

USE OF RHETORICAL STRATEGIES IN COUNSELLING AT THE COUNSELLING CENTRE, UNIVERSITY OF CAPE COAST, GHANA

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Abstract

The study explored the rhetorical strategies used by counsellors during counselling sessions. The idea was to discover what rhetorical strategies are employed by counselors to elicit relevant information from their counselees and how effective the use of these rhetorical strategies are in communication between counsellors and their counselees. Using Aristotle's theory of rhetoric and a qualitative approach, the researchers studied selected counsellors and counselees at the University of Cape Coast. The data were gathered through interviews and observation. The data were analysed thematically, and the results showed that assurance of confidentiality is a strong rhetorical strategy used during counselling. Other rhetorical strategies such as giving counselees unconditional positive comments and empathy are very essential for a successful counselling process. Regarding the benefits of rhetorical strategies, the results indicated that counsellors' use of rhetorical strategies helps counselees to disclose sensitive information. Also, rhetorical strategies help counsellors determine if counselees are benefitting from the counselling interaction. These strategies include observation, learning situation, follow-up and evaluation during counseling process. Based on the findings, the researcher recommended that counsellors at the

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Counselling Centre of the University of Cape Coast should attach more relevance to the rhetorical strategies they use in communicating with their counselees.

Keywords: Counselling, Counselees, Counsellors, Rhetorical strategies, University of Cape Coast.

Introduction

Rhetorical strategies or devices are words or phrases used to express meaning, elicit a response from a listener or reader, and help persuade during communication (Simanullang, 2018). Rhetorical strategies can be used in writing, in conversation (counselling), or in a speech. In business environments, rhetorical strategies are significant in making messages clear and persuasive to customers (Scaraboto, Rossi, & Costa, 2012). Politicians also rely on rhetorical strategies to defend, explain, and present policies to their constituents (Scaraboto, Rossi, & Costa, 2012).

Some rhetorical strategies, which could also be called figures of speech in literature, include hyperbole, oxymoron, simile, and paraphrasing. Scaraboto, Rossi, and Costa (2012) posit that consumers rely on rhetorical strategies: setting expectations, prescribing, and celebrating acquiescence to appraise goods and services. These strategies, when used effectively, can elicit trust, confidence, harmony, and persuasion between the speaker and listener. Rhetorical strategies can, thus, be effectively used in counselling sessions as well. Counselling entails the provision of professional assistance and guidance in resolving personal or psychological problems (Fathoni et al., 2021). In effect, rhetorical strategies are emphasised in counselling. According to Hearne and Galvin (2015), school administrators have the responsibility to develop collaborative initiatives to ensure that students feel comfortable when they attend counselling sessions.

To Aristotle, rhetoric is a speaker's ability to determine what resources are available to persuade a given audience (Maccormack, 2014). In this situation, the speaker considers how and in what ways his/her credibility to a given audience can be applied to derive the desired changes in the perception of the audience. According to Aristotle, some components are used to make a speech persuasive. These components are ethos, pathos, and logos. The ethos deals

with how to build credibility and trust, the pathos also involves ways of creating an emotional appeal, while the logos also provides logic and reasoning, which helps to evoke strong feelings in the pathos stage (Maccormack, 2014).

Also, counsellors use silence as a technique in counselling sessions (Sue, 2021). In counselling, silence enables counselees to speak freely about their problems. Silence also provides the counsellee with the opportunity to analyse their ideas and feelings without being interrupted. This allows them to obtain insight into the issues they are dealing with and examine options for moving forward. Silence is intentionally used to enhance the counsellee's confidence and composure.

Furthermore, Zimmermann et al. (2021) add that the use of purposeful silence enables the counsellee to "bear the burden" of the discourse. Silence allows the counsellor to gather his or her ideas. Silence can be used to build connections, as well as to wait for ideas or thoughts to appear. It is a haven in which feelings can be nourished and developed and a place where the counsellee can recover from present-moment emotions. It is a method of eliciting a reaction from the counsellor, including fulfilling a demand for approval or guidance. Silence is used by the counsellor to allow the counsellee to gather her or his ideas. Silence can create a safe environment in which sentiments can be nourished and developed. The counsellee moves from stiffness to flexibility as a result of assimilating their information. The information being delivered may be emotionally heavy, causing the person to cry as they feel the anguish, which had previously been suppressed but is now felt in its full intensity. Silence provides the necessary space for such feelings to be properly felt and processed.

Confronting strategy is also used by counsellors (Chigbu et al., 2021). When the counsellor notices confused messages or inconsistencies in the counsellee's speech, behaviour, feelings, or ideas, confrontation is frequently used. This can only be used when the counsellee and counsellor have established rapport. Confrontation improves the counsellor's understanding while also aiding the counsellee in developing a more rational view of contradictory perceptions.

Paraphrasing is another strategy used by counsellors (Chigbu et al., 2021). When a counsellor paraphrases what a counsellee has just started, the counsellor uses fewer words while maintaining the essence of what the counsellee said. The counsellor seeks feedback on

the substance of what the individual has just said when using this skill. This ability comes in handy when the counsellor wants to acknowledge that he or she is listening and comprehending what the counsellee is saying, explain any ambiguous content, emphasise issues by articulating them more succinctly, and double-check the accuracy of one's observations as a counsellor.

Counsellors rely on some factors to determine whether counsellees are responding negatively or positively. The underlying emotional condition of an individual is conveyed through their bodies. We communicate with one another through body language, voice inflexion, eye movements, posture, motions, and head nods. Most of these motions may be minor or transient, but they are more frequently than not recorded in the intensified environment of one-on-one counselling. Counsellors are mindful of body language: their own and that of the counsellee. As a facilitator, their bodies must display facilitative behaviour. Non-facilitative behaviour is referred to as an adverse stimulus in psychology. This happens when a counsellor has an unfavourable attitude toward a counsellee. Counsellors may show evidence of being uninterested, for example, by sighing, fidgeting, or engaging in distractive behaviour.

Thus, rhetorical strategies, when used effectively, have the potential to create amicable bonds between counsellors and counsellees (Jones, 2008). From the foregoing, rhetorical strategies are useful. However, they are fraught with challenges in their usage. As a result of the challenges that people face in using rhetorical strategies, this study sought to assess how counsellors use rhetorical strategies in dealing with students in counselling to mitigate the challenges that counsellors face in using rhetorical strategies in counselling.

O'Keeffe (2013) studied the place of academic counselling services in enhancing students' sense of belongingness. O'Keeffe opines that the key to student counselling benefit lies in the warm, unthreatening, and trust-worthy rapport clients share with their counsellors at school. The author found that such a positive relationship tremendously increased students' academic confidence to propel their institutional adjustment and ultimate academic attainment. O'Keeffe concluded that students' increased self-confidence and institutional sense of belonging equally fortify their determination to succeed at university. Therefore, counselling is a vital component of a student's academic achievement.

To know the qualities of effective counsellors, Knox (2008) studied counsellors and described effective counsellors as real, accepting, and holding. He argued that effective counsellors could contribute to a meaningful overall college experience for students (Knox, 2008). Counselling, in effect, provides all-around motivation, clear academic focus, resilience, and meaningful use of responsible behaviours for an overall worthwhile college experience among students (O’Keeffe, 2013).

Apaak and Osei Sarpong (2015) studied how counselling services could aid in improving the academic performance of athletes in Ghanaian tertiary institutions. Apaak and Osei Sarpong collected data through interviews and discovered that university student-athletes restored their academic self-confidence using counselling services. Moreover, Apaak and Osei Sarpong found that some of the athletes could not access counselling services because they could not balance their well-acclaimed celebrity statuses and time for extracurricular activities.

Ocansey and Gyimah (2016) explored the counselling needs of special needs students in the Greater Accra Region of Ghana. Purposefully sampling 80 special needs students from two special needs schools, namely, New Horizon Dzorwulu Special School and the State School for the Deaf, the researchers collected data from the respondents using a questionnaire and personal observation. They discovered that special students require social and emotional needs because they suffer rejection, isolation, and teasing from colleagues. The researchers concluded that workshops are required to equip staff and students of such schools with the required relationship skills to make the education environment conducive for special needs students.

Ocansey (2013) studied the causes of anxiety among tertiary students at the University of Cape Coast. The author used a descriptive design to study 376 students in the Faculty of Education. Ocansey gathered data for the study using a questionnaire and focus group discussion. The author discovered that fear of failure, lack of preparation for the examination, and the rigid grading system of the university were factors accounting for anxiety during the examination. Ocansey concluded that counsellors could step in to offer students counselling services on positive study habits and the need to stay prepared from the beginning till the end of the semester.

Ocansey (2018) conducted a phenomenological multiple case study to ascertain the experiences of students with university counselling services in three public universities in

Ghana. With a sample size of 13 students and focused group discussion and interviews as data collection instruments, the researcher discovered that inadequate institutional and physical facilities, poor publicity, and unprofessional behaviours of some counsellors had hindered students' patronage of counselling services in the institutions. Ocansey recommended that coherent and strategic advertising is needed to increase patronage of counselling services by students.

The Objective of the Study

Counselling is one of the support services much needed to assist students in achieving their academic goals. Ocansey (2018) observed that counselling aids students in coping with rigorous academic work. Even though counselling has been researched, our knowledge of the specific rhetorical strategies used by counsellors to elicit sensitive and relevant information from counselees is limited. The objective of the study was to explore the rhetorical strategies in counselling as used by counsellors at the University of Cape Coast.

Research Questions

The study sought to answer the following questions:

1. What rhetorical strategies do counsellors at the University of Cape Coast Counselling Centre use to draw out counselees to disclose sensitive information to them during the counselling session?
2. What counsellee-based rhetorical manifestations do counsellors use to determine whether counselees are responding to the counselling process?

Methodology

The qualitative approach was recommended in this study because it allowed for an inductive study of the rhetorical strategies of the University counsellors (Edmonds & Kennedy, 2017). Inductive research begins from specific observations or experiences and then forms a conclusion from these (Walliman, 2018). The qualitative approach was used because it allows multiple realities and gives opportunities for study participants to contribute to knowledge. Hence, the researchers collected data on the self-reported experiences of counsellors and then

drew up a belief or theory of how they go about their work using patterns and categories generated from the data (Edmonds & Kennedy, 2017).

Sample and Sampling Procedure

The present study used purposive sampling in selecting the participants of the study. Purposive sampling was deemed appropriate for the study, specifically, the maximum-variation purposive sampling. A key advantage of using maximum-variation purposive sampling is that “any common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared dimensions of a setting or phenomenon” (Patton, 2015, p. 283). Hence, the researchers endeavoured to include in the sample counsellors of both genders and counsellors of varied work experience.

Six counsellors were interviewed in this study. Normally, there are no exact stipulations of sample size in qualitative research (Patton, 2015). Therefore, the main reason for selecting six counsellors was that the supposed number of respondents would satisfy the researchers’ requirement for maximum variation in our sample. The participants were contacted through written letters and emails to seek their consent for them to participate in the study.

Instrumentation

Interviews were conducted with the sampled counsellors to gather information about the research questions. An open interview technique described by Beuving and de Vries (2015) and based on Merton and Kendall (1946) was used. According to this technique, four interview principles were followed: non-direction, specificity, range, and depth. In terms of non-direction and specificity, a semi-structured interview guide was used in close relationship with the research objectives. In terms of range and depth, six counsellors, per the description of the work as stated above, were interviewed while also using follow-up questions to go deeper into their experiences. Interview sessions lasted an average of 15 minutes. With the permission of each participant, an audio recording of the interview was made of each session.

Audio files were manually transcribed. Thereafter, content and thematic analyses were used to identify the rhetorical strategies and other relevant data that answered the second

research question. Coding, categorisation, and thematic organisations were aided by Baguette, a Computer-Assisted Qualitative Data Analysis Software (CAQDAS).

Ethical considerations

Ethical clearance was sought from the Institutional Review Board of the University of Cape Coast. Full attention was given in respect of respondents' rights: confidentiality and anonymity, informed consent, full disclosure, comprehension, and voluntariness. Potential respondents were sent consent notices and confidentiality statements via electronic means (email, WhatsApp, etc.). The document included issues on which conversations would be recorded and that audio files were to be transcribed personally. Participants were advised to try not to bring up personally identifying information unless such is necessary to a narrative. There was an assurance that explicitly identifying information found in the transcripts will be discussed with the respective participant and redacted if necessary. Participants were requested to indicate their agreement to be interviewed and to acknowledge the consent and confidentiality terms via an explicit written message of the same electronic means by which the documents reached them.

Results

1. **Research Question 1: What rhetorical strategies do counsellors at the University of Cape Coast Counselling Centre use to draw out counselees to disclose sensitive information to them during the counselling session?**

To obtain the answers to Research Question One, the data from the interview were discussed and analysed by looking at the kind of strategies counsellors use to divulge sensitive information to their counselees. In response to an interview question on this objective, a respondent stated that getting counselees to open up and also disclose certain sensitive information to them is not a challenge. She says as follows:

*People usually open up. They come to tell you what is bothering them. I would not say it is a challenge. Assuring the counsellee that whatever they say stays here or within us. You need to assure them of **confidentiality**. Once they are assured of confidentiality, it encourages them to open up. So if you think that a counsellee is holding on to some sensitive information, you just want to remind*

*the person that whatever we say stays here, and you would let the person know that you can only work with the information you have. So if you choose to keep some part of the information, I can only help you to the extent of the information you are giving me. I cannot tell because I do not know more. So we try to **encourage and also reassure**. But the issue is that sometimes, people hold on to information not just because they do not want to talk but because they are just not ready to. So sometimes, you would want to give them some time.*

This is a clear indication that when a counsellor can assure his or her counsellee of confidentiality, then both parties will feel the urge and liberty to disclose secret information to each other. The level of trust and encouragement will motivate the counsellee to unveil any information that needs to be heard. Again, this will assist the counsellor in determining whether or not to disclose certain sensitive issues. How you communicate with the counsellee will determine their level of trust. The assurance of confidentiality boosts the credibility of the counsellor, and this affirms Aristotle's argument that effective communication goes beyond the message to include the speaker's character.

During our interviews, it was examined that '**silent listening**' is another strategy that allows for a brief silence in counselling for the counsellee to **think or pause**. From the interview, it is evident that to make counsellees feel at ease, you would have to listen silently to whatever your counsellee has to say. This affirms Sue's (2021) theory that makes it clear that in counselling, silence enables the counsellee to speak freely about their problems. Silence also provides the counsellee with an opportunity to analyse their feelings without being interrupted. As a result, the analysis indicated that pausing and listening to a counsellee in a counselling session is essential. The respondent **emphasised that every counsellor must have active listening and silent listening abilities**. Active listening solicits feedback, whereas silent listening is when there are brief moments of silence during counselling. With silent listening, the counsellee is allowed to go through that phase to gain more time to decide whether to continue or to change the subject.

This creates an atmosphere where a counsellor can divulge any sensitive information to their counsellees without panic. Here, the counsellees are encouraged to share what is going on

in their lives, and if they do not want to, the counsellor reiterates that they must not be forced. The analysis and data gathered depicted that people who go for counselling should be given assurance and must feel free to always express themselves.

Another respondent also disclosed that one way he uses to divulge sensitive information from counselees is through positive word affirmation. He disclosed that the use of strategies such as empathy enables counselees to know that they are with them in whatever situation they find themselves in. According to Aristotle's theory of persuasion, the use of ethos, which is essential to one's credibility, is vital since it makes counselees trust one's credibility and can disclose sensitive information to counsellors. In an interview with one of the counsellors, he said:

"In counselling psychology, we have confrontation and clarification. You have to confront the person positively. We do that a lot so that the counsellee will know that his conclusions are wrong or 'perhaps he is having a prejudice so you will try and modify to explain it better; that's why we use confrontation."

During the interview, he explained the primary strategies which are mostly used by counsellors to get them to come out with any information during the session and the reasons for using those strategies. This also affirms Chigbu et al.'s (2021) theory which further explains that, with the confronting strategy, when the counsellors notice inconsistencies or confusion in the counselees' speech, behaviour, feelings, or ideas, confrontation is frequently used, and it can only be used when the counsellee and counsellor have established rapport which also aids the counsellee in developing a more rational view of contradictory perceptions. Another counsellor also disclosed in the interview that when it comes to children, she normally employs physical antics to get them to voice out sensitive information since they are most of the time unwilling or scared to open up:

"Most of the time, children who come for counselling at the hospital are unwilling to speak, so I normally sit close to them, get them to watch cartoons, look them in the eyes and even hold their hands just to get them to talk".

Another rhetorical approach used by counsellors to divulge sensitive information from counselees is the reflection of feelings approach. This approach is used by counsellors to identify themselves with the issues of their counselees. This approach is similar to empathy. In an interview with another counsellor, he revealed the relevance of this approach in his submission:

*“We have what we call a **reflection of feelings**. It is a skill used in counselling to, as it were, mirror the feelings of your counsellee. If you can do that, then they know that you understand what they are going through. Once a counsellee feels that you understand them, then the person is in a position to open up or tell you sensitive information.”*

From the above excerpts, it is evident that rhetorical strategies like confrontation and clarification, assurance of confidentiality, and reflection of counselees’ feelings are vital and often used as ways counsellors employ to divulge sensitive information from their counselees.

Research Question 2: What counsellee-based rhetorical manifestations do counsellors use to determine whether counselees are responding to the counselling process?

In counselling, there is a need for counselees to benefit from the counselling process. This is possible when counsellors are able to determine whether the counselees are responding to the counselling process. The response to the counselling process could be both immediate and delayed. The immediate response to the counselling process involves the psychological and emotional relief that counselees receive from the counsellor. The immediate response could also be counselees’ readiness to disclose relevant information that is keeping them in bondage and hurting them inwardly or even outwardly. The immediate response could include counselees’ nonverbal communication cues, such as nodding in agreement, and smiling, among others or their verbal responses, such as *yes, no, it is true* among others in the counselling process (Apaak & Osei Sarpong, 2015). The delayed response, on the other hand, is the long-term emotional and physical restoration that makes the counsellee recover from whatever triggered the need for counselling. For instance, Apaak and Osei Sarpong (2015) found that

student-athletes recovered from poor academic performance through counselling. This is a delayed response.

In the present study, the data revealed that counsellors are able to determine the immediate response of counsellees to the counselling process through the use of **observations**. Observation involves physically perceiving the verbal and nonverbal responses of the counsellees in the counselling process. For instance, in an interview with a counsellor, the counsellor insisted that the counsellee could be assessed by a counsellor to see whether the counsellee is benefiting from the counselling process through observation of the facial expressions and mood of the counsellee. She reiterated that:

*From **observation**, you can tell. Sometimes they would tell you what they have gotten from the session and let you know what they are going to do about their situations. You can also check the **facial expressions** to know that they are benefitting. Some would be generous enough to tell you what benefits the session has been to them. That makes it easy for you to know, otherwise, depending on the kind of problem the person brought, you can even tell from the **mood** the person came in with and how things have changed. For instance, I had a counsellee who came in, and immediately she sat down she was crying. She just cried for about two minutes. I just allowed her to cry, and when she told me about everything, in the end, she even laughed over the same issue. Just that tells you the person is relieved from whatever he/she was going through. Therefore, it is largely **observation**.*

In this excerpt, observation is a keyway to assessing the extent to which counsellees are responding to the counselling process. In the observation, however, there are several immediate cues that are observed. For instance, facial expressions such as smiling and grimacing, among others, could reveal the emotional state of the counsellee to the counsellor. The change in this facial expression is also a key sign that the counsellee is responding to the counselling. Moreover, observation could be focused on the mood of the counsellee. The mood could be gloomy, distressful, or a disappointment, but as the counselling process comes to an end, the counsellor could detect the change in mood as a sign of the success of the counselling process.

This is vital because, according to Seligman (1996), assessment should attempt to recognise the importance and uniqueness of the counsellee and so acknowledge the specific immediate responses to observe in measuring the immediate response of the counsellee to the counselling process. As already known, people seek a counsellor to help resolve concerns or problems that are interfering with their daily lives or causing them despair. The counsellor comes to the counselling session with the expectation to do something to ease or improve the counsellee's situation. For counsellors to know whether the counsellee benefits from the counseling process, the counsellor must attempt to assess the counsellee right from the beginning of their conversation, and this is done using observation of both the facial expression and mood of the counsellee.

Another way that counsellors determine the response of counsellees to the counseling situation is through learning situation/memory situation. According to the counsellors, counsellees should be given a situation that resembles the counsellees' situation and analysed it in such a way that the counsellee could make his or her own deductions and conclusion on the next plan of action to remedy his or her situation. In doing so, counsellors provide counsellees with a myriad of solutions that counsellees are at liberty to select from possible proposed solutions to remedy their problem. The use of learning situations to assess counsellees' response to a counselling process is reiterated by a counsellor as follows:

*In counselling, you need to create a **memory situation** for your counsellee so that they just do not pick the content you give them. They should be in a position to break this information down, analyse it, and make a synthesis so that they can make some sense of the options you give them. Once that has been done, you also create that **learning situation** for your counsellee so that they can make meaning out of the things that you give them. Normally, learning does not take place when people do not understand the kind of things you have done with them, and they need to walk away and practice that. So it is important to give them that learning situation so that they decide and act on things that are expected of them. Quite apart from that, you are to help them **generate their alternatives** and plausible solutions to the situation they have brought so that they can make informed decisions and be responsible for the decision that they make.*

This shows that to determine whether a counsellee is benefiting from a counselling process, then they must be left alone to decide for themselves after the various forms of verbal and non-verbal communication between the counsellor and the counsellee, but normally, if you are to decide for them, that is where they walk away and begin to do the wrong things and do not heed to the things that you have discussed. Unlike observation, which is mostly measuring the immediate response of counsellees to a counselling process, learning situation is a strategy to ensure a delayed response of counsellees to the counselling process. The learning situation provides a counsellee sufficient information on the probable solution that could be implemented after the counselling session to get results and remedy the situation.

Another important strategy used by counsellors to determine whether counsellees benefited from the counselling process is follow-up. It is important to do what is known as a **follow-up** to see if, indeed, the decision they took they are implementing or not and also how they are faring after the counselling session. The respondent disclosed that she could detect if counsellees are responding to the counselling session based on the responses or feedback she gets from them. She notes:

“You can get to know based on the feedback you acquire from the questions and answers from your counsellees. In some cases, when counsellees remain silent throughout the counselling session, you can use non-verbal cues like nodding of heads, being too moody, frowning of face etc.”

While the counsellor expressed follow-up in terms of questioning or asking for feedback from the counsellee about the success of the counselling process, Ocansey (2018) considered follow-up in terms of reaching the counsellee after the counselling process to ascertain how they are faring. This could be through a phone call, visitation, or request for their academic performance script if the counselling was based on a poor academic situation. In such cases, the counsellor is able to determine the delayed response of counsellees to the counselling process after the counselling process is completed.

In addition to the foregoing, the use of evaluation is seen to be effective in assessing counsellees' responses to the counselling process. This involves asking respondents to recap their experiences during the counselling process as well as what they have benefited from the

counselling process. For instance, one respondent also asserted that one way he uses to determine whether counselees are responding to the session is evaluation of the session by the counselees. He further adds,

“I get to know if counselees are responding to the counselling session by asking them to evaluate the session at the end. This enables me to figure out if they are responding or not.”

This is in line with Aristotle’s theory of persuasion, which states that anyone seeking to persuade an audience must be able to prove his or her messages with facts as well as tap an emotional aspect and present moral standards. From the above interviews, it is obvious that counsellors do employ a lot of skills and techniques to assess their counselees. This helps them to determine whether the counsellee is benefiting from the counselling process or otherwise. Assessment is done not to judge them but rather to seek clarification or progress. Thus, according to Seligman (1996), assessing the counsellee to ensure that they are benefiting from the counselling process enables counsellors to make an accurate diagnosis and also determine a person’s suitability for a particular treatment plan.

Conclusion

In this study, the researchers have discovered the assurance of confidentiality, positive comments, and empathy as rhetorical strategies that are used in achieving an effective counselling process between counsellors and counselees at the University of Cape Coast. Also, it was revealed in this study that the use of these rhetorical strategies aids counsellors to make counselees disclose sensitive and relevant information that will make the counselling process fruitful.

The concept of counselling involves various strategies through which counsellors reach out to counselees seeking their services. Some of these strategies are referred to as rhetoric. Without the use of rhetorical strategies, counsellors will not be able to give counselees the maximum help they need. It is, therefore, important that the communication strategies of counselling be given enough priority at the Counselling Centre of the University of Cape Coast to ensure a smooth counselling process.

Recommendations

The following recommendations are made based on the findings of the study:

1. The researchers recommend that counsellors at the Counselling Centre of the University of Cape Coast be acquainted, equipped, and conscious of the various rhetorical strategies and use them appropriately in their counselling sessions.
2. It is recommended the counsellors of the Counselling Centre of the University of Cape Coast attach more relevance and publicity to the benefits of seeking counselling not only during the crisis/critical stages but also regularly to derive the full benefits of counselling.
3. It is recommended that counsellors engage in follow-up to ascertain whether their counselees benefitted from the counselling process.

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