152 pupils, 12 teacher counselors and 4 head teachers of the schools under study. Three instruments were used to obtain data from the respondents; the data collection tools included pupils' questionnaire (Appendix A), Teacher counselors' questionnaire (Appendix B), and head teachers' interview guide (Appendix C). The researcher also used the assistance of class teachers who had the knowledge of Kenyan Sign Language to assist the pupils in interpreting the questionnaire items where necessary.

A pilot study preceded the main study to ascertain the reliability of the questionnaire items. Cronbach's Coefficient Alpha method was used to measure the internal consistency of items. The results yielded reliability co-efficient of 0.77, 0.70 and 0.71 for the pupils' questionnaire, teacher counselors' questionnaire and head teachers' questionnaire respectively.

Data Analysis Procedures

Frequencies and percentages were used to describe the quantitative data. Content analysis was used to analyze data from the open-ended questionnaire items. Qualitative data generated after the analysis of information obtained was used to describe the various aspects of the study and drawing conclusions and recommendations.

RESULTS AND DISCUSSION

The results of this study were organized and presented based on the study objectives

Counseling Service Awareness and Utilization

The pupil respondents were asked whether they were aware of guidance and counseling services in their school. 96.1% of respondents were aware that their school offered guidance and counseling services compared to 3.9% who indicated they were not aware. 94.1% had utilized the guidance and counseling services provided in their school compared to 5.9% who indicated that they had not attended. These results imply that the teacher counselors have created a good relationship with the pupils such that, the pupils could go to them for assistance whenever need arose. These results concur with Afande [29] on counseling awareness of pupils in primary schools of Makadara Division Nairobi. All the pupils interviewed indicated

that they were aware of availability of guidance and counseling services in their school.

Types of Counseling Services Utilized

In order to identify the issues that pupils bring for counseling, the pupil respondents were asked to indicate the counseling services they had attended in their school. The findings are presented in Table 1.

Table-1: Distribution of Pupils by Guidance and Counseling Services Utilized

Counseling Domains	Frequency	Percentage
Educational	145	95.4%
Social	99	65.1%
Personal	125	82.2%
Career	30	19.7%
Health	89	58.6%
Spiritual	118	77.6%
Hearing style	101	66.4%
Total	152	100%

As shown in Table 1, 95.4% received educational guidance compared to 82.2% who had received personal counseling services. On the other hand, it was observed that 65.1% of respondents had received social guidance and counseling services, 77.6% were given spiritual counseling and 19.7% indicated they had received career guidance services.

counseling as indicated by 95.4% of the pupils. However, all the other counseling services were also utilized with career counseling being the least utilized as indicated by 19.7% of the pupil respondents.

These results indicate that the most utilized counseling service by the pupils is educational

The teacher counselors were also asked to list the issues that the pupils bring for counseling. The findings are presented in Figure 1.

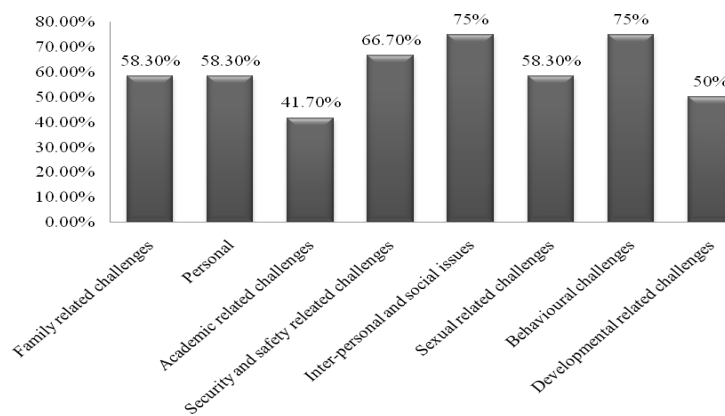


Fig-1: Issues that Pupils Bring for Counseling

Data presented in Figure 1 indicates that 58.3% of the challenges presented for counseling were related to family challenges. These include but were not limited to; disagreements between the children’s parents, parental rejection and maltreatment, child neglect and lack of provision for basic needs, misunderstanding between the pupils and other family members. This included discrimination on basis of disability. 58.3% of challenges presented touched on personal life challenges, which included low self-esteem, emotional difficulties, suicidal ideation, life skills as well as self-concept challenges. 58.3% of the challenges handled were sexually related challenges.

These included boy-girl relationships, rape and attempted rape trauma, early sex and pregnancy. It was also observed that 75% of presenting challenges had to do with inter-personal and social issues, which included being stigmatized and people not easily understanding them. Behavioral challenges accounted for 75% and included bad behaviors, quarreling and fighting, indiscipline, drug abuse, as well as mistreatment by fellow students. Other presenting issues were observed to be related to security and safety challenges (66.7%), which included bullying from able-bodied pupils and theft of personal property. Academic related challenges (41.7%) included poor studying habits, truancy, and

performance challenges. Finally, developmental related challenges accounted for 50% of the sample. These challenges included issues to do with adolescence.

Results in Figure 1 indicate that hearing impaired children face several challenges that are family related (58.3%). These findings concur with Muema's [30] study that hearing-impaired children are subjected to abuse from their homes which include physical, sexual, emotional and neglect. This was said to be a major contribution of poor academic performance of these children. Newton and Harvest [31] argue that families of hearing impaired children feel shame and neglect their children with hearing impairment because some parents think that their child will have no future or is not capable of living a full life. In support Wanjiru's [32] study observes that majority of learners with hearing impairment did not even know their real parents since they lived with foster parents and well-wishers who sponsor their education. They also expressed agony of their parents not taking their parental responsibilities and that they had no parental affection on them.

These results also indicate that hearing impaired learners have personal and social problems 58.3% and 75% respectively. These findings agree with Fusick [33] that individuals with hearing loss are too often socially isolated within their homes, schools, workplaces, and communities. Wamocho [34] adds that children with disabilities were non- self-actualizing and were either directed or time incompetent and live in the past or future with a lot of regrets and sentiments. They lack positive concept of personal growth. These results also indicate that hearing impaired learners have

sexually related challenges which accounted for 58.3%. These results concur with Rochester Institute of Technology [35] that incidence of maltreatment, including neglect; physical and sexual abuse is more than 25% higher among deaf and hard of hearing children than among hearing youths.

Brown [36] attributes sexual abuse among children with disabilities to adults failing to provide disabled young people with proper sex education and with information that allow them to avoid undue risks or with permission to enter into relationships safely. They may also fail to give them information about how to report any sexual behaviors that are coercive or disrespectful. Some of the problems experienced by children who have been sexually abused include symptoms of post-traumatic stress disorder, borderline personality disorder, and/ or disassociation identity disorders [37]. The hearing-impaired learners also had academic challenges (41.7%). These results confirm Smith and others [38] argument that students with hearing loss have academic achievement levels significantly below those of their hearing peers, which makes it necessary to have supplemental education services. In summary, these results indicate that pupils were making use of the guidance and counseling programme in seeking services to enable them resolve the issues that they have. The question that rises is whether the services were effectively rendered.

Counseling Role of the Teacher Counselor

The teacher counselors were also required to indicate the various guidance and counseling services that they provided to the pupils. The findings are presented in Table 2.

Table-2: Counseling Services Offered by Teacher Counselors

Activities by Teacher Counselors	Always	Very Often	Often	Seldom	Never
Assisting students with personal and social problems	16.7%	16.7%	50%	16.7%	0%
Helping pupils with study skills	50%	50%	0%	0%	0%
Identifying referral agencies and services and making necessary referral when necessary	8.3%	0%	50%	33.3%	8.3%
Giving pupils spiritual guidance alongside other guidance	58.3%	25%	16.7%	0%	0%
Consulting with parents, administration and teaching staff on learner problems	58.3%	8.3%	33.3%	0%	0%
Provides group guidance and counseling to deaf pupils with counseling needs	25%	16.7%	58.3%	0%	0%
Coordinating all guidance counseling activities	16.7%	25%	33.3%	25%	0%
Collaborating with other agencies dealing with deaf students	8.3%	0%	25%	58.3%	8.3%
Organizing and implementing career/vocational guidance programs	0%	0%	50%	25%	25%
Meets with pupils to improve on their awareness of their own hearing style	16.7%	33.3%	33.3%	8.3%	8.3%
Keeping a detailed and confidential information records of individual students	75%	0%	16.7%	8.3%	0%

Data presented in Table 2 indicates that 50% of teacher counselor respondents indicated that they played the role of assisting students with personal and social challenges often compared to 16.7% who assisted the pupils very often and 16.7% always. It was observed that 50% of teacher counselor respondents indicated they assisted pupils with study skills very often with the same percentage indicating they did it always. Identifying referral agencies and services and making necessary referrals when necessary was often done by 50% of teacher counselor respondents while 33.3% indicated they seldom did it and 8.3% indicated that they never did it. Concerning collaborating with other agencies dealing with deaf students, 25% of the teacher counselors indicated that they did it often while a higher percentage of 58.3% indicated that they seldom did it. 58.3% of the teacher counselors indicated that they always consulted with parents, administration and teaching staff on learner problems compared to 33.3% who often did it. Teacher counselors who indicated that they always gave pupils spiritual guidance alongside other guidance services accounted for 58.3% compared to 25% who did it very often.

These results indicate that teacher counselors did not adequately play the role of collaborating with other agencies dealing with deaf students as evidenced by 58.3% who indicated they seldom did it and 8.3% indicating they never did. This is a crucial role that a teacher counselor should play when dealing with

learners with disabilities. ASCA [39] offers guidelines for teacher counselors serving students with special needs. They need to provide services such as consulting with outside agencies to coordinate supportive services for families and the students. Further, the teacher counselor is supposed to collaborate with related student support professionals such as speech and language pathologists and teachers of the deaf and hearing impaired in the delivery of services.

These results also indicate that the teacher counselors did not adequately play the role of promoting career awareness among the hearing-impaired pupils. Only 50% of the teacher counselors reported that they often played the role of organizing and implementing career/vocational guidance programs for the hearing-impaired pupils. These findings agree with Munyua and others [40] that learners with hearing impairment lacked career awareness in the choice of vocational courses due to lack of proper guidance by the parents/ guardians and also partly by the instructors and this largely influenced how they chose their vocational courses.

Educational Role of the Teacher Counselor

To establish the educational role of the teacher counselors, the pupil respondents were required to indicate the educational benefits they perceived to have received from their teacher counselors. The findings are presented in Table 3.

Table-3: Educational Benefits of Counseling Service Offered by Teacher Counselors

Benefits of Guidance and Counseling	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Become more interested in learning	5.9%	3.3%	0.7%	9.2%	80.9%
Develop effective study skills	7.2%	2.0%	4.6%	53.9%	31.6%
Manage time properly	6.6%	1.3%	9.2%	23.0%	59.2%
Do assignments on time	9.9%	3.9%	4.6%	19.7%	61.2%
Handle exam anxiety	5.3%	2.6%	10.5%	49.3%	32.2%
Improve my academic achievement	3.9%	3.3%	28.9%	28.9%	34.2%
Set academic goals	3.9%	1.3%	5.3%	22.4%	67.1%

Table 3 indicates that 90.1% of pupil respondents indicated they had become more interested in learning because of counseling compared to 85.5% who indicated that counseling had helped them develop effective study skills. It was also observed that 82.2% of pupil respondents indicated that counseling had helped them manage time more properly, 80.9% indicated they had been able to do assignments on time due to counseling and 81.5% indicated they could handle exam anxiety due to the guidance and counseling that they had received. Finally, 89.5% indicated they were able to set academic goals because of guidance and counseling from their teacher counselors. These results indicate that a high percentage of the hearing-impaired learners felt that guidance and counseling had helped them to

improve in their academics with a small percentage (Table 3) feeling that guidance and counseling had not helped them in their educational development. These findings concur with Abid [41] who indicates that guidance, counseling services have a significant positive effect on students’ study habits and that improvement in study attitudes, and study habits resulted in improvement of students’ academic achievement.

Role of the Teacher Counselor in Pupils’ Personal and Social Development

To determine the role of the teacher counselor in individual pupils’ personal and social development, pupils were required to indicate their perceived personal

benefits of the counseling services. The findings are presented in Table 4.

Table-4: Personal Benefits of Counseling Services Offered by Teacher Counselors

Benefits of Guidance and Counseling	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Understand myself and others	6.6%	5.3%	4.6%	29.6%	53.9%
Accept myself	9.2%	4.6%	10.5%	34.9%	40.1%
Develop decision making/problem solving skills	10.5%	5.9%	22.4%	28.3%	31.6%
Relate well with my peers and others	9.9%	2.6%	9.9%	23%	54.6%
Learn how to make and keep friends	7.9%	2.6%	6.6%	21.1%	61.2%
Distinguish between appropriate and inappropriate behaviors	13.2%	5.9%	8.6%	28.9%	42.8%
Communicate effectively with my family	6.6%	2.6%	9.9%	27.6%	53.3%
Overcome fear	17.8%	3.3%	19.7%	20.4%	38.8%

As indicated in Table 4, 83.5% of the pupil respondents indicated that guidance and counseling had helped them understand themselves and others. It was also observed that 75% indicated they had improved their self-acceptance while 77.6% indicated guidance and counseling had improved their interpersonal relations. In addition, 82.3% indicated they had learned to make and keep friends because of counseling compared to 80.6% who indicated they had learned to communicate effectively due to counseling.

These results indicate that majority of the hearing impaired pupils felt that guidance and counseling had helped them in their social and personal

development (Table 4). These findings are in agreement with Suarez [42] observation that social skills training programme for the hearing impaired improves students' social problem solving skills. Furthermore, children with deafness become better adjusted when greater attention is given to socio-emotional aspects of their development.

Career Counseling Role of the Teacher Counselor

To determine the career counseling role of the teacher counselors, the pupils were required to indicate how they had benefited from career guidance and counseling. The findings are presented in Table 5.

Table-5: Career-Counseling Services Offered by Teacher Counselors

Benefits of Guidance and Counseling	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Develop an awareness of personal abilities, skills and interests in choosing a vocation	42.8%	2.0%	9.2%	19.7%	26.3%
Acquire information about educational and vocational training opportunities within and beyond school	25.0%	2.0%	7.9%	30.9%	34.2%
Formulate career and educational goals	25.7%	3.3%	14.5%	25.0%	31.6%

Data presented in Table 5 indicate that 44.8% of the hearing-impaired pupils felt that guidance and counseling had not helped them develop an awareness of personal abilities, skills and interests in choosing a vocation while 26.3% felt that it had helped them and 9.2% were undecided. 65.1% of respondents indicated that guidance and counseling had helped them to acquire information about educational and vocational training opportunities within and beyond school compared to 27% who said it had not helped them, while 7.9% were undecided. It was also observed that 56.6% felt it had helped them formulate career and educational goals while 29% felt that it had not helped them and 14.5% were undecided as to whether guidance and counseling had helped them in their career development.

These results indicate that most hearing impaired pupils felt that guidance and counseling had not helped them to become aware of personal abilities, skills and interests (Table 5). These findings confirm earlier results by teacher counselors (Table 2) where 50% of the teacher counselors had indicated that they did not play the role of organizing and implementing career/vocational guidance programs for the hearing impaired pupils. These findings agree with Murugami and Neil [43] that majority of students with disabilities in Kenya are said to rarely relate their academic subjects to their future careers and what they would like to be in their adulthood and this creates lack of vocational self-concept and decision-making. This could be attributed to lack of proper career guidance from their teachers.

SUMMARY AND CONCLUSIONS

- To establish hearing impaired pupils 'awareness and utilization of the guidance and counseling services. The findings indicate that the majority of pupils (96.1%) were aware of the guidance and counseling programme, a high percentage of the pupils (94.1%) had attended guidance, and counseling session. 95.4% received educational guidance and 82.2% personal counseling. 65.1% had received social guidance and counseling services, (77.6%) spiritual counseling and 19.7% indicated they had received career guidance services.
- To identify the issues that hearing impaired pupils bring for counseling. 58.3% indicated family related challenges, sexually related and personal problems; where (75%) interpersonal and social issues, (75%) behavioral and (41.7%) academic.
- To identify the counseling services offered by teacher counselors. The teacher counselors played the role of assisting pupils with the following issues; assisting pupils with study skills and making referrals (50%), Spiritual guidance (58.3%), personal and social problems(82.4%), consulting with parents (66.6%).
- To examine the educational, personal/social and career benefits of the services offered by teacher counselors. The majority of the pupils (90.1%) indicated they had become more interested in learning because of counseling compared to 85.5% who indicated that counseling had helped them develop effective study skills. 83.5% of the pupil respondents indicated that guidance and counseling had helped them understand themselves and others. 44.8% of the pupils felt that guidance and counseling had not helped them develop an awareness of personal abilities, skills and interests in choosing a vocation.

RECOMMENDATIONS

- Teacher counselors should make conscious efforts in organizing and implementing career/vocational guidance programs for the hearing impaired learners
- Liaising with agencies dealing with deaf children should not be an option but a priority.
- More effort needs to be done to improve on the academic performance of all hearing impaired learners.

Further Research

- Critical issues affecting the career development of hearing impaired pupils.
- Parental involvement in the academic development of hearing impaired pupils.

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