

**COUNSELLING
AND BEHAVIOURAL
STUDIES JOURNAL**



ISSN 2315-7518, Vol. 5, No 2, July 2015

© Counselling and Behavioural Studies Journal2015

All right reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form of by any means, electrical, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISSN: 2315-7518

Published by the

DEPARTMENT OF GUIDANCE & COUNSELLING,
Faculty of Education, University of Ibadan, Ibadan.

For

COUNSELLING ASSOCIATION OF NIGERIA
(Oyo State Chapter)

Printed by:



HIS LINEAGE PUBLISHING HOUSE
26, Okunmade Street, Mokola Ibadan, Nigeria.

GSM: 08033596818

E-mail: awemakin@gmail.com

Contents

Enhancing Professionalism in Counselling Through Skill Development D. A. Adeyemo	1 - 22
Differential Effect of Violence on the Academic Performance of Secondary School Student's in Sokoto Metropolis B. M. Liman & Nafisa Abdullahi	23 - 33
Tackling Workplace Bullying through Counselling Practice Bakare Avez Oluwatoyin	35 - 55
Role of Counselling Services in Eradicating Social Exclusion of Underachieving Secondary School Students in Ibadan Ogundokun, M. O. & Obisanya Funmilayo Ruth	57 - 67
Using Counselling for the Eradication of Abuse in Secondary Schools Odeniyi, Olujinmi Adebayo	69 - 82
Women Trafficking in Nigeria: Issues and Management Tolu Ogunleye	83 - 93
Occupational Hazards and the Use of Safety Measures among Construction Company Workers in Ibadan, Oyo State Omosuzi Mercy & Ezeokoli Rita Nkiruka	95-110
Counselling for the Eradication of Espoused-Child Abuse by Caregivers in Ogun State, Nigeria Komolafe Beatrice Iyabo	111 - 122
Counselling Students with Hearing Impairment and Their Parents: Implications for Professional Practice Isaiah O. O.	123-132

Perceptions of Residents of Ibadan on Abuse in Politics and Governance: Implication for Value-Reorientation Counselling and Political Consolidation Lamidi, S. O & Yusuf, M. I	133–143
School Health Education: An Essential Tool for Prevention of Drug Abuse in Schools Okpeze Victoria Ezinne & Okpeze ChidiNweze	145–154
Socio Demographic Factors as Determinants of Public Domestic Perception of Domestic Water Accident in Lagos Metropolis, Nigeria A. A. Amori	155–165
Instructional and Environmental Factors as Correlates of English Language Performance of Students with Learning Disabilities in Oyo, Oyo State Lazarus, Kelechi Uchemadu & Kehinde, Rafiat Adeola	167 –182
Counselling for Reconstruction and Social Re-Orientation in the School Community Adediran Ibraheem Adedayo	183 – 196
Emotional Intelligence in the Context of Omoluwabi among Yorubas of Nigeria Afolabi-Ige Temidayo Eniitan	197 – 210
Reorientating and Reconstructing Families of Special Needs Children through Counseling Runsewe O. O.	211 – 234
The Impact of Bonus Family Living on Children Well Being in Cross River State, Nigeria G.I. Onongha	235 –248
Counselling Intervention on Youth Involvement in Alcohol and Drug Addiction Stephen Oluwafunmilayo Ogundipe	249 –261

Islamic Religious Education as a Tool for Eradication of
Dehumanization in Our Society

Olawuwo Abdul Fatai Ayinla 263 – 274

IBADAN UNIVERSITY LIBRARY

COUNSELLING STUDENTS WITH HEARING IMPAIRMENT AND THEIR PARENTS: IMPLICATIONS FOR PROFESSIONAL PRACTICE

Isaiah O. O.

Faculty of Education

Department of Special Education and Rehabilitation Sciences

University of Ibadan, Ibadan, Nigeria

email: drgbenga2014@gmail.com

+234(0)8060223923

Abstract

Counselling is a vital tool for assisting children with hearing impairment and their parents to adjust to their environment. This paper focused on counselling students with hearing impairment and their parents: Implications for professional practice. The author examined the meaning of counselling, the roles of counsellors of students with hearing impairment and their parents, qualities of counsellors, parents' initial reactions to having a child with disability in the family and the need for counsellors' intervention and rationale for counselling students with hearing impairment and their parents. Recommendations were made based on the observations made by the author.

Introduction

In most culture of the world, it is the joy of every parent to have healthy children who are without any form of disability. Parents are disappointed, if they later discover that any of their children has disability. In the light of this, Aiyeleso (2012) declared that the arrival of a child with special need into a Nigerian family is seen as a retribution for an evil, a punishment awarded to a parent from gods or angry ancestors for a sin committed or as a result of violating the law of the land or family's cultural belief. Consequently, the family members see the child with hearing impairment as unwanted individual, misfit, good for nothing person, outcast and an intruder. The parents and siblings of children with hearing impairment face difficult tasks in terms of learning a different language (sign language), buying amplification devices and consulting professionals so that the child can adjust to the school, home and the society at large. In view of this, Oluokun (2003)

posited that parents of children with special needs in the society face a lot of psychological, social, economic and emotional problems, because of the conditions of their children with disabilities. According to him, such students are labeled and called such names as deaf, blind, cripple, mentally retarded as if such names are proper or real names.

Again, Onu (2008) declared that when the child who deviates from physical condition of others, for example, a child with hearing impairment, is born into a home, the parents go through a period of shock. Their reactions may differ depending on their personalities, temperaments as they show their feeling of disappointment, anger, guilt, aggression, rejection and sometimes suicide and murder.

Moreover, the parents of students with hearing impairment are helpless and really need assistance from professionals right from the moment they discover that their child has hearing loss. This in view of Aiyeso (2012) will make them to be shocked and resentful. According to her, despite the affection, a guidance and care parents give to any child, especially, a child with special need, they still find themselves helpless and not having the knowledge and information about the disabilities of such child. They do not know the appropriate place to take their child to for proper diagnosis, treatment and other services needed by the child. Again, they lack information about educational placement and career choice for their child. They equally lack emotional support for overcoming their crisis, stress and confusion as a result of having a child with hearing loss.

Apart from the problems the parents of children with hearing impairment encounter as a result of the disabilities of their children, children with hearing impairment also have their own share of the problems. It should be noted that hearing impairment has a lot of adverse effects on individuals with hearing loss. Hearing impairment is a generic term that is used to describe all forms of hearing loss, such as deafness and hard-of-hearing, Schneider (2002) in Isaiah (2011) defined hearing impairment as impairment in hearing, whether permanent or fluctuating that adversely affects a child's educational performance. The effects of hearing loss on an individual cannot be underestimated. In view of this, Akinpelu (1998) cited in Isaiah (2011) stated that hearing impairment is a serious handicapping condition that tends to isolate the child from normal living. He or she is cut off from many of the

experiences and opportunities for learning that ordinary children enjoy and has to make constant and considerable efforts to achieve things that come relatively to normal hearing students. Again, Olukotun (2003) corroborates the fact that disabilities have negative effects on the child. According to him, the effects include: neglect, denial of personal rights, refusal to render assistance to such students by members of the society, withdrawal and having nothing to do with the child and the family. There are also problems of marriage, denial of employment, even when expertise on the job is proved, difficulty in sustaining self, poor adjustment to situations, poor self-concept and eventual failure in life. It is noteworthy that children with hearing impairment are not exempted from these problems as a result of disabilities.

Parents' Initial Reactions to a Child with Disability in the Family and the Need for Professionals Intervention

Obviously, it is a very difficult task accepting a child with any form of disability, for instance, hearing impairment, at the first appearance of the child in the family. Some family see such appearance as an additional burden to the task of child rearing. In the light of this, when a child who deviates from the physical condition of others is born into the home, the parents go through a period of shock. Their reactions may differ depending on their personality or temperaments as they show their feeling of disappointment, anger, guilt, aggression, rejection and sometimes suicide and murder. The parents need help to cope with their children's demand. The parents' willingness and help towards the child is very vital for a successful development of the child. Hence, the need for the parents to come to terms with the reality that the child with disability has come to stay (Onu, 2008).

In addition, scholars have identified some initial reactions of the parents of children with special needs, which call for the intervention of counsellors, and others in the help professions. For example, Olukotun (2003) identified the following initial reactions of parents of children with special needs to having such children in the family:

Shock and Disbelief: The parents are shocked and may not believe their eyes at what they see for quite some time, especially, if the child is born blind or deaf or with other forms of disability.

Denial: Since deafness is not a visible condition, the parent of the child who is congenitally deaf may for some time deny the fact that their child has hearing loss, until few weeks later when they discovered through audiological test or informal test that child has hearing loss.

Self-Pity: At this point, the parents are feeling sorry for themselves for having a child with hearing impairment and they love to receive message(s) of sympathy from others around them.

Guilt and Shame: The parents have a feeling of depression. They feel guilty and blame themselves as being responsible for the disability of their child. They always feel ashamed of being called parents of a child with disability.

Projection: Projection is a psychological feeling of shifting the blame of the cause of their child's disability on someone or something else rather than addressing the real cause of the problem.

Fear and Uncertainty: The parents are not sure of what will become of the child with disability. Their initial thought about the child is the 'good for nothing' individual. They are not sure of the safety and the future of the child as far as his education and career are concerned. They have mix feeling about the possibility of the child's success, in terms of his education and vocation.

Rejection: Some parents indirectly reject their children with special needs, they do not cater for them. Some of them are left to die. Many of such children are abandoned on the street, hospital or in the orphanage. This could be due to stigmatization from members of the public or economic reasons.

Acceptance: Some parents show love to their children with special needs after much consultation with professionals like special educators,

counsellors or social workers. When a child with special needs is accepted, he develops normally like any other child in the family.

Overprotection: There is the tendency for parents of children with special needs to over protect their children, by not allowing them to do anything on their own. This may affect them negatively in the future, because they may not be to be independent in many aspects of life, such as socially, psychologically and economically.

Based on the foregoing, it is imperative for the counsellors to help the parents to overcome these initial reactions so that both the parents and the child will be able to adjust to the child's disability and the environment.

What is Counselling?

Looking critically at the problems facing the parents and students with hearing impairment, it is suffice to say that both the parents and their students with hearing impairment need help from the counsellor, so that both of them can adjust their environment. The parents need to seek help to understand their responsibilities, learn skills and exchange ideas and information that will help them cope with the day-to-day task of raising a child with disability (Onu, 2008).

Oladele (2000) in Isaiah and Aderibigbe (2013) defined counselling as a person to person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved. The helper, in the relationship, is by the virtue of his training and experience. According to them, conflict refers to any block that the student is experiencing in his development. Conflict areas include conflict with others or self, lack of information about self and environment and lack of knowledge and skills for personal achievement. Again, Onu (2008) declared that counselling like many other terms have been defined from various perspectives depending on individual's viewpoint. According to her, to some, it is a mere process through which individuals are helped to understand themselves in relation to others, a procedure of giving advice, encouragement, information and support in terms of trouble or need, mental exchange of ideas, an established relationship which helps people resolve areas of conflict. she argued further that counselling should be seen as a

process of ensuring social learning and mutual interactions between person(s). In this interaction, problems are stated and discussed. Also, it should be seen as a process whereby the individuals involved are helped to discover their strength, talents and potentials and to work towards improving their weakness, while learning to cope with their environments. Counselling, therefore, is an important tool for assisting both parents and children with hearing impairment so that they can adjust well to their environment.

Rationale for Counselling Students with Hearing Impairment and their Parents

Counselling has been used by professional counsellors to help students with disabilities and their parents to cope and adjust in their environment. Hence, there are several reasons while the students with hearing impairment and their parents should be counselled. Onu (2008) advanced the following reasons for counselling children with special needs and their parents:

- The prejudice and negative attitude of the community towards children with special needs and their parents are the reasons why they should be counselled. During counselling such issues are discussed and parents are encouraged.
- Counselling also help both the children and their parents to acquire skills that would enable them to overcome the negative effects of disability on them. Again, Isaiah and Aderibigbe (2013) identified the following rationale for counselling children with hearing impairment and their parents:
 - the provision of counselling services will help to solve the psychological and social needs of students with special needs and their parents.
 - fulfilling the potential in academic achievement.
 - developing realistic self-concept that are accordance with actual capabilities and opportunities.
 - improving interpersonal relationship within the family, school and community.
 - progressing in accordance with expectations in vocational self-sustenance to the degree that is possible.

Qualities of Counsellors who are working with Students with Special Needs

Working with students with special needs and their parents require that the counsellor should possess, certain qualities, with which the counsellor would not of their predicaments. Scholars have identified several qualities of the counsellor. For instance, Olukotun (2003) identified the following qualities of the counsellor:

- **Good Interpersonal Relationship:** He or she should be able to relate very well with other people. This will enable him or her to gain the attention of his or her client.
- **Pleasantness:** He or she must be pleasant at all times. He or she should not be wearing long face, instead he or she should be cheerful.
- **Warmth:** He or she should be charming, loving, caring, affectionate and friendly. This will enable his or her client to relate very well with him or her.
- **Confidentiality:** The counsellor should be able to keep the secret of his client. This will make the clients to have confidence in him.
- **Professional Ethic:** He or she should respect the professional ethic, with respect to dealing with his clients. That is, he or she should not violate the ethic of counselling. Others include: disciplined, genuineness, empathy, knowledgeability, neutrality, punctuality, flexibility, honesty and attending skills. These qualities will enable him to assist students with hearing impairment and their parents to adjust to their environment.

Counselling needs of Students with Hearing Impairment and their Parents: Implications for Professional Practice

The counselors who are working with children with hearing impairment and their parents perform some roles which will eventually help the children and their parents to adjust to the situation they found themselves (that is the hearing loss of their children). Anumoye (2006) posited that counsellors who are working with children with hearing impairment and their parents perform referral task, it is the role of the

counsellor to make referrals to other educational specialist personnel for the purpose of:

- further evaluation of psychodiagnosis
- some form of treatment and prognosis
- appropriate educational and vocational placement

Again, Oladele (2000) posited that the presence of disability in the child can negatively affect his educational, social and psychological development. He added that this can also affect his overall adjustment to the society in which he lives. The presence of disability can negatively affect adjustment to school environment and subsequently his academic performance can adversely be influenced. He identified the following roles of counsellors who are working with the children with special needs:

Informational Counselling: This involves educating the child regarding the disability he or she has. Additional information regarding the opportunity which awaits the child with special needs in his society, the type of career which he can possibly be engaged in, his legislative rights and information regarding social, psychological and medical services available in his society.

Personal Adjustment Counselling: The counsellor provides assistance to the child with hearing impairment in areas concerning his personal adjustment to school, home and the society as a whole. Personal adjustment counselling involves helping the child with special needs to come into real terms with his or her disability. This means that the child and the parents should accept the reality of the child's disability. Since, disability always evokes negative reactions, in both the individual concerned and the parents. It becomes imperative that the counsellor must use his counselling expertise to help and support the individuals concerned towards accepting the disability and all its implication on the subsequent social and emotional adjustment to life.

Aiyaleso (2012) corroborates the fact that personal adjustment counselling should be given to the parents of children with special needs. According to her the first step in counselling the parents of children with special needs is a personal adjustment counselling. This,

according to her will help them to adjust to difficult situations and let them realize that their children are not social embarrassment to them. Through the provision of personal adjustment counselling to them, the counsellor will encourage them to love and accept their children. Not only that personal adjustment counselling will help the parents to remove fear, anxiety, guilt and grief. In the light of this, Adulogun (2001) declared that one of the major functions of the counsellor is helping the parents of special needs child adjust effectively to their situation and that of helping them to avoid the temptation rampant among many people in their shoes of either blaming themselves or others as possible cause of the disability in question.

Conclusion

The roles of counselling in assisting students with hearing impairment and their parents cannot be underestimated. It is therefore, imperative that professional counsellors should ensure that they use their professional skills and training to assist them, so that they can overcome the problems associated with hearing impairment.

Recommendations

The following are recommended, based on the observations made by the author:

- 1) Parents should be encouraged to show love to their children with hearing impairment and be made to visit counsellors for help on the adjustment of their children.
- 2) Professional counsellors should be employed in our schools with children with hearing impairment.
- 3) Counsellors should be encouraged to attend in-service training where they can acquire the skills for helping children with special needs and their parents.
- 4) Children with special needs should be made to come to term with their disabilities. This will help them in personal adjustment.
- 5) Parents of children with special needs should form group. This will help them in knowledge sharing on issues based on handling children with special needs.

References

- Adulogun, T.J. (2001). *Guidance, a developmental approach*, Lagos. Elhabeb Press.
- Aiyeloso, M.M. (2012). The need for counselling parents of special needs persons in Nigeria. In contemporary issues in guidance, counselling and special needs education (Eds.) E.O. Ozoji, I.A. Kolo, T.A. Ajobiewe. Ibadan Glory Land Publishing Company.
- Akinpelu, B. (1998). The psychological needs of the hearing impaired students in a regular university setting. *Ilorin Journal of Education*. 182:39 – 45.
- Anumoye, F.O. (2005). *Guidance and counselling of special need children*. Lagos Amanda Special Education Consultancy.
- Isaiah, O.O. (2011). Environmental and personality factors as correlates of psychological adjustment of adolescents with hearing impairment in secondary schools in Oyo State, Nigeria. Unpublished Ph.D Thesis, University of Ibadan.
- Isaiah, O.O. and Aderibigbe, S.A. (2013). Meeting the psychosocial needs of students with hearing impairment through counselling services. *African Journal for the Psychological Study of Social Issues*. Vol. 16, No. 2. 216 – 221.
- Oladele, J.O. (2000). *Guidance and counselling: A fundamental approach. Focus on the 6-3-3-4 educational system*. Lagos. John Lad Publishers Ltd.
- Olukotun, J.O. (2003). *Teaching children with blindness and visual impairment*. Ibadan. Codat Publishers Ltd.
- Onu, U.C. (2008). *Counselling families with special needs children*. Nsukka Great AP Express Publisher Ltd.
- Schneider, E. (2002). Early education for hearing impaired in school. *Journal of Human Ecology*. 22(2) 90 – 98.