

**UNIVERSITY OF EDUCATION, WINNEBA**

**ACADEMIC PREPARATION AND TRANSITION OF STUDENTS WHO  
ARE DEAF INTO THE UNIVERSITY OF EDUCATION, WINNEBA**

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Faculty of Educational Studies, submitted  
to the School of Graduate Studies, in partial fulfillment  
of the requirements for the award of degree of**

**Master of Philosophy  
(Special Education)  
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**AUGUST, 2022**

## DECLARATION

### CANDIDATE'S DECLARATION

I, **Obeng-Afriyie Joseph**, hereby declare that this thesis with the exception of quotations and references contained in published work which have been all identified and duly acknowledged, is entirely my own original work, and has not been submitted, either in part or in whole for another degree elsewhere.

**Signature**.....

**Date**.....

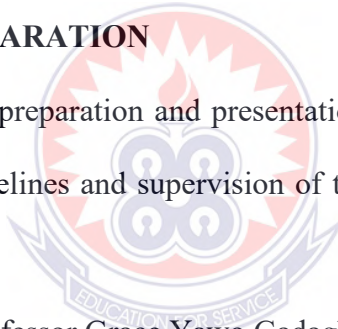
### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines and supervision of thesis laid down by the University of Education, Winneba.

**Name of Supervisor:** Professor Grace Yawo Gadagbui

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**Date:** .....



## **DEDICATION**

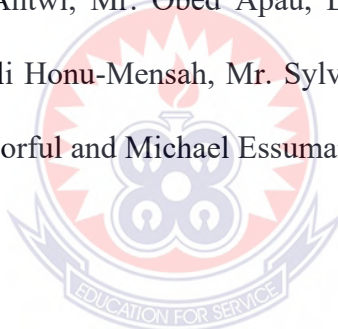
I dedicate this work to my late parents and brothers Opanyin Kwesi Obeng, Ekuwa Oduma, William Fosuhene (Obram) and Charles Fosu.



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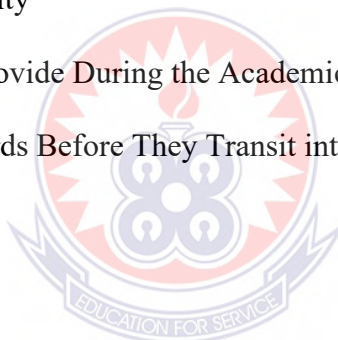


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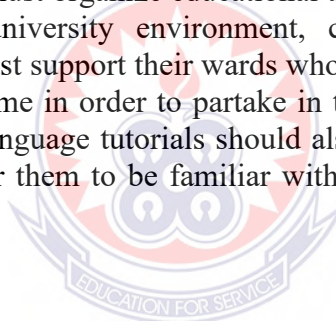
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## ABSTRACT

The study investigated the academic preparation of students of Senior High Technical School for the Deaf, Mampong-Akuapem and their transition into the University of Education, Winneba. Both quantitative data and qualitative data were collected through questionnaire and structured open-ended interview guide. A descriptive sequential explanatory design was used. The population was 75 with a sample size of 50 was used. Purposive sampling technique was used to select five parents and five students who are deaf while 40 teachers were selected based on convenience sampling. Descriptive statistics and thematic approach were used to analyze the data. Percentages, frequencies, means and standard deviation were used to present the data. The means and standard deviation were applied to determine the agreement level of how teachers prepare deaf students. The study found that there was good academic preparation of deaf students by teachers. Parents rendered support to their deaf wards and contributed to their success through cordial and an opened relationship with the school and teachers. However, parents were unable to communicate with their wards in sign language. The students selected their elective courses in SHS based on information and encouragement by friends, seniors and parents. Many of the students could not report early on campus to partake in orientation. The study recommends that, there should be proper coordination between the school for the Deaf and UEW. The school for the Deaf must organize educational trips to UEW for the students to be familiarized with the university environment, course requirement and courses combinations. Parents must support their wards who have gotten admission into UEW to report to campus on time in order to partake in the orientation program organized by the university. Sign language tutorials should also be organized for fresh students who are deaf in order for them to be familiar with new signs and concepts used on campus.



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the study

The sense of hearing is a vital tool that aids in listening and speaking which allows communication to take place. This further enhances teaching and learning in schools from the basic to the tertiary level. The majority of people have and still benefit from the gift of listening and speaking as they go through education, the working environment, and everyday activities that involve listening and speaking. The modes of communication and lesson delivery in the education sector have been the use of oral communication in enhancing and soliciting for information. However, individuals who are deaf do not benefit from this conventional and most widely used medium of communication to which the majority of people send and receive information using the sense of hearing, due to the inability to perceive sounds. Normal hearing is between 0-25dBHL while hearing problems start from 26dBHL to 90dBHL and above. Individuals who are deaf are having a profoundly hearing level of 71dBHL to 91+dBHL which exceeds the normal hearing level (Gadagbui, 2013). These are people who cannot benefit much from speech but use sign language, auditory verbal unisensory, cued speech and oral auditory (Division of Services for the Deaf and Hard of Hearing, DSDHH, 2015).

Deafness occurs as a result of the malfunctioning of the hearing system or the malfunctioning of the auditory pathway. Deafness may also be as a result of pre-natal, or post-natal causes (Gadagbui, 2013). Individuals who are deaf do not benefit from aural communication which therefore affects their acquisition of oral language and communication. This means that individuals who are deaf may acquire language through some form of body language, gestures and visual activities parents, siblings,

other family members and other people of the immediate environment perform for which they perceive through the sense of vision. This further means that, the deaf may require an adoptive mode of communication and delivery in order to receive information in their quest to access education. Some deaf individuals may benefit from hearing aids and speech depending on the site of lesion and the onset of the hearing difficulty. This happens when deafness sets in after the child has acquired sufficient vocabularies after birth.

Besides, as the hearing individuals benefit from oral language and communication, the deaf may also need sign language as a mode of sending and receiving information. People learn to speak and learn as a result of hearing others speak, imitate, and practice; this means that the deaf are deprived of this means by which language and speech are acquired and they lag behind in terms of learning oral communication (Gadagbui, 1998). The deaf have their own unique deaf culture, mode of communication, mode of interacting with teachers, students, and social life in their schools. This shows that in educating the deaf, there is the need for a change in the conventional method of teaching and learning and the delivery of the lesson to the hearing. The teaching methods, the use of teaching and learning materials, and the teacher-learner activities must be designed to suit and benefit the deaf.

International policies such as the Section 16 of the Salamanca Statement and Framework for Action stated that Legislation should recognize the principle of equality of opportunity for all children, youth, and adults with disabilities in primary, secondary and tertiary education carried out, in so far as possible, in an integrated setting (UNESCO, 1994). The UNESCO's Education for All (EFA) policy also explains among other aims that every child should be educated to develop his or her capabilities whether he or she has a disability or not (Hayford, 1996). The UN

Convention on the Rights of the Child, 2006 also stresses the need for children with disabilities to be supported to receive education to the level deemed fit to the individual with disability.

In Ghana, the Person with Disability Law, (2006) stresses the right of persons with disabilities to have access to education facilities and equipment in educational institutions. UNESCO (1994), cited in Hayford (2013, p.72) stressed that the Salamanca Statement on Principles, Policy, and Practice in Special Needs Education and Framework for Action are informed by the principle of inclusion and recognize the need to work towards the school for all, institutions which include everybody, celebrate differences, support learning, and respond to individual needs. The implementation of the Inclusive Education Policy by the Government of Ghana in 2015 further deepened the readiness of all educational institutions to accept all learners whether with a disability or without a disability. Additionally, the enactment of the Education Act 778, (2008) is to provide for the establishment of an educational system intended to produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes. The Education Strategic Plan (2010-2020) stipulates that, the Ministry of Education shall provide education for those with physical and mental impairments, orphans, and those who are slow or fast learners, by including them, wherever possible, within the mainstream formal system or, only considered necessary within special units or schools.

In Ghana, most students who are deaf receive their basic and secondary education in segregated schools for the deaf, and the few who are educated in either integrated or inclusive schools during their basic education finally end up in the only senior high school for the deaf in the country, that is, the Senior High Technical School for the Deaf at Mampong-Akuapem in the Eastern Region. To achieve success, it will call

for collaboration between teachers of the deaf, parents of students who are deaf, academic counselors, officials of tertiary institutions into which these students who are deaf transit. Besides, all those who matter as far as the education of the deaf is concerned have to plan for the better preparation of these students who are deaf in their senior high school before they transit into these post-secondary institutions.

Bannett, (2012) described academic preparation as those:

*“that focused primarily on academic subjects most often reading, writing and mathematics..... While their primary goal was to provide academic content, many also include instruction on college knowledge, and some focused on strengthening academic skills such as study skills and time management” (p.2).*

In this study, academic preparation for students who are deaf at the Senior High Technical School for the Deaf, Mampong-Akuapem referred to the subjects and the courses of study which students are exposed to, taught and trained before they transit into post-secondary institutions. It is therefore important for these students who are deaf to be well prepared, well-groomed, and equipped with the necessary values, attitude, and skills to be well transited and included and well fit into these hearing-oriented institutions. Academic programmes offered at the school are Home Economics (Management in Living, Food and Nutrition, Biology and Clothing); Visual arts (General Knowledge in Arts, Textiles, Picture Making and Graphic Design); General Arts (History, Government and Christian Religious Studies and Technical (Metalworking, Building Construction and Woodworking) with its allied elective subjects such as Elective Mathematics, Technical Drawing and Physics. Each student is permitted to choose three or four elective subjects. In addition to these

electives subjects, English language, mathematics (core), integrated science and social studies are compulsory academic subjects for all students.

In Ghana, secondary schools for all categories of students run for three continuous years (Ministry of Education, 1996). On the other hand, an additional year is added for the secondary school for Special Schools for the Deaf, so instead of three years it takes four years for students to complete senior high school. The additional year allows for the completion of the syllabus since it takes more credit-hours than usual to communicate to the deaf the curriculum through sign language, illustrations, demonstrations, dramatization, and field trips. In order to achieve success, teachers in the senior high technical school for the deaf must adopt a variety of instructional methods, including whiteboard illustrations, projected texts and videos, demonstration, dramatization by students who are deaf under the guidance and direction of teachers, and field trips to see, touch, feel and develop individual and group opinion about nature and industrial, commercial, and cultural activities. Sign language interpreters are also utilized in situations where teachers responsible for the teaching of some courses and subjects do not know how to sign. This means that if teachers are well versed in sign language and adapt appropriate teaching strategies and delivery mode of teaching and sign properly to communicate the information to the students concerning the related subjects and topics, it is evident that these students will come out successful in their West Africa Senior Secondary School Examination. However, these conditions seem not to be seen in the Ghanaian setting, hence students in the Senior High Technical School for the Deaf are deprived and seem not to do well. For instance, not all English words and vocabularies and idiomatic expressions have corresponding signs in Ghanaian Sign Language. Ghanaian Sign Language was adapted from the American Sign Language (ASL) and it includes local signs which are not in ASL. ASL

also involves the use of facial expression, body language dramatization and acting. Another significant factor seemed to be the fact that many experienced teachers retired and a few are transferred from the school. It seems, most of the newly recruited teachers had challenges with the method of instruction used in the school. The majority of the new recruited teachers (although from the University of Education, Winneba and some Colleges of Education) seemed not to be competent and skilled in the use of Ghanaian Sign language and had little practical experience in teaching the deaf and the hard of hearing students at the Senior High Technical School for the Deaf. The reason being that graduates who study Education for the Deaf at the University of Education, Winneba are taught a nine-credit hour course in sign language whilst on the other hand, graduates from the Colleges of Education do not go through any form of training in sign language during their period of study. Some of these graduates are posted to the Senior High Technical School for the Deaf.

Parents can contribute to the success of their children in school by displaying love and affection. They should also provide them with nutritious food by supplying them with groceries to enhance their health (Epstein & Dauber, 1991). Parents should also provide textbooks, exercise books, and calculators to aid their learning (Epstein & Dauber, 1991). Parents also need to pay visits to the school of their wards to ascertain their progress and well-being (Epstein, Sanders, Simon, Salinas, Jannson & Voorhis, 2009). If parents do all these, it is assumed that by all means, their wards will pass well in their West Africa Senior Secondary Examination. However, it seems these conditions are not so for many students. In many cases, some parents refuse to show affection towards their wards, do not provide them with nutritious groceries, refuse to buy them textbooks, exercise books, and calculators and some do not pay visits to the school of their wards at all. Some people have conducted researches on



the transition of students but not on the deaf at the Senior High Technical School for the Deaf, Manpong-Akuapem, so there is no evidence what so ever. As a result, this study is being conducted to seek information that will prevail to make these students pass well and transit to the University of Education, Winneba. After the senior high school education, these students who are deaf transit into the post-secondary school institutions which are predominantly reserved for their hearing counterparts such as the University of Education, Winneba since there are no post-secondary segregated institutions for the deaf in Ghana currently.

Oshea (2008) has defined transition as:

*“a carefully planned process which may be initiated either by school personnel or adult service providers to establish and implement a plan for either employment or additional vocational training for persons with disabilities”* (p.15).

From the above definition, therefore, transition focuses on getting students and individuals ready and prepared to move from one stage of life to another, from one situation to another and from one condition to another. Transition is the process in which something changes from one state to another. It can also be explained as the process of changing from one state or condition to another. It could be organized for students from one level to another, from school to a vocation or a job. Simply put, transition is organized for the deaf from known situation to an unknown situation. In this research, the focus of transition is on getting students prepared and ready to move from the Senior High Technical School for Deaf, Mampong-Akuapem into the University of Education, Winneba in order to cope, fit well and to succeed. Such preparations include reading and comprehension, essay writing, assignment writing, note taking and note making, mathematics, academic content, instruction on college

knowledge, group learning, individual learning, knowledge about the rights of the disabled, study skills and time management.

In this study, transition refers to a process involving ‘a period of significant adjustment, development, and change which requires significant adaptation on the part of the student’ (O’Shea, 2008, p.15). Transition is usually planned for students who will graduate and leave school. Such a process must involve special educators, vocational educators, regular teachers, parents, and the student and possible employer or institution (Wehman, Kregel, & Barcus, 1985 cited in Avoke & Avoke, 2004:22).

In Ghana, some basic schools for the deaf such as the Cape Coast School for the Deaf and Blind, Bechem School for the Deaf, Demonstration School for the Deaf, Mampong- Akuapem have conducted transition for students who are seen as having interest in vocational skills (Dress Making, Battik, Tie and Dye, Hair Dressing), Piggery and Poultry. These students are exposed to these forms of training while still in school so that they may go into such ventures after their basic education. Other students who are perceived by teachers as brilliant are encouraged and prepared to further their studies at the senior high schools. After passing the recommended course of study at the senior high schools, many of these students who are deaf and their parents find difficulties in getting into post-secondary institutions. Most of these parents seemed not to know how to go about getting their wards who have graduated from the senior high schools into post-secondary institutions including the University of Education, Winneba. Experiences have shown that many of these students are able to transit into post-secondary institutions through the direction and guidance of friends and seniors at the senior high schools who have graduated or are continuing students at the post-secondary institutions. A considerable number of parents have also aided in the transition of their wards into the post-secondary institutions through

direct contact with staff and resource persons in these institutions through the provision of personal phone numbers of staff and resource persons by seniors and colleagues who have already graduated or are continuing students. Other students also visit colleagues who have already been admitted in these schools and are able to make enquiries on their own concerning how to obtain admission forms and how to get admitted.

Transition involves students' reflection on the total experience of the university at which students' transit into and these includes incidences in the classroom and outside of it, the course structure, and academic interaction with other students and staff (O'Shea, 2008). Obstacles that students encounter before entry into the campus and difficulties with the enrollment systems may contribute to the cumulative effect on their engagement with the institution. O'Shea (2008) argues that although institutions cannot control every part of this experience, there is the need to clarify how the students are prepared by teachers in their senior high schools, the interest, and inputs of parents, what students can expect, and what is provided by the university to remove unrealistic expectations from both parties (students and the university authority). As noted by Harris (2016), students need to feel that 'their university supports them, not only academically but also socially and personally' (p. 1).

The University of Education, Winneba admits students who are deaf to undertake various undergraduate and postgraduate programmes. The following are the enrollment of deaf students who have been admitted since the inception of the University of Education, Winneba:

**Table 1.1: The enrollment of deaf students who have been admitted since the inception of the University of Education, Winneba**

Academic Year	Number of Students
2019/2020	11
2018/2019	6
2017/2018	4
2016/2017	4
2015/2016	14
2014/2015	14
2013/2014	3
2011/2012	3
2010/2011	3
2009/2010	2
2008/2009	1
2006/2007	3
<b>Total</b>	<b>68</b>



**Office for Students with Special Needs, Sign language office, UEW, 2020.**

These fresh students who are deaf undergo transformational changes as they negotiate the hurdles of transition to fit in the new university setting. Longwell-Grice and Longwell-Grice (2008), noted that students encounter all sorts of anxieties, isolation, dislocation, and difficulties during their transition from the Senior High School to tertiary institutions. Challenges associated with such transitions include changes related to culture, communication, social, and academics. Most students who are deaf who are admitted into the University of Education, Winneba come from residential schools for the deaf who have their own unique deaf culture, mode of

communication, mode of interacting with teachers and deaf students, social life on campus. Kinzie, Buckley, Bridges, and Hayek (2006), noted that a considerable percentage of students who are deaf get enrolled in tertiary institutions as compared to other categories of students with special needs. This shortfall could be attributed to poor students' preparation at high school on what to expect at the university which consequently affects the effort to get to the system.

In Ghana, Universities and Colleges provide a range of options available and offer opportunities for students who are deaf in accessing higher education that was previously reserved for a small group. However, the process of getting into universities and colleges represent only the beginning stages of these attainable goals (Chute, 2012). Maintaining a good academic record that eventually culminates in degree completion requires skills academically, socially, and organizationally for any young person including the deaf. The academic preparation of students with deafness in terms of subjects and courses taught by teachers in the senior high school, selection of a course that matches student interest and capabilities, the interest and inputs of parents become much more crucial step for young people who are deaf (Chute, 2012). For this reason, Chute (2012) asserts that 'advising and understanding the demands of each course requires consideration and discussion early during the university registration, admission and entrance process and is crucially important for deaf young people' (p. 60).

Harris (2016) pointed out that, the first-year experience is a transitional marker that is critical to students' success; meaning, it is a stage when academic skills and social foundations are laid. Besides, the first-year experience is particularly important as it impacts on attrition which is costly to both the students and the university (Brinkworth, MacCann, Matthews & Nordstrom, 2008.)

## 1.1 Statement of the problem

The majority of studies on transition from high school to university have been undertaken in the North American, European and Australian contexts. Very few are done in the African context and none could be said about the Ghanaian context. These studies indicated that the transition from high school to university is fraught with challenges. There is a need to appreciate these studies from the input made by teachers in preparing the students, the support of parents in the academic preparation of their wards and students' interest and preferences in selecting courses and institutions of study.

In the University of Education, Winneba, many of the courses studied by students who are deaf at the university seem not to match the programmes they studied when they were in the senior high school. For example, upon the students entering University of Education, Winneba, majority of them appear not to be familiar with the courses they read, and cannot connect with what they learned in the Senior High School. It appears some also have difficulty in writing and making their own notes so they rely on the services of note takers.

Additionally, many of them seem to find it difficult to use the services of sign language interpreters since this seems not to be the practice at the Senior High School where they have majority of teachers who taught them using sign language but not through an interpreter. Their problems are further compounded due to the fact that, they seem to find difficulties in comprehending the information from the photocopied notes given to them by the note-takers because it seems they have difficulty reading and understanding English text. This may pose a challenge for them in writing assignments, quizzes and examination.

Transition into the university culture is often complex and difficult, with challenges to all parties involved. This leads to the transition phase being affected by an interplay between the social and academic circumstances of the students and the institutional systems that should support them. It appears the students come from various backgrounds, such as either directly from Senior High School, or from Colleges of Education, a working environment, or from other social backgrounds (Yam, 2010). In the University of Education, Winneba, students who are deaf are admitted either directly from the Senior High School, or colleges of education or from working environment, or from other social backgrounds.

The varied backgrounds of people entering university as first year students may mean that a considerable number of students are either not familiar with, little informed or have been ill-informed about, what to expect from university education, especially the group referred to as “first generation students” (Nelson et al., 2006). These groups of students may have unrealistic expectations which may then lead to difficulties in adjusting to the university environment (Krallman & Holcomb, 1997). The first year is the period in which most students face serious challenges in adjusting socially and academically, and thus efforts have to be made to assist them to adapt to the different set of university learning expectations and experiences.

The reality of the students’ first year at the university tends to be mismatched by their pre-transfer aspirations (Smith & Hopkins, 2005). This may create great difficulty in adapting to higher education. Additionally, many students tend to make uninformed decisions with regard to the institution of choice or programmes they wish to pursue at the university. There appears to be a situation whereby fresh students are seen as being unaware of the course they are going to read. This may pose challenge leading

to student's frustration, stress, withdrawal or contemplating to withdraw from the university.

### **1.2 Purpose of the study**

The purpose of the study was to explore the academic preparation and transition of students who are deaf in the Senior High Technical School for the Deaf, Mampong-Akuapem into the University of Education, Winneba.

### **1.3 Objectives of the Study**

The following objectives were developed for the study: to

1. Inquire from teachers the academic preparation provided for students who are deaf in the Senior High School before they transit into the University of Education, Winneba.
2. Inquire from teachers, parents and students the support provided by parents in the academic preparation of their wards before they transit into tertiary institutions.
3. Examine the course preference of students who are deaf at SHS and the institutions they transit into.
4. Examine the challenges faced by students who are deaf when they transit into the University of Education, Winneba.

### **1.4 Research Questions**

The following research questions have been raised to guide the study:

1. To what extent do teachers prepare students who are deaf at the Senior High School before they transit into the University?
2. What support do parents provide for the academic preparation of their wards who are deaf before they transit to the university?



3. What is the course preference of students who are deaf at the SHS that correspond to the institutions in which they transited into?
4. What are the difficulties faced by students who are deaf when they transit into the University of Education, Winneba?

### **1.5 Significance of the study**

The results of this study would help in revealing how students with deafness are prepared in transiting from senior high school level into the university. This would enable the school system adequately prepare the students in order for them to fit into the university system and succeed. In addition, the results would help bring to bear the support provided by the parents of students who are deaf in the academic preparation of their wards before they transit into the University of Education, Winneba. This would enable the parents in finding the right support needed by their wards in order for them to be well prepared to transit into the university. Furthermore, the results would help in finding the subject preferences of students who are deaf in the selection of courses and institutions of study in which they transit into. This would enable the students make the right choice of courses and the university they would like transit into. Also, the results of the study would help in identifying the challenges faced by the students who are deaf when they transit into the University of Education, Winneba. This would enable the university system find ways of providing the necessary support in addressing the inherent challenges face by deaf students when they transit into the university. Once again, the results of the study would help in identifying the support which could be provided to enhance the smooth transition of students who are deaf in the university. Finally, the results would add to the existing literature for other researchers who are interested in similar studies.

## 1.6 Definition of terms

**Academic preparation** – this refers to the discipline and training students at the senior high school goes through before they leave for tertiary institutions.

**Transition** – It refers to a process involving ‘a period of significant adjustment, development and change which require significant adaptation on the part of the student’ (O’shea, 2008, p.15). It is also defined as a carefully planned process which may be initiated either by the school personnel or adult service providers to establish and implement a plan for either employment or additional vocational training for persons with disabilities.

**Socialization** – It is the process whereby an individual gradually becomes self-aware and a knowledgeable person in the ways of culture into which one found himself/herself.

**Learning-** It is the process of acquiring knowledge, behavior, skills, values, preferences or understanding to aid the individual to realize his or her academic, vocational, social and personal goals (Namale & Buku, 2011).

**Students who are deaf** - This refers to students with hearing impairment which is so severe that they are impaired in processing linguistic information through hearing with or without amplification, which thus adversely affects educational performance (Avoke, 1997).

## 1.7 Delimitation

Even though there were a lot of students with special needs at the university of Education, Winneba, my research focused on the academic preparation of students who are deaf by the teachers in the Senior High Technical School for the Deaf, Mampong-Akuapem in the Eastern Region of Ghana before they transit into the University of Education, Winneba. It also focused on the support provided by parents

of students who are deaf in their academic preparation at the Senior High Technical School for the Deaf, Mampong-Akuapem in the Eastern Region of Ghana before they transit into the University of Education, Winneba. Additionally, the study focused on the subject preferences of students who are deaf in the Senior High Technical School for the Deaf in the selection of courses and institutions in which they transit into. Finally, the study also focused on the challenges faced by deaf students when they transit into the University of Education, Winneba. The study involved 50 participants made up of 40 teachers, five parents and five students who are deaf. Finally, they study focused on the challenges faced by students who are deaf when they transit into the University of Education, Winneba. It is further delimited to the objectives of the study.

### **1.8 Limitations**

The researcher expected 65 teachers to participate in answering the questionnaire but only 40 teachers avail themselves.

### **1.9 Structure of the Study**

This study is organized into 6 chapters. Chapter one dealt with the introduction; comprising the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, definition of terms, delimitation, limitation, structure of the study and summary.

Chapter two covered the theoretical framework, review of available literature relevant to the study, the conceptual framework of the study and summary of the literature review. Chapter three discussed the methodology including research approach, research design, population, sample size and sampling technique, instruments used in data collection and analysis. Chapter four covered the presentation and analysis of data collected and chapter five focused on the discussion of results. Chapter six dealt

with the summary, conclusion, recommendations and suggestion for further research.

References are found after chapter six, followed by the appendices.



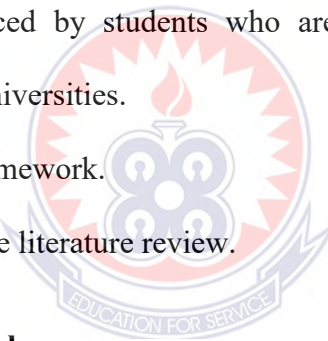
## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents the literature review of the study:

- Theoretical framework.
- Preparing students who are deaf to transit from the Senior High Schools into Colleges and Universities.
- Supports provided by parents of students who are deaf in the academic preparation of their wards.
- Course preference of students who are deaf and institutions of study.
- Difficulties faced by students who are deaf as they transit into colleges and universities.
- Conceptual framework.
- Summary of the literature review.



#### 2.1 Theoretical framework

The theoretical framework for this research is derived from the socio-cultural development theory developed by Lev Vygotsky known as the Zone of Proximal Development. The theory is defined by Vygotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86).

Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a boost to achieve the task. He propounded that in order to assist a person to move

through the zone of proximal development, educators are encouraged to focus on three important components or principles which aid the learning process:

- The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
- Social interactions with a skillful tutor that allow the learner to observe and practice their skills.
- Scaffolding, or supportive activities provided by the educator, or more competent peer, parent, to support the student as he or she is led through zone of proximal development.

**The Principle of More Knowledgeable Other-** this refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept.

**The Principle of Social Interaction-** according to Vygotsky (1978), much important learning by the child occurs through social interaction with a skillful tutor. The tutor may model behavior and/or provide verbal instructions for the student. Vygotsky refers to this as cooperative or collaborative dialogue. The student seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance.

**The Principle of Scaffolding-** this theory has become synonymous with the zone of proximal development by Vygotsky and it was introduced by Wood, Brunner and Ross (1976). They explained that, scaffolding consist of the activities provided by the educator, or more competent peer, or parent, to support the student as he or she is led through the zone of proximal development. Support is tapered off (withdrawn) as it

becomes unnecessary, much as a scaffold is removed from a building during construction. The student will then be able to complete the task again on his own.

Wood et al. (1976, p. 90) define scaffolding as a process “that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted effort.”

As the authors note, scaffolds require the adult’s “controlling those elements of the task that are initially beyond the learner’s capability, thus permitting him/her to concentrate upon and complete only those elements that are within his/her range of competence” (p, 90).

Vygotsky believes that the role of education is to provide students with experiences which are in their zone of proximal development, thereby encouraging and advancing their individual learning (Berk, & Winsler, 1995). Dixon-Krauss, (1996, p. 18) asserted that, “from a Vygotsky perspective, the teacher’s role is in mediating the child’s learning activity as they share knowledge through social interaction”. The theory of scaffolding not only produces immediate results, but also instils the skills necessary for independent problem solving in the future.

Vygotsky’s sociocultural theory of zone of proximal development is suitable for this study because for the deaf students to study, pass and transit into the university, it is important for these students to be socialized and be groomed, trained and taught by a more knowledgeable persons such as tutors, peers and parents so that they will be able the pass their West Africa Senior Secondary Certificate Examination (WASSCE) and transit into the University of Education, Winneba and be able to cope with learning, social life and be on their own on campus and succeed.

## **2.2 Preparing students who are deaf to transit from the Senior High Schools into colleges and universities.**

Students would be able to move to the next level of education if they are able to qualify or pass the recommended courses and subjects of study. This largely depends on the academic preparation, guidance and counselling and motivation provided by their respective teachers the pre-tertiary institutions. Thornton, (2016) opines that, teachers have a responsibility to prepare, guide and motivate their students and ensure that their students are seeing their results of their academic efforts. No student should feel as though they are not receiving the support they had to succeed in transitioning from the senior high school to the university.

### **2.2.1 Teacher's Academic Qualification and Professional Qualities in Teaching.**

Teaching in the whole world has become a principal career that forms basis for other professions, because any knowledge, skills or attitude acquired are facilitated by a teacher. A teacher has been considered as a key player in the learning process. Teachers should have academic and professional qualification to enable them to facilitate learning at various levels effectively; those academic qualifications differ from one country to another depending on the education policies and education system in general (Rishaelly, 2017).

In Ghana, the new education policy (Ministry of Education [MoE], 2012), stipulates the teacher's academic qualifications needed at various levels of education from the primary to tertiary level. For example, the policy states that the minimum teacher qualification is Diploma Teacher Certificate; these Diploma teachers are entitled to teach in the basic school. However, the minimum qualification in order for a teacher to teach in Senior High School is a degree in a prescribed course in the university



(MoE, 2012). In the case of who teach the deaf, they should have obtained a degree in Education of the Hearing Impaired or a degree in Deaf Education from the university.

Teachers are expected to have a certain professional quality in order to be effective and efficient in teaching regardless of levels of learners. According to Liakopoulou, (2011) cited in Rishaelly (2015) generally, the basic qualities that a teacher is supposed to have include the following personality traits that consist of sense of humor, sense of fairness, enthusiasm, patience, creativity, care and interest in the students; pedagogical skills and knowledge that include subject knowledge, knowledge of learners, curriculum knowledge, teaching methodology, general methodological knowledge and context.

In addition, the Ghana government education policy stipulates that teachers should be good models in the teaching and learning process by adhering to the following principles: Reflection on the learning process, patience, justice, feelings, understanding learning environment, understanding learning differences, relationship, problem solving, mastery of subject, discipline, interaction and motivation. However, in Ghana, many teachers who have not received special training in teaching the deaf are posted directly from the Colleges of Education and the Universities into schools for the deaf across the country.

### **2.2.2 Teacher's Professional Ability to Communicate Effectively Using Sign**

#### **Language.**

The issue of teacher's professional ability to communicate effectively is very crucial in the teaching and learning process, since, the facilitation of teaching and learning process involves the interaction and communication between the teacher and the learner. Teacher's professional ability to communicate effectively can be described as

mastery of language used as a medium of instruction in the teaching and learning process (Rishaelly, 2017).

In Ghana, the language used as a medium of instruction in schools in teaching the deaf both at the basic level and the senior high school level is the Ghanaian Sign Language (GhSL). However, at the tertiary level, English language is used as a medium of instruction so students who are deaf depend on the service and the support of sign language interpreters in order to access information, interact and communicate. In addition, sign language interpreters are used in the classroom and lecture halls to translate tutors and lecturers' speech, voicing deaf students' sign language, mediating communication between the deaf students and teachers and monitoring overall classroom behavior (Cawthon, 2001; Gadagbui, 2013). This therefore means that these deaf students should be trained in how to use sign language interpreters so as to cope and benefit from the services of sign language interpreters when transiting into the universities and colleges.

### **2.2.3 Preparing Deaf Students for Academic Success.**

Thornton (2016) argues that, the success of students in postsecondary education can be traced back to how prepared, or ready, they were for the rigours of higher education during their stay in school specially the final year in senior high school. In some researches using a social capital model, involving social class as the foundation for their theoretical model regarding academic success, have stressed that if students do not achieve immediate success in school than they will not have the necessary success level for future educational achievement in higher education. Additionally, students who have the wish to further their education in the postsecondary institutions or higher educational goals must have higher levels of academic success in high school, so it is

important for such students to be well prepared in order to cope with the new situation they may find themselves in the postsecondary institutions.

#### **2.2.4 Preparing Students for Higher Education.**

Conly (2008) defines Postsecondary preparedness and readiness as the “level of preparedness a student need in order to enroll and succeed without remediation-in a credit bearing course” at a university that offers the baccalaureate programme. One reason of the for this lack of preparedness is due to disconnect, and lack of communication, between Postsecondary institutions and students and educators in high schools about what core skills and strategies are needed to be developed in order to cope and succeed in higher education (Thornton, 2017). Thornton (2017) outlines four key facets that provide students with a better conception of readiness in university:

1. **Cognitive Strategies:** Part of students’ success in tertiary education is the ability to be provided with information and to learn content from variety of disciplines, subjects or course. Some crucial cognitive strategies that students need to develop include: problem formulation and problem solving, research, reasoning, argumentation, summarization, precision and accuracy.
2. **Content Knowledge:** This area consists of key concepts, ideas, and vocabulary that are used in variety of disciplines. For example, reading and comprehension, writing, and text analysis are important skills to learn in English; while in science it would be the use of communication of empirical data to create hypotheses.

3. Academic Behaviour: Behaviours such as self-awareness, self-control, self-management, time-management, and self-monitoring are important to develop for success in post-secondary education.
4. Contextual Skills and Knowledge: Students must be made aware in order to make informed decisions about the reasons why they want to go to university and how feasible will it be in doing so.

This means that students need to be aware of the admission criteria and process, how to obtain financial aid, and general knowledge in the challenges of students in life in university (Conly, 2008, cited in Thornton, 2017). Content knowledge and the use of cognitive strategies are generally considered by educationalists as being the crucial components of secondary school instruction and, as a consequence, are usually included in the explanation of what it means to be prepared for postsecondary; it is the increased demands in these essential academic skills, especially in reading and writing, that marks the distinction between secondary and university classes (Roderick, Nagaoka, & Coca, 2009; Conley, 2008). Thus, high school teachers have the responsibility to focus on the basic, but comprehensive, academic skills that students need to master in order to have an easier transition into higher education, in addition to the subject-specific content knowledge. However, it is not only the academic skills that teachers need to develop in their students.

### **2.2.5 Provision of information non-academic Skills.**

There are other skills, besides becoming proficient in certain disciplines and reasoning techniques, which have been credited with determining academic readiness for a postsecondary university. Learning skills such as time-management, study skills, organization, and adapting to different teaching styles can make the transition process smoother and academically successful (Goff, 2011). These “non-cognitive skills”

include a wide range of behaviours that reflect “greater student self-awareness, self-monitoring, and self-control,” and are problem solving and coping skills that enables students to effectively manage the different academic and social situations that can appear within institutes of higher education (Roderick et al, 2009, p. 190). Furthermore, sociological researchers have stressed that a student’s readiness for university is also dependent on the information resources that a student has access to, including university admission process and criteria (GPA, required coursework, etc.); this aspect has not traditionally been included when trying to define the concept of postsecondary readiness and thus might be a contributing factor in the disparity that occurs between students from different socioeconomic and ethnic backgrounds (Roderick et al., 2009). In contrast to the literature written about academic skills that students need to develop for university, there has been relatively little written on the required non-academic or learning skills. This might be due to intricate definition of postsecondary readiness, or because each university has their own understanding of what skillsets are required for admission. This is an important aspect to consider for my research, as I am interested in how educators in high schools are preparing their students for success in university in all skillsets. I am confident that my own research will be able to contribute to this area of research by identifying the various core skills needed for admittance into a university program. In order to determine the particular skillsets required, it is important to have a clearer understanding of the social supports that are in place within a given community for those students who wish to enter into higher education.

### **2.2.6 Preparing deaf students to transit from the senior high schools into colleges and universities.**

Planning the transition of deaf students into universities is important as it leads to better-informed decisions being taken (Smith, 2002). This can be achieved by planning the transition process in a collaboration between the schools and universities (Smith, 2002). When the transition from high school to university is planned properly the students develop pre-transition skills and knowledge that support independent undergraduate learning. At times there may be fewer choices due to the limited numbers of institutions offering the students 'preferred' courses. This tends to occur in developing countries where facilities are limited. Systems of planned transition involving liaison between schools and universities make for better informed decision-making (Smith, 2002).

Deaf students should be familiar with university teaching and learning modes as this has been shown to improve first year performance (Pargetter, 2000). This should include familiarizing students with the university teaching and learning modes, learning to move independently about the city where the university is located and the university complex and acquiring a good understanding of course choices (Pargetter, 2000). This pre-transition skills and knowledge are important in preparing the deaf students for independent undergraduate life and learning (Briggs, Clark & Hall, 2009). Deaf students' familiarization programmes could be more successful if they started at the high schools that eventually feed the university with the students. This could be done through the organizing of open days for high schools to visit the University Education, Winneba and have first-hand information and feel of the university.

Collaboration between schools and universities is essential in any educational transition in that both the delivering and receiving institutions are involved. To enable

a smooth transition collaboration is crucial. Three types of collaboration between secondary schools and universities can be distinguished, which vary in intensity: mutual expectation management; alignment; and integrative practices. The first type is necessary for all students (and teachers) and the second and third ones are desirable for all, but specifically useful for certain groups of students. In line with the goals of this thesis, I will mainly focus on secondary schools when discussing ideas for collaboration, but of course many initiatives can be taken – and some are already being taken – by universities, in particular by first-year university lecturers or programme coordinators.

First-year university lecturers may also have no clear view of what happens in the last years of secondary school, not only regarding content knowledge and skills, but also regarding the promotion of learning skills and academic attitude. Without having a clear idea of what is happening on the other side, it is hard to take students' educational future or history into account when teaching, which hinders schoolteachers from adequately preparing their students and makes it difficult for university lecturers to build effectively on previous knowledge and skills.

The guidance counsellor at secondary school can play a role in making sure teachers remain updated on the university environment. He or she could, for example, give yearly presentations about relevant changes at university, such as developments regarding the binding study advice and matching procedures; but also, about changes in the offer of degree programmes, e.g., the combination of courses as in a major course or a minor or altogether new degree programmes. Ideally, the guidance counsellor also systematically evaluates how former students are doing in university by collecting data regarding the number of students who drop out or switch programmes. If these numbers are relatively high, specific university preparation

practices can be intensified. Moreover, schools could assign the role of information broker to one teacher in every discipline. He or she can actively seek information about first-year programmes in that field, keep up regular contact with university lecturers about their expectations, and stay in touch with some former students who are pursuing a degree in that field. He or she can then share this information with the other teachers in the same field on a regular basis. It can be concluded that there are definitely teachers who are intrinsically motivated to take on this kind of role – some already do. Universities also facilitate this: In the Netherlands, the University of Groningen, for example, has professional learning communities (PLC) of both secondary school teachers and university teachers and researchers that meet frequently to discuss and share educational developments and materials. The transition from secondary to university education is one of the focus points of these communities (Netwerk Noord, 2017). Furthermore, teachers can be encouraged to visit information days at universities, in particular teachers for whom it has been a long time since they attended university themselves. Visiting such a day once a year may already decrease teachers' feelings of being completely out of touch with universities and provide them with an updated overview of degree programmes.

### **2.3 Support Provided by Parents of Students who are Deaf in the Academic**

#### **Preparation of their wards.**

Family involvement in education has been identified as a beneficial factor in young children's learning. However, few studies link parent involvement to preschool children's outcomes for vulnerable groups such as low-income children and those with disabilities (Fantuzzo, Mcwayne, Perry, 2004). A research study was conducted by Fantuzzo et al., (2004) in Stephanie Children's School in the District of Philadelphia. The study focused on multiple dimensions of family involvement and



their relations to behaviour and learning competences. The study comprised of 144 school children aged between 46 to 68 months (3-5 years) from urban settings. About 46% of the children in the study were African American males. Parent participants in the study ranged between 18 and 74 years, 73% of who were mothers, 8% were fathers, 9% were grandparents and 10% were other relatives or foster parents. The study used questionnaires and correlation analysis. The parents were of different levels of education from high school to university level. According to the study it was discovered that home-based involvement was related to pro social, peer play interactions both at home and at school. It also indicated that parental involvement programs focusing on improving the home learning environment through parent education, provision of learning materials increased children motivation and self-efficacy. The school based parental involvement was associated with lower levels of disruptive peer play across the two contexts. Results from the home school conferencing were not found to be related to peer play behaviour in either the home or the school setting.

However, the overall study demonstrated that, parental involvement dimensions were associated with different learning and classroom behavioural adjustment outcomes. For example, home-based parental involvement activities such as reading to a child at home, providing a place for educational activities and asking a child about school, evidenced the strongest relationships to later pre-school classroom competences. The activities were related to children's approaches to learning, motivation, attention, persistence and to positive receptive vocabulary. The study also identified that home-based involvement was associated with significantly lower levels of classroom behaviour problems. However, the above reviewed study has not included learners with students who are deaf. The study which has also not indicated the sample

population of parents and caregivers has also locked out parents and caregivers of learners who are deaf and has failed to comment whether they too benefit from parental involvement. The findings of the present study on parental involvement have added to the literature by highlighting the importance of parents in supporting learners who are deaf.

The role that parents play in the education of their child has the potential to strengthen the support provided by schools in improving the education outcomes of learners with additional learning needs (Hacck, 2007). He adds that parents also benefit from being involved in the child's learning. According to him, parents learn how to effectively help their child with schoolwork, become more aware of what teachers do, what their children are learning and how the school functions. Positive feelings about their children-teacher and school relationship are developed. Mapp (2003) adds that parents who are involved feel useful and have better understanding of how they can help their children succeed in school. Similarly, when families are involved, teachers feel more comfortable asking other parents to be engaged. The present research study will endeavor to increase knowledge on other benefits that students who are deaf would gain when they are sufficiently supported by their parents in their learning process. Overtime, with good leadership, schools can become places where parents are genuinely involved concerning their ward's education and where parents and teachers acknowledge each other as partners in the growth and development of the student (Glanz, 2006). While the barriers may initially seem insurmountable, research identifies that many school benefits as a result of the support provided by parents. Jeynes (2005) conducted a qualitative Meta-analysis on published and unpublished studies set in urban elementary schools. The analysis focused on parental support and its effects on learner's academic achievements. The

variables assessed were general parental support and specific components of parental support including supportive and helpful parenting styles. The result showed that parental support benefits learners from early childhood in areas such as attendance, social behaviour and attitudes and gaining high scores in mathematics and reading. Though this study has not stated the effect of parent's support on learners who are deaf, facts stand out clearly that every child would benefit from consistent parental support in learning processes.

In a research study carried out in Namibia, Erlendsdottir (2010) ascertained how parental involvement at Combretum Trust School affects the academic achievement of learners. A qualitative research approach was used. Data was gathered by interviewing parents of seven learners in Windhoek all of who had achieved academically. The main findings of the study were that all the parents interviewed were highly involved with their children's education. The study concluded that by being involved with their children's education, parent's impact positively on academic performance of the learner in school work.

The research study recommended that all schools establish a strong and positive relationship with parents, and develop a platform for parents to collectively voice their concerns. It also encouraged the schools to maintain the relationship with the parents once it has been established and motivate them to become actively involved in their children education. This research is highly recommendable since it is based on a developing African country. Nevertheless, the research has not chipped in any relevance of parental support on children who are deaf in education. The current study felt that, these children require more support and attention than their hearing counterparts and therefore it endeavored to find out how much such students would benefit if parents are sufficiently involved in their ward's learning since it's their

weapon in development. Snyder and Patterson cited in Sheldon, 2009 state that, student's behaviour both in school and outside school is closely related to the family dynamics and their home environment. The study pointed out some certain factors that predict misbehavior among juveniles. These include neglectful and passive parenting styles, lax disciplinary approaches, inadequate strategies to solve problems, poor parent monitoring and frequent conflicts within the home. According to Sheldon (2009) students' family life does affect the learning behaviour of the student. Reflecting on this literature, it is important that goals of many schools be set to improve the student's behaviour by focusing on partnership programs with parents. Richardson (2009) claims that better behaviour among students is one of the major benefits of parental involvement. If a student develops an encouraging learning behaviour, self-esteem would increase and become motivated despite challenges he/she encounters in life.

Smith, Wohlstetter, Kuzin and Pedro (2011) conducted a study in Columbia. The research focused on parental involvement in urban charter schools of regular students. Mixed research approach was adopted where interviews and questionnaires were used. The study reviewed 41 schools in Columbia district out of which 12 schools were sampled in 6 states. Data collection was done through pilot tests of interviews and questionnaires. According to the study findings, parental involvement activities in the schools falls within the basic obligations of families such as taking children to school on time, holding conferences, guarding them in and out of school, helping in classroom work, beautifying the school among other basic activities. In a conclusive remark the study mandated that parent read for 45 minutes each night with their children and check homework. It also recommended that parents be educated in various ways of becoming more engaged in the school and learning of their children.

However, the above reviewed study was limited to a small sample of urban schools. In addition, there was no mention of schools for children who are deaf. The study was in favor of regular schools and so no strategies were suggested as to how such parents could be assisted to get involved in their children's learning. The current study therefore, aimed at increasing this knowledge by working with persons with special education needs targeting students who are deaf. The study also engaged children from African culture specifically Kenya, in contrast to many studies that have been done in the western culture.

Learning is complex; it begins at birth and continues throughout life where parents are the first and continuous teachers and role models for their children and therefore have a strong influence on their learning (Department of Children, School & Families, 2007). However, studies continue to show that many parents are not aware of the important role they play in their children's education and have a limited understanding of their role in their learning process. The concepts of partnership, collaboration and encouragement among the groups involved especially family, school and community are considered useful resources for the development of learners with different backgrounds (Barbour, Barbour, & Scully, 2005).

Nermeen, Elnokalil, Heather, Bachman and Vatruba (2010) conducted a research study on parental involvement and children academic and social development in elementary schools. The study consisted of parents from the regular school with a population of 1364 participants who included parents and learners. Over 90% of the parents were reported attending school parental general meetings and participating in regular scheduled parent teacher association meetings. About 80% of the parents in the nationally representative sample were reported attending school events and about 60% volunteering in the classroom. Results from the study shows that students with

highly involved parents had enhanced social functioning and fewer behaviour problems. Similar patterns of findings emerged from teacher–parent reports with better social skills, better academic performance, attitudes and emotions expressed as highly enhanced by parental support. All the same this study has not stated the number of sample population as well as the category of parents. Parents with children who are deaf have not been included or reported to impact their ward’s learning in their study. The current researcher acknowledged that, such children would benefit more in various behaviours including social, emotional and academic and problem behaviours if parents were satisfactorily attached to their learning process.

A study conducted by Suwanamkha, Varaporn & Wongwanich (2006) examined the effects of causal factors and the consequences of parental support on the student’s achievement in Bangkok. The study consisted of 25 teachers and 564 parents of grades 1-6 learners at Watpairongwua School. Data was collected using questionnaires. The result showed that close relationship between the parents and child promoted the learning process of the child. Similarly, teachers learn techniques of coordinating with parents of various categories and get to know learners individually. They also gain understanding from parents about the development of the child. The results also showed that learners were getting motivated, were less monitored in their responsibilities and improved in self-esteem in class work. Suwanmonkha et al., (2006) recommended that parent’s beliefs be further developed to match the dynamics of the times. The findings showed that limitations in their beliefs reduced their acquisition of roles on their child’s education. The importance of parent’s participation need be publicized or strategized in order to change their attitudes. This would to make them believe in the education management and the

learner developmental needs which require collaboration among all stakeholders involved.

However, the above reviewed study was limited in its sample group in that it did not include learners who are deaf nor parents of such learners. The present study endeavored to work with deaf parents, deaf learners and hearing parents with deaf children as well as teachers and other workers of persons who are deaf. The aim was to examine the importance of parental support in the education of learners who are deaf and its influence in their learning process as parents take a close observation on their learning process.

According to Barker, Quittner, Fink, Eisenberg, Tobey and Niparko (2009) the development of language and communication, play an important role in the emergence of behavioural problems in the young children. However, they are rarely included in predictive models of behaviour problems. In their study they used parents where videotaping and observation methods were engaged. A sample of 116 severely profound deaf and 69 normally hearing children aged 1.5 to 5 years participated. The results showed that children who are deaf had less language attention and behavioural difficulties. They portrayed less time communicating with their parents than the hearing children. This study demonstrated that less parent-child interaction among the deaf in various activities results to language deficits, less attentiveness and more behaviour problems. The study suggested increased parental involvement, improved language communication in order to change behaviour and increase attention and responsibility of children. In one of its recommendations the study stated that parents with children who are deaf increase their communication and support for their children so as to enhance language, sustain attention and reduce problem behaviours. The above reviewed study was limited in that it lacked qualitative communication

measures. It is also worth to note that, they used oral English communication for deaf learners instead of sign language. The current study emphasized on using sign language, Ghanaian Sign Language and all forms of communication in all the interactions with persons with hearing impairment for better understanding.

When parents become involved, children do better in school and they go to better schools (Carter, 2002). Learner's challenges cannot be solved by teachers only neither by parents rather collaboration between the school and home need to be focused on dealing with these problems. Parent/family support in senior high school programs helps students succeed in their transition to tertiary institutions especially among the disadvantaged children and those at risk of school failure. Referring Carter, (2005) learner's score in mathematics achievement tests improved when their teachers assign homework that required the learner to show and discuss their mathematics skills with their parents /family members. Fantuzzo, Mcwayne & Perry, (2004) expressed that kindergarten children were more cooperative, self-controlled, more inviting and respectful with peers at school when their parents talked to them frequently about the importance of school and helped them practice what they were learning at school. Gruel, Clement, Reynolds, Niles (2004) states that low rates of grade retention and fewer placement in special education institutes are experienced by learners when parents become involved in learner's education process. Additionally, more positive self-concepts and academic self-confidence with increased educational and career aspirations in adolescents are realized when parents become involved in their child's learning. In better terms, self-discipline in all aspects of learning is enhanced when parents come close to the child in the learning process whether at home or at school. When self-discipline is self-initiated, it is most possible that a refined learning character foundation is well laid and uplifted within the child.



Considering all these literatures, parental support in learning process has been identified as key factor to learner's success.

Majority of the studies reviewed have been conducted on hearing learners and hearing parents who may be having less challenges in their efforts to support their children's education. The present study concentrated on students who are deaf, investigated how parental support in the learning process benefited children who are deaf and its impact in their transition from the senior high school into the university.

#### **2.4 Readiness, interest and preferences of students who are deaf in selection of courses and institutions of study**

The more a senior high school student is 'ready' for university, i.e., well-prepared for its demands, the more successful his or her transition is likely to be. However, especially in Ghana, not much research has specifically focused on university readiness. A common conception by both secondary school teachers and university lecturers is that someone who is eligible for university - i.e., holds West Africa Senior Secondary Certificate Examination (WASSCE), or a diploma that grants access to university – should be sufficiently prepared. High dropout rates unfortunately show that this is not necessarily the case. Clearly, university readiness entails more than having successfully completed secondary education: University eligibility does not equate university readiness. In the United States, college readiness has gained quite some attention in research, policy, and practice. It is recognized as an urgent problem in education, since about a third of first-year students in public universities need to take remedial courses (Bettinger & Long, 2009), many students struggle, and a substantial number even drop out eventually (Roderick, 2006). An influential researcher in the area of college readiness is David Conley, who emphasizes that it takes more than mastering secondary school content knowledge to be successful in

postsecondary education. I draw on his research and define university readiness as the degree to which previous educational and personal experiences have equipped a student for the expectations and demands they will encounter in university (Conley, 2008). What does this 'equipment' consist of? According to Conley, there are four keys to college readiness: cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge. I will now briefly discuss these keys and their relevance to university readiness in Ghana.

Cognitive strategies are ways of thinking and working that are required in a postsecondary learning environment, such as critical thinking, analytical thinking, research skills, reasoning, and accuracy. These are especially relevant for university education in Ghana, as all universities are research universities and much of the learning content is research-based.

Content knowledge is about students having to master the key knowledge and skills from the core subjects as well as overarching skills such as understanding the structure of knowledge. Important parts of key content knowledge are for example reading and writing skills in English, since majority of university programmes are taught in English.

The third key of readiness, learning skills and techniques, consists of academic behaviours and beliefs necessary for postsecondary success. These can be described as habits of mind or academic behaviours and include motivation, time management skills, study skills, persistence, and self-efficacy. There is an abundance of research confirming the importance of these aspects for success in higher education (e.g., Richardson, Abraham, and Bond, 2012; Robbins et al., 2004).

Last, transition knowledge and skills refer to the information and skills that students need to actually start a degree, e.g., information about degree programmes and self-

knowledge in order to make a suitable choice; financial information; and the skills needed to navigate the new environment. The importance of this key cannot be underestimated, since research shows that many students drop out because they have made the wrong choice or because their expectations have not met reality, which caused them to be demotivated (e.g., Heublein, Ebert, Hutzsch, Isleib, König, Richter, & Woisch, 2017). Research thus confirms the importance of these four keys for readiness for postsecondary education, and it is clear that secondary school students differ substantially in these keys, and consequently in their level of college readiness. In this thesis, I look at several factors of university readiness that can be assigned to these four keys, e.g., students' cognitive engagement with learning (cognitive strategies) and their use of metacognitive and self-regulated learning strategies (learning skills and techniques). Moreover, I focus on many motivational aspects, such as academic interest and academic self-efficacy, which Conley also classifies under learning skills and techniques (Conley, 2012). Important to bear in mind is that like Conley's model of readiness, this thesis focuses on the academic side of the transition. While acknowledging that social and emotional aspects also play an influential role in the process of making the transition from secondary school to university (e.g., Pitmann & Richmond, 2008; Wintre & Yaffe, 2000), this is beyond my current scope. In addition to the need to demarcate the research project, an important reason to focus on the academic side of the transition is that research consistently showed that academic adjustment is a more important predictor of postsecondary success than social adjustment (Rienties, Beausaert, Grohnert, Niemantsverdriet, & Kommers, 2012). Furthermore, my interest lies in student characteristics, which means that I do not take into account learning environment characteristics, although these also play a role in the transition. Torenbeek (2011) found, for example, that if the learning environment in

university was slightly more student-centered (e.g., active involvement, many assignments) than in secondary school, students were more successful.

#### **2.4.1 Need for cognition by students.**

When you think about what a typical senior high school student needs in order to be successful, a characteristic that quickly comes to mind is curiosity. Ideally, senior high school students should be driven by a hunger for knowledge, since they would have to study theories, concepts, laws, etc. when they enter university – large amounts of theoretical knowledge. People with a hands-on mentality, who like to directly apply knowledge and are not necessarily interested in how or why things work the way they do, may not fit well in a university environment. This ‘eager for knowledge’ is nicely captured in the concept of need for cognition, which Cacioppo, Petty, Feinstein, and Jarvis (1996, p. 197) define as a personality variable that describes “an individual’s tendency to engage in and enjoy effortful cognitive endeavors”. Cacioppo et al.’s (1996) detailed overview of research results regarding need for cognition confirms that this can be seen as a desirable or even indispensable attribute of a university student: Among other things, individuals high in need for cognition make sense of difficult information more easily; actively seek for information and think about and reflect on things more often; hold a more positive attitude towards tasks that require problem solving and reasoning; and put more effort into processing information. Research also showed that individuals high in need for cognition have more intrinsic motivation to learn (Amabile, Hill, Hennessey, & Tighe, 1994); more frequently use deep learning strategies; have more adaptive control over their attention and cognition and obtain higher grades in both secondary and postsecondary education (Luong, Strobel, Wollschlager, Greiff, Vainikainen and Prekel, 2017; Richardson, Abraham & Bond, 2012). Luong et al. (2017) even

suggested that the influence of need for cognition on achievement grows over the school years. Furthermore, Grass, Strobel, and Strobel (2017) recently investigated the relevance of need for cognition for both performance and affective measures of success in university. They found that need for cognition was positively related to GPA and satisfaction with one's studies, and negatively to termination thoughts (considering to quit studies) and suggested that research on need for cognition in postsecondary education would be intensified.

#### **2.4.2 Academic interest of students.**

The learning content in university differs from that in secondary school. One important distinction is the focus on research, which is quite prominent in Ghanaian research universities. In order for senior high school students to be satisfied with the new learning environment in the university, it is important that they are interested in gaining abstract, in-depth, inquiry-based knowledge – they must be drawn to this kind of knowledge – and that they are excited about designing and conducting research. This interest, to which we refer as 'academic interest', may then also be an important part of university readiness. In this thesis, I define academic interest as individual interest in gaining academic knowledge in a chosen field and its research-based activities – in contrast to situational interest, which refers to temporary interest aroused by a certain situation. This definition aligns with Hidi and Renninger's (2006, p. 112) conceptualization of interest as a motivational variable that "refers to the psychological state of engaging or the predisposition to reengage with particular classes of objects, events, or ideas over time". Or, put more simply by Schunk, Pintrich, and Meece (2008, p. 210): "people's liking and willful engagement in an activity". No research has specifically looked into academic interest in general among deaf students in Senior High Technical School for the Deaf nor into its relationship

with university readiness or success in university education, but studies on closely related constructs provide some useful starting points on which I have built my hypotheses. Most importantly, research showed that interest in a specific subject or course is a powerful predictor of learning outcomes in that same subject or course (Ainley, Hidi, and Berndorff, 2002; Singh, Granville, & Dika, 2002). Additionally, links have been found between interest and academic self-efficacy (Chen, Tutwiller, Metcalf, Kamarainen, Grotzer and Dede, 2016). As my conception of academic interest is closely related to intrinsic motivation, i.e., performing a specific behaviour or activity for its inherent satisfaction rather than for a specific reward or consequence (Ryan & Deci, 2000), the researcher is interested in finding out whether academic motivation would have the same effects as intrinsic motivation, which is related to achievement (Richardson, Abraham & Bond, 2012; Robbins, Lauver, Le, Davis, Laugley and Carstron, 2004) and to adjustment to university (Lynch, 2009; Petersen et al., 2009).

#### **2.4.3 Academic Self-efficacy of Students**

Self-efficacy in general refers to an individual's perception of his or her ability to perform adequately in a given situation (Bandura, 1997). Academic self-efficacy then relates to self-efficacy in academic settings. Academic self-efficacy has consistently been found to relate to favourable outcomes in postsecondary education: According to international review studies, it is related to both achievement and retention (e.g., Honicke & Broadbent, 2016; Richardson et al, 2012; Robbins et al, 2004). In this thesis the researcher takes a narrower view of academic self-efficacy by focusing specifically on academic self-efficacy in the senior high school then to the university setting. This is defined as the student's belief that he or she can perform well in university-specific tasks, such as mastering the content of academic textbooks for a

test and writing an essay that answers a research question. Following research on academic self-efficacy, the researcher believe self-efficacy could be an important part of university readiness, as it is likely that students who are confident that they can handle the learning tasks they have to perform in university will perform better in university than those who lack this confidence. Moreover, besides the established effect of academic self-efficacy on achievement, research has found additional favourable outcomes of high self-efficacy, such as being able to cope more effectively with challenges; showing more perseverance; having higher motivation; experiencing less stress in difficult situations; and being better at self-regulated learning (Bassi, Steca, & Delle Fave, 2010; Bong, 1997; Caraway, Tucker, Reinke, & Hall, 2003; Chemers, Hu, & Garcia, 2001; Geitz, Joosten-Ten Brinke, & Kirschner, 2016). These are all outcomes that could also be beneficial during the transition from senior high education to university. Last but not least, Chemers, et al (2001) reported that self-efficacy was related to adjustment in the first year of postsecondary education. Hence, self-efficacy may play a crucial role in the transition and may be perceived as a pivotal aspect of university readiness.

#### **2.4.4 Learning strategies: surface, deep, metacognitive, and self-regulated learning.**

Cognitive strategies, such as surface and deep learning, describe how students learn. Metacognitive strategies and self-regulated learning describe how students manage their learning. Particularly the need for appropriate metacognitive strategies and self-regulated learning skills becomes apparent when we consider the difference between how learning is regulated in secondary school and in university. Whereas in the former setting students can still rely on their teachers for external regulation, they have to depend on themselves and regulate their own learning in the university. One might say

that being ready for university in this sense equals being able to effectively use self-regulated and metacognitive learning strategies. International reviews showed that these strategies are related to success in postsecondary education (Credé & Phillips, 2011; Richardson et al, 2012; Robbins et al, 2004). Furthermore, although it is often claimed that in university deep learning, e.g., critical and analytical thinking, should prevail over surface learning, e.g., rote memorization, both types are required (Beattie, Collins, & McInnes, 2010). Writing essays, for example, calls for deep learning strategies, whereas completing multiple choice exams involves, depending on the learning content, at least a certain amount of surface learning skills such as memorizing. Research has found mixed results regarding the relationship between deep and surface learning and achievement. In some studies, no relationships were found; others, however, showed positive outcomes for deep learning (e.g., Furnham, Monsen, & Ahmetoglu, 2009), and/or negative results for surface learning (e.g., Richardson et al., 2012). Students who did not need to put much effort into their school work in secondary education may have not developed sufficient cognitive and metacognitive strategies, which may cause them to struggle in university. Although research is not conclusive about the effect of the relationship between deep and surface learning on achievement in university, the researcher still takes into account all four cognitive and metacognitive strategies in this thesis in order to find out how they relate to student's university readiness and success.

#### **2.4.5 Student engagement in their academic preparation.**

For success in education, it seems a basic condition that a student is actively engaged, both physically (e.g., attending class) and mentally (e.g., concentrating and paying attention). Over the last decades, the concept of student engagement – i.e., involvement in and commitment to school has gained substantial momentum in



educational research on all levels – from primary up to higher education. Engagement is often divided into three elements: behavioural engagement, cognitive engagement, and affective (or emotional or psychological) engagement (Fredricks, Blumenfeld, & Paris, 2004). Behavioural engagement concerns the most visible part of engagement, as it consists of observable indicators like positive conduct, attendance, time on task, active participation (e.g., asking questions), and preparation (e.g., studying for tests and completing assignments) (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement can be described as the quality of a student’s mental effort that is directed toward learning, e.g., when making an assignment, is the student consciously trying to tackle a specific problem or just thoughtlessly copying some sentences from the textbook? The metacognitive and cognitive strategies discussed in above at 2.4.4 can be perceived as aspects of cognitive engagement (Fredricks et al., 2004). Affective engagement relates to a sense of belonging and is often measured by looking at a student’s perceptions of his or her relationships with teachers and peers. For students studying at the highest level, and who will likely take on essential positions in academia and society later in life, this seems to be a relevant type of engagement. Need for cognition and academic interest can be seen as part of it. Research has shown positive relationships between engagement factors and achievement (Klem & Connell, 2004) and self-efficacy (Linnenbrink & Pintrich, 2003).

#### **2.4.6 Out-of-school academic activities**

Students may be high in need for cognition and academic interest, but does this also translate to the corresponding behaviour? This can be captured by measuring students’ out-of-school academic activities, i.e., informal academic activities they pursue on their own initiative in their spare time. These activities may involve reading

about research in the newspaper or on websites, talking to friends and family about academic knowledge, or watching research-based documentaries. Secondary school students who already do this, even though no one requires them to do so, may be particularly suitable for university, as they already actively seek for the university-type of knowledge. PISA studies have investigated science-related out-of-school academic activities. Their 2006 results showed that, worldwide, not many secondary school students were engaged in out-of-school science activities. The highest percentages of engaged students were around 20%, for the items “Watch TV programmes about science” and “Read science magazines or science articles in newspapers” (OECD, 2007). Students who visited websites or read books about science topics were rare. The PISA 2015 survey asked parents how often their children were engaged in science-related activities when they were ten years old. Again, watching science programmes on TV was the most popular activity, engaged in by 22% (OECD, 2017). Said PISA results showed that students engaging in science-related activities at age ten were about 1.7 times as likely to enjoy science and 1.6 times as likely to have high science self-efficacy at age 15 compared to students who did not (OECD, 2017). Consequently, it can be argued that students who often engage in out-of-school academic activities during primary and secondary education are more interested and more self-efficacious in studying at university, because in university they will likely study the topics that they now engage in on their own initiative. Moreover, by doing so, students already familiarize themselves with the world of research and specific academic topics, which may make the transition from secondary school to university, as well as choosing a degree programme, easier. Out-of-school academic activities may serve as another indicator of students’ readiness for university studies in that respect.

#### **2.4.7 Students satisfaction with the chosen programme.**

So far, information about university readiness in a general sense has only been written about, but in reality, a student needs to be ready for a specific degree programme, since in Ghana, students who enter university have to choose their major before they start their studies. Readiness in terms of content knowledge should be more or less guaranteed by the specific coursework that certain degree programmes require, e.g., starting a physics degree at university requires having completed advanced mathematics and physics in secondary school. Readiness regarding behavioural and motivational factors has been discussed above. An important issue that remains, however, is making the ‘right’ choice: Of all available degree programmes, how does a student choose the one that suits his or her talents, interests, and values best? Choosing a programme is a high stakes choice, as it (partly) determines which careers will be (easily) accessible to a student later in life. Besides, choosing wrongly can be costly, financially, but also time-wise (a student is very likely to lose a year by switching programmes), and emotionally (quitting a programme may feel like failing). So, there is a lot of pressure to make a good choice, but this can be very hard for adolescents. An important step in choosing is self-orientation (Germeijs & Verschueren, 2007), meaning that students have to find out where their talents lie, what they really like, and what kind of values they have. For many young people, having this self-insight is not as easy as it may seem. Then, it is vital that students familiarize themselves with degree programmes that might suit them. This can be challenging because the universities tend to use marketing approaches to ‘advertise’ their programmes (Hemsley-Brown & Oplatka, 2006). Especially when students have limited knowledge about a programme, the information provided by the institution could be the only source of information and students may be susceptible to programmes that are

'branded' in an attractive way (Chapleo, 2011), e.g., a brochure that focuses on the most interesting courses, includes interviews with the most satisfied students, and presents the job prospects framed in the most positive way possible. Research corroborates that there is a gap between the documents provided for prospective students and important factors students base their choice on: Often there are not sufficient details about the academic and practical aspects of the programme (HemsleyBrown & Oplatka, 2006), which puts students at risk of making an uninformed choice (Mortimer, 1997). So how do students know if what they see and read about a programme is a good representation of the actual programme they will be studying? This is especially problematic in the case of completely new subject matter, so when the degree programme is not part of or related to any secondary school subject. Examples are degree programmes in special education, psychology, and law. Both the topic and the learning environment will be new, which could make it even more difficult to form realistic expectations about studying at university. Once in university, if the expectations do not meet reality, a student may be disappointed and consider to quit or underachieve due to a lack of intrinsic motivation. Research confirms that satisfaction with the degree programme is related to retention and achievement (Suhre, Jansen and Harskamp, 2007; Yorke & Longden, 2007) and that dissatisfaction is an important reason for dropout (De Buck, 2009; Wartenbergh & Van den Broek, 2008). Likewise, it can be expected that students who are satisfied with the programme they have chosen find it easier to adjust academically to the new learning environment at university.

## **2.5 Difficulties faced by students who are Deaf as they transit into colleges and universities**

The majority of studies on transition from high school to university have been undertaken in the North American, European and Australian contexts (Burnett, 2006; Krause, Hatley, James, and McInnis, 2005; Briggs, Clark and Hall, 2012, James, Krause and Jennings, 2010). These studies indicate that the transition from high school to university is fraught with challenges and that there is a need to appreciate them from the students' perspectives. The transition from high school to the university culture is often complex and difficult, with challenges for all parties involved (Briggs et al., 2012; Yam, 2010; Lawrence, 2005; Kremer, 2001; Krause, 2001). Students' academic success is largely dependent on successful transitioning in the first year (Briggs et al., 2012). Problems encountered during the transition period are now being compounded by the increased student population with diverse backgrounds (Doring, Bingham, & Bramwell-Vial, 1997). The change to student-centered learning calls for early student engagement, especially during the transition phase in their first year, in order to help the students, adapt to university learning (Krause, 2005). University support systems and staff play a major role in assisting first year students to engage with their studies (Krause et al., 2005). Transition is facilitated by the adoption of a teaching and learning strategy that facilitates student engagement. In view of the fact that academic staff play a major role in students' academic performance and also that they have direct contact with students, they should play a critical role during the transition period. The active participation of the academic staff will go a long way in assisting students to adapt to the learning environment of the university. Student transition to university offers considerable challenges to all parties involved (Briggs et al., 2012). The students come from

various backgrounds, such as either directly from high school, or from Colleges of Education or from a working environment or from other social backgrounds (Yam, 2010).

The varied backgrounds of people entering university as first year students may mean that a considerable number of students are either not familiar with, little informed or have been ill-informed about, what to expect from university education, especially the group referred to as “first generation students” (Nelson et al., 2006). The literature shows that this group of students may have unrealistic expectations which may lead to difficulties in adjusting to university environment (Krallmall & Holcomb, 1997). The first year is the period in which most students face serious challenges in adjusting socially and academically, and thus effort has to be made to assist them adapt to the different setoff university learning expectations and experiences (McInnis, 2001).

The reality of students’ first year at university tends to be mismatched by their pre-transfer aspirations (Smith & Hopkins, 2005). This creates great difficulty in adapting to higher education. many students tend to make uninformed decisions with regard to institution of choice or programmes they wish to pursue at university (James, 2000; Hillman, 2005). This leads to students’ frustration, stress, withdrawing or contemplating withdrawing from the university (York & Longden, 2007).

Skene, Hogan and Brown (2006) look upon the transition phase as comprising a series of adjustments that need to be made, not only by the students, but also by the academic staff as they have to be accommodating and responsive to the students’ needs. Students’ expectations of teaching and learning are partly influenced by their previous education and life experiences (Ozga & Sukhnandan, 1998). Students’ level of pre-university preparation is crucial in affecting and effecting their adaptation to

university learning (Lowe & Cook, 2003). Tinto (2008) suggests that institutes of higher education should not blame the students for their poor understanding of university expectations, but instead should adopt a more student-centered and supportive approach that will encourage their social and academic integration right from their first year. This will contribute to the enhancement of their future academic success. A rich and smooth transition to university will avoid student dissatisfaction with their academic experience and thereby reduce poor performance and ultimately withdrawals from the university. Nelson, Kift, Humphrey and Harper, (2006) also emphasizes the need for support during the first year to enable students to adjust to a more independent style of learning at the university.

Most countries have now made university education accessible to all the different socioeconomic groups unlike earlier times when university education was only for the elite. Access to higher education by all has been made possible by the development of national policies that make it mandatory to extend access to university to all. As a result, there is a change in students admitted, from recently qualified high school students to mature students and disadvantaged students (Yorke & Thomas, 2003). Several studies on diverse groups of students: mature students (Clerehan, 2003; Johnson & Watson, 2004); students from disadvantaged backgrounds (Yorke & Thomas, 2003); indigenous students and those from isolated locations (Hillman, 2005); students in paid employment (Broadbridge & Swanson, 2005; Longden, 2006); first-generation students (Clerehan, 2003); ‘non-traditional students’ (Leathewood & O’Connell, 2003); provide some interesting insights into the difficulty first year students experience at university. It continue to show that all these student groups experience some form of potential isolation and frustration at university due to the fact that they fail to meet the university’s expectation of them.

Support must be given to the students during the transition phase to enable them to adjust to university life and develop student identity and autonomy (Briggs et al., 2012). As pointed out by Huon and Sankey (2002), on entry to university students are expected to adjust to university life and hopefully reorganize the way they think about themselves as learners and social beings as this adjustment helps them develop learner identity and autonomy. As students enter university, they are expected to make connections between pre-university experience and the experience at university (Perry & Allard, 2003). Further expectations are that they could include making use of opportunities to form positive social relationships with other students and with staff members (Johnson & Watson, 2004; Kemp & Barefoot, 2005). This normally happens when students are encouraged to visit institutions of higher education and make contact with current students, enabling them to imagine what it feels like “being a student” (Briggs et al., 2009). Harvey and Drew (2006) contend that “students adjust quicker if they learn the institutional “discourse” and feel they fit in as a result of visiting the institution prior to admission. It is during this period that students need to form a sense of their student identity (Huon & Sankey, 2002) and learn to act autonomously as a university student (Frazey & Frazey, 2001). Unfortunately, if they miss out on this opportunity there is a tendency for them to experience disorientation and loss of personal identity (Scanion, Rowling and Webber, 2005). This may make them feel that they are in the wrong place (Tranter, 2003). Establishing a positive student identity is thus an essential factor in being persistent and successful as a university student (Briggs et al., 2012). Students are encouraged to develop peer interaction as a mode of developing concepts of self that are associated with learning and achievement (Dweck, 1999).



Adequate university support systems enable socialization and adaptation. This goes a long way in promoting easy passage through the first year at university. At induction, student peer coaches are useful in assisting new students to develop positive relationships with other students (Pitkethly & Prosser, 2001; Westlake, 2008). These authors advocate the use of the most student-focused members of staff to assist the first-year students in developing positive relationships with other students. Staff course coordinators should be assigned to work with small groups of first-year students particularly during the induction week (Pitkethly & Prosser, 2001; Huon & Sankey, (2002). Peel (2000) and Pitkethly and Prosser (2001) note that improved student-staff ratios are beneficial in helping students adjust to university life. During the first year the most student-focused members of staff should be assigned to guide the first-year students (Briggs et al., 2012). However, in resource limited environments this is not possible as the numbers of university students is increasing in the face of diminishing numbers of academic staff. Briggs et al., (2012) indicate that some of the important university support systems during the transition phase include: systems of information-giving; orientation; tours; student hand-outs; course outlines with clear statements of aims; objectives and assessment methods; career information integrated into courses; and information about staff availability. This thinking is also supported by the works of Pitkethly and Prosser (2001). However, current literature indicates that students may be over-burdened with information during the induction period and suggests that effective induction should be spread over the whole of the first semester or even all throughout the first year (Briggs et al., 2012; Edward, 2003). There is thus a need for an intensive activity-based induction programme purposely designed to introduce the students to the university, the programme, the staff and each other (Briggs et al., 2012; Edward, 2003). Students should be encouraged to

participate in seminars and workshops during their first year as a way of sustaining socialization (Keup & Barefoot, 2005). Student learning is benefitted by college environments that emphasizes close relationships between faculty and students as well as faculty concerns about student development (Pascarella & Terenzini, 2005).

Another important aspect of transition to higher education involves the university curriculum, the learning modes in higher education and access to lecturers and tutors (Briggs et al., 2012). Assessment feedback is also a very important facet of student learning experiences and must be clearly enunciated in the curriculum. There must also be clarity on the core content to be mastered, the skills that need to be developed, and reflective and autonomous learning that need to be developed. These issues relate to the various disciplinary skills that need to be mastered. Sander, Stevenson, King and Coates, (2000) contend that new students value the approachability and teaching skills of ‘good teachers’ and that they enjoy learning through group interaction rather than formal lectures. Formal lectures tend to be the norm at universities with a large number of students, as opposed to the usual small classes in high school. Most studies indicate that the onus is on the students to adapt to the higher education learner identity (Briggs et al., 2012). The student will thus have to adapt to these large numbers and at times to strangers with whom they have to forge new relationships. Another important goal to develop at this stage is autonomous learning. Pascarella & Terenzini (2005) suggest that collaborative and co-operative learning tend to improve knowledge retention.

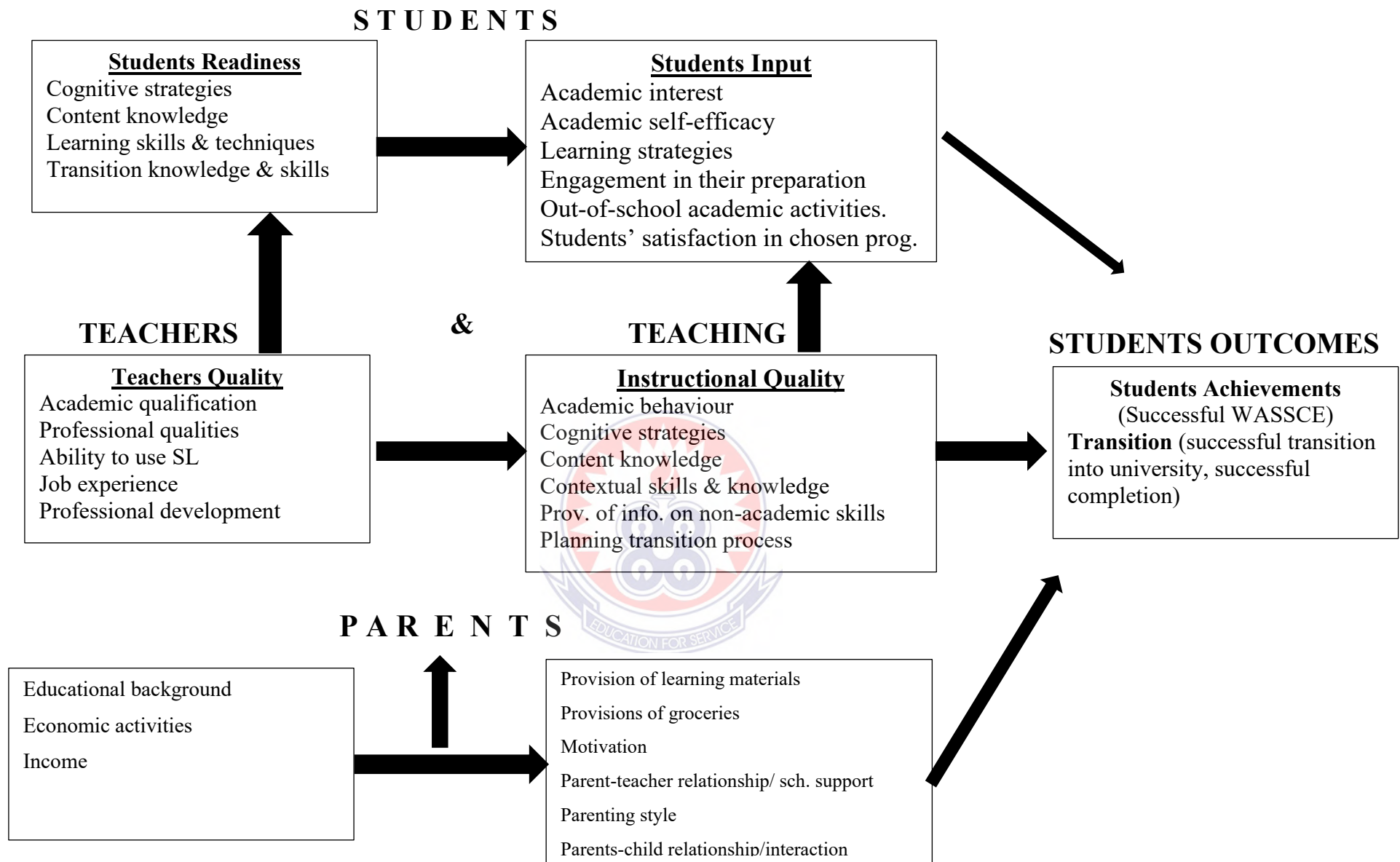
Yorke & Thomas (2003) caution that the need is not so much on focusing on first year students’ deficiencies and how to provide for them, but rather to improve upon the student experience in general. This echoes the sentiments expressed by Yorke & Thomas (2003) that universities must be prepared to respond positively on an

institution-wide basis in order to maximize the success of all their students (Briggs et al., 2012). Pascarella & Terenzini (2005) add that changes in students are a result of many factors acting holistically in unison to achieve the desired change.

## **2.6. Conceptual framework**

The framework below (fig. 1.1) explains how academic preparation of students will aid in smooth transition of deaf students from the senior high school into the University of Education, Winneba. When teachers possess the adequate academic, professional qualities, job experiences and are professionally developed, they would acquire content knowledge, contextual skills and knowledge and would be able to exhibit academic behaviours, cognitive strategies provide information on non-academic skills and would be able to plan for the successful transition of their students. Also, when students are satisfied with the chosen courses of study, have academic interest, receives content knowledge, cognitive skills, learning skills and techniques, and are provided with transition knowledge and skills, they would be successful in their West African Senior Secondary School Examination (WASSCE) and further successfully transit into the university.

Finally, if parents have appreciative educational background, are economically active and have appreciative income levels, and are be able to exhibit good parent-child relationship and interaction, positive parental style, provide motivation and be able to provide learning materials and groceries for their children when in Senior High School (SHS), they would be successful in the WASSCE and transit into the university and complete successfully.



**FIGURE 1.1: Conceptual framework**

## 2.7 Summary of the Literature Review

As the discussion in this chapter has illustrated, there is steady and growing body of evidence of how important the academic preparation of students and its impact on their transition into university and to succeed. This largely depends on the academic preparation, guidance and counselling and motivated by their respective teachers in the pre-tertiary institutions. In order for students to be well prepared, teachers should have academic qualification and professional qualification to enable them to facilitate learning. In Ghana, the minimum qualification in order for a teacher to teach in Senior High School is a degree in a prescribed course in the university.

Teachers are also expected to have professional qualities in order to be effective and efficient for adequate preparation of students. Such qualities include personality traits that consist of sense of humour, sense of fairness, enthusiasm, patience, creativity, care and interest in students; pedagogical skills and knowledge that include subject knowledge, knowledge of learners, curriculum knowledge, teaching methodology, general methodological knowledge and context.

Studies also shows that, as part of students' preparation, there is the need for planning for transition of deaf students into the universities so that they will be better informed when they are taken decisions. This can be achieved by planning the transition process in collaboration between the Senior High Schools and the universities. When the transition from high school to the university is planned properly, the students develop pre-transition skills and knowledge that support independent undergraduate learning so as to succeed.

Parental involvement and support have been identified as a beneficial factor in the academic preparation of their wards and their onward transition into the university. Parents are to get involved in the selection of courses their wards study in the senior

high school. Parents can provide support in preparation of their wards by providing them with moral support and counselling, provision of text books, exercise books, calculators, pens and other stationeries. Parents need to create an open parent-child relationship so that their wards will feel love, caring and welcomed in order for them to be at ease to concentrate on their studies. Frequent visitation to the school of their wards and a positive relationship with the teachers in the school will culminate to positive students' outcomes and successful transition into the universities.

Studies has also shown that, when students are involved in the selection of course of study but not imposed on them, it results in better preparation and positive outcomes.

This is so, because these students will be ready and well prepared to be able to excel in their high school and be able to transit into university and cope with difficulties and to succeed.

What I wanted to ascertain with my research was to find out how deaf students are prepared academically by their teachers in the Senior High Technical School Deaf, Mampong-Akuapem. I wished to explore the support provided by parents in the academic preparation of their wards for a successful completion of senior high school and their transition into the University of Education, Winneba. I am eager to ascertain the subject and course preferences of students who are deaf when they are under academic preparation before they transit into the university. It is also my wish to identify the difficulties these students who are deaf face when they transit into the university and how they could be assisted to succeed.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the methodology for the study. It covers the following areas: The philosophical underpinning, research approach, research design, population, sample size, sample technique, instrumentation, validity and reliability, ethical consideration, data trustworthiness, procedure for data collection and data analysis.

#### 3.1 Philosophical Underpinning

The philosophical underpinning of this study was the pragmatic world view of research. This method provides best results and understanding of the research problem (Creswell & Creswell, 2018). This method also focuses on what would solve a problem, a situation or a phenomenon. The pragmatic world view was chosen for this study because it involves the use of both qualitative and quantitative approaches in investigating the academic preparation of students of Senior High Technical School for the Deaf, Mampong-Akuapem as the case of the study and their transition (consequence) into the University of Education, Winneba.

#### 3.2 Research Approach

The researcher employed a mixed methods approach to investigate the academic preparation of students of Senior High Technical School, Mampong-Akuapem and their transition into the University of Education, Winneba. The mixed method approach was appropriate for the study because the researcher focused on collecting and analyzing both quantitative and qualitative data on the academic preparation of students and their transition into the University of Education, Winneba. The central idea was that the use of quantitative and qualitative approaches provides the

researcher with a better understanding of the research problems than either approach alone. Creswell and Creswell (2018) explained that the collection of both quantitative and qualitative data helps to neutralize the weaknesses of each form of data alone.

The quantitative approach allows the researcher to obtain objective information while the qualitative research approach, on the other hand, present a means of interacting with the relevant participants to obtain subjective information such as feelings, opinions and experiences.

The mixed methods approach was used for this study as data from one source alone would not be enough and the initial results needed to be further explained. It again helped the researcher to gain complementary results by using the strengths of one method to improve the other.

Quantitative approach involves the use of numbers to represent data collected for a study or an investigation. Quantitative researchers collect facts, study the relationship of one set of facts to another and use scientific measurement techniques that are likely to produce quantified and, if possible, generalizable conclusions (Bell, 2005). The advantage of this type of research according to Patton (2004), is that it is possible to measure the reactions of a great number of people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. On the other hand, qualitative research questions are general and broad; they seek to understand the individuals' perspectives/experiences as to gain understanding of the complex world.

### **3.3 Research Design**

The study used the Descriptive Sequential Explanatory Design to investigate the academic preparation and transition of students of Senior High Technical School for the Deaf, Mampong-Akuapem into the University of Education, Winneba. The Descriptive Sequential Explanatory Design permitted the researcher to discover the



quantitative and qualitative strands that occur across sequential phases and research questions from the strand depends on the previous one (Gay et al., 2012). Creswell and Creswell (2018) opine that in sequential explanatory design, the researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research. It was considered explanatory because the initial quantitative data results were explained with the qualitative data. In addition, it was considered sequential because the initial quantitative phase was followed by the qualitative phase. The purpose of using Sequential Explanatory Design in this study was that the quantitative data were used to elaborate upon the results gained from the qualitative approach. In sequential explanatory design, the researcher establishes two phases: Phase one involves the collection and analysis of quantitative data while phase two employs qualitative methods to elaborate on the results of the quantitative phase.

In this study, the follow-up explanations model was used. This was where quantitative data from phase 1 (research questions 1, 2 & 3) were collected and analyzed before the collection and analysis of phase 2 (research questions 1, 2, 3 & 4). Creswell and Clark (2011) pointed out that in explanatory sequential design, the point of interface is a point where two strands are mixed or compared. In the current study, the point of interface occurred at the discussion of the results where results from both quantitative and qualitative methods were compared.

### **3.4 Population**

A study population is the entire accessible group of persons that is of interest to the researcher or that meets the criteria the researcher is interested in. (Cohen et al., 2000). In this study, the population comprised all 65 teachers at the Senior High

Technical school for the Deaf, Mampong-Akuapem, five parents of students who are deaf and all five level 100 students who are deaf in University of Education, Winneba.

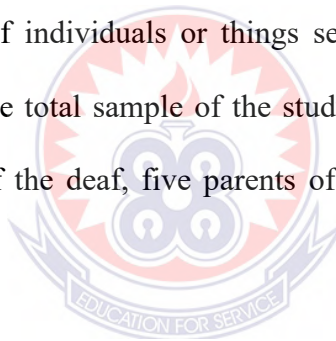
**Table 3.1: Population of the Study**

<b>Participants</b>	<b>Sample</b>
Teachers	65
Parents	5
Students	5
<b>Total</b>	<b>75</b>

**Source:** Author's Computation from field Data, July, 2020

### 3.5 Sample size

A sample is a number of individuals or things selected from a population. It is a subject of population. The total sample of the study was fifty (50). The sample size comprised 40 teachers of the deaf, five parents of the deaf, and five level hundred students who are deaf.



### 3.6 Sampling technique

Sampling technique is a process used to select some elements of a population in such a way that it represents the actual characteristics of total population. In this study, two types of sampling techniques, namely, total population purposive sampling and convenient sampling were used. Total population purposive sampling technique involves examining the entire population that have particular set of characteristics for the study, while convenient sampling relies on the availability of the participant at hand. For the teachers of the deaf, the researcher chose simple convenient sampling. 40 teachers out of 65 availed themselves as respondents for the study. In all, the 40 teachers were selected to form part of the study. Twenty- four teachers were available

from the group who had taught between one to five years (1-5); ten (10) teachers were available from the group of teachers who have taught between six to ten years (6-10) and six teachers were also available from the group of teachers who have taught ten years and above (10+). Total population purposive sampling was used in selecting all the five (5) level 100 students who are deaf in the university of Education, Winneba and five parents of the selected students who are deaf.

**Table 3.2: Sample size of the study**

<b>Participants</b>	<b>Sample</b>
Teachers	40
Parents	5
Students	5
<b>Total</b>	<b>50</b>

**Source:** Author's Computation from field Data July, 2020

### 3.7 Ethical Considerations

In this study, ethical issues were taken into consideration in all stages of conducting the study. The research sought permission from all necessary authorities from the university level to the senior high school level where the study was conducted. All participants were informed about the study and its benefits; an informed consent was obtained from each participant to participate and any participant had the right to withdraw at any stage of data collection process. The researcher generated security by making sure that no participant was harmed in any way during the data collection process. Confidentiality and anonymity were guaranteed by informing the participants not to mention their names during interviews, and that, all the collected information would be confidential and would be stored in my mail and google drive for three years and it would be used only for research purposes. This could give the participants

freedom to participate and give their views without fear or possibility of raising individual conflict in the school.

### **3.8 Instruments used for data collection**

The instruments used for data collection were questionnaire and interview.

#### **3.8.1 Questionnaire**

A set of questionnaires comprising 37 questions were used for the quantitative component. The questionnaire elicited information from teachers on the academic preparation of students who are deaf at the Senior High School for the Deaf, Mampong-Akuapem before they transit into the University of Education, Winneba. It further elicited information based on research questions 1, 2 and 3, thus, the academic preparation provided by teachers, the support given by parents during the academic preparation of their wards and the preference of the students in choosing of courses of study. The questionnaire was constructed as an adaptation of questionnaires from Afulo, (2005). All the statements in the questionnaire were based on a four-point Likert scale ranging from strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA), represented by 1, 2, 3 and 4 respectively. The four-point Likert scale was chosen for the questionnaire because the respondents are forced to form an opinion in order to get specific responses on the research questions on how students are prepared by teachers, the support provided by parents and the subject preference of the students. Cooper and Schindler (2011) explained that a scale value of 1 indicates a strong unfavorable attitude (strongly disagree). The other intensifiers were 2 (disagree), 3 (agree) and 4 (strongly agree) which is favourable if the statement is worded positively. The arrangements of the Likert scale options were adapted from Cooper and Schindler (2011).

Sclove (2001) agreed that Likert scale with even numbers of points do not have a midpoint that forces a choice. The questionnaires were divided into two sections: A and B. section A was three-item bio-data information on participants. Section B was in the Likert scale type which required respondents to tick (√) how strongly disagree, disagree, agree or strongly agree to a given statement in the appropriate columns.

### **3.8.2 Interview**

A structured open-ended interview guide was developed to collect data from parents and students involved in the study. This was because there was the need to get different perspectives about the academic preparation of students and their transition into the University of Education, Winneba. Five parents and five students of University of Education, Winneba were interviewed on the key themes such as the academic preparation of students and its impact on their transition into the university, support provided by parents towards the academic preparation of their wards, the subject preferences of students in their academic preparation and challenges students encounter when they transit into the university. The interview for the parents were conducted one-on -one basis and were audio taped by the use of digital audio recorder. The interview for the students who are deaf were conducted by the researcher through sign language and was video recorded. All these were done at the convenience of the respondents. The choice for this instrument was that, there were no predetermined responses and the interviewer was free to further probe and explore emerging information from the respondents (William, 2006).

### **3.9 Validity and Reliability of Instrumentation**

In this study, to ensure content validity of the structured open-ended interview guide and questionnaires, a professional consultation was done with the supervisor. This was done to ensure that the items were clear to the participants and tested what they

were meant to test and that the appropriate language was used. Creswell (2018) asserted that the goal of a good researcher is to maintain measures that are Valid and reliable. Validity is concern with whether the findings of the research is authentic. According to Creswell (2006), reliability of research instrument is the consistency of the instrument providing results.

### **3.9.1 Pilot-Testing**

Pilot-testing was done with 30 teacher respondents at the St John Integrated Senior High School, Tono-Navarongo. The St. John Integrated Senior High School was chosen for the pilot study because it has similar characteristics as the Senior High Technical School for the Deaf, Mampong-Akuapem. For instance, both schools train male and female students who are deaf. Again, they are senior high schools where students who are deaf transit into the University of Education, Winneba. Pilot-testing helps in ensuring confidentiality, appropriateness of the item construction, reliability, validity and obstacles that may affect the actual useful data collection. The pilot test ensured appropriate use of ethical language in the research instrument constructed. The purpose of the pilot was to ensure that the researcher gathered the relevant data for the study. It was also conducted to find out if the instructions in the instrument were understandable and adequate enough without ambiguities to enable respondents complete the instrument accurately.

The participants were given questionnaire statements based on how students who are deaf are prepared by teachers academically at the Senior High School before they transit into the university and the support parents provide during the academic preparation of their wards who are deaf before they transit into the university. The questionnaire statements were based on a four-point Likert scale, ranging from “strongly disagree”, “disagree”, “agree”, and “strongly agree”. Sample statements

included in the questionnaire were: The school provides career guidance during the selection of courses. Students' preferences are considered in the selection of courses of study. Parents pay regular visit to their wards in school. To get the reliability of the questionnaire, data collected from the pilot- test were analyzed using the Statistical Package for Social Sciences (SPSS), Cronbach's Alpha. Reliability is defined as a measure of how consistent the results from the test are. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. A Cronbach Alpha value was 0.79 which is the reliability coefficient of the questionnaire. Diedenhofen and Musch, (2016) pointed out that the standard Cronbach's Alpha values ranging from 0.67 to 0.70 are good while the values above 0.80 can be considered the best. Hence the reliability co-efficient of 0.79 of the questionnaires was considered reliable for the study.

### **3.9.2 Trustworthiness**

Trustworthiness in qualitative research involves credibility, transferability, dependability and confirmability. Credibility helps to address the issue of internal validity. In this study, credibility was ensured by playing back the audio recordings and the video recordings of the response of the interviews to the respondents three times in order for them to confirm the responses they provided. Transferability addresses the issue of external validity. This was achieved by comparing the responses and the results of the pilot study at the St John Integrated Senior High School, Tono-Navarongo. Dependability addresses the validity whereas confirmability addresses the objectivity. The researcher ensured the trustworthiness of this study through different ways such as credibility, transferability, dependability, confirmability and reflexivity.

Credibility of this study was ensured through purposive sampling where by samples of students and their parents were carefully and purposely selected in order to ensure that the participants are familiar with the phenomenon under scrutiny whereby simple convenient samples were drawn from teachers of the deaf.

Transferability was ensured by providing in-depth description of the phenomenon under study whereby direct quotations from the participants were provided. Where necessary, tables and figures were presented in order to ease understanding of data. Dependability was maintained through triangulation. Triangulation involves the use of more than one data collection instruments. In this study, this was ensured by using data gathered from interviews, questionnaires and data from the related literature reviewed. The role of triangulation was to minimize the limitations of using one method and maximize their respective benefits. Thus, it helped the researcher to obtain rich research data from different angles that could not be possible by using only one data collection instrument.

Confirmability was maintained through neutrality whereby recorded interview responses were played back to the respondents three time for them to authenticate. This work was also checked by the supervisor who is a prolific researcher with a professional statute whereby critical and constructive ideas were taken into consideration.

Reflexivity refers to the examination of one's own beliefs, judgements and practices during the research process. In this study, reflexivity was ensured by the researcher through neutrality and unbiased disposition. This was ensured by reporting directly data gathered without making it suit the interest of the researcher.



### 3.9.3 Procedure for Data Collection

The researcher obtained an introductory letter from the Department of Special Education, University of Education, Winneba, to carry out the study (See Appendix A). The introductory letter was used to seek permission from the headmistress the Senior High Technical School for the Deaf, Mampong-Akuapem to visit the Senior High Technical School for the Deaf, Mampong-Akuapem (See Appendix A). The headmistress met the teachers at the staff common room and informed them of the intention of the researcher and encouraged them to willingly participate in the study. On the part of the parents, the researcher obtained the phone numbers of the respective parents of the selected students from their wards. These students were not coerced to provide the telephone numbers of their parent, but was done voluntarily. Permission was sought from these parents through phone calls. Permission was sought from the students who are deaf in UEW in person.

#### *Questionnaire*

The 37 questionnaire items were administered to the teachers of the deaf at Mampong Senior High Technical School for the deaf by the researcher himself. The purpose of the research was explained to the participants who were informed that if they wished to withdraw at any point during the answering the of the questionnaire they could do so. Each participant was given a set of statements to answer by ticking their choice of responses. Participants were allowed one hour to respond to the questions given to them. The participants asked questions for clarification whenever they felt the question items were not clear to them. The researcher gave further explanation and clarification in order to aid the smooth and accurate provision of information in answering the questionnaire. Many of the participants were able to finish earlier than the time given. The questions were based on a four-point Likert scale, ranging from

“strongly disagree”, “disagree”, “agree”, and “strongly agree”. A key was provided on the questions to serve as a guide to participants. This section took place at the teaching staff common room during lunch break. Questionnaires were collected after respondents finished answering them and were crosschecked if the exact number of returned questionnaire was obtained. The researcher put all the questionnaire in a brown envelop and thanked the participants. The questionnaires were analyzed quantitatively using descriptive, simple percentages scores, mean and standard deviation.

### *Interviews*

The researcher sought permission from the parents of the deaf through phone calls and the soft copy of the consent letter was sent to them through WhatsApp for their consideration. The participants were given assurances from the consent form that all information provided during the interviews would be treated as confidential. Dates for conducting the interview were scheduled at the participants’ own convenience. Permission to record the interviews was obtained from the parents and none of the participants had difficulties with the tape recording of the interviews. Three of the parents of the deaf were interviewed one-on-one on separate dates on weekends and taped recorded in English language during their visit to their wards in Winneba. A hardcopy of the consent forms was given to the parents prior to the interview for their approval. The hostels of the wards of the participants were used as the venues for the interview. The interview area was arranged with two chairs. The researcher and the participant sat face to face for a smooth conversation. The researcher voiced recorded the interview. Interviews lasted approximately 20 minutes to 30 minutes. A structured open-ended interview guide was used for the interviews. The two other parents were interviewed in Akan language and taped recorded during a visit the researcher paid to

them in their respective homes in Accra in the Greater Accra region and Agona Nkum in the central region of Ghana. The researcher established rapport with the participants to let them feel comfortable before the start of the interview. The interviews included open-ended questions that helped the researcher to analyze the support parents provided in the academic preparation of their wards before they transit into the university. The intent of the interview questions was to gather data that considered how parents describe the support they rendered to their wards in their academic preparation before they transit into the university. The recorded interviews were played back to participants immediately after the interview sessions for them to confirm what they said.

The researcher also sought permission from all the student participants. Their personal phone contacts were used to book appointments with them. The researcher planned with them to meet at the Resource Centre for Students with Special Needs, UEW (Sign Language Office). The researcher explained the purpose of the study to the students who are deaf and were also informed that the head of department had approved and permitted the researcher to conduct the study with them. After explaining the purpose of the study, participants were allowed to ask questions. Some of the participants asked about the benefits of the study which the researcher explained thoroughly. They all agreed to participate in the study. Participants were informed that if they wished to withdraw at any point during the interview, they could do so. Permission to video record the interview was also obtained from the participants and none of the participants had difficulties with the video recording of the interviews. Participants were given assurances from the consent form that all information provided during the interview would be treated confidential. Dates and venues for conducting the interviews were scheduled at the participants' own

convenient time and in their own hostels. The participants did not wait as a group to be interviewed but rather each participant was given a specific time and day and in their individual hostels. It was agreed to start each interview session in the morning at 9:00 am because all participants will be available in the hours of 9:00 am to 3:00 pm because it was agreed to be done on weekend.

The interview of the students who are deaf was conducted by the researcher with the support of a research assistant (sign language interpreter) and a camera operator. The sign language interpreter held Bachelor of Education in Special Education and the camera operator was a level 400 student with the Department of Graphic Design, University of Education, Winneba. The sign language interpreter was experienced in communicating with students who are deaf because they have worked with them for the past eight years and he served as a sign language interpreter at UEW. Both research assistants are well known to the participants and due to that, their presence could not create any panic nor interfere in participants' responses. The research assistants were males because they were available and willing to help with the study.

On the interview date, the researcher and the two assistants went to the hostel of the first participant. Three chairs were used for the interviews. The researcher and the participant sat face to face for smooth conversation. The camera operator recorded the interview whilst the sign language interpreter made sure nobody interferes with the interview. Each interviews lasted approximately 30 minutes to 45 minutes. Three participants were interviewed in different settings in the same students' hostel whilst the other two were interviewed in their other hostels with the same procedure and proceedings. Structured open-ended question items were used for the interviews. Sign language was used for the interviews because it was the preferred language of participants.

The researcher is a known interpreter of the students so rapport was established with participants to let them feel comfortable before the start of the interview. Each participant was interviewed individually based on the scheduled time in the same day. The interviews included structured open-ended questions that helped the researcher to analyze (a) students' views on how they were academically prepared by teachers; (b) students' views on the support provided by their parents; (c) students' views on their preference of courses of study; (d) students' views on the challenges they faced when they transited into the University of Education, Winneba. The intent of the interview was to gather data that considered how students who are deaf described how they were academically prepared in the Senior High School and its impact on their transition into the University of Education, Winneba. The videos were played back to the participants immediately after the interview session for them to confirm what they said.

### **3.9.4 Data analysis**

#### ***Questionnaire data***

The responses in the questionnaire were categorized according to themes that emerged from the research questions. Quantitative data were collected by assigning a numeric score or value to each response category for each question on the questionnaires. A coding sheet was designed for all the responses for each item with the appropriate weight of the Likert Scale. According to Artino Jnr, La Rochelle, Dezee and Gehlbach (2014), the weight of the questionnaire used in the Likert Scale. Using four-point, Likert-type Scale ranging from 1 = strongly disagree (SD), 2 = disagree (D), 3 = Agree (A) and 4 = strongly Agree (SA). On this scale, the highest average score possible was 4 (thus, when everyone selects strongly agree) and the lowest average score possible was 1 (thus, when everyone selects strongly disagree).

The cut-off points for deciding how teachers prepare students and how parents help in before students' transit into the university was high or low was 2.5. this figure is generated from the midpoint between the highest average score and lowest average score which was 1.5 and was achieved at thus:  $\frac{4-1}{2} = 1.5$ . Hence, the cut-off point for highest average or lowest average was  $4 - 1.50$  or  $1 + 1.50$ , which in either case is 2.50. Therefore, any item or factor concerning preparation of students with average score of 2.50 or higher was regarded as better preparation factor used. On the other hand, any item or factor concerning preparation of students with average score of 2.49 or lower was regarded as poor preparation factor used. The responses collected from the questionnaire were analyzed quantitatively using descriptive statistical methods involving tables, percentages, frequencies, mean and standard deviation to analyze the data collected. Finally, the data analyzed were organized in relation to the research questions. This was accomplished to make it possible for the data collected to be fed into the computer with the use of Statistical Package for the Social Sciences (SPSS) software version. This gave a true pictorial position of the answers.

### ***Interview data***

The researcher collected qualitative data, following followed a structured interview with open-ended questions which helped the researcher to probe further. The researcher used English languages in conducting the interviews of three parent and Akan language for the other two parents. Sign language was used to conduct the interviews with the student participants who are deaf. In the analysis of the interview data of the parent respondents, the audio recorded speeches were transcribed and re-read a number of times and then coded into meaningful categories in order to identify the key emerging themes. In some instances, verbatim responses were made. The data from the interview questions were transcribed and put into themes based on the

research questions. The video recorded interviews of the participants who are deaf were transcribed and were coded and analyzed for themes based on the research questions and were categorized. The structured open-ended interview questions by both the parents and student participants were analyzed, item by item and arranged under various sub-headings for qualitative purposes. These categories were used as basis for reporting the findings of the research.



## CHAPTER FOUR

### PRESENTATION OF RESULTS

#### 4.0 Introduction

This chapter deals with the analysis and discussion of the findings of the study. The findings are presented according to the research questions posed to guide the study:

- To what extent do teachers prepare students who are deaf academically at the Senior High School before they transit into the University?
- What support do parents provide in the academic preparation of their wards who are deaf before they transit into the university?
- What is the course preference of students who are deaf at the SHS that correspond to the institutions in which they transited into?
- What are the difficulties faced by students who are deaf when they transit into the University of Education, Winneba?

#### 4.1 Demographic Information of the Respondents

Demographic information was important since it gave the researcher a general overview of the respondents at Senior High Technical School for the Deaf, parents of students who are deaf and the students who are deaf at University of Education, Winneba. The researcher sought to find out respondents' gender, age, academic/professional qualification and teaching experiences. The results are presented in figures and tables as follows:



**Table 4.1: Demographic characteristics of teachers**

	Frequency (No: 40)	Percentage
<b>Gender of teacher respondents</b>		
Male	26	65
Female	14	35
<b>Age ranges of teacher respondents</b>		
25-30	11	27.5
31-36	16	40
49+	3	7.5
<b>Academic/Professional qualification of Teachers</b>		
Diploma	5	7.5
B.Ed.	32	80
<b>Teaching Experience of teachers</b>		
1 – 5 years	24	60
Above 10 years	6	15

**Source:** *Author's Computations from field Data, July 2020*

From Table 4.1, out of the 40 teachers who participated in the study, 26 (65%) were male teachers and 14 (35%) were female teachers. This indicates that there are more male teachers in the Senior High Technical School for the Deaf than their female counterparts. On the age ranges of teachers, 11(27.5%) were between the age 25-30yrs, 16(40%) were between the ages of 31-36 and 3 (7.2%) were of age 49yrs and above.

Again, on the professional qualification of teachers in Senior High Technical School for the Deaf, 32(80%) had Bachelor of Education as their highest professional qualification in education and 5(7.5%) are holders of diploma as their highest qualification. On the teaching experience of teachers who participated in the study, 24(60%) had taught for between one to five years (1-5yrs), 10(25%) had taught for between six to ten years (6-10) and 6(15%) had taught for ten years or more (10+).

**Table 4.2: Demographic characteristics of parents**

	Frequency (No: 5)	Percentage
<b>Gender</b>		
Male	2	40
Female	3	60
<b>Ages</b>		
50-59	3	60
60-69	1	20
70+	1	20
<b>Academic level</b>		
Basic/JSS/Form Four	1	20
Secondary	2	40
Tertiary	2	40

**Source:** Author's Computations from field Data, July 2020

Table 4.2 shows that out of the five parents who participated in the study, 2(40%) were male and 3(60%) were female. On the ages of the parents, 3(60%) were between the age 50-59yrs, and 1 (20%) each were between the age 60-69yrs and 70yrs and above, respectively.

Again, on the highest educational level of parent respondents, 1(20%) had basic education, 2(40%) had secondary school education and 2 (40%) had tertiary education as their highest education level.

**Table 4.3: Demographic characteristics of students**

	Frequency (No: 5)	Percentage
<b>Gender of students</b>		
Male	2	40
Female	3	60
<b>Ages range of student</b>		
20-29	3	60
30-39	2	40

**Source:** *Author's Computations from field Data, July 2020*

From table 4.3 above, out of the five (5) students who participated in the study, 2 (40%) were male and 3 (60%) were female. On the age of the students, 3 (60%) were between the age 24-29yrs and 2(40%) were between the age 30-35yrs.

## **4.2 Results of teachers' questionnaires**

### **4.2.1 Research question 1: To what extent do teachers prepare students who are deaf academically at the Senior High School before they transit into the university?**

The main objective of this research question was to inquire from teachers the academic preparation they provided for students who are deaf in the Senior High School before they transit into the University of Education, Winneba. On a four-point, Likert-type scale (1 = strongly disagree, 2 = disagree, 3= agree, and 4 = strongly agree), teachers were asked to indicate their levels of agreement or disagreement with statements posed by the researcher on how deaf students are prepared academically at the SHS before they transit into university. The results were discussed using means and standard deviation. A mean of 2.50 and above indicates respondents' agreement with the methods while a mean of 2.49 and below indicates respondents' disagreement with the methods. The data were analyzed to reflect the following

themes raised in the research question one (1): 1. During student's selection of courses. 2. Resources and Teachers Training; 3. Extent to which Students are Prepared; 4. Teacher-Students Relationship; 5. Relationship between the School and UEW; and 6. Pre-Admission Preparation into UEW. The results are presented in Table 4.4.



**Table 4.4: How Teachers Prepare Deaf Students in SHS before they Transit to University**

	All teachers	
	Mean	SD
<b>Students' selection of courses</b>		
1. The school provides career guidance during the selection of courses.	2.98	0.80
2. Students' preferences are considered in the selection of courses of study.	2.95	0.81
3. The school provides guidance and Counseling for students.	2.85	0.89
<b>Resources and Teachers Training</b>		
4. There is availability of appropriate teaching and learning materials	2.40	1.01
5. The school organizes in-service training for teachers on methods of teaching the deaf	2.35	0.92
6. The school organizes in-service training for teachers on the use of sign language	2.83	0.78
<b>Extent to which students are prepared.</b>		
7. Use of Sign Language interpreters	2.78	0.92
8. Taking and making of notes	2.7	0.97
9. Time management	2.7	0.79
10. Independent study skills	2.60	0.93
11. Using the library	2.53	0.85
12. Using E-Resources	1.95	0.81
13. Writing of assignment/homework and examinations	3.48	0.68
14. Understanding human diverse culture	2.73	0.75
<b>Teacher-Students Relationship</b>		
15. Good teacher-students relationship	3.1	0.59
16. Teacher motivates students	3.45	0.50
17. Students cooperates with teachers	2.98	0.5
18. Healthy teacher-students interaction	2.88	0.69
19. Students are discipline	2.9	0.63
<b>Relationship between the school and UEW</b>		
20. There is coordination between the school and UEW	2.28	1.06
21. The school organizes educational/familiarization tour to UEW	1.88	0.91
22. The school organizes transition program with UEW for students	1.68	0.76
23. The school provides information on courses combination/selection in UEW for the students	2.05	1.08
<b>Pre-Admission Preparation into UEW</b>		
24. Teachers provide UEW admission information to students	2.1	1.15
25. Teacher-Parent-Students consultation in getting UEW admission forms	1.98	0.97
26. Teacher-Parents-Students consultation in selection of courses of study in UEW	2.02	1.02

**Source:** Author's Computations from field Data, July 2020

From Table 4.4, the study intended to inquire from teachers the preference of students during selection of courses when they enter the Senior High School. Under this theme, the study investigates whether the school provides career guidance during the selection of courses. It is obvious from the results that the majority of the respondents agreed with statements concerning preparation. For example, it was realized that all teachers ( $M=2.98$ ;  $SD=0.80$ ) agreed with the statement that the school provides career guidance during the selection of courses. The results indicates that the school time schedule for career guidance was being followed by the teachers and administrators in the school. On the statement “students’ preferences are considered in the selection of courses of study” it was of observed that majority of the teachers ( $M=2.95$ ;  $SD=0.81$ ) agreed to the statement. This indicates that students’ preferences were considered in the selection of courses of study in the school. It was also found that teachers ( $M=2.85$ ,  $SD=0.89$ ) agreed with the statement that the school provide guidance and counselling for students.

From Table 4.4, on the theme “resources and teachers training”, the teachers ( $M=2.40$ ,  $SD=1.01$ ) disagreed on the statement “there is availability of appropriate teaching and learning materials”. This indicates that there is not enough teaching and learning materials available to prepare the student to university. It was found that teachers ( $M=2.35$ ,  $SD=0.92$ ) disagreed with the statement “the school organizes in-service training for teachers on methods of teaching the deaf”. Also, teachers ( $M=2.83$ ,  $SD=0.78$ ) agreed that the school organizes in-service training for teachers on the use of sign language which helps to prepare student for university. These results imply that the school organizes in-service training for teachers on the use of sign language which helps to prepare student for university but the same cannot be

said about the school organizing in-service training for teachers on methods of teaching the deaf to prepare them for university.

From Table 4.4, on the theme “the extent to which students are prepared”, the teachers ( $M=2.78$ ,  $SD=0.92$ ) agreed to the use of sign language interpreters. This indicates that sign language interpreters are used in preparing students for university. It was found that teachers ( $M=2.70$ ,  $SD=0.97$ ) agreed that to the state “taking and making of notes”. This imply that students are prepared in taking and making of notes. The extent to which students are prepared in time management, the teachers ( $M=2.70$ ,  $SD=0.79$ ) agreed. This indicates that students are prepared in time management. Furthermore, it was found that teachers ( $M=2.60$ ;  $SD=0.93$ ) agreed to the statement “students are prepared in independent study skills”. This indicates that students are prepared to develop independent study skills. The teachers ( $M=2.53$ ;  $SD=0.85$ ) agreed to the statement “using the library”. Again, as regards the statement, “using E-Resources” it was realized that teachers ( $M=1.95$ ;  $SD=0.81$ ) strongly disagreed with the statement. This indicates that the teachers do not use E-resource in preparing students. Also, it was found that teachers ( $M=3.48$ ;  $SD=0.68$ ) strongly agreed to the statement “writing of assignment/homework and examinations”. This indicates that teachers prepare student for university by continuous writing of assignment/homework and examinations. There was also agreement for the statement “understanding human divers’ culture” for all teachers ( $M=2.73$ ;  $SD=0.75$ ). This indicates that students are prepared in understanding human diverse culture.

From Table 4.4, on the theme “teacher-students relationship”, under this theme, the teachers ( $M=3.10$ ;  $SD=0.59$ ) strongly agreed to the statement “there are good teacher-student relationship”. This indicates that teachers have good teacher-student relationship when preparing students for university. It was found that teachers

( $M=3.45$ ;  $SD=0.50$ ) strongly agreed to the statement “teacher motivates students”. This indicates that teachers motivate students when preparing them for university. It was also found that teachers ( $M=2.98$ ;  $SD=0.50$ ) agreed to the statement “Students cooperate with teachers”. This result means that the students have been taught to cooperate with teacher to prepare them for university. To the statement on “healthy teacher-students interaction”, it was found that teachers ( $M=2.88$ ;  $SD=69$ ) agreed to the statement. This result means that there is mutual respect among teacher-students when preparing student for university. Again, it was found that teachers ( $M=2.90$ ;  $SD=0.63$ ) agreed to the statement “students are discipline”. This result means that the students were taught to be disciplined.

From Table 4.4, on the theme “relationship between the school and UEW”, under this theme, teachers ( $M=2.28$ ;  $SD=1.06$ ) disagreed to the statement “there is coordination between the school and UEW”. Similarly, with reference to the statement “The school organizes educational/familiarization tour to UEW”, it was found that teachers ( $M=1.88$ ;  $SD=0.91$ ) strongly disagreed with the statement. On the statement “the school organizes a transition program with UEW for students”, it was found that teachers ( $M=1.68$ ;  $SD=0.76$ ) strongly disagreed with the statement. Again, with reference to the statement “the school provides information on courses combination/selection in UEW for the students”, it was found that teachers ( $M=2.05$ ;  $SD=1.08$ ) disagreed with the statement. These results mean that the school does not have proper relationship with UEW when it comes to preparing student for university

From Table 4.4, on the theme “pre-admission preparation into UEW”, under this theme, teachers ( $M=2.10$ ;  $SD=1.15$ ) disagreed to the statement “teachers provide UEW admission information to students”. Similarly, with reference to the statement “teacher-Parent-Students consultation in getting UEW admission forms”, it was found



that teachers ( $M=1.98$ ;  $SD=0.97$ ) strongly disagreed with the statement. Again, on the statement “teacher-parents-students consultation in selection of courses of study in UEW”, it was found that teachers ( $M=2.02$ ;  $SD=1.02$ ) strongly disagreed with the statement. These results mean teachers do not do pre-admission preparation into UEW because the school does not have a proper coordination with UEW.

#### **4.2.2 Research Question 2: What support do parents provide during the academic preparation of their wards who are deaf before they transit into the university?**

The main objective of this research question was to inquire from teachers the support parents provide during the academic preparation of their wards who are deaf before they transit into the university. On a four-point, Likert-type scale (1 = strongly disagree, 2 = disagree, 3=agree, and 4 = strongly agree), teachers were asked to indicate their levels of agreement or disagreement with statements posed by the researcher on how deaf students are prepared academically at the SHS before they transit into university. The results were discussed using mean and standard deviation. A mean of 2.50 and above indicates respondents’ agreement with the methods while a mean of 2.49 and below indicates respondents’ disagreement with the methods. Data were analyzed to reflect the following themes raised in the research question one (2):

1. Parental support to students.
2. Parents-School Relationship.
3. Parents-Teacher Relationship/interaction.

**Table 4.5: Support Parents Provide During the Academic Preparation of Their Deaf Wards Before They Transit into the University**

	All teachers	
	Mean	SD
<b>Parental Support to Students</b>		
1. Parents are involved in the selection of courses of their ward	2.58	0.96
2. Regular visits by parents to their ward in school	2.60	0.90
3. Parent provide text books and other learning materials for their wards	2.78	0.92
4. Parents provide their wards with groceries and other food items	3.08	0.73
<b>Parents -School Relationship</b>		
5. The school organizes Parents-Teacher Association meetings	2.85	0.95
6. The school conducts formal Parents- Teacher-Student's meetings	2.05	0.99
<b>Parents-Teacher Relationship/Interaction</b>		
7. There is cordial relationship between Parents and Teachers	2.80	0.79
8. Teachers' discuss with parents the progress of their wards	2.65	0.89
9. Parents ask teachers for specific information on how to assist/support their wards	2.58	1.01
10. Teachers work together with Parents in order to assist students	2.48	0.93
11. Teachers provides information to parents concerning difficulties	2.73	0.85

**Source:** *Author's Computations from field Data, July 2020*

From Table 4.5, on the theme “parental support to students”. Under this theme, the teachers (M=2.58; SD=0.96) agreed to the statement “parents are involved in the selection of courses for their ward”. This indicates that teachers had parents involved in the selection of courses of their ward when preparing students for university. It was found that teachers (M=3.45; SD=0.50) agreed to the statement “regular visits by

parents to their ward in school”. This indicates that parents regularly visited their ward in school when they are been prepared for university.

It was also found that teachers ( $M=2.78$ ;  $SD=0.92$ ) agreed to the statement “Parent provide text books and other learning materials for their wards”. This result means that parents support teachers by providing text books and other learning materials for their wards to prepare them for university. To the statement “parents provide their wards with groceries and other food items”. It was found that teachers ( $M=3.08$ ;  $SD=0.73$ ) strongly agreed to the statement. This result means that parents provide their wards with their basic needs such as groceries and other food items thus aiding preparation of students for university.

From Table 4.5, on the theme “parents-school relationship”. Under this theme, the teachers ( $M=2.85$ ;  $SD=0.95$ ) agreed to the statement “the school organizes parents-teacher association meetings”. This indicates that the school had proper parents-teacher--association that discuss the betterment of the student. The same cannot be said on the statement “the school conducts formal parent-teacher-student meetings”. It was found that teachers ( $M=2.05$ ;  $SD=0.99$ ) agreed to the statement “the school conducts formal parent-teacher-student meetings”. This indicates that there are no formal parent-teacher-student meetings in the school to discuss the betterment of student before they transit to university.

From Table 4.5, on the theme “parents-teacher relationship/interaction”; under this theme, the teachers ( $M=2.80$ ;  $SD=0.79$ ) agreed to the statement “there is cordial relationship between parents and teachers”. This indicates that teachers had cordial relationship between parents thus aiding preparing students for university. It was found that teachers ( $M=2.65$ ;  $SD=0.89$ ) agreed to the statement “teachers’ discuss

with parents the progress of their wards”. This indicates that teachers give update of performance(progress) of student to parents in aiding preparing them for university.

Again, the table shows that teachers (M=2.58; SD=1.01) agreed to the statement “parents ask teachers for specific information on how to assist/support their wards”. This result means that parents seek information from teachers on how to assist/support their wards to prepare them for university.

To the statement “Teachers work together with Parents in order to assist students”. The table shows that teachers (M=2.48; SD=0.93) disagreed to the statement. This indicates that teachers do not work together with parents in order to assist students. It was also found that teachers (M=2.73; SD=0.85) agreed to the statement “teachers provide information to parents concerning difficulties”. This indicates teachers provide information to parents concerning difficulties of the students but male teachers do that more than the female teachers.

#### **4.3 Results on the interview of parents**

To answer the second research question, the data collected through interviews were used.

The question was:

- i. What support do parents provide during the academic preparation of their wards who are deaf before they transit into the university?

##### **4.3.1 Research question 2: What support do parents provide during the academic preparation of their wards who are deaf before they transit to the university?**

To answer this research question, four themes emerged from the data collected. These were:

- i. Parental support to Students
- ii. Parent-School Relationship
- iii. Parent-Teacher Relationship/Interaction
- iv. Parent-Student Relationship/Interaction

**i. Parental support to students**

Parental support is a key indicator in the successful academic preparation of their wards and can lead to successful transition into tertiary institutions. This means that when parents render their support in the academic preparation of their wards, these students are more likely to succeed in their WASSCE and finally transit into the university. This strand inquired from parents the support they render to their wards in their academic preparation in Senior High School.

Some of the parents indicated that they had little knowledge about the course's combination in the school so they were not directly involved in the selection of courses when their wards were admitted in the school. Most of the parents indicated that they provided their wards with teaching and learning materials and were also providing their wards with groceries. Few parents however, admitted that they were not visiting their wards regularly due to the long distance from their various locations to the school.

A parent said:

*"I do not know much about the courses combination in the school so the teachers assisted my ward to choose the course".*

Another parent reported:

*"A teacher assisted my ward to choose the course".*

Another parent noted:

*“My son was aware of the course he wanted to study so he chose it himself”.*

Another parent added:

*“My daughter was interested in home economics so we let her choose it”.*

A parent said:

*“I was well informed of the course, so I assisted my ward in the selection of her course”.*

A parent said:

*“I provided my ward with learning materials and groceries”.*

Another parent noted:

*“I bought all the needed learning materials and I provided my ward with groceries”.*

One parent remarked:

*“I make sure I bought the learning materials my child needs. I also provided groceries”.*

Another parent commented:

*“I provided learning materials and groceries for my daughter”.*

A parent said:

*“I provide my son with text books and other learning materials and groceries”*

A parent indicated:

*“I was not able to visit my child regularly because of the long distance between my home town and the school so I used to send money to a teacher in the school to be given to my ward”.*

Another parent remarked:

*“I could not visit my ward regularly because of the distance. I lived far from the school”.*

A parent said:

*“I sent money to my child to buy groceries and other learning materials through mobile money to a teacher in the school”.*

A parent said:

*“I was visiting my ward every month because Mampong is not far from Accra”.*

Another parent opined:

*“I visited my ward regularly because of her health condition”.*

## **ii. Parent-School Relationship**

Successful academic preparation and the smooth transition of students could be achieved if parents develop healthy relationship with the school in which their wards receive training. If parents attend parent-teacher association meetings, they would have the opportunity to interact with staff of the school in order to acquaint themselves with activities and the running of the school and the support they may have to render in the successful academic preparation of their wards. This strand investigated the relationship between the parents and the school during the period of academic preparation of their wards.

A parent responded:

*“I could not attend parent-teacher association meetings regularly because of the long distance between the school and my hometown”.*

Another parent added:

*“I could not attend PTA regularly because of the distance”.*

A parent admitted:

*“I could not attend the meeting all the time so I used to call a teacher in the school to represent me”.*

One parent reported:

*“I was attending all parent-teacher association meetings because where I live is not far from the school and it gives me the opportunity to interact with the school management and other parents”.*

Another parent added:

*“I was attending all PTA meetings”.*

### **iii. Parent-Teacher Relationship/Interaction**

The teaching staff of every school constitute the immediate stakeholders in the delivery of academic preparation of students, and it is therefore important for parents to develop good relationship and engage in healthy interact with them. This would provide the avenue for parents to acquire information about the progress of their wards and to gain insight into the difficulties/challenges their children face so as to plan with the teacher’s ways of assisting the students succeed. This strand inquired from parents the relationship and interaction they have with teachers who are preparing their wards academically in the school.

A parent said:

*“Though I live far from the school which do not let me visit regularly, I have teachers whom I have entrusted my child with as caretaker, so I do call on phone to inquire how my child is faring so as to give the needed support”.*

Another parent commented:

*“I mostly interacted with the teachers on phone”.*



A parent reported:

*“I do visit regularly but I still call some few teachers to inquire about how my daughter was doing”.*

One parent admitted:

*“I am free with the teachers and I call on them whenever I visited the school. I send money to one teacher to buy things my child needs”.*

A parent said:

*“I entrusted my daughter in the care of a lady teacher in the school so I mostly call to find out how she was faring”.*

#### **iv. Parent-Student Relationship/Interaction**

The mode of communication and positive parent-student relationship is very essential in the academic preparation of students and therefore would leads to success in student’s examination and further transition into tertiary institutions. If parents operate open parental style, it would result in the developing good relationship with their wards, and this would give them the opportunity to provide counselling, guidance, encouragements, motivation and the assure their wards of the continue support and care. These would in the end leads to positive outcomes. This strand inquired from parents the mode of communication and the relationship and interaction between them and their wards during the period they were undergoing academic preparation at the Senior High School.

A parent admitted:

*“I have difficulties in communicating with my ward because I cannot sign”.*

Another parent added:

*“I communicated with my son through natural signs”.*

A parent said:

*“I communicate with my daughter through body language and natural signs. I sometimes write on paper”.*

Another parent reported:

*“I interact with my son through simple signs and writings”.*

One parent remarked:

*“I communicate with my ward through writing, natural signs and body language”.*

#### **4.4 Results on the interview of students**

To answer the first, second, third and the fourth research questions, the data collected through interviews were used. (See p. 14 for the Research Questions)

##### **4.4.1 Research question 1: To what extent do teachers prepare students who are deaf academically before they transit to the University of Education, Winneba?**

To answer this research question, two themes emerged from the data collected. These were:

- i. Experiences of students upon entry into SHS
- ii. How students were academically prepared

##### **i. Experiences of students upon entry into SHS**

Students encounter numerous challenges when they enter into the senior high school. Some of these challenges range from meeting the needs of the new level of education, choosing/selection of elective subjects and how they would be satisfied with the chosen subjects, encounter with new teaching and non-teaching staff, the tuition to be

received and the use of teaching and learning materials. This strand inquired from students their experiences upon entry into SHS.

The students indicated the elective subjects they selected and what or who motivated them in their choice of elective subjects. Most of the students stated that their choice of courses was motivated by their siblings, friends, past and senior students.

One student said:

*“I chose government, geography and economics. My brother studied government in school so he encouraged me to choose it. I was satisfied with the course because I want to become a teacher in future. All the teachers in the school were good and they taught well. The school had library, science laboratory and equipment, computer laboratory and all these supported learning”.*

Another student noted:

*“I selected history, economics and Christian religious studies as my elective subjects. My friend explained the nature of the course to me and I chose it. I was satisfied because I got a lot of experience and I wanted to become a teacher in future. Some of the teachers are good in sign language and they make you concentrate and those who do not sign well do not make you concentrate. 50% of the teachers can sign well while 50% cannot sign well. There were a lot of teaching and learning materials such as pictures, diagrams and maps posted on the walls of the classroom and they help to make learning easily. Some are in the form of storytelling”.*

A student remarked:

*“I chose management in living, clothing and textiles. Some of my friends told me that home economics is good so I chose it. I was not satisfied because many interpreters could not make me understand the course well. Many teachers could not sign well and this makes it difficult to understand what was taught. I was not too satisfied. There were video equipment and projectors for teaching”.*

Another student added:

*“Food and nutrition, management in living and general knowledge in arts were the elective subject I chose. The school chose my electives for me since there was no other alternative aside the elective subject I have mentioned. I was not satisfied. I wanted clothing but these were the only ones available for me. Again, GKA has some aspects of drawing and I had no interest in drawing. The teachers were friendly and always available to support us achieve the best. I was expecting more practical aspects of my course of study but the theories were more than the practical works. The TLMs available were not adequate per my area of study and I did not know if the school could afford them or the teachers did not want them”.*

A student said:

*“I selected visual art as my elective subject. I was satisfied because I am good in drawing and I wanted to teach art in future. My friend who was in SHS two told me to choose visual art. The teachers were good but few of them could not sign well. The school was having library, computer room and many art materials”.*

### **iii. How students were academically prepared**

Students must be prepared academically so they would be able to cope with higher learning when they transit into the university. Thus, high school teachers have the responsibility to focus on the basic, but comprehensive, academic skills that students need to master in order to have an easier transition to higher education, in addition to the subject-specific content knowledge. This strand inquired from students how they were prepared in the SHS in the areas of taking/making notes, writing of assignments and examination, time management, using interpreters, using the library, using e-resources, how to develop effective study skills and habits and how to conduct self-evaluation.

The students indicated they were prepared in writing and making notes, writing of assignment examination and time management amongst others. Most of the students stated that, they were encouraged by teachers to make their own private time table in order to do their own independent study.

A student remarked:

*“Teachers write notes on the board for us to copy and read. We received information about the date and time for examination so that we can prepared, write and pass. We follow the time table posted in the class. We were also told to make our own private time table. Some teachers can sign well, but those who cannot sign come with interpreters. We go to the library and were assisted by the librarians to register in order to get books to read. Some workers at the library can sign. We had video equipment and computers but no internet. We were advised to sit and study, though it is difficult to do. For me I try hard to learn to understand. I depend on our marked exams papers to do self-evaluation”.*

Another student noted:

*“They write on the board for us to copy, and sometimes we were made to make our own notes and then compare with our friends. We were made aware to study the various topics and sub topics in order to prepare for exams and writing of quizzes, but not in a formal manner. We follow the time table of the class and were made to make our own private time table in order to follow it. We were not given any formal training in using interpreters. We were advised to go to the library to do our assignment and homework. There were people at the library who help us get the right books for our assignment. We were trained in using the computer to search for information. There was also internet connection. We were advised to follow our private time table to study. We were told to follow our private time table, sit, read and think and to practice if possible. This helped me to understand well and improve in my learning”.*

A student said:

*“Teachers wrote notes on the board for us to copy. The teachers do inform us to prepare for examination. There is time table we follow in our class. We are also told to make our own private time table to follow to do our own learning. There were no interpreters and there were few teachers who could sign well. When we go to the library, we are told to register with the staff at the library before you can have access to books to read, but there no books on sign language. There was computer, video equipment but no internet service. We were advised to learn on our own but it was difficult to understand some words but we did not have assistance in order to study. I sit and think about what I should do so decide what to do and prepare”.*

Another student added:

*“The teachers usually write notes on the board and allow us to copy and they also further explain it to us. With homework, the teachers always did their best to give us some questions to try when we closed from class and submit then the next day. Teachers gives us list of topics to revise during the revision week in order to prepare for examination. The teachers ensured that when break time is over, students get to class on time to continue instructional hours. Failure to return to class on time results in punishment such as fetching water, weeding, scrubbing and others that are assigned by the teacher. It was assumed that every teacher in the school can sign and for that reason there was no need for interpreters. Going to the library was not my habit. Actually, I had little knowledge about how to access the library and make effective use of the facility. Teachers never encourage or educate us about the library. The school has an ICT lab but it was closed since there was no ICT teacher to ensure the facility was active and working. I was doing prep in the evening from 7pm-9pm. I mostly depend on the teacher’s note as a means of revising and learning. I sometime tried past questions from textbooks to test my learning capacity as a way of self-evaluating”.*

A student said:

*“Teachers were writing notes on the board for us to copy. There was class time table in the class which we followed. We were told to make our own private time table to learn. We were not trained in using interpreters because many teachers could sign. We go to the library to do our homework, but I was not going there all the time. The teachers encouraged us to learn hard to pass our exams. We solved past questions to prepare for examination”.*

#### **4.4.2 Research question 2: What support do parents provide during the academic preparation of their wards who are deaf before they transit to the university?**

To answer this research question, two themes emerged from the data collected. These were:

- i. Material provision by parents
- ii. Parent-students interaction/relationship

##### **i. Material provision by parents**

Successful academic preparation of students cannot be achieved without the necessary support of the respective parents. The support from parents will complement the efforts teachers make in preparing students in order to successfully transit into higher learning institution. This strand inquired from students their experiences on the material provision by their parents in their academic preparation in the SHS.

Most students reported that their parents provided them with learning materials such as text books, pen and pencils, exercise books and calculators amongst others. They further reported on groceries such as sugar, milo, gari, sardine and other food items provided by their parents.

One student commented:

*“My parents provided me with books, pens calculator etc. They bought me gari, sugar, milo, sardine, soap and other different groceries”.*

Another student had this to say:

*“My parents provided me with books, uniform, calculator, exercise books, pens, pencils etc. They also provided me with gari, sugar and other food items to be used in school”.*

A student reported:

*“My father was dead when I entered SHS but the rest of the family supported me with text books and exercise books, sewing machine, cooking utensils, but I had no calculator. They also provided me with milo, rice and many other things”.*

Another student said:

*“My parents provided me with text books, note books and exercise books. My parents were responsible for the provision of my groceries”.*

A student remarked:

*“My parents bought me text books, exercise books and note books. They also provided me with gari, sugar, milo, sardine etc.”.*

## **ii. Parent-students interaction/relationship**

In addition to material support, there is the need for the provision of open, and healthy parental-student interaction/relationship. This would provide the opportunity for parents and their wards to interact in order for the parents to be aware of their needs, challenges, fears, worries etc. It will again provide the opportunity for the parents to provide emotional support in the form of counselling, motivation, encouragement etc. This strand inquired from students on their experiences on their relationship with their parents, how often parents were visiting them in school, motivation and counselling and the mode through which parent communicate with their wards.



Most students reported that their parents were paying them visits and provided counselling and emotional support. Others reported on the difficulties they faced in communicating with their parents.

One student commented:

*“My mother was visiting me every month. She was also attending PTA meetings. I was advised to learn hard and not to be lazy so that I will get a job in future. There was an open relationship between me and my parents. My parents were communicating with me through writing. They cannot sign so they also use body language and natural signs”.*

Another student added:

*“My parents were involved in my choice of course of study, but my uncle took an active part. My parents visited me once every month. They were also attending PTA meetings. They advised me on good morals and good behavior. I was told not to get involved with bad friends and to be more careful in school. There was an open relationship between me and my parents. They communicated with me using speech so I lip read. They also write on paper for me to read which was not easy all the time. They could not sign”.*

A student reported:

*“My parents were not involved in choosing my course of study. My family was visiting me but my father’s brother was visiting me frequently, sometimes weekly and monthly. They were attending PTA meetings. I was told to be of good behaviour and also to respect the teachers. My father’s brother was understanding, but my mother was a bit difficult. My family communicate with me through writing, body language and gestures because they cannot sign”.*

Another student said:

*“My parents were not involved in my choice of course of study. My mother visited from time to time and in case of any meeting such as PTA. They encouraged me to study hard as well as to desist from bad company. I was very closed to my parents. They were communicating with me through speech, writing and gestures”.*

One student remarked:

*“My parents were not involved in choosing my course of study in SHS. My parents were not visiting me most often but my mother sometime come for PTA meeting. They advised me not to be friend bad students and they told me to learn hard. My family was communicating with me through gestures, writing and speech”.*

#### **4.4.3 What are the course preferences of students who are deaf and the institutions in which they transit into?**

To answer this research question, three themes emerged from the data collected.

These were:

- i. Students’ selection of courses in SHS
- ii. Access to information
- iii. Pre-admission preparation

#### **I. Students’ selection of courses in SHS**

As students are stake holders and the final recipient in the academic preparation process, there is therefore, the need for them to be consulted in order for them to make choices that would suit their interest and ability. Though parents, teachers, siblings and friends may provide direction and guidance, it behooves the student to be assertive in the course of study to be selected or chosen. This strand inquired from students what informed their choices of course/programme of study and how satisfied they were in choosing the course/programme.

Most students reported that, their choices of course of study were informed by their friends and seniors in the school.

A student commented:

*“My father’s brother told me course to choose. I was satisfied because it was not too difficult for me”.*

One student said:

*“I chose the course by myself. I was satisfied with the course because the teachers taught to my understanding”.*

Another student added:

*“My JHS teacher, my brother and my uncle encouraged me to choose my course. I was satisfied because I know it will help me in future”.*

Another student opined:

*“It was my friend who encouraged me to select my elective subject. I was satisfied because I could sew and cook”.*

One student said:

*“The school had specific elective subject for each area of study with the exception of sewing and food and nutrition. I was not satisfied. I wanted clothing but those were the only one available for me. Again, GKA has some aspects of drawing and I had no interest in drawing”.*

## **ii. Access to information**

Students are to be provided with information upon their entry into the SHS so that they would make informed choices as to how to go about their daily living, study habits, accepted behavior and general conduct on campus. They are also needed to be provided with information on tertiary institutions in which they could transit into, course combination and the procedures and processes involved. This strand inquired

from students their view on access to guidance and counselling and career information, access to information about UEW.

Most students reported that they had access to guidance and counselling and career information. They also reported on not been able to visit UEW when in SHS.

A student had this to say:

*“We were told to desist from sexual activities and not to fight else we shall be dismissed. I got to know about UEW because my father’s brother had friends there. I was never involved in a trip to visit UEW. My father’s brother made me decide to go to UEW when I complete SHS”.*

Another student reported:

*“We were given advice on how to focus and concentrate on our studies. We were told to do away with bad behaviors and not to follow bad friends. I did not receive any information about UEW and we did not make a trip to UEW. A friend of mine told me about UEW when we were about to complete SHS”.*

One student said:

*“We were told about the rules and regulations in the school such not to fight, not to engage in sexual activities. We were told to respect, not to smoke. We were also informed about the punishment in disobeying the rules and regulations. We did not visit UEW when we were in school. A friend of mine who was already in UEW told me about their courses when we were about to finish SHS”.*

A student said:

*“We were taught about the rules and regulations in the school. we did not go on excursion to UEW. My friend who was already in UEW talked to me about UEW that if I pass well, I could be admitted there”.*

Another student added:

*“We were advised on not to engage in bad behaviors. We did not travel to Winneba to visit UEW. Some of my friends were already in UEW so I also decide to go there if I finish SHS. I chose to go to UEW because I am hearing impaired and I heard they take deaf students”.*

### **iii. Pre-admission preparation**

After successfully completing SHS, students are confronted with the challenge of how to access admission information and how to obtain admission forms and even courses of study in the tertiary institutions that corresponds to subjects studied by student in the SHS and the specialized services to be rendered in order to cater for the special needs of students who are deaf. This strand inquired from students the support their parents provided prior to their entry into UEW, how they obtain admission forms and the entry mode used.

Most students reported that their parents gave them money to buy the admission forms. Most of them also reported that they gained admission through the matured entrance mode of admission.

A student remarked:

*“My parents gave me money to buy the admission forms. I bought the forms at the bank. I was invited to come to UEW to write entrance exams, so I got admission as a mature student”.*

Another student added:

*“My mother gave me money to go and buy the admission forms. My friend who is already at UEW told me to come and buy the forms on UEW campus. An interpreter went with me to the distant education office on campus and bought the forms in hard copy and had it filled. I was later invited to come and write entrance exams. So, I got admission through the mature entrance mode”.*

Another student commented:

*“My father’s brother encouraged me to go to UEW. I had no idea about the forms, it was my father’s brother who bought the forms and brought to fill for me. I came to write mature entrance exams in UEW”.*

Another student said:

*“My father gave me money to go and buy the forms at the bank. I was 25 years so I was advised to buy mature forms. I was invited through text message to write entrance exams on UEW campus”.*

Another student opined:

*“My parents were not involved in the buying of the forms. I went to buy a hard copy admission form on UEW campus. I was invited to write mature entrance exams”.*

#### **4.4.4 What are the difficulties faced by students who are deaf when they transit into the University of Education, Winneba?**

To answer this research question, three themes emerged from the data collected.

These were:

- i. Students’ entry into UEW
- ii. Experiences of students on orientation
- iii. Experiences of students on life on campus

##### **i. Students’ entry into UEW**

When students go through admission procedure and are successful and selected, some of them are unable to honour the admission given them due to factors such demotivation by parents and other family members and lack of financial support amongst others. This strand inquired from students on the encouragement, motivation and the financial support they received which enabled them honour the admission given to them by the University of Education, Winneba.

Most students reported that they were encouraged and motivated by their parents, friends and other family members. They further reported on the financial support they received and continue to receive and the sources of the financial support.

A student said:

*“It was my parents who encouraged me to come to UEW and they are financing my education”*

Another student opined:

*“My father’s brother encouraged me to come to UEW and he is the person who is financing my education”.*

Another student added:

*“My friend who was already at UEW encouraged me to come, but it is my parents who are financing my education”.*

Another student reported:

*“It is my former headmaster who encouraged me to come to UEW. My education is being funded by Cocobod”.*

Another student remarked:

*“Back in the college, our tutors encouraged us to try and continue our education after some years on the field. I am on study leave with pay so I am financing my education in UEW”.*

## **ii. Experiences of students on orientation**

The university authority organizes orientation programmes for fresh students in order for them to be introduced and exposed to the university rules and regulations, academic programmes, courses combination, selection and registration of courses, access to academic support, financial support and health amongst others. This strand inquired from students on their participation in the orientation programme organized by the university. It further inquired from students their views on the course

combinations, their expectations, their anxieties and fears, their satisfaction on the information received and their satisfaction on the chosen courses of study.

Most students reported that they did not fully understand what was being communicated. Others reported that they did not take part in the orientation programme because they reported late to school.

A student reported:

*“The university organized a one-week orientation for all the fresh students during the first week of reopening. We were told to choose our major course from three unit in the Department of Special Education and a minor course from other departments. The programme was not too clear to me but I let it go. My expectation was not really met. Services provided for persons of my kind is not really the best and I think more has to be done. Many lectures lack knowledge on how to handle students who are deaf. Most of the time, I experience anxiety and confusion due to lack of access to information. I was satisfied with the minor course because it involves practical work. But I am not satisfied with the information about the school. The information about the school is not always in the format we understood, sometimes due to the vocabularies used. More of the information is not in sign language. I am not satisfied with the chosen course; the department performance is below my expectation as a university”.*

Another student added:

*“I took part in the orientation programme. We were given academic information. I did not get the information about the course’s selection clear, but the interpreter made me understood later on. It was at the departmental orientation that we were told to select the minor course in addition to special education. The programme information at the orientation was not too clear because the signs from the interpreters were not too clear to me. I could not understand well. I was satisfied but I could not understand many concepts and information. I was afraid and confused, because I was new on campus and I could not understand what would happen later in*



*the school. The interpreters assured us of their support for us so I became encouraged and assured. I was not satisfied with the information I received about UEW but the interpreters explained deeper later for me to understand. I was satisfied with the special education course but not with the art because there was problem with having interpreters during art lectures, so I even contemplated changing the art”.*

A student reported:

*“I was there during the orientation programme. They told us about the laws of the university. I did not understand many things about the selection and courses registration. I did not understand many of the sign language. The sign language was a little different and difficult to understand. The interpreter later explained more to us. I was confused in choosing the minor and the major courses. I was not very satisfied with the programme because I could not understand many of the signs. I was afraid and confused. I was not happy. I was satisfied with the art education because of the practical and the drawings. The rest of the courses are only reading which is difficult for me”.*

Another student said:

*“I not there at the orientation because I reported late to school, so some of my friends told me what happened there. When I was in SHS, my teacher told me that I can teach social studies with history so it informed me to select social studies as a minor course., so I chose special education and social studies. The information I received from my friends were not too clear but I accepted it because I was not there personally at the orientation. My expectation was met because I was allowed to choose social studies as a minor course. I was a bit afraid and confused because it was a new environment and the school is bigger than the SHS. I was satisfied because*

*I was able to choose my favorite program and also social studies and history are related”.*

Another student had this to say:

*“I did not take part in the orientation because I came to school late but some of my friends told me about what was said at the orientation. I could not understand clearly what I was told but I chose special education as major and PE as minor. My expectation was not met because I am not that good in sports. I was confused at the beginning but we were informed at the PE department that, many things will be practical and the little you do would be awarded with marks. I was not satisfied with the information I received about UEW but I was not worried because I was not there during the orientation. I am satisfied with the special education but not PE because it involves a lot of physical activities”.*

### **iii. Experiences of students on life on campus**

Students who are deaf encountered many challenges as they try to settle as fresh men and women on campus. Issues such as communication difficulties, accommodation, transport, feeding, health social life, academics and security are matters of concern and needed to be given the necessary attention by all stakeholders in orders for the students who are deaf to be successfully transited and retained. This strand inquired from students their views on communication, accommodation, transport, feeding, health, security and when confronted with social life and academic difficulties.

Most students reported of having difficulties communicating with hearing individuals on campus. They also reported on difficulties in getting accommodation and security.

A student commented:

*“I write on paper, sign and lipread as a way of communicating with the hearing. I did not get university accommodation so I rented a hostel outside the university campus. There are no formal shuttling services for students so I go on lectures on foot and sometimes with taxi cab. I cook for myself most of the time but occasionally, I buy food from the campus canteen. I go to the University Clinic when I am sick. Security on campus is not too safe, so I don't walk alone specially in the night, I have to make sure I protect myself. I report issues of social problems to the head of department. When I have academic difficulties, I report to the interpreters and the resource persons at the resource office. I am sometimes confused about what we learn and the Covid-19 made it for teaching and learning to take place as expected”.*

Another student added:

*“I communicate with those who cannot sign through writing, and I sign with those who knows sign language. I have problems with living in the same room with hearing friends and I do not like living in a room with the hearing who cannot sign. There is no official arrangement of transport for students, so I use taxi and walk sometimes. I mostly cook for myself, but I sometimes buy food at the canteen. I go to the university clinic when I am sick, but there is no interpreter, the staff cannot sign so I call interpreter to assist me, but sometimes, there is no interpreter to assist me. The security men are far away from where I live, I am sometimes afraid and not feel secured. The visibility of the security men is not well felt. I inform the interpreter if I have social difficulties. When I have academic difficulties, I inform the interpreter for us to go and see the lecturer involved. I also go to the office of the head of department with the interpreter. The Covid -19 made us stayed home for a long time and it affected me”.*

Another student added:

*“I communicate in sign language with those who can sign but most of the time I write on paper in order to communicate. I also use body language and natural signs. There were four people to occupy a room in the university accommodation which was not good to me so I opted for two people in a room outside the university campus. I*

*depend on taxi to go for lecture, but sometimes, I walk. I sometime cook myself, other times too I buy from outside. I use my health insurance to access healthcare at the university clinic when I am sick. It is dangerous, security is not too good because thieves steal items such as phones, laptops and money from students, so you need to take along your student Id card when you want to go on campus. When I have social difficulties, I inform the interpreters to join me to meet the head of department. When I have academic difficulties, I tell the interpreters to go with me to see the lecturer involved. I also seek for clarification from the interpreters. Some of the interpreters are good but other are not more experienced. The Covid-19 and the lecturers strike affected us”.*

A student indicated:

*“It is quite challenging communicating on campus. Accommodation is one of the major challenges on campus because the school does not have enough accommodation per the population. The transport fares are not moderate for students. There are a lot of canteens on campus, but the school must check quality, price and safety of students. There is health facility on campus but there should be more health sensitization. The security on campus is quite okay, but there are other entrances to the school which does not make campus sometimes safe for students. I inform the interpreters to go with me to the head of department in case of any social issues. I consult the exams officer if I have academic difficulties. I think the department should have a committee to track or follow how students cope with studies in the minor areas, challenges faced and how they should be handled. Again, lecturers in other departments should be given training on how to handle students with special needs”.*

One student said:

*“I communicate with people on campus through writing and sign language. It is difficult to communicate. I am in the university hall because I paid my money early. I take taxi to lectures and sometime I walk. I cook by myself and I sometime buy food at the canteen on campus during lecture time. I go to the university clinic if I am sick. Security is not too good on campus especially in the night. When I have social problems, I tell the interpreters to go with me to see the head of department and if I have academic problems I go with the interpreter to the lecturer. The strike by the*

*lectures affected our studies. Some of the interpreters must be given additional training”.*

In both the Quantitative and Qualitative data of Research Question 1, findings indicated that teachers hold the requisite qualification in teaching the deaf. It also indicated that students’ preferences were considered in selection of courses of study. It further indicated that there was availability of teaching and learning materials and in-service training were organized for teachers. It further indicated that students were provided with required academic training and there was good teacher-student relationship. It further revealed that there was no proper coordination between the school and the University of Education, Winneba and the school does not organize familiarization trips to the University of Education, Winneba. Again, the school does not organize transition programme with the University of Education, Winneba and the school does not provide admission information and course combinations at the University of Education, Winneba.

In both the Quantitative and Qualitative data of Research Question 2, findings indicated that parents rendered their support in the academic preparation of their wards by way of having good relationships with the school and the teachers, by providing learning materials, provision of groceries and paying regular visits to their wards in school. However few parents reported that they were not able to pay regular visits to their wards and attend Parents Teacher Association meetings due to the long distance between where they live and the school. In addition, both the parents and the students reported that they are not able to communicate well because parents do not know how to sign.

In both the Quantitative and Qualitative data of Research Question 1, 2 and three 3, findings indicated that teachers reported organizing career guidance for students in the

selection of courses at Senior High School, however, majority of the parents indicated that their wards chose their courses themselves while majority of the students reported that they chose their courses based on the advice by friends and senior students.

In general, for Research Question 4, responses showed that majority of the students were admitted as mature candidates. It further showed that majority of the students selected their course of study based on the advice of friends and senior colleagues and again they were not too satisfied with the course's combination. It additionally showed that many of the students reported late to school and this made them unable to secure accommodation on campus and were not able to participate in the orientation programme that was organized by the university for the fresh men and women.

Findings of both Quantitative and Qualitative data on Research Questions 1, 2 and three 3 revealed that students were provided with required academic training by teachers and there was good teacher-student relationship and good parents-teacher relationship. It further revealed that there was no proper coordination between the school and the University of Education, Winneba and the school does not organize familiarization trips to the University of Education, Winneba. Again, the school does not organize transition programme with the University of Education, Winneba and does not provide admission information and courses combination at the University of Education, Winneba.

Findings of both Quantitative and Qualitative data on Research Questions 2 and 3 revealed that majority of the parents and students indicated that the choice of courses of study both at the Senior High School and the University was based on the advice from friends and senior colleagues.

Findings of both Qualitative and Quantitative data on Research Questions 2 and 3 also revealed that parents were not able to pay regular visit and attend Parents-Teacher Association Meetings due to the long distance between where they live and the school, and again, both parents and their wards were not able to communicate meaningfully because the parents cannot sign.



## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.0 Introduction

This chapter presents the discussion of findings. The discussion highlighted the major findings of the research and inferences made from them in view of findings from related previous studies. The discussions were guided by the research questions that were raised to guide the study.

#### **5.1 Research Question One: To what extent do teachers prepare students who are deaf academically at the Senior High School before they transit into the university?**

Research question 1 focused on how students who are deaf are academically prepared by teachers, the following findings were revealed:

The findings on academic preparation of deaf students by teachers revealed that teachers had responsibility to prepare, guide and motivate their students to succeed in order to transit successfully. This is supported by a study conducted by Thornton (2016) which revealed that teachers have the responsibility to prepare, guide and motivate their students and ensure their students are seeing their results of their academic effort.

On the issue of teacher's academic qualification and professional qualities in teaching and preparing students, it was revealed that the teachers have gone through the necessary academic training and have acquired the requisite academic qualification and are in position to prepared and trained students. These findings were support by a study conducted by Rishaelly (2017) which revealed that teachers should have the academic qualification and professional qualification to enable them to facilitate learning at various levels; those academic qualification differs from country to



country depending on the education policies and education system in general. It was also revealed in this current study that few teachers were having diploma as their highest academic qualification while most of the teachers were having degree as their highest academic qualification. It was further revealed that the teachers who hold diploma certificates were the teachers who taught students at the pre-high school level in preparing them to fully transit into the senior high school classes. The findings is supported by Ministry of Education, Ghana (2012), which revealed that the minimum teacher qualification is Diploma Teacher Certificate; these diploma teachers are entitled to teach in the basic school. However, the policy further stated that the minimum qualification for a teacher to teach in the Senior High School is a degree in a prescribed course in the university (MOE, 2012).

Regarding the professional qualities of teachers, it was revealed in the current study that teachers possessed pedagogical skills and knowledge that included subject knowledge, knowledge of learners, curriculum knowledge, teaching methodology, general methodological knowledge and context due to the training they acquired in the colleges of Education and the university. The findings of the current study were supported by a study conducted by Liakopoulou (2011), which revealed that the basic qualities that a teacher is supposed to have include personality traits such as sense of humor, creativity, interest in students; pedagogical skills and knowledge that include subject knowledge, knowledge of learners, curriculum knowledge, teaching methodology, general methodological knowledge and context.

In case of the teachers' professional ability to communicate effectively using sign language, it was revealed in the current study that majority of the teachers in the school were able to effectively communicate in sign language and this facilitated teaching and learning. This was supported by a study conducted by Rishaelly (2019),

which revealed that the facilitation of teaching and learning process involves the interaction and communication between the teacher and the learner, and the teacher's professional ability to communicate effectively can be described as mastery of language used as a medium of instruction in the teaching and learning process. It was also revealed that some of the teachers could not sign well and this affected the communication process between teachers and students so they resorted to the use of interpreters to enhance interaction between the teachers and the students in the teaching and learning process. These findings are in line with the findings by Gadagbui (2013), who revealed that sign language interpreters are used in the classroom and lecture halls to translate tutors and lecturers' speech, voicing deaf students' sign language, mediating communication between the deaf students and teachers and monitoring overall classroom behaviour.

With regard to preparing deaf students for academic success, it was revealed in the current study that the teachers prepared the students well to be able to pass their final exams and be transited into higher institution. The current findings support a study conducted by Landis and Reschly (2013), which revealed that, the success of students in postsecondary education can be tracked back to how prepared, or ready, they were for the rigours of higher education during their stay in school especially the final year in senior high school.

In the case of preparing students for higher education, it was revealed in the current study that teachers prepared the students and were ready to take up higher learning that leads to the award of degrees. The current findings support a study conducted by Conly (2008) cited in Thorton (2017), which defines postsecondary preparedness and readiness as the level of preparedness a student needs in order to enroll and succeed without remediation-in a credit bearing course at a university that offers the

baccalaureate programme. On the issue of cognitive strategies and content knowledge provided for students, it was revealed that, teachers prepared the students in their various elective and core subjects as prescribed in the curriculum and are able to exhibit skills such as problem solving, reasoning, summarization, reading and comprehension and writing. This current finding is supporting a study conducted by Conly (2008), which revealed that parts of students' success in tertiary education is the ability to be provided with information and to learn content from variety of disciplines, subject or course, and may consist of key concepts, ideas, and vocabulary that are used in a variety of disciplines.

With regards to academic behaviour of students, it was revealed in the current study that, teachers prepared the students in the areas of self-awareness, self-control, time management and self-monitoring. This supports the findings in a study by Thornton (2017), which revealed that academic behaviours such as self-awareness, self-control, self-management, and self-monitoring are important for success in post-secondary education. Concerning teacher-student relationship, the study revealed that there was a cordial relationship between the teachers and the students who are deaf, and that, the students actively engaged both physically and mentally in their preparation. The findings of the current study support a study by Landis and Reschly (2013), which revealed that students' affective engagement and involvement in school leads to a sense of belonging and is often measured by looking at a students' perception of his or her relationships with teachers and peers.

Concerning the provision of information on non-academic skills, findings of the current study revealed that students were prepared with skills in time-management, study skills, coping skills and how to deal with people of various backgrounds and culture. Findings of the study supports a study by Goff (2011), which revealed that

learning skills such as time-management, study skills, organization, and adapting to different teaching styles can make the transition process smoother and academically successful. It also supports a study by Rodrick et al (2009), which revealed that, the non-cognitive skills include a wide range of behaviours that reflect greater student self-awareness, self-monitoring, and self-control, problem solving and coping skills that enable students to effectively manage the different academic and social situations that can appear within institutions of higher education.

With regards to the planning of the transition process, findings of the current study revealed that the students were not better informed because there was no better collaboration between the school and UEW and the students did not get the opportunity to pay visits or make trips to the campuses of UEW to familiarized themselves with the university system and were less informed about UEW which led to some difficulties in transiting into UEW. The findings of the current study contrast with a study by Smith (2002), which revealed that planning the transition of deaf students into universities was important as it leads to better-informed decisions being taken and can be achieved by planning the transition process in collaboration between the schools and the universities, and the system of planned transition involving liaison between the school and the university for better informed decision making. The findings were also in contrast with a study by Pargetter (2000), which revealed that, deaf students should be familiarized with university teaching and learning modes as this has been shown to improve first year performance, and this should include learning to move independently about the city where the university is located and the university complex and acquiring a good understanding of course choices. This further supports a study conducted by Briggs, Clark and Hall (2009), which revealed that, the pre-transition skills and knowledge are important in preparing the deaf

students for independent undergraduate life and learning. This meant that if the transition process is not well planned with all the stakeholders involved, students might make wrong decisions and choices which would have effect on the outcome of their stay and learning in the university.

## **5.2 Research Question Two: What support do parents provide in the academic preparation of their wards who are deaf before they transit into the university?**

Findings of the current study suggested that, parents of students who are deaf rendered their support in the academic preparation of the wards and contributed to the success of their wards. The findings support a study conducted by National Research Council (2001), which revealed that family involvement in education has been identified as a beneficial factor in young children's learning. On the issue of parent-students relationship, the current study revealed that there was open parents-students relationship and this enabled parents to interact and share information freely with their wards. This current study supports a study conducted by Sander and Sheldon (2009), which revealed that, student's behaviour both in school and outside school is closely related to family dynamics and their home environment. It also supports a study conducted by Sander and Sheldon (2009), which revealed that, students' family life affects the learning behaviour of the student, while Richardson (2009), make it clear that better parental involvement definitely starts with a positive parent-student relationship.

On the issue of communication between parents and their wards, the current findings revealed that parents were not able to communicate with their wards in sign language which is the official language of the deaf but resort to writing, natural signs and body language in communicating with their wards. The findings of the study support a study conducted by Barker, Quittner, Fink, Eiseberg, Tobey and Niparko (2009),

which revealed that less parent-child interaction among the deaf in various activities results to deficits, less attentiveness and more behaviour problems and that parents should increase their communication and support for their children so as to enhance language, sustain attention and reduce behaviour problems.

With regards to parent-school relationship and parent-teacher relationship, the current study revealed that there was cordial and an open relationship between the parents and the school and between parents and teachers. It was revealed that parents pay visits to the school to find out how their wards are faring and to interact with teachers and other staff members of the school. Hack (2007), pointed out that, the role parents play in the education of their ward has the potential to strengthen the support provided by schools in improving the education outcomes of learners with additional learning needs. It further added that parents learn how to effectively help their children with schoolwork, become more aware of what teachers do, what their children are learning and how the school functions, and positive feelings about their children-teacher and school relationship are developed. The findings also support a study by Mapp (2003), draws attention to the fact that parents who are involved feel useful and have better understanding of how they can help their children succeed in school. It is clear from the findings that with good relationship, schools can become places where parents are genuinely involved concerning their wards education and where parents and teachers acknowledge each other as partners in the growth and development of the student (Glanz, 2006).

On the issue of attendance of parent-teacher association meetings, the findings of the current study revealed that parents took regular and active part in the meetings to discussed the development of the school and the academic well-being of their wards. This can help to foster partnership/collaboration between the parents and teachers

which is critical to the welfare of the students in the school. Barbuor, Barbuor and Scully (2005), draws attention to the importance of family, school and community. They are considered useful resources for the development of learners with different backgrounds. Barbuor, Barbuor and Scully (2005), revealed that students with highly involved parents have enhanced social functioning, fewer behaviour problems, better social skills, better academic performance, attitude and emotions. Smith, Wohlstetter, Kuzin and Pedro (2011) point out that parental involvement activities in the schools fall within the basic obligations of families such as taking children to school on time, holding conferences, guiding them in and out of school and helping in classroom work. Carter (2002), stressed that when parents become involved, children do better in school. Drakes (2000), made an important contribution to the parental involvement debate that learners' challenges cannot be solved by teachers only, neither by parents, rather, collaboration between the school and home and there is the need to be focused on dealing with these problems. Carter (2002) added that, parental and family support in senior high school programmes helps students succeed in their transition to tertiary institutions especially among the disadvantaged children and those at risk of school failure. This means that it is important for parents to attend PTA meeting in order to identify challenges faced by their wards to collaborate with teachers in assisting students to succeed and transit successfully.

### **5.3 Research Question 3: What is the course preference of students who are deaf and the institutions in which they transit into?**

The findings of the current study revealed that students who are deaf selected their elective courses in SHS based on information and encouragement by friends, seniors and parents. It was evident from the study that students who are deaf were satisfied and interested with the chosen course in SHS though they selected them out of

information and encouragement rendered by others and also based on options available. Hidi and Renninger (2006), which revealed that conceptualization of interest is a motivational variable that refers to the psychological state of engaging or the predisposition to reengage with particular classes of objects, events, or ideas over time. Shunk, Pintrich and Meece, (2008), which revealed that interest is people's liking and willful engagement in an activity. It is clear from the findings that students were interested and were satisfied with the chosen courses in SHS. The findings support a study by Ainley, Hidi and Berndorff (2002), which revealed that, interest in a specific subject or course is a powerful predictor of learning outcomes in that same subject or course.

On the issue of accessing information about UEW, it was revealed in the current study that students did not pay visits UEW on a familiarization tour when in SHS and again did not receive information about UEW from their teachers but from friends, seniors and parents. The study further revealed that students who are deaf felt ill-informed and lacked enough information about UEW and were faced with numerous challenges upon their entry into UEW. This is an unfortunate situation as Smith (2002), draws attention to the fact that planning the transition of deaf students into universities is important as it leads to better-informed decisions being taken and this can be achieved by planning the transition process in collaboration between the schools and universities. It further states that, systems of planned transition involving liaison between schools and universities make for better informed decision making.

On the issue of students' choice of courses, it was revealed that their choice of courses was informed by their friends who are already in UEW and their parents. This further revealed that they did not have any formal mode of accessing information about UEW such as outreach programme organized by UEW in their school and also the



organization of open days for high schools to visit UEW. Again, there is a contrast problem here as Pargetter (2000), makes us aware that transition programmes should include familiarizing students with the university teaching and learning modes, learning to move independently about the city where the school is located and the university complex and acquiring a good understanding of course choices. Lack of forehand information may lead to uninformed decision making including the choice of courses that may not correspond to what students learnt when in SHS. If this not done, this may put students at risk of making uninformed choices (Pargetter, 2000).

With regard to the entry mode of the students who are deaf into UEW, the current study revealed that the students got admission into the university through the mature students' entrance mode. Its further revealed that the students were about 25 years and above and some have completed Colleges of Education and were teaching. This finding supports a study conducted by Briggs (2012), which stressed that national policies have made it possible for students such as those recently from high school, mature students and disadvantaged students to be admitted into the universities. It further supports a study conducted by Yam (2010), which pointed out that, students entered universities from various backgrounds, such as either directly from high school, or from Colleges of Education or from a working environment or from other social background.

#### **5.4 Research Question 4: What are the difficulties faced by students who are deaf when they transit into the University of Education, Winneba?**

Findings of the current study revealed that students who are deaf faced different challenges when they entered UEW. Concerning orientation programmes which were organized for fresh student, students came out with different experiences. Some participants indicated that they took part in the programme while others reported that

they could not take part because they reported late to school. Participants who were in attendance during the orientation programme revealed that they were able to familiarize themselves with the university rules and regulation, academic requirements and courses combination. Briggs et al (2012), highlighted some important university support systems during the transition phase. These include: system of information- giving; orientation; tours; student hand-outs; course outlines with clear statements of aims; objectives and assessment methods; career information integrated into courses; and information about staff availability. Perry and Allard (2003), emphasized that as students enter university, they are expected to make connections between pre-university experiences and experience at university. The medium by which this can be done is transition. Johnson and Watson (2004), revealed that when students enter university, they make use of opportunities to form positive social relationships with other students and with staff members. Participants who could not take part in the orientation programme reported that they could not get the information passed on from the university authorities to students though colleagues who were present discussed with them what transpired at the programme later on. Westlake (2008), revealed that, at induction, student peer coaches are useful in assisting new students to develop positive relationships with other students. Scanlon et al (2005), point out that when students miss orientation programmes, there is the tendency for them to experience disorientation and loss of personal identity. Generally, participants reported being in a state of frustration and stressed out because they could not comprehend information given out to them during the orientation and could not easily conform with the university system. This current finding supports a study conducted by York and Longden (2007), which revealed that when fresh students find it difficult to adapt to new environment in the university, it leads to

students' frustration, stress, withdrawing or contemplating withdrawing from the university. It further supports a study by Briggs et al (2009), which revealed that if students are encouraged to visit institutions of higher education and make contact with current students, it enables them to imagine what it feels like being a student and they may adjust quicker if they learn the institutional discourse and feel they fit in as a result of visiting the institution prior to admission.

Concerning the issue of courses combination, course selection and registration, it was revealed from the current findings that students who are deaf were not satisfied with the information they received during the orientation and this affected their choice of minor courses. Participants again indicated that the orientation programme information was not too clear because they could not easily understand the signs from the sign language interpreters, their expectation was not met and they experienced anxiety and confusion. These findings support a study by Chaploe (2011), which revealed that when students have limited knowledge about a programme, the information provided by the institution could be only source of information and students may be susceptible to programmes that are branded in an attractive way. The current findings were supported by the literature in the sense that there were no sufficient details about academic and practical aspects of the programme which put students at risk of making uninformed choices (Hemsley & Opkltk, 2006). York and Longdon (2007) and De Buck (2009), revealed that satisfaction with degree programmes was related to retention and achievement and dissatisfaction was an important reason for dropout. The findings also support the literature in the sense that students who are deaf may have unrealistic expectations which may lead to difficulties in adjusting to university environment. Students' first year at university tends to be mismatched by their pre-transfer aspiration and many students tend to

make uninformed decisions with regards to programmes they wish to pursue at the university and this leads to students' frustration, stress, withdrawing or contemplating withdrawing from the university. The first year is the period in which most students face serious challenges in adjusting socially and academically, and thus effort has to be made to assist them adapt to the different set off university learning expectations and experiences (Krallmall & Holcomb, 1997; York & Longdon, 2007; McInnis, 2001).

Participants reported that the university should put things in place in order to respond to their unique needs as students who are deaf. These current findings support a study by Skene, Hohan and Brown, (2006), which revealed that the transition phase comprises a series of adjustments that need to be made, not only by the students, but also by the academic staff as they have to be accommodating and responsive to the students' needs. A study by Tinto (2008), also revealed that institutes of higher education should not blame the students for their poor understanding of university expectations, but instead should adopt a more student-centered and supportive approach that will encourage their social and academic integration right from their first year. Participants also added that some sign language interpreters rendered support by reengaging them by stressing on the information discussed during the orientation programme. It is for these reasons Briggs et al (2012), opines that support must be given to the students during the transition phase to enable them to adjust to university life and develop student identity and autonomy.

Some participants also reported that they had to absorb a lot of information within a short period of time during the orientation which caused more frustration and confusion. This finding was supported by a study conducted by Briggs et al (2012), which revealed that students may be over-burdened with information during the

induction period and suggests that effective induction should be spread over the whole of the first semester or even all throughout the first year.

Regarding communication on campus, it was revealed in the current findings that students were finding difficulties in communicating on campus. Participants reported that they resorted to writing on paper and the use of gestures as a means of communicating with staff and colleague students who cannot sign. It is for these reasons Dweck (1999), revealed that there is the need for students to develop peer interaction as a mode of developing concepts of self that are associated with learning and achievement.

On the issue of accommodation, it was revealed in the current findings that participants could not get university accommodation on campus because they could not report to school early. Others reported that they were not too comfortable with living in the same room with about three hearing peers. This finding supports a study by Krause (2005), which opined that, the university support system and staff should play a major role in assisting first year students to engage with their studies. The finding also supports a study by Pascarella and Terenzini (2005); and Skene et al (2006), which revealed that students have to adapt to a large number of people and at times to strangers with whom they have to forge new relationships and that transition comprises series of adjustments that need to be made. This further means that students who are deaf must be ready and accept to live with people of different backgrounds and status in the university environment.

Regarding transportation on campus, the current findings revealed that students were having difficulty with transportation because there was no official bus shuttle service to transport students to and from lecture and they resorted to the services of taxi cabs and also walking on foot to lectures. Participants reported that the university should

provide bus shuttle service to aid their movement from their hostels to and from lectures. This by Skene et al (2006), stressed that university authorities must be accommodating and responsive to students' needs and transport is one of the needs.

On the issue of feeding, health and security, the current findings revealed that the students cooked by themselves and also visited the campus canteen for food. Participants also reported on accessing health care services with the university clinic when they are sick. They further reported that, security on campus was not too good because the visibility of the security guards is not well felt and that the university authorities should beef up the security on campus. These current finding supports a study by Krause (2005), which opined that university support systems and staff play a major role in assisting first year students to engage with their studies.

With regards to how student dealt with social and academic difficulties on campus, the findings revealed that students who are deaf sought the assistance of sign language interpreters in order to have their difficulties addressed. Participants further reported that when they are faced with social difficulties, they sought the assistance of sign language interpreters to accompany them to seek help from the head of department. Other participants reported that when they are faced with academic difficulties, they also sought the assistance of sign language interpreters to accompany them to lodge complain and seek for redress with exams officers and lecturers involved. Krause (2005), stressed that the university support systems and staff play a major role in assisting first year students to engage with their studies.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

In this chapter, summary, conclusions, recommendations and suggestions for further studies are presented.

#### 6.1 Summary

The purpose of the study was to explore the academic preparation and transition of students who are deaf in the Senior High Technical School for the Deaf, Mampong-Akuapem into the University of Education, Winneba. A descriptive sequential explanatory design was employed and questionnaires and structured open-ended interviews were used as instruments for collecting both quantitative and qualitative data. A population of 75, with Sample size of 50 comprising, five parents and five students were purposively selected and the 40 teachers who were selected based on convenience sampling participated in the study. The Descriptive statistical method and thematic approach were used to analyze the data. Percentages, frequencies, means and standard deviations were used to present the data. The means and standard deviations were applied to determine the agreement level of how teachers prepare deaf students. The findings of the study are stated below:

#### 6.2 Findings

The study found out that there was good academic preparation of deaf students by teachers. Teachers observe their responsibility by preparing, guiding and motivating their students to succeed in order to transit successfully. Teachers possess pedagogical skills and knowledge that include subject knowledge, knowledge of learners, curriculum knowledge, teaching methodology, general methodological knowledge

and context due to the training they acquired in the colleges of education and the university.

Furthermore, the school did not organize educational trips to UEW for the students to familiarize themselves with admission information, courses combination and life on campus. Additionally, there was no proper coordination between the school and UEW.

Parents of students who are deaf rendered their support in the academic preparation of the wards and contributed to the success of their wards through cordial and an opened relationship between the school and teachers. Parents also provided their wards with teaching and learning materials and groceries. However, parents were not able to communicate with their wards in sign language which is the official language of the deaf but resorted to writing, natural signs and body language in communicating with their wards.

The students who are deaf selected their elective courses in SHS and the university based on information and encouragement by friends, seniors and parents. Majority of the students could not secure accommodation on campus but were accommodated in hostels outside the campus. The students reported of dissatisfaction with selection of courses. Many of the students reported of inability to partake in the orientation programme organized by the university for fresh students due to the fact that they reported late to school. They also reported of difficulties in understanding the concepts used in the sign language on campus.



### **6.3 Conclusion**

The study concludes that although students were well prepared academically at the Senior High School before they transited into the University of Education, Winneba, they are faced with some challenges. For example, many of the students were not able to report on campus on time to take part in the orientation programme organized by the university for fresh students.

In addition, many of the students could not get accommodation on campus in the traditional halls of the university but in private hostels.

Again, many of the students chose their courses of study through the advise of friends and senior colleagues who are already students of UEW. In addition, many students were having difficulty in connecting what they study at the university with what they were taught at the Senior High School and were having difficulty in communicating with students, lecturers and staff of the university.

In conclusion, with better engagement, collaboration and coordination between the Senior High Technical School for the Deaf and University of Education, Winneba, students who are deaf can transit successfully and succeed in their tertiary education and training.

#### 6.4 Recommendations

1. Based on the results of the study, the following recommendations were made:
2. The management of UEW and Senior High Technical School for the Deaf should initiate more engagement, cooperation and coordination.
3. The school must organize educational trips to UEW for the students to be familiar with the university environment, course requirement and courses combination.
4. UEW must undertake outreach programmes into the schools for the deaf in order for the students to be exposed to the admission requirements, courses combination etc.
5. Parents must support their wards who have gotten admission to UEW financially in order to report to campus on time in order to partake in the orientation programmes organized by the university.
6. UEW must prioritize accommodation for fresh students with special needs so that they will stay on campus.
7. Orientation programmes organized by UEW should be tailored to maximum benefits of fresh students with deafness.
8. Sign language classes should be organized for fresh students who are deaf in order for them to be familiar with new signs and concepts used on campus.
9. Sign language must be made to be learned by all staff and students in order to enhance communication with the deaf on campus.

#### **6.4 Suggestion for Further Research**

This study only looked at the academic preparation and transition of students at the Senior High Technical School for the Deaf, Akwapim-Mampong into the University of Education, Winneba. Further study could be conducted to look at the transition and academic experiences of students who are deaf when they transit into the Technical Universities.



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## APPENDIX A

### INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF SPECIAL EDUCATION

P. O. Box 25, Winneba, Ghana

[sped@uew.edu.gh](mailto:sped@uew.edu.gh)

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16<sup>th</sup> September, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**LETTER OF INTRODUCTION: MR. JOSEPH OBENG AFRIYIE**

I write to introduce to you, **Mr. Joseph Obeng Afriyie**, an M.Phil. Student of the Department of Special Education with index number **8180150008**.

He is currently working on his thesis on the topic: "**Academic Preparation of Students of Senior High Technical School for the Deaf, Mampong-Akuapem and its Impact on their Transition into the University of Education, Winneba**". He needs to do interview and administer questionnaire to the students.

I would be grateful if you could give him the needed assistance to enable him collect the data.

Thank you for the consideration and assistance.

Yours faithfully,

Handwritten signature of Dr. Robert Andrews Ghanney in blue ink. A faint blue circular stamp of the University of Education, Winneba is visible behind the signature.

.....  
**DR. ROBERT ANDREWS GHANNEY**  
*Ag. Head of Department*



## APPENDIX B

### LETTER OF CONSENT FOR PARENT/STUDENT

University of Education  
P. O. Box 25  
Winneba  
13<sup>th</sup> July 2020

Dear Parent/Student,

#### Letter of Consent

I am a postgraduate student of University of Education, Winneba. I am conducting a study into Academic Preparation and transition of Students of Senior High Technical School for the Deaf, Mampong-Akuapem into the University of Education, Winneba. I would be happy to have you participated in it. The study is for academic purpose only.

With your permission, I would like to interview you on the research topic raised above. Your opinion of the interview will be confidential and used only in the research.

Although you and your ward's involvement in this study are voluntary, any information you provide will be much appreciated. It is hoped that this interview will provide valuable information which will help parents, teachers and lecturers work together to improve your ward's education.

If you are willing to participate, please, sign this consent letter. You are free to withdraw from this exercise at any point you wish.

Your participation and opinion are important. Thank you in advance for your help.

#### **Parent**

Signature.....

Date.....

#### **Student**

Signature.....

Date.....

## APPENDIX C

### LETTER OF CONSENT FOR TEACHERS

University of Education, Winneba  
P. O. Box 25,  
Winneba

13<sup>th</sup> July 2020

Dear Sir/Madam,

#### Letter of Consent

I am a postgraduate student of University of Education, Winneba. I am conducting a study into Academic Preparation and transition of Students of Senior High Technical School for the Deaf, Mampong-Akuapem into the University of Education, Winneba. I would be happy to have you participated in it. The study is for academic purpose only.

With your permission, I would like you to answer questionnaire on the research topic raised above. Your opinion of the questionnaire will be confidential and used only in the research.

Although your involvement in this study is voluntary, any information you provide will be much appreciated. It is hoped that this questionnaire will provide valuable information which will help parents, teachers and lecturers work together to improve the education of the deaf.

If you are willing to participate, please, sign this consent letter. You are free to withdraw from this exercise at any point you wish.

Your participation and opinion are important. Thank you in advance for your help.

#### **Teacher**

Signature.....

Date.....

## APPENDIX D

### INTERVIEW GUIDE FOR PARENTS AND GUARDIANS

#### Demographics:

Gender: Male  Female

Age:

Educational level:

Occupation:

#### Research question 2

**1. What support do parents provide in the academic preparation of their wards who are deaf before they transit into the university?**

- a. How were you involved in the selection of course of study of your ward in SHS?
- b. How were your participation in the provision of teaching and learning materials for your ward in SHS? (Text books, calculators, exercise books, etc.).
- c. How were your participation in the provision of groceries for your ward in SHS? (Food items, milo, milk, gari, etc.)
- d. How did you provide counselling and moral support for your ward?
- e. How often were you paying visit to your ward in SHS? (Daily, weekly, monthly, termly).
- f. How will you describe the relationship between you and your ward? (Open, closed, any reason?)
- g. How do you communicate/interact with your ward? (Speech, writing, sign language, interpreter)

- h. How were you relating with the teachers in the school?
- i. How will you describe teaching and learning in the school?
- j. How did you access information about UEW admissions? (Through the teachers, the media, friend, family, any other).
- k. Were you involved in the purchasing of the forms and the selection of course of study of your ward in UEW?
- l. Did you have adequate information about the programme of study of your ward and the job prospects after school? Why? How did you obtain the information?
- m. Is there any other information you will like to add?





## APPENDIX E

### INTERVIEW GUIDE FOR STUDENTS

#### Demographics

Programme of study.....

Gender: Male  Female

Age:

Mode of entry:

Level:

Accommodation/Residence:

#### Research question 1

**1. To what extent do teachers prepare students who are deaf academically at the Senior High School before they transit into the university?**

- a. What was your elective subject at SHS?
- b. How did you choose your elective subjects at SHS?
- c. Were you satisfied with the chosen course? Why?
- d. How will you describe the teaching staff of the school?
- e. How will you describe the tuition you received at SHS?
- f. Were you having available TLMs which facilitated your learning at SHS? Why?
- g. How were you prepared by teachers in the following?
  - h. Taking and making notes?
  - i. Writing assignments and homework and examination?
  - j. How to manage your time?
  - k. Using interpreters?
  - l. Using library?

- m. Using e-resources
- n. How to develop effective study skills and habits?
- o. How to do self-evaluation?

### **Research question 2**

#### **2. What support do parents provide in the academic preparation of their wards who are deaf before they transit into the university?**

- a. How were your parents involved in the selection of the elective subjects you studied in SHS?
- b. How did your parents involve in the provision of TLMs? (Text books, exercise books, calculators, etc.)
- c. How did your parents involve in the provision of groceries when in SHS? (Food items, milo, gari, milk, etc.)
- d. How did your parents involve in the provision of counselling and moral support when you were in the SHS?
- e. How did your parents involve in visiting you when you were in SHS? (Daily, weekly, monthly, termly).
- f. How will you describe the relationship between you and your parents when you were in the SHS? (Open, close, etc.).
- g. How were your parents communicating/interacting with you when you were in SHS? (Speech, writing, sign language, interpreter, etc.).

### **Research question 3**

**What is the course preference of students who are deaf and the institutions in which they transit into?**

1. How did you choose your elective subjects at SHS? (Teachers, parents, yourself, friends, others).
2. Were you satisfied with the chosen course? Why?
3. How were you able to have access to guidance and counselling and career information?
4. How did you obtain information about UEW admissions? (Teachers, parents, yourself, siblings, friends, past students etc.)
5. Were you involved in field trip to UEW for familiarization?
6. What informed your choice/selection of course into UEW?
7. How did your parents involve in your entrance into UEW?
8. How did you obtain admission form of UEW? (At the bank, online, hardcopy).
9. What was the entrance mode of your admission? (Direct, mature).

### **Research question 4**

**What are the difficulties faced by students who are deaf when they transit into the University of Education, Winneba?**

1. Did you have access to orientation programme upon your entrance into UEW? Why?
2. How will your comment on the academic requirement and subject combination of the university? (Minor and major courses).
3. Was the programme information clear? Why?

4. Were your expectations met? Why?
5. Did you experience anxiety and confusion? Why?
6. Which part of the programme was appealing to you and made you felt satisfied? Why?
7. How will you describe the difficulties you faced upon your entrance to UEW in the following?
  - i. Communication?
  - ii. Accommodation?
  - iii. Transport?
  - iv. Food?
  - v. Health?
8. Is there any other information you want to add?



## APPENDIX F

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SPECIAL EDUCATION

**RESEARCH TOPIC: ACADEMIC PREPARATION AND TRANSITION OF STUDENTS OF SENIOR HIGH TECHNICAL SCHOOL FOR THE DEAF, MAMPONG-AKUAPEM INTO THE UNIVERSITY OF EDUCATION, WINNEBA.**

### QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam

I am a postgraduate student of University of Education, Winneba. I am conducting a study into the Academic Preparation of Students of Senior High Technical School for the Deaf, Mampong-Akuapem and its Impact on their Transition into the University of Education, Winneba and I would be happy to have you participate in it. The study is for academic purposes. All responses will be treated with the highest degree of confidentiality. To guarantee the confidentiality of your opinions, please do not write your name on this questionnaire.

#### SECTION A: BIOGRAPHICAL DATA

##### **Direction:**

Please place a check ( ) in the corresponding bracket of the response choice that best suits your opinion, or write down the appropriate answer where necessary.

1. Sex: a. male ( )                      b. female ( )
2. Age: a. 25-30yrs ( ) b. 31-36yrs ( ) c. 37-42yrs ( ) d. 43-48yrs ( ) e. above 49yrs ( ).
3. Number of years teaching in the school: a. 0-5 years ( ) b. 6-10 ( ) years c. 10 years and above ( ).

**SECTION B: TEACHER BACKGROUND, QUALIFICATION AND TRAINING**

4. In terms of educational qualification, tick where applicable.

- a. Diploma  b. Degree  c. Specialist  d. M.Ed./M.Phil. /MSc/Ph.D.

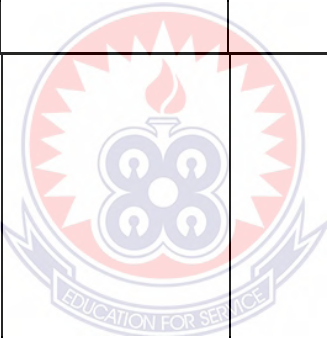
In terms of experience in teaching, how long have you been teaching in the school?


- a. 1-5yrs  b. 6-10yrs  c. 11-15yrs  d. 15yrs and above .

5. Please specify the subject(s) you teach.....

Thank you.

STATEMENTS	RESPONSES			
<b>Students' selection of courses</b> 1.The school provide career guidance during the selection of courses.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
2.Parents are involved in the selection of courses of their wards.				
3.Student preferences are considered in the selection of courses of study.				
4.Provision of guidance and counselling for students.				

<p><b>Resources and Teachers training</b></p> <p>5. There is availability of appropriate teaching and learning materials.</p>					
<p>6. The school organizes in-service training for teachers on methods of teaching the deaf.</p>					
<p>7. The school organizes in-service training for teachers on the use of sign language.</p>					
<p><b>Extent to which students are Prepared</b></p> <p>8. How students are prepared in the following:</p>					
<p>i. Use of sign language interpreters</p>					
<p>ii. Taking and making of notes.</p>					
<p>iii. Time management.</p>					
<p>iv. Independent study skills.</p>					
<p>v. Using the library.</p>					
<p>vi. Using E-Resources.</p>					
<p>vii. Writing of assignment/homework and examinations.</p>					

viii. Understanding human diverse culture.				
9.Regular visits by parents to their wards in school.				
10.Parents provide text books and other learning materials for their wards.				
11.Parents provide their wards with groceries and other food items.				
12.The school organizes parent- teacher association meetings.				
13.The school conduct formal parent-teacher-student's meetings.				
14.There is cordial relationship between parents and teachers.				
15.Teachers discuss with parents the progress of their wards.				
16.Parents ask teachers for specific information on how to assist/support their wards.				



17. Teachers work together with parents in order to assist students.				
18. Teachers provide information to parents concerning difficulties students faces.				
19. Good teacher-student relationship.				
20. Teachers motivates students.				
21. Students corporates with teachers.				
22. Healthy teacher-student interaction.				
23. Students are discipline.				
24. There is a coordination between the school and UEW.				
25. The school organizes educational/familiarization tour to UEW.				
26. The school organizes transition programme with UEW for students.				

<p>27. The school provide information on courses combination in UEW for the students.</p>				
<p>28. The students are provided with UEW admission information.</p>				
<p>29. Teacher-parent-student consultation in getting UEW admission forms.</p>				
<p>30. Teacher-parent-student consultation in selection of courses of study in UEW.</p>	