



## STRATEGIES EMPLOYED BY COUNSELLORS IN HELPING STUDENTS LIVING WITH DISABILITY IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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**Abstract:** The study examined the strategies employed by counsellors for helping the students living with disability in public secondary schools in Enugu State. Two research questions and two null hypotheses guided the study. The researcher adopted a census survey research design for this study. The population for this study comprised 111 respondents made up of (36male and 75 female) counsellors in the 295 secondary schools owned by Enugu State government. There was no sampling in this study. The instrument for data collection was a researcher developed questionnaire titled “Strategies Employed by Counsellors for Helping Students Living with Disability Questionnaire (SACHSLWDQ)”. The instrument for the study was validated by three experts. Two of them were from the Department of Guidance and Counselling and one from Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and technology (ESUT), Enugu. The result of the trial test was used to determine the internal consistency reliability of the instrument using Cronbach Alpha method. The reliability coefficients for the various clusters are: Cluster A is 0.79; Cluster B is 0.82. The overall reliability coefficient of the instrument was 0.80 which makes the instrument reliable and considered appropriate for data collection for the study. The instrument was administered directly to the respondents using four briefed research assistants. Mean scores and standard deviation were used in answering the research questions, while t-test statistic was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that humanistic counselling strategy is used by counsellors for helping students to a great extent. Cognitive counselling strategy is used by counsellors for helping students living with disability counselling to a great extent. Based on the findings of the study, the researcher recommended among others that government should encourage teachers to adopt appropriate counselling strategies in handling students living with disability in secondary schools.

**KEYWORDS:** Strategies Employed, Counsellors, Students & Disability.

### INTRODUCTION

Education is the inculcation of what is worthwhile to the citizens, it propels both human and national development. Education is the process where learning is being received in an organized manner both in formal and informal settings. Onuselogu in Ejeh, Okenjom, Chizi-Woko and Agbo, (2016) defined education as a means of enlightenment and a process of training and preparation for useful living in the community. Education in Nigeria is seen as an instrument “Par excellence” for affecting

national development (Federal Republic of Nigeria (FRN), 2013). Education makes an individual civilized, refined, cultured and educated (Ikegbusi, 2012).

Education is an important facilitator for development, personal growth and poverty eradication, regardless of barriers of any kind, including disability (Undiyaundeye and Basake, 2020). Education at the secondary school level is that level of education which children receive after primary education and before the tertiary level. Secondary school level is, therefore, the bridge between the primary

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and tertiary level (Unachukwu in Ejeh, Okenjom, Chizi-Woko and Agbo, 2016). At the secondary level of education, teaching and guidance activities are supposed to take place for appropriate skills and knowledge to be acquired. But, most secondary education students have been hindered by their capacity to move on their own which has made them to be classified under students with special needs (Abraham, 2018).

Furthermore, if education is an instrument par excellence for effective national development as being decided by the Federal Republic of Nigeria (2013) it is desirable therefore, that all, irrespective of disabilities, should be provided with equal educational opportunities. According to World Health Organization (2018) about 15% of the world's population lives with one form of disability or another, of whom 2-4% experience significant difficulties in functioning. Fangwi (2020) posited that throughout Africa, less than 11% of children with a disability are in secondary education. In some countries, Abraham (2018) stated that only 13% receive any form of education.

Persons with disabilities, on average as a group, are more likely to experience adverse educational as well as socioeconomic outcomes than persons without disabilities (Ayodele, Okon, Ibimuluyi and Adebisi, 2013). Fangwi (2020) identified the following categories of disabilities: autism, deaf, blindness, emotional disturbance, hearing impairments including deafness, intellectual disability, multiple disability, orthopedic impairments (physically challenged). Other health impairments include, specific learning disability, speech or language impairments, traumatic brain injury, and visual impairments including blindness. For the purpose of this study, the researcher focused on those who are physically challenged.

A student living with disability is perceived to have a physical condition that affects his or her mobility, physical aptitude, resilience or agility. This can include brain or spinal cord injuries, multiple sclerosis, cerebral palsy, respiratory disorders, and epilepsy, hearing and visual impairments among others. Physical challenge includes

any type of disability that significantly influences one or more major life activities (WHO, 2012). Persons with disability are guarded by their physical ability to perform an activity independently such as walking, bathing among others. It is estimated that around the world, between 93 and 150 million children live with a disability and approximately 80 percent of those children are living in a developing country (United Nations Educational, Scientific, and Cultural Organization UNESCO, 2017).

Students with disability need remedial services that target specific areas of functioning. Abraham (2018) posited that the capacity to move on one's own is a fundamental characteristic of every living being. Every restriction on mobility according to Abraham (2018) could be viewed not only as a restriction on life space of the individual, but an inroad into the very care of his life. If special attention is paid to the psychological needs of physically challenged students, they have a much greater potential to finish school successfully (Fangwi, 2020). Fangwi (2020) further stated that counsellors can increase that likelihood by developing long term therapeutic relationships in which they help students maneuver through the system, acknowledging their limitations and celebrating their triumphs. This will help the physically challenged students to raise their low self-esteem. The career officers are believed to help correct the ills seen through counselling.

Counselling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, and education and career goals. Counselling according to Fareo (2015) is a profession by which a troubled person is helped to feel and behave in a more satisfying manner through interaction with a counsellor who provides services which stimulates the client to develop behaviours which enable him to deal more effectively with himself and his environment. Counselling is viewed as a personalized, intimate interview or dialogue between a person experiencing some emotional, social, educational, physical, and vocational problems and a professional counsellor (Oluka and Okorie,



2014). It can also be seen as a service that helps individual to solve problems and learn to cope with these problems that are not easy to solve.

Counselling is a profession that is central to proper adjustment of an individual (Fareo, 2015). According to Egbo (2013) counselling is a means or process of helping individuals get adjusted in their environment. Counselling is also defined as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counsee) or individuals (counsees) whereby, the former utilizes his professional skills to help the latter to be able to solve his educational, vocational and personal-social problems (Eze, 2012). Effective counselling strategies may help in the process of adaptation to physical disabilities. In secondary schools, counsellors help students on individual or group basis using different counselling strategies.

Strategies used by counsellors implies a discussion of emotional problems with a client with the general objective of decreasing such problems. Omeje in Ukwueze (2020) described counselling strategies as procedures undertaken to actualize a set goal through counselling process. Counselling strategies are conceptualized as skills and procedures expected of trained counsellors in inclusive settings to apply in the process of handling physically challenged during counselling sessions in order to achieve better progress in learning and social activities.

The counselling strategies that can be employed for physically challenged students according to Oluka and Okorie (2014) include the following; confrontation, accurate education, assertiveness training, decision making strategies and peer cluster involvement. Davis and Lambie (2015) listed counselling strategies for physically challenged persons to include cognitive, behavioural, speech/language, classroom aide, humanistic, physical and mindfulness-based. In this study, the researcher will focus on the following counselling strategies: humanistic, cognitive, behavioural and physical counselling strategies.

Humanistic counselling strategy is based on the assumption that individuals already possess the qualities needed to flourish. This strategy encourages curiosity, intuition, creativity, humility, empathy, and altruism (Giorgi, 2015; Robbins, 2018). A humanistic counselling strategy helps individuals to reach their full potential as human beings (Giorgi, 2015). Humanistic counselling strategy encourages people to think about their feelings and take responsibility for their thoughts and actions. The emphasis is on self-development and achieving ones highest potential rather than on problematic behaviour.

Another counselling strategy is cognitive counselling strategy. Cognitive counselling strategy is relatively short-term form of psychotherapy based on the concept that the way we think about things affects how we feel emotionally (Mark, 2021). Cognitive counselling strategy focuses on present thinking, behaviour, and communication rather than on past experiences and is oriented toward problem solving. Cognitive counselling strategy is sometimes called cognitive behaviour therapy because it aims to help people in the ways they think (the cognitive) and in the ways they act (the behaviour). Cognitive strategy uses techniques to help people become more aware of how they reason, and the kinds of automatic thought that spring to mind and give meaning to things (Adams, 2013).

Behavioural counselling strategy is another counselling strategy which may be used for helping students living with diasability.

Gender is an important variable in this study because there are male and female counsellors and also male and female students living with disability in different secondary schools. Gender is the range of characteristics pertaining to, and differentiating between femininity and masculinity. According to Okeke (2010) gender is referred to as socially constructed roles and socially learned behaviours and expectations associated with males and females. Gender is defined as human traits linked by culture to each sex.

The researcher is worried that, students living with disability in secondary schools, seem to be denied access



to tools and assistance that will make them to become more effective and self-sufficient. Today, in Enugu State, Nigeria, the poor performance of physically challenged students in external examinations has become a major concern of stakeholders, educators, parents, employers, employees and indeed the society at large. There has been a public outcry on the continual decline in the quality of education among physically challenged students. This is because the results derived from the SSCE, especially the West African Senior School Certificate Examinations (WASSCE) and National Examination Council (NECO) over the years have not been commensurate with the investment made for the education of physically challenged students. It is based on the above discussions that the researcher is motivated to carry out a study on the counselling strategies for helping the physically challenged students in public secondary schools in Enugu State with particular reference to humanistic counselling strategy, cognitive counselling strategy, behavioural counselling strategy and physical counselling strategy.

#### **Statement of the Problem**

The special needs students, especially students living with disability seem to be denied access to tools and assistance that will make them to become more effective and self-sufficient. The denial access has led to poor performance of these students in the internal and external examinations. Also, their supposed teachers who ought to empathize with them and fellow students who should show love and acceptance are also making life difficult for them. Governmental interventions seem not adequate enough for the physically challenged students. The larger society also seems to be indifferent by molesting in some cases and ignoring them to their fate. To further compound their problems, many of them have the habit of thinking of physical disability as total, believing that people who are physically challenged are disabled in all areas. They fail to recognise the ability in them or see their ability and achievement as extraordinary.

The prominence assumed by this malady in the school system has become a source of concern to stakeholders in the education industry. Stakeholders in the education industry are now saddled with the responsibility of providing a lasting solution. There is need for career officers like the counsellors to use appropriate counselling strategies like humanistic, cognitive, physical and behavioural for helping physically challenged students in secondary schools in Enugu State. Therefore, the statement of the problem when put in question form is “what are the counselling strategies for helping the physically challenged students in public secondary schools in Enugu State?”

#### **Purpose of the Study**

1. examine the extent to which humanistic counselling strategy is used by counsellors for helping students living with disability in public secondary schools in Enugu State;
2. determine the extent to which cognitive counselling strategy is used by counsellors for helping students living with disability in public secondary schools in Enugu State;

#### **Research Questions**

The following research questions guided the study:

1. To what extent is humanistic counselling strategy used by counsellors for helping students living with disability in public secondary schools in Enugu State?
2. To what extent is cognitive counselling strategy used by counsellors for helping students living with disability in public secondary schools in Enugu State?

#### **Hypotheses**

The following hypotheses were tested at .05 level of significance:

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female counsellors on the extent to which humanistic counselling strategy is used for helping students living with disability in public secondary schools in Enugu State.



**H<sub>02</sub>:** Significant difference does not exist in the mean ratings of male and female counsellors on the extent to which cognitive counselling strategy is used for helping students living with disability in public secondary schools in Enugu State.

### **Research Design**

The researcher adopted a census survey research design for this study. According to Nworgu (2015) a census survey research design is one in which a group of people or items are studied by collecting and analyzing data or information from every member of the population. This design is suitable for this study because it involved the collection of data from all the participants using the questionnaire as the research instrument. This study was conducted in Enugu State. Enugu State has six (6) educational zones of Enugu state. The six educational zones are Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi. Enugu State is one of the 36 states of the Federal Republic of Nigeria. It has secondary schools, primary schools and other private and public schools scattered across the state as well as Enugu State Polytechnic Iwollo, Ezeagu, State College of Education (Technical) located along Abakaliki road, G.R.A. Enugu, and other numerous private institutions. Enugu State shares boundaries with Abia State and Imo State on the South, Ebonyi State on the East, Benue State to the Northeast, Kogi State on the Northwest and Anambra State on the West. The state has a population of 3,257, 298 as at 2006 (census). The people of Enugu State are Igbo by ethnic grouping and are predominantly civil servants. The city owes its geographical significance to the discovery of Coal in 1909. The area of this study is chosen because the researcher noticed a gross negligence of the physically challenged students in most public secondary schools in Enugu State

The population for this study comprised 111 respondents made up of (36 male and 75 female) counsellors in the 295 secondary schools owned by Enugu State government (Source: Ministry of Education, Enugu State, 2021).

There was no sampling in this study because the population was manageable at the time this study was conducted. This is in line with Uzoagulu (2011) who posited that, if the population for a study is in hundreds, the researcher can make use of the whole respondents in the study. Therefore, data were collected from the 111 counsellors.

The instrument for data collection was a researcher developed questionnaire titled Strategies Employed by “Counsellors for Helping Students Living With Disability Questionnaire (SECHSLWDQ)”. The instrument was made up of two sections namely: A and B. Section A was on respondent’s background information while section B was divided into two clusters based on the two research questions. Cluster A consisted of 17 items which was on humanistic counselling strategy, cluster B consisted of 16 items which was on cognitive counselling strategy. The instrument contained a total of 54 items structured on a four-point rating scale of Very Great Extent (VGE) – 4 points, Great Extent (GE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point. To those options, numerical values of 4, 3, 2 and 1 were assigned respectively for positive items.

The instrument for the study was validated by three experts. Two of them were from the Department of Guidance and Counselling and one from Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and technology (ESUT), Enugu.

Twenty (20) copies of the questionnaire were trial tested on 7 male and 13 female counsellors in 20 public secondary schools in Anambra State. Anambra State was chosen because it has the same educational characteristics with Enugu State in terms of management of education. Cronbach’s Alpha method is used when the instrument is polychotomously scored, which applies to the present instrument. The reliability coefficients for the various clusters are: Cluster A is 0.79; Cluster B is 0.82, the overall reliability coefficient of the instrument was 0.80 which





makes the instrument reliable and considered appropriate for data collection for the study.

The instrument was administered directly to the respondents using two research assistants. The research assistants were briefed in a one day interactive session. However, out of the 111 copies of questionnaire administered, the researcher with the researcher assistants retrieved 111 copies making it 100% returned rate.

Mean scores and standard deviation were used in answering the research questions, while t-test statistic was used to test the hypotheses at 0.05 level of significance. In answering the research questions in this study, mean scores that fell below 2.50 was taken as “low extent” and any mean score above or equal to 2.50 was taken as “great extent”. The benchmark of 2.50 was gotten by summing up

the weighted options ( $4+3+2+1=10$ ) and dividing it by total number of response options (4) as follows;  $10/4=2.50$ . The use of standard deviation enabled the researcher to examine the level of dispersion of the respondents’ opinions from the mean. In testing the null hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance and the given degree of freedom, the null hypothesis is significant, but if otherwise, it is not significant.

### RESULTS

**Research Question 1:** To what extent is humanistic counselling strategy used by counsellors for helping students living with disability in public secondary schools in Enugu State?

**Table 1: Mean scores of male and female counsellors on the extent to which humanistic counselling strategy is used by counsellors for helping students living with disability**

| S/N | ITEMS                                                                                                  | Male Counsellor<br>n = 36 |      | Female Counsellor<br>n = 75 |      | Overall 111 |      | Dec |
|-----|--------------------------------------------------------------------------------------------------------|---------------------------|------|-----------------------------|------|-------------|------|-----|
|     |                                                                                                        | $\bar{x}$                 | SD   | $\bar{X}$                   | SD   | $\bar{x}$   | SD   |     |
|     | <b>Humanistic counselling strategy helps the physically challenged students when they are made to:</b> |                           |      |                             |      |             |      |     |
| 1   | recognize their strengths.                                                                             | 2.89                      | 1.01 | 2.41                        | 1.07 | 2.57        | 1.07 | GE  |
| 2   | develop their self-advocacy skills.                                                                    | 3.06                      | .96  | 2.60                        | 1.11 | 2.75        | 1.14 | GE  |
| 3   | focus on how to overcome despair.                                                                      | 3.25                      | 1.05 | 2.44                        | 1.07 | 2.70        | 1.13 | GE  |
| 4   | value their fellow students regardless of their physical differences.                                  | 3.28                      | .91  | 2.57                        | 1.09 | 2.80        | 1.07 | GE  |
| 5   | focus on their able human capacity to overcome hardship.                                               | 3.19                      | .86  | 2.55                        | 1.19 | 2.76        | 1.13 | GE  |
| 6   | resolve problem themselves.                                                                            | 3.25                      | .87  | 2.63                        | 1.14 | 2.83        | 1.09 | GE  |
| 7   | encouraging them to think about their feelings.                                                        | 3.08                      | .84  | 2.44                        | 1.15 | 2.65        | 1.10 | GE  |
| 8   | be their true self in order to live a fulfilling life.                                                 | 2.92                      | .94  | 2.37                        | 1.09 | 2.55        | 1.07 | GE  |
| 9   | attend conferences regardless of their physical differences.                                           | 3.06                      | 1.12 | 2.49                        | 1.10 | 2.68        | 1.13 | GE  |



|                        |                                                                                |             |            |             |             |             |             |           |
|------------------------|--------------------------------------------------------------------------------|-------------|------------|-------------|-------------|-------------|-------------|-----------|
| 10                     | encouraging them to take responsibility for their actions.                     | 3.06        | .96        | 2.36        | 1.15        | 2.59        | 1.13        | GE        |
| 11                     | develop optimistic tendency (not giving up).                                   | 3.28        | .85        | 2.57        | 1.15        | 2.80        | 1.11        | GE        |
| 12                     | positive self esteem.                                                          | 3.08        | .97        | 2.71        | 1.11        | 2.83        | 1.08        | GE        |
| 13                     | believe in perseverance and hard work.                                         | 3.17        | .91        | 2.56        | 1.14        | 2.76        | 1.11        | GE        |
| 14                     | helping them to reach their potential rather than highlighting their problems. | 3.08        | .84        | 2.21        | 1.04        | 2.50        | 1.06        | GE        |
| 15                     | encouraging them to engage in social skills.                                   | 3.22        | .87        | 2.47        | 1.07        | 2.71        | 1.06        | GE        |
| 16                     | encouraging them to engage in artistic skills.                                 | 3.33        | .86        | 2.53        | 1.11        | 2.79        | 1.10        | GE        |
| 17                     | encouraging them to engage in practical.                                       | 3.11        | .92        | 2.52        | 1.08        | 2.71        | 1.07        | GE        |
| <b>Cluster Mean/SD</b> |                                                                                | <b>3.14</b> | <b>.93</b> | <b>2.50</b> | <b>1.10</b> | <b>2.70</b> | <b>1.10</b> | <b>GE</b> |

The data analysis on Table 1 above shows the mean ratings of both male and female counsellors on the extent to which humanistic counselling strategy is used by counsellors for helping the students living with disability. In the above Table, male counsellors' mean ranged from 2.89 to 3.28, while the female counsellors' mean ranged from 2.21 to 2.71. The values of the cluster mean are 3.14 and 2.50 for male and female counsellors respectively. They also have standard deviations of .93 and 1.01 respectively. The closeness in the standard deviations of both respondents show unanimity in their responses. On the overall, the

respondents' mean ranged from 2.50 to 2.83 with cluster mean of 2.70. The outcome of the above Table revealed that humanistic counselling strategy is used by counsellors for helping the students living with disability to a great extent.

#### Hypotheses 1

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female counsellors on the extent to which humanistic counselling strategy is used for helping students living with disability in public secondary schools in Enugu State.

**Table 2: Summary of t-test analysis of the mean scores of male and female counsellors on the extent to which humanistic counselling strategy is used for helping students living with disability**

| Group              | N  | $\bar{x}$ | SD   | df  | t-crit | t-cal | Dec                         |
|--------------------|----|-----------|------|-----|--------|-------|-----------------------------|
| Male Counsellors   | 36 | 3.14      | 0.93 | 109 | 1.98   | 3.20  | Ho <sub>1</sub> is rejected |
| Female Counsellors | 75 | 2.50      | 1.10 |     |        |       |                             |

Data in Table 2 for male and female counsellors on the extent to which humanistic counselling strategy is used for helping students living with disability revealed that at 109 degree of freedom, the calculated value was 3.20 which is

greater than 1.98. The null hypothesis was, therefore, rejected which signifies that there was a significant difference between the mean ratings of male and female counsellors on the extent to which humanistic counselling



strategy is used for helping students living with disability in public secondary schools in Enugu State.

students living with disability in public secondary schools in Enugu State?

**Research Question 2:** To what extent is cognitive counselling strategy used by counsellors for helping

**Table 3: Mean scores of male and female counsellors on the extent to which cognitive counselling strategy is used by counsellors for helping students living with disability**

| ITEMS |                                                                                                | Male Counsellor<br>n = 36 |      | Female Counsellor<br>n = 75 |      | Overall<br>111 |      | Dec |
|-------|------------------------------------------------------------------------------------------------|---------------------------|------|-----------------------------|------|----------------|------|-----|
| S/N   | Cognitive counselling strategy helps the physically challenged students when they are made to: | $\bar{x}$                 | SD   | $\bar{x}$                   | SD   | $\bar{x}$      | SD   |     |
| 18    | improve their state of thinking.                                                               | 2.81                      | .95  | 2.55                        | 1.02 | 2.63           | 1.00 | GE  |
| 19    | work on their mode of communication with other students in order to enjoy academic activities. | 3.19                      | .82  | 2.36                        | 1.05 | 2.63           | 1.05 | GE  |
| 20    | work with other students in order to improve their academic performance.                       | 3.31                      | .92  | 2.49                        | 1.10 | 2.76           | 1.11 | GE  |
| 21    | study hard in order to be exposed on all consequences of examination malpractices.             | 3.08                      | 1.03 | 2.49                        | 1.16 | 2.68           | 1.14 | GE  |
| 22    | have positive attitude towards learning.                                                       | 3.22                      | .90  | 2.52                        | 1.20 | 2.75           | 1.16 | GE  |
| 23    | be exposed on cognitive learning skills such as summarization.                                 | 2.86                      | .96  | 2.45                        | 1.04 | 2.59           | 1.03 | GE  |
| 24    | develop high aspirations towards their academic pursuits.                                      | 2.97                      | 1.03 | 2.61                        | 1.11 | 2.73           | 1.10 | GE  |
| 25    | be eager to learn new things.                                                                  | 3.33                      | .93  | 2.17                        | 1.06 | 2.55           | 1.15 | GE  |
| 26    | adopt the proper study habits.                                                                 | 2.50                      | 1.16 | 2.69                        | 1.14 | 2.63           | 1.14 | GE  |
| 27    | improve on their class attendance in order to grab new knowledge.                              | 2.11                      | 1.09 | 2.56                        | 1.15 | 2.41           | 1.15 | LE  |
| 28    | encouraging one another to learn.                                                              | 2.67                      | 1.12 | 2.73                        | 1.02 | 2.71           | 1.05 | GE  |
| 29    | analysing issues.                                                                              | 2.19                      | 1.09 | 2.53                        | 1.14 | 2.42           | 1.13 | LE  |
| 30    | diagnosis issues.                                                                              | 2.64                      | 1.20 | 2.41                        | 1.09 | 2.49           | 1.13 | LE  |
| 31    | be exposed on cognitive learning skills such as mnemonics.                                     | 2.36                      | 1.25 | 2.45                        | 1.14 | 2.42           | 1.17 | LE  |
| 32    | teaching them to restructure and reframe their thoughts in a more positive way.                | 2.36                      | 1.13 | 2.53                        | 1.20 | 2.48           | 1.17 | LE  |





|                        |                                                                                                               |             |             |             |             |             |             |           |
|------------------------|---------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|
| 33                     | exposing them to things provoke their feelings and providing guidance on how to cope with them in the moment. | 2.69        | 1.04        | 2.31        | 1.19        | 2.43        | 1.15        | LE        |
| <b>Cluster Mean/SD</b> |                                                                                                               | <b>2.77</b> | <b>1.04</b> | <b>2.49</b> | <b>1.11</b> | <b>2.58</b> | <b>1.11</b> | <b>GE</b> |

The data analysis on Table 3 above shows the mean ratings of both male and female counsellors on the extent to which cognitive counselling strategy is used by counsellors for helping students living with disability. In the above Table, male counsellors' mean ranged from 2.19 to 3.33, while the female counsellors' mean ranged from 2.17 to 2.73. The values of the cluster mean are 2.77 and 2.49 for male and female counsellors respectively. They also have standard deviations of 1.04 and 1.11 respectively. On the overall, the respondents' mean ranged from 2.41 to 2.76.

with cluster mean of 2.58 and standard deviation of 1.11. The outcome of the above Table revealed that cognitive counselling strategy is used by counsellors for helping students living with disability to a great extent.

**H<sub>02</sub>:** Significant difference does not exist in the mean ratings of male and female counsellors on the extent to which cognitive counselling strategy is used for helping students living with disability in public secondary schools in Enugu State.

**Table 4: Summary of t-test analysis of the mean scores of male and female counsellors on the extent to which cognitive counselling strategy is used for helping students living with disability .**

| Group                     | N  | $\bar{x}$ | SD   | df  | t-crit | t-cal | Dec                         |
|---------------------------|----|-----------|------|-----|--------|-------|-----------------------------|
| <b>Male Counsellors</b>   | 36 | 2.77      | 1.04 | 109 | 1.98   | 3.18  | H <sub>02</sub> is rejected |
| <b>Female Counsellors</b> | 75 | 2.49      | 1.11 |     |        |       |                             |

Data in Table 4 for male and female counsellors on the extent to which cognitive counselling strategy is used for helping students living with disability revealed that at 109 degree of freedom, the calculated was 3.18. The null hypothesis was, therefore, rejected which signifies that there was a significant difference between the mean ratings of male and female counsellors on the extent to which cognitive counselling strategy is used for helping students living with disability in public secondary schools in Enugu State;

1. Humanistic counselling strategy is used by counsellors for helping the physically challenged students to a great extent.

2. Cognitive counselling strategy is used by counsellors for helping

3. There was a significant difference between the mean ratings of male and female counsellors on the extent to which humanistic counselling strategy is used for helping the physically challenged students in public secondary schools in Enugu State.

4. There was a significant difference between the mean ratings of male and female counsellors on the extent to which cognitive counselling strategy is used for helping the physically challenged students in public secondary schools in Enugu State.



### Conclusion

The progress of students living with disability should be considered and appraised so as to employ appropriate strategies counsellors can use to assist in making them excel in their academic activities. The study concludes that humanistic and cognitive, counselling strategies are used by counsellors for helping the physically challenged students to a great extent.

### Recommendations

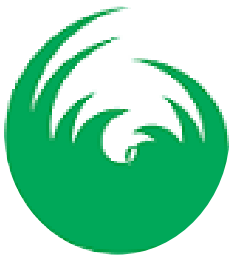
Based on the findings of the study, the following recommendations were made:

1. The government should encourage teachers to adopt appropriate counselling strategies in handling students with physical disabilities in the schools.
2. The teachers should be role models in order to handle students' physical disabilities.
3. Government and corporate bodies should provide necessary equipment and materials to help the physically challenged students in ordinary groups in the classroom situation.

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