

**EVALUATION OF VOCATIONAL REHABILITATION PROGRAMME FOR
PERSONS WITH SPECIAL NEEDS IN SOUTHWESTERN NIGERIA (2000-2017)**

BY

ADEDOKUN, ADEWALE PHILIP

MATRIC. NO.: 105496

B.Ed. Special Education (Ibadan), M.Ed. Special Education (Ibadan)

A Thesis in the Department of Special Education,

Submitted to the Faculty of Education

in partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

JULY 2019

CERTIFICATION

I certify that this study was carried out by Adedokun, Adewale Philip in the Department of Special Education, Faculty of Education, University of Ibadan (Matriculation Number: 105496), under my supervision.

Date

Prof. O.A. Fakolade
Department of Special Education
University of Ibadan.

DEDICATION

This research work is dedicated to the Almighty God and to the evergreen memories of my dear parents, Late Pa. Adedokun Jacob Alaba and his industrious wife Late Madam Maria Arinola Odee Adedokun who laboured to see their children through Western Education but, never lived to see the attainment of this particular goal.

...but, as the events of my life rapidly unfolded themselves, it dawned more and more upon me that by your death a tragic incident that was to shape and guide the course of my life in a decisive manner had happened. I thank you for your devotion to the care of the children while you were alive.

ACKNOWLEDGEMENTS

I thank God Almighty who gave me life and a place to stand and a hope when everything was lost. To the Almighty Father alone be all the glory, honour and adoration forever (Amen).

Several individuals have contributed to the success of this study; mere mentioning of their names is not adequate enough. Notwithstanding, this open recognition of their contributions and personal support is an indication of my genuine appreciation. May the Lord reward each of them greatly for their contributions and support toward this research work.

I profoundly express my gratitude to Prof. O.A. Fakolade my supervisor for his invaluable guidance and encouragement while carrying out this research work. Sir, I came to realise that when you love someone, nothing is too big to sacrifice---thank you “my Oga”.

A research of this scope and magnitude requires the efforts of many people. I sincerely appreciate the supports of the following: Prof. S.O. Popoola, Dr. Otunla, Dr. Gbadamosi, Dr. Animashaun and Dr. J.O. Fehintola for the various assistances received from them in the course of carrying out this work. I owe immense appreciation to Dr. A. Tella, the Sub-Dean Postgraduate Programmes, Faculty of Education for his contributions. Your useful advice and constructive criticisms made this work attain this status. God will increase your wisdom.

I sincerely appreciate the suggestions and contributions of all my lecturers in the Department of Special Education: Prof. M.S. Eniola (Head of Department of Special Education), Prof. I.A. Nwazuoke, Prof. Moji Oyebola, Prof. J.A. Ademokoya, Dr. J.O. Oyundoyin, Prof. A.M. Oyewumi, Dr. Ayo Osisanya (Departmental Postgraduate Coordinator), Dr. F.A. Komolafe, Dr. G.A. Adelodun, Dr. K. Lazarus, Dr. O.O. Isaiah, my colleagues who are also lecturers in the Department: Dr. Abiodun Adewunmi, Dr. Esther Oyefeso, Late Dr. Mojisola Olakojo and Dr. Jacob Udemé. You have all contributed to the beautiful outcome of this thesis. All the non-teaching staff of the department are also appreciated.

I acknowledge with unreserved and heartfelt appreciation to the heads of the Rehabilitation Centres and Special Schools used for the study. I immensely thank all the teachers and facilitators whose excellent devotion and contributions as research-assistants made this work a success. Equally, I sincerely wish to express my gratitude to the Commissioners of Education, Women Affairs and Youths with their Permanent Secretaries in all the six states of South-West, Nigeria for the approval given to carry out this study in their respective domains.

I like to show my appreciation for the spiritual, moral and financial supports received from the following Men of God: Rev'd (Dr.) E.A. Adedeji, Rev'd 'Kunmi Ezekiel Adejunmobi, Rev'd 'Wuyi Oke, Rev'd Akintola Taiwo, Rev'd Dayo Ajayi, Rev'd A.K. Oyedemi, Rev'd Adepoju Olushola Emmanuel, Rev'd S. Ola Oni, Rev'd (Evang.) Dr. Damola Adeyefa, Rev'd (Dr.) Taiwo Akintola, Rev'd Raymond Olawale, Pastor Sunday Olunusi, Pastor Ademola Hosea Oluwole and Pastor Amos Olatunji. I cannot thank everyone enough in this short space. I cannot in fact, acknowledge everyone who God has used to assist me in life.

I must not forget the following individuals for their valuable support: Evangelist Timothy Adetunji, Dr. and Mrs Edozie, Mrs Falano, Bro. Mojeed Akangbe, Oba (Engr.) David Olajide Okunato (Ilufemiloye I) Iresi of Osi Land, Ondo State, Mrs F.H. Adelodun, Dr. (Mrs) Oyebola Okunogbe (Harvard University, U.S.A.), Mr. and Mrs Enwereonye, O.N., Mrs M.A. Adeosun, Dr. B.A. Adebisi, the families of Ogunmola (Germany), Rev'd (Engr.) and Mrs Etteh, Maj.Gen. (Rtd.) and Mrs Laz Ilo, Justice and Mrs Falola, Ayo Omotoso (Travelogue), Oluwafemi James Adejuwon (SCOOBA), Mr and Mrs Sola Oluwaleke, Pharmacist and Mrs Idowu Akinloye, Mr. Oyedeji, Emmanuel Ayodele (United Kingdom), Dcn. and Dcns. Taiwo Babayemi, Mr. 'Tunde Adewumi, my colleague Agwa Augusta and others...thank you all for the love.

I am grateful to the Adedokuns namely: Mrs Foluke Ayantayo nee Adedokun, Mrs Silifat Akere nee Adedokun, Deacon Simeon Ademola Adijolola Adedokun (Head), Elder Elijah Adesina Babatunde Adedokun, and Mrs Victoria Faderera Adetunji nee Adedokun. Thanks for being there always. Amb. Oluseun Thom Farombi, Felicia Owadara (Canada), Mr Mafolasire Ogundeji, Afurugbin Ihinrere Society of Gateway Baptist Church, Sanngo Ibadan and members of Drama Ministry Gateway Baptist Church, Sanngo, Ibadan; I really appreciate your contributions. I am grateful to Miss Asifat Titilope R. for the typesetting aspect of this work. I am equally grateful to a number of anonymous persons whose names could not appear for reason of brevity.

I thank my lovely partner, adviser and critic, Mrs Adedokun, Olabimpe Dorcas nee Olatoyan for her prayers, support and words of encouragement at all times. My earnest appreciation goes to one and only Mrs Adedokun, Oluwatoyin Ruth nee Oyedemi for her roles in my life; we have been through all the steps together, may God bless you all. Regina Adefunke Oluwatobi, Mercy Adedolapo Oluwaferanmi, Martins Sijuwade Oluwapamilerin, Victor Diekade Obaloluwa and Marvellous Abimbade Olamiposi Adedokun, I will forever be thankful to you all

for your patience, love, prayers and perseverance. The educational journey has been long, but having you made it all worthwhile. May you be really blessed (Amen).

There is a tide in the affairs of men, which taken at the flood leads to fortune, omitted, all the voyage of their life is bound in shallows and miseries. On such a full sea are we now afloat and we must take the current when it serves or lose our ventures. *Julius Caesar, Act 4, Scene 3, 218-224*

Most importantly, I give all the glory to GOD ALMIGHTY who gave me strength and good health to actualise this very important goal of my life.

ABSTRACT

Vocational Rehabilitation Programme (VRP) is designed to address the social, economic and learning needs of Persons with Special Needs (PwSNs). Though there is evidence that the programme's objectives are hardly met, previous studies largely focused on determinants of learning outcomes of PwSNs in southwestern Nigeria with little emphasis on evaluation of VRP. Therefore, this study was carried out to evaluate VRP in terms of availability and adequacy of facilities, equipment and facilitators' effectiveness in southwestern Nigeria.

Stufflebeam's Content Input Process and Product Evaluation Model provided the framework, while the survey design of the *ex-post facto* type was adopted. The five public-owned Vocational Rehabilitation Centres (VRCs) in southwestern Nigeria were enumerated. Also, 21 Public-owned Special Schools (PoSSs) that offer VRP were purposively selected across Oyo (3), Osun (4), Ondo (3), Ekiti (3), Ogun (4) and Lagos (4) states. The 26 heads of VRCs and PoSSs, 276 facilitators, 168 caregivers and 1,099 PwSNs were enumerated. The instruments used were VRP's Equipment and Materials ($r=0.89$), VRP's Providers ($r=0.87$), VRP's Objectives Attainment ($r=0.97$) and Facilities, Equipment and Resources ($r=0.87$) Inventories; VRP's Trainees' Content Coverage ($r=0.95$), VRP's Techniques ($r=0.76$) and Facilitators' Attitude to VRP ($r=0.79$) questionnaires and VRP's Checklist ($r=0.97$). In-depth interviews were held with four caregivers (two each of VRC and PoSSs). Quantitative data were subjected to descriptive statistics, while qualitative data were content analysed.

The PwSNs' age was 18.50 ± 1.70 years, while 52.1% were male and 47.9% female. The VRP in the VRCs was of two years duration, while those in the PoSSs were of six years duration. The PwSNs attending the VRP across the states were Lagos (26.7%), Oyo (19.8%), Ogun (18.8%), Osun (16.6%), Ekiti (9.7%) and Ondo (8.5%). The VRP contents were adequate in line with the stated objectives mean value of $\bar{x}=3.28$ as against the objective norm of 2.50. The availability of facilities, equipment and resources (18.1%) was low. Discussion ($\bar{x}=3.53$), demonstration ($\bar{x}=3.36$), project ($\bar{x}=2.79$) and group work ($\bar{x}=2.79$) methods were predominantly used by the facilitators, while laboratory ($\bar{x}=2.25$) and field trip ($\bar{x}=2.13$) were rarely used. The general performance of the PwSNs in the programme was low against the objective norm of 2.50, while supervision and control by the supervising government agency were ineffective. In addition, lack of trained facilitators, inadequate funding, ineffective supervision and monitoring, lack of training equipment and facilities were the major challenges confronting the effective VRP implementation.

The vocational rehabilitation programme provided for Persons with Special Needs in southwestern Nigeria was not impactful. Therefore, there is the need for effective supervision and provision of essential facilities and resources.

Keywords: Vocational rehabilitation programme, Persons with special needs, Vocational rehabilitation resources

Word count: 423

TABLE OF CONTENTS

	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vii
Table of Contents	viii
List of Tables	xi
Figures	xii
List of Appendices	xiii

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	13
1.3	Purpose of the Study	15
1.4	Research Questions	15
1.5	Significance of the Study	17
1.6	Scope of the Study	18
1.7	Operational Definition of Terms	19

CHAPTER TWO: LITERATURE REVIEW

2.1	Concept of Special Needs Education	20
2.1.1	Categories of Persons with Special Needs	24
2.1.2	Historical Development of Special Needs Education and Vocational Rehabilitation	27
2.1.2.1	Historical Development of Vocational Rehabilitation of Persons with Special Needs in Nigeria	29
2.1.3	Vocational Rehabilitation Programmes for Persons with Special Needs in South-West	33
2.1.4	Vocational and Rehabilitation Rights of Persons with Special Needs	38

2.1.5 Vocational Rehabilitation Centres in South-West	51
2.1.5.1 Vocational Rehabilitation Processes	53
2.1.6 Nigerians with Disability Decree of 1993	55
2.1.6.1 Social Development Policy for Nigeria Rehabilitation	58
2.1.7 Concept of Evaluation	62
2.1.8 Models of Evaluation	65
2.1.8.1 Evaluation Model (CIPP Model)	73
2.2 Theoretical Review	
2.2.1 The CIPP Model	80
2.2.2 Theory of Vocational Choice	81
2.3 Empirical Review	
2.3.1 Review of Studies on Education Evaluation	82
2.4 Appraisal of Literature	91
2.5 Conceptual Framework of the Study	93
CHAPTER THREE: METHODOLOGY	
3.1 Research Design	94
3.2 Variables of the Study	94
3.3 Population	95
3.4 Sample and Sampling Technique	97
3.5 Inclusion Criteria for Selection of Rehabilitation Centres/Special Schools	97
3.6 Instruments and Instrumentation	97
3.7 Procedure for Data Collection	100
3.8 Methods of Data Analysis	100
3.9 Limitations of Study	100

CHAPTER FOUR: RESULTS

4.1	Answers to the Research Questions	102
4.2	Summary of Major Findings	195
4.3	Discussion of Findings	196

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	202
5.2	Conclusion	202
5.3	Contributions to Knowledge	203
5.4	Recommendations	204
5.5	Suggestions for Further Studies	205
	References	207
	Appendices	222

LIST OF TABLES

Tables	Pages
1.1: Summary of Programme, Evaluation Objectives and Research Questions	16
1.1a: The concepts breakdown	93
4 I, ii, iii, iv, v, Demographic Distribution	101
4.1: Frequency Counts Showing the Contents of the Vocational Rehabilitation Programme Taught with the Contents Specified in the Objectives of the Programmes	111
4.2: Frequency Counts Showing the level of Availability, Adequacy and Accessibility of the Facilities, Equipment and Resources in the Vocational Rehabilitation Centres and Public-owned Special Schools	114
4.3: Frequency Counts Showing the Availability of the Facilities, Equipment and Resources in VRCs /PoSSs	152
4.4: Availability of Service Providers and Resources	167
4.5: Contents' Coverage of Vocational Rehabilitation Programme	174
4.6: Training Techniques for the Vocational Rehabilitation Programme	178
4.7: Contents' Coverage of Vocational Rehabilitation Programme	179
4.8: Frequency Counts Showing the State of Supervision and Control of VRP in Southwestern Nigeria	182
4.9: Frequency Counts Showing the Attainment of Vocational Rehabilitation Programmes' Objectives	184
4.10: Frequency Counts Showing the Challenges Confronting the Implementation of Vocational Rehabilitation Programme	186
4.11: Problems of Vocational Rehabilitation Programme's Implementation	189

LIST OF FIGURES

Figures	Pages
1: Elements of the Goal Composite Model	78
2: Tyler's Model of Evaluation	78
3: Multiple bar charts showing the availability of the facilities, equipment and resources for persons with hearing impairment	124
4: Multiple bar charts showing the number of availability of the facilities, equipment and resources for persons with hearing impairment	126
5a: Multiple bar charts showing the availability and adequacy of the facilities, equipment and resources for persons with visual impairment	134
5b: Multiple bar charts showing the availability and adequacy of the facilities, equipment and resources for persons with intellectual disabilities	142
6a: Multiple bar charts showing the availability and adequacy of the facilities, equipment and resources for persons with physical disabilities	150
6b: Line graph showing the facilities, equipment and resources	165
7a: Multiple bar charts showing availability of the service providers	169
7b: Multiple bar charts showing the number of programmes' providers	172
7c: Multiple bar charts showing the contents' coverage of vocational rehabilitation programme	176
8a: Multiple bar charts showing the problems of vocational rehabilitation programme's implementation	191
8b: Multiple bar charts showing the extent of the problems of vocational rehabilitation programme's implementation	193

LIST OF APPENDICES

Appendices	Pages
I: Vocational Rehabilitation Programmes' Equipment and Materials Inventory (VRPEMI)	219
II: Vocational Rehabilitation Programmes' Providers Inventory (VRPI)	222
III: Vocational Rehabilitation Programmes' Problems Checklist (VRPC)	224
IV: Attainment of Vocational Rehabilitation Programmes' Objectives Inventory (AVRPOI)	227
V: Trainees' Questionnaire on Content Coverage of Vocational Rehabilitation Programmes (TQCVRP)	229
VI: Facilities, Equipment and Resources Inventory (FERI)	231
VII: Questionnaire on the Problems of Vocational Rehabilitation Programmes Implementation (QPVRPI)	232
VIII: Techniques for Vocational Rehabilitation Programmes (TVRP)	234
IX: Facilitators' Attitude to Vocational Rehabilitation Programmes (FAVRP)	235
Demographic Data	237
Head of Department Letter of Introduction	
Letters of Approval from the States of the Study	

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Persons with special needs are usually trained to be independent. Independence is being able to sustain oneself without depending on others. The society tends to have more respect for a person who is economically reliable and independent than a person who is dependent on others for his/her livelihood. Persons with special needs (PWSNs) tend to be grouped among the low level class of the society and poverty reduction policies will therefore have a serious impact on their personality and well-being.

Persons with special needs experience similar challenges and difficulties in breaking out of poverty as other people but they have additional limitations of inaccurate opportunity to everyday essential needs, such as education, vocational training, and employment opportunities, which in many cases are viewed with low self-esteem and low expectations emanating from their marginalised position (Bader, 2003). Nigeria as a country is very rich in human and material resources, though much of these resources are either underutilised or misappropriated even though a large proportion remains dormant and untapped. No society can be economically and politically stable without putting in place the necessary mechanisms that will tap the productive potentials of her citizens. Huebner (2011) opined that every person in one way or the other has a potential waiting to be harnessed for the benefit of oneself and the society as whole.

In our contemporary societies, every individual is expected to shape his/her life by making various choices that would add values to his or her life. The dominant notion of citizenship according to Van Houten, and Jacobs (2005) is living in a community which is synonymous with possibilities of an independent individual who is reflective and able to contribute to economic development of such a given society. Persons with special needs miss out on vocational programme's opportunities that other citizens take for granted. Very often, persons with special needs face discrimination in the community and it is assumed that they have little potential to fend for themselves and making meaningful economic contribution to their immediate families. It is therefore pertinent that vocational rehabilitation programmes for persons with special needs should aim at compensating for such missed learning opportunities. Education is a key factor in liberating

man and equipping people to live a meaningful and self-reliant life. The society that remains in servitude ignores the education of its citizens; all citizens regardless of disability deserve one form of education or vocational training or the other. Special needs education exists because there are individuals whose learning needs cannot be accommodated within the regular learning environment. The main thrust of special needs education therefore is to help each special needs person to adjust and compensate for his or her disability (Nwazuoke, 2007). This study is premised on vocational rehabilitation programmes available in various vocational rehabilitation centres and public-owned special schools that offer vocational rehabilitation programme across southwestern Nigeria between year 2000 and 2017.

Shonibare (2012) stated that learning processes for persons with special needs may involve the visual or auditory modalities; intellectual processes and deductions; behavioural adaptability; psychomotor deficiencies and temporal or permanent impact on the supportive learning psyche. The implications emanating from such deficits or hindrances will require that the uniqueness of the learner be specifically considered in determining what is learnt; how it is learnt (delivery methods); and the determination of the feedback mechanisms (outcomes). By their special conditions, persons with special needs vary greatly in causes, types, degree of severity of their disabilities and characteristics. Therefore, they in turn require unique and different programmes from different professionals such as special needs education teachers, psychologists, audiologists, guidance counselors, medical practitioners, speech/language pathologists, optometrists, otologists, orthopedists, physiotherapists, social workers, otolaryngologists, neurologists, occupational therapists, rehabilitation specialists, vocational experts, and mobility instructors. The eight principal areas of exceptionality as provided in the Elements of Special Education Curriculum includes the gifted and talented, intellectual disability, learning disability, physical and health impairment, behaviour disordered, hearing impairment, speech and language impairment, and visual impairment. Available support services, rehabilitation and preventive measures were also included. The thrust of this study hinged on vocational rehabilitation programme.

The ultimate aim of special education which is geared towards making the individual live a more fulfilled and purposeful life would not be realised, if persons with special needs are not exposed to the rudiments of vocational rehabilitation programme; the overall goal of special needs education could be achieved if there are adequate human and material resources. Training

materials for special needs persons in every rehabilitation centre are necessary and must be relevant to the needs of the beneficiaries for lasting skill acquisition, because effective training cannot in any way be attained without these materials. This will depend on the types and severity of disability involved, such as type-writer, talking book, Braille-book, tape- recorder, hand frame and slate, abacus, Taylor frame and stylus, orientation and mobility devices and so on, for the visually impaired. Sign language text book, charts, hearing aids, audiometer, and visual device (such as television) and so on for the hearing impaired. Wheel chair, ram construction, adapted chair and table, paper and pencil holder, crutches and the likes for persons with physical disability, and audio-visual materials, concrete objects, assorted toys and so on, for persons with intellectual disabilities.

Obani (2006) observed that, in all human societies and conditions, diversity exists and should be recognised, planned for and managed to the benefits of the society. Educationally, persons and children with special needs require special needs education and similar programmes for them to reach maximum potentials. They may have learning disabilities, intellectual disabilities, physical disabilities, emotional disorders, autism, traumatic brain injury, disorders of communication, or special talents. Persons with special needs are human beings with equal values, equal dignity, and equal civil rights (Lere, 2010). When the rights and dignity of persons with special needs are promoted, we are empowering individuals, strengthening economies and enriching societies at large (International Labour Organisation, 2008).

In the olden days, persons with special needs were left in the extreme warmth and coldness of weather to waste away, starve to death, abandoned in the forest, all in an attempt to get rid of them. This was so because of the general opinion that nothing good can come out of persons with special needs, therefore, there was no form of educational or vocational rehabilitation programme being planned for them at that time. The act of rejection and abandonment created a lot of problems to the parents, government and non-governmental organisations in setting-up meaningful vocational rehabilitation programme to suit their immediate needs and yearnings. Later on, with an increase in their population, persons with special needs were taken care of by planning vocational rehabilitation programme for them (Dada, 2006). In Nigeria today as in other developing countries, nobody is considered useless or worthless; rather, everyone irrespective of his or her ability or inability has personality and potentials that can contribute to the improvement

and development of one's environment, community and the nation at large, such as the new generation of persons with special needs who hold themselves in high esteem and who are willing, ready and seeing themselves competent to pursuing a vocation of their choice in every sector of nation's economy that affords them the opportunity to attain and reckon with in the productive segment.

Persons with special needs of this generation are aware that to be employed is part of being an adult, a responsible and a contributing participant in the nation's way of life. To be employed has significant psychological, societal, physiological, spiritual and fiscal benefits. To get involved in work leads to having economic freedom; it also promotes an individual decision making skills and effectively manage one's ability to make choices and to manage one's life. Work thus adds value and upgrades the quality of life of every person and member living in the households. An individual who works is happier than a person who does not work and his families are happier as well (Gretz, 2000). Neighbourhoods with higher employment ratio commit less crime, have a great sense of community, and increase the sense of individuals being responsible for one another (Jahoda, 2000; Liem and Rayman, 2001). Work also gives opportunities for relationships, friendships, and long-term supports for persons with special needs (Schur, 2002). Jibrin, Danjuma and Zayum (2007), also opined that vocational programme are the keys which unlock the rapid growth of both personal and national potentials that makes the federal government of Nigeria regards education as an instrument per excellence for resounding and effective national development (Jiddere, 2002).

Training should be a response to need and a reaction to a problem need. Presently, the education of persons with special needs is shifting more towards acquisition of vocational skills. Vocational programme's training according to Onuwurike (2001) is the activities which essentially aimed at providing knowledge and skills required for employment in a certain field or group of similar occupations in any facet of economic activities while proposing appropriate skills or career training for persons with special needs. One of the goals of the National Policy on Education (FRN, 2013) is to train and impart the necessary skills to persons to be self-reliant. Vocational rehabilitation programme therefore, provide persons with special needs a sense of belonging, self-worth and allow them contribute to community via the direct work they do (Hill, Bank, Handrich, Wehman, Hill, and Shafer, 1987).

Lere and Nengel (2005) enumerated some fundamental goals of empowering persons with special needs economically as follows: to enable persons with special needs have something doing; to stop persons with special needs from becoming beggars; to enable them have a share in the economy of the nation; to enable them to actively get involved in the economic development of the nation; to bring up persons with special needs educationally, socially and economically; to aid them achieve self-sufficiency, independence, effectiveness and lasting economic adjustment; to bring awareness to persons with special needs that job participation can provide and cater for their entire well-being; to bring persons with special needs back from economic isolation and segregation held against them by the so-called 'normal' persons. However, it is regrettable that despite educational policy specifications, a lot of persons with special needs have failed to attain self-reliance and independence after schooling because, they were not introduced to vocational programme. Therefore, a kind of education that can bring about positive change will be education that teaches the recipient to be self-reliant, job creator and innovative. Training vocationally is getting ready for a particular vocation. Vocational rehabilitation programmes therefore focus on real practical applications of skills learnt, and which is generally go beyond theory or traditional academic skills. A large part of training in vocational rehabilitation centres is hands-on training. Vocational programme thus provide a merger between working world and education thus; differ in their effectiveness and quality; graduation from a good vocational training programme would greatly assist one's employment outlook.

Persons with special needs can be assisted in becoming self-employed through the vocational rehabilitation (VR) programme, that consist of training and job-counseling services run by states but, funded in part by the federal government. Such gesture is part of the VR scope of programme and self-employment is an appropriate employment outcome (Revell, 2009). That was why the Federal Government of Nigeria inaugurated and implemented several educational policies such as (National Policy on Education revised (2013); Universal Basic Education and Inclusive Education). The philosophies of these policies made ample provision for free activities of every Nigerian citizen to develop the "self" to the optimum, irrespective of their physical, mental, health or emotional status, so that they may be useful to themselves and equally partaking in the development of the nation.

Likewise, Obani (2004) posited that special education is a form of education that was developed

to suit the needs of persons with special needs that may have learning difficulties and problems as a result of disabilities. Obani went further to say that special education aims at reducing the limitation effects of handicap/disability on a person's ability and permits that person to approach and live as near normal life as possible. Such individuals possess substantial potentials that can be nurtured through habilitative and rehabilitative programme in order for them to achieve self-fulfillment, self-sufficiency, freedom and independence. The Rehabilitation Act of 1973 and Education for All Handicapped Children Act of 1975 brought in new changes in policy which paved way for numerous children and youths with special needs in the United States of America and giving the access to gain vocational skills that are useful to transition to partaking as responsible adults in community life, working, and living.

It is generally believed that the basic societal duty is the training of individuals to make them independent and productive members of their society. Constitutionally, citizens enjoy some rights and privileges such as the right to work, live, speak, education, vote and be voted for but, majority of persons with special needs are denied these rights in practice (Nkanwuna, 1996). Vocational rehabilitation is perceived by Chan, Reid, Kaskel, Roldan, Rahimi, and Mpofu, (2001), as: a procedure that consists of diverse programmes which follow an orderly and logical progression of services related to the optimum needs of persons with special needs. The procedure commences with the initial case finding or referral, and terminates with the proper and successful placement of a person with special needs in job setting. Many developments and activities take place in overlapping time frames and concurrently during this process.

Perrone, Chan, and Thomas, (2000) submitted that the major vocational rehabilitation elements as: comprehensive; an individualised procedure with decisions driven by trainee choice; functions to design or reinforce functional capacity; and the outcome goals are functional gainful employment and independence. Programmes developed to release the burden and facilitate return to work are encompassed by vocational rehabilitation (Berkowitz, 2000). Typical programme include though not limited to, evaluation and vocational assessment, vocational training, career counseling, refresher courses, job search, on-the-job training programme, general skills upgrading, and consultation with employers for job accommodation, modification and follow-up services. These programmes' delivery processes are not in any way different for persons with certain special needs; intensity, the amount, and the delivery modalities may not be similar depending on the various

needs of an individual. In addition, other psychological, educational, personal and environmental factors are being considered in the process.

The field of rehabilitation is a rescue field for persons with special needs for the sole aim of restoration and conservation of individuals who are having some special needs conditions. Rehabilitation could be restated as a process bound delivery of services targeted at returning a client to the highest levels of academic, vocational, socio-emotional and economic functioning he/she is capable of. Rehabilitation entails the activities developed to help persons with special needs moving from the position of dependence to become independent. Essentially, rehabilitation is a means of combating being handicapped medically, psychologically, educationally, and vocationally to guarantee the individual an independent life (Rubin and Roessler, 2001). Rubin and Roessler (2001) further asserted that rehabilitation is also the procedure of restoring person with special needs to his optimum usefulness which he or she has the ability of attaining vocationally, mentally, and physically. Olney and Kennedy (2002) stated that total rehabilitation is a proof whereby individuals in different areas of helplessness, emotional disturbances and dependence come to acquire new knowledge of themselves and their special needs conditions, the new skills necessary for their state, and a new control of their environment and emotions.

Obani (2000) opined that rehabilitation procedure is planned orderly sequence of programmes/activities related to the every need of persons with special needs. It is a process built around the issues pertaining to persons with special needs; therefore, any rehabilitative programme meant for persons with special needs must be meaningfully geared towards the goal of self-sufficiency and independence. Ajobiewe, Theo and Ajobiewe (2006) opined that rehabilitation primarily aims at alleviating or remediating the problems and/or the handicap that follows a disability and not necessarily at the disability. This does not mean that the disabling factor is not considered at all in rehabilitation processes, for indeed it has a place.

Rehabilitation of persons with special needs has often been misconstrued to mean the packing of beggars and the insane off the streets into vocational centres. It involves far more than that, it starts right from birth till death to alleviate the limitations caused by disabilities. Vocational programme to persons with special needs are not just the usual syllabus but, planned rehabilitative programme. Obani (2000) submitted that rehabilitation is the undemonstrative term used in describing what is perhaps one of the greatest “rescue” operations in human interaction; it is the work of taking the

sting out of disablement and handicap, thereby minimising the human waste and misery arising there from. It is necessary that the goal of the education of persons with special needs in Nigeria is geared towards holistic development through vocational programme, conscious attention to their mental, spiritual, ethical, aesthetic, emotional, physical and social growth. Special needs conditions limit access to education and employment which leads to economic and social deprivation; persons with special needs would feel excluded when they are left on their own without any vocational programme being planned for them.

Vocational programme existed long ago in form of home training on some skills and apprenticeship system (Olaitan, 2001). People were taught skills in carpentry, carving, knitting, gardening, fishing and others. Irrespective of how vocational education is viewed, it is impossible to erase vocational programme among the special needs individuals. Therefore, the Third National Objective enshrined in the Nigerian constitution which focuses on building a united, strong and self-reliant nation can be effectively achieved through skills acquisition and vocational training via vocational programme. Crafts such as sewing and knitting, shoe-making and repairing, basket-making, weaving, carpentry, tieing and dyeing, computer training, animal husbandry such as poultry, piggery, cattle-rearing, snailry, fishery, rabbitry, grass-cutter rearing are among other essential vocational programmes at the vocational rehabilitation centres. These programmes offer quick results and easy sale and working from present skills were seen to be most practicable. By and large, persons with special needs need to be trained in some programmes of their interest and within their capacity in order to make them become self-reliant. Vocational rehabilitation (VR) helps persons with special needs obtain the skills and other resources they need to get a job, keep a job, and develop a long-term career.

Perrel (2003) stated that persons with special needs can develop many economically useful and vocational skills. The word vocational is connected with acquisition of skills, imagination and knowledge that are needed to acquire in order to do a particular job. Vocational programme is a specialised programme distinguished from general education. Particularly, vocational education according to Adedeji (2000) is that part of a holistic experience of a person that allows the trainee to engage successfully in gainful occupation. Vocational education equips people with the basic principles of doing things, the trainee is taught to acquire marketable skills; the trainee is helped to imbibe right culture of doing and thinking through repetitive training and experiences garnered

from the training thereby providing a productive ability with which to secure employment.

In spite of various efforts made by private practitioners, training and educating persons with special needs have been recognised as national issue with proper placement in the National Policy on Education. The fact remains that, human population is ever increasing in every given society, the population growth witnessed in Nigeria in the past one decade demands for the need to put necessary programmes in place which will help in equipping the Nigerian populace with necessary skills and knowledge that will make everybody more useful and effective to self and the society as a whole. The population of persons with special needs is also on the increase, this therefore calls for functional rehabilitation programme that will emphasise access and equity in educational services delivery and cater for every member of the society without any form of discrimination. Specialised materials and equipment must be available, adequate and utilised. Strategies for implementation could also be an impediment in the success of the vocational programme. The design and organisation of training activities and proper assessment techniques, funding, the amount of time allocated for training, attitude of people towards persons with special needs and a host of others could be thoroughly looked into as to whether or not they were enabling factors or constraints in vocational rehabilitation programme for persons with special needs. Geosling (2000) have reported that attitudes towards individuals with special needs occupy a central position in rehabilitation and special needs provision. Eleri (2012) also argues that if suitable programmes were to be provided to individuals with special needs, positive societal attitude is vital. To this end, the attitude of the facilitator who is charged with the responsibility of training the 'client' and rehabilitating persons with special needs ought to be very positive if the objective of vocational rehabilitation programme would be achieved. The researcher is interested in evaluating vocational rehabilitation programme for persons with special needs in Southwestern Geo-Political Zone, to assess the quality of vocational programme been given to persons with special needs in the zone.

Evaluation has to do with value assessment: a process of examining whether an act is in order to pass judgment on its quality, value, extent, importance, and condition. It entails processes that are ethical, feasible, useful and accurate. Evaluation involves laid down principles of investigation of the worth, significance and advantage of a programme, therefore, assigning "value" to programme efforts in taking care of those three inter-related domains: Worth, Significance, Quality or Merit. Programme evaluation is a systematic way to account and improve

for public actions. Educational evaluation is a means of appraising and characterising some aspects of educational procedure. Educational evaluation has two purposes; academic institutions often demand evaluation record to proof accountability to funders and other concerned authorities, and equally to give a measure of performance for marketing purposes (Committee on Standards for Educational Evaluation, 2003).

The existing policy objectives for vocational rehabilitation programme in line with Social Development Policy for Nigeria Rehabilitation serve as the basis of this evaluation. Evaluation objectives of this research work premised on:

Pursuing and training of persons with special needs through the establishment of more functional vocational rehabilitation centres; making provision for adequate human and material resources for the existing vocational centres so that they can provide more effective vocational programmes for persons with special needs; providing for facilities for the development of various rehabilitation programmes; develop and implement rehabilitation programme at the state level.

Effective evaluation of education programmes requires the use of necessary evaluation models that have been used before and proven to be result oriented.

There are various evaluation models for different purposes. Some are: Tyler's (1949) objectives/outcomes evaluation Model; Goal-free Model by Scriven, 1972; Context, Input, Process, and Product (CIPP) Model by Stufflebeam, 1971 (revised, 2004); and Antecedent, Transaction and Outcome (ATO) or Countenance Model by Robert Stake 1967.

Antecedent Transaction Outcome model of evaluation was designed in 1967 by Roberts Stake for curriculum studies far back 1960s. The model aims at capturing the complexity of an educational innovation by making comparison of intended and observed outcomes at different levels of operation. Stake (1973) came up with three basic elements that can be found in his model, these are the antecedent, transaction, and outcome. The major strength of the model is that it accommodates action-research and focuses on description and judgment. This study adopted CIPP model because it was found appropriate to judge the effectiveness of a programme. Eleri (2012) noted that the CIPP is decision-oriented and it focuses on providing information to decision-makers. He listed some advantages of the CIPP model to include: practicality, effectiveness, efficiency, comprehensiveness, balance and usability.

The CIPP evaluation model has a strong affinity to the principles of a free, fair society and service. This evaluation model requires the evaluators and clients to identify, clarify different needs for service, involve rightful beneficiaries, and obtain vital information to be used in designing responsive projects and other services, assessing and helping guide monitoring of effective implementation of services, and ultimately review the services' worth, merit, probity and significance. The main focus of CIPP model is to supply up to date information that will assist service providers periodically assess and improve services and make efficient and effective use of resources, time and technology in order to serve the targeted and well-being needs of rightful participants equitably and appropriately (Agomoh, 2004). The efficacy of CIPP model was proved in education evaluation studies conducted by different authors including Agomoh (2004) in a study: an evaluation of special education programme at primary and secondary schools in Eastern Nigeria, and Eleri (2012) in a study: evaluation of special education curriculum in selected Colleges of Education in Nigeria. The study by Agomoh only covered Eastern part of Nigeria while other parts of the country were excluded. The study by Eleri conducted in (2012) centred mainly on curriculum implementation in teacher education programme; it did not evaluate curriculum implementation at schools level for special education beneficiaries. Also, Adeleke (2015) evaluated service delivery for pupils with special needs in primary schools in three states of south-west, Nigeria; this equally was not on vocational rehabilitation programmes.

Evaluation of vocational rehabilitation programme for persons with special needs aimed at assessing the quality of programme provided. Educational evaluation must focus on equal educational opportunities for all with emphasis on accessibility and provision of quality vocational rehabilitation programme that will help persons with special needs to develop their natural potentials and contribute to national development as true citizens of Nigeria.

Programme objectives

The objectives are:

1. to ensuring that persons with special needs are comprehensively incorporated into the national economy.
2. to issue guidelines for vocational rehabilitation programme and welfare of persons with

special needs.

3. to make provisions to enhance the placement of persons with special needs in suitable employment or vocation.
4. to make provisions for various vocational rehabilitation programme to develop skills in order to reduce dependency.
5. to ensure diligent follow-up and adequate incentives to the personnel to facilitate subsequent vocational rehabilitation.
6. to make provisions for persons with special needs to have equal rights, privileges, obligations and opportunities.
7. to take into cognizance the special needs and the requirements of persons with special needs in the designing, formulation of educational programmes and policies.
8. to promote specialised institutions that will facilitate research and development of vocational rehabilitation programme and the education of persons with special needs.
9. to pursue training of persons with special needs through the establishment of more functional vocational rehabilitation centres.
10. to ensure adequate human and material resources for the existing vocational rehabilitation centres so that they can provide more effective vocational training for persons with special needs.

Evaluation objectives

The evaluation objectives of the study were based on the programme objectives one, three, four, and ten specifically:

1. To determine the characteristics of the trainees in southwestern Nigeria.
2. To evaluate the availability and adequacy of the facilitators, facilities and equipment at public-owned special schools and the vocational rehabilitation centres in southwestern Nigeria.
3. To evaluate PWSNs' access to vocational rehabilitation programme in southwestern Nigeria.
4. To evaluate PWSNs' access to employment opportunities in southwestern Nigeria.
5. To evaluate the level of implementation of vocational rehabilitation programme in

southwestern Nigeria.

6. To evaluate the challenges to the implementation of vocational rehabilitation programme in southwestern Nigeria.
7. To evaluate availability and adequacy of vocational rehabilitation programme in public-owned special schools and vocational rehabilitation centres.
8. To evaluate the training methods and strategies employed by the facilitators at the centres.
9. To evaluate the state of supervision and control of vocational rehabilitation programme in southwestern Nigeria.
10. To evaluate the level of skill acquisition of the trainees at the various vocational centres and public-owned special schools across southwestern Nigeria.

1.2 Statement of the problem

It has been observed that persons with special needs are not given equal vocational training as their able-bodied counterparts in Nigeria; this has been a great concern to scholars and stakeholders in the field of special needs education. The demand of various global trends is that every person with special needs (PWSNs) be given quality vocational training, this calls for more efforts on the part of all stakeholders to make necessary vocational programme available for all categories of persons with special needs in Nigeria. Persons with special needs in southwestern Nigeria are faced with challenges that affect the quality of life they live. Persons with special needs have some potential that could be useful if harnessed. The essence of vocational rehabilitation programme is to equalise opportunities for persons with special needs; lack of necessary vocational programme where it exists, has not only impoverished PWSNs or lowered their quality of life, but has also, widened the gap between them (PWSNs) and their able bodied counterparts. The six states of southwestern Nigeria have deemed it worthwhile to establish some vocational rehabilitation centres and public-owned special schools that offer vocational rehabilitation programme; it is now pertinent to undertake a comprehensive evaluation of this programme viz-a-viz identifying areas of needs and, also, providing necessary recommendations that would make the programme more comprehensive and more result oriented. This has become necessary because of the fact that unemployment is on the increase in the country especially among persons with

special needs.

Most of the public-owned special schools and vocational rehabilitation centres are ill-equipped with modern technological devices; this will not provide the needed vocational training for PWSNs. Also, vocational facilitators are not adequate at vocational rehabilitation centres and public-owned special schools; this will invariably affect the quality of training that is given to PWSNs in Nigeria thereby making it difficult for the programme to effectively achieve its stated objectives.

Generally, it is the belief of the society that PWSNs cannot be trained vocationally; this prevents PWSNs from attaining a lofty height vocationally. A number of issues attending to effective implementation have also cropped up over the years; these range from non-availability of equipment and facilities; lack of adequacy of equipment and facilities; non-availability and adequacy of facilitators; societal attitudes to trainees with special needs, lack of qualified personnel and support staff and ineffective programme at the various rehabilitation centres and public-owned special schools. Previous scholars largely focused on academic performance and curriculum implementation for persons with special needs at the expense of the vocational rehabilitation programme.

This study evaluated vocational rehabilitation programme using the Context, Input, Process, and Product (CIPP) model. This is in terms of the extent of vocational rehabilitation programme to which the programme's objectives are currently being achieved, the relevance of the programme's objectives to the needs of the trainees and community, the suitability of the personnel available (qualification, experience), availability, adequacy and utilisation of facilities, equipment and resources. This study is therefore, designed to provide empirical data that could inform the future policy decisions on vocational rehabilitation programme for persons with special needs in southwestern Nigeria.

1.3 Purpose of the study

With the use of CIPP Evaluation Model, this study evaluated quality of vocational rehabilitation programme for persons with special needs in southwestern Nigeria. It found out the level of government compliance in implementing vocational rehabilitation programme for persons with special needs. This was done by examining the category of persons with special needs being

catered for vocationally, availability of adequate and accessible necessary facilities and materials, availability of adequate and accessible relevant personnel. It equally aimed at organising and conducting research, planning and other related activities in the field of rehabilitation of persons with special needs. The study thus evaluated the quality of vocational rehabilitation programme for persons with special needs provided by governments in southwest of Nigeria with relevance to government position as enshrined in the National Policy on Education.

The study has helped to determine the efficiency of vocational rehabilitation programme to persons with special needs.

This study has created more awareness about vocational rehabilitation centres and their programmes meant for persons with special needs.

The study examined current perspectives in the delivery of employment and vocational opportunity for persons with special needs with the aim of providing a robust and comprehensive review of sound scientific and empirical literature regarding employment services.

1.4 Research Questions

This study provided answers to the following research questions:

1. What are the contents of the vocational rehabilitation programme taught with the contents specified in the objectives of the programme?
2. To what extent is vocational rehabilitation training materials and equipment available for persons with special needs in rehabilitation centres and public-owned special schools in southwestern Nigeria?
3. What is the quality of available facilitators at vocational rehabilitation centres and public-owned special schools?
4. How available and adequate are vocational programme for persons with special needs at vocational rehabilitation centres and public-owned special schools?
5. What training methods and strategies are employed by the facilitators at the rehabilitation centres and public-owned special schools?
6. What is the level of skill acquisition of the trainees in the vocational rehabilitation programme?
7. What is the state of supervision and control of vocational rehabilitation programme in

southwestern Nigeria?

8. What is the overall performance in vocational rehabilitation programme in southwestern Nigeria?
9. What are the challenges confronting implementation of vocational rehabilitation programme's objectives?

Table 1: Summary of Programme, Evaluation Objectives and Research Questions

Programme Objectives	Evaluation Objectives	Research Questions
1	4	3,4, and 7
2	3,5	4,8
3	1	5
4	7	5
5	6	1,2,4, and 9
6	4	4
7	1	1,2,4, and 6
8	6	1
9	7	1
10	2	1,2

1.5 Significance of the study

The study has helped to reveal relevant information on the various vocational programme available at the rehabilitation centres for persons with special needs in southwestern of Nigeria; thereby enabling the parents and professionals opportunities to locate, when necessary, various programmes and make adequate referral for vocational placement options for persons with special needs. The findings of the study would equally help special needs education planners,

administrators and policy-makers to have up-to-date information on the existing vocational rehabilitation programme, facilities and their functional levels, thereby making adequate plans to meet the yearnings of the expected beneficiaries.

Findings from the study would be beneficial to all persons with special needs in meeting its aspirations on the success of special education. This is to the extent that the trainees become capable of effectively delivering vocational rehabilitation programme when they eventually get on the job and when they are confronted with situations in the general setting which demand skills in vocational rehabilitation programme. Policy-makers in the field of special education such as vocational rehabilitation specialists and special educators in general would have firsthand information about the extent to which the vocational rehabilitation programme are achieving the purpose for which it was designed. This would in turn help them make functional and rational decisions on better ways of implementing the vocational rehabilitation programme.

Educational researchers would equally find the information obtained in this study very useful in updating their knowledge on vocational rehabilitation programme for persons with special needs and carry out further studies on specific aspects that require more in-depth investigation. Special educators/professionals would make use of the findings of this study to revise and update curriculum development efforts that would change the trend of events in the vocational rehabilitation programme in the near future. New programmes or strategies might develop viz-a-viz the findings of this study where possible.

For the government, this study would sensitise its officials on the importance of vocational rehabilitation programme and its relevance to national development. This would attract the required funding, commitment and necessary support for Special Education at all levels of education and majorly at vocational rehabilitation centres. It would also help government to develop research-based policies that would assist it to achieve its objectives designed to assist persons with special needs to succeed in the chosen vocations. The data gathered would assist government and its agencies in their planning efforts.

The society would become better off given the fact that information obtained from this study would

show the extent to which vocational rehabilitation programme are being implemented so that necessary changes might be demanded from government by individuals, corporate bodies and non-governmental organisations. When this is effected as it relates to the provision of functional vocational programme to persons with special needs in our society, they would snowball into greater improvement in our general education programme.

This study would be a valuable contribution to the existing body of knowledge on vocational rehabilitation programme in Nigeria. It would serve as a reference to other scholars and researchers who may be interested in vocational rehabilitation programme for persons with special needs.

The findings of this study have made it possible to have a comprehensive situational analysis of vocational rehabilitation programme in our vocational rehabilitation centres and public-owned special schools in Nigeria in general, and in southwestern in particular.

1.6 Scope of the study

This study evaluated vocational rehabilitation programme for persons with special needs in southwestern Nigeria. The study covered the following states in southwestern Nigeria: Oyo, Osun, Ondo, Ekiti, Ogun and Lagos. Data were collected in vocational rehabilitation centres and public-owned special schools across the six states in the zone. The study evaluated mainly the vocational rehabilitation programme for persons with special needs. The content scope for this study covered availability and adequacy of necessary personnel, facilities and vocational equipment for persons with special needs in the states under this study.

1.7 Operational definition of terms

Persons with Special Needs: These are the trainees at the various public-owned special schools that offer vocational rehabilitation programme and vocational rehabilitation centres.

Rehabilitation Centres: Are centres meant to restore person with special needs to the fullest vocational, physical, mental, social, and economic usefulness of which he/she is capable.

Special Needs Education: It is the educational programme which is part of the general education

and it involves adoption, modification and adjustment of regular education practices so as to accommodate the various categories of persons with special needs.

Vocational Rehabilitation Programme: These are various programmes developed to suit the needs of persons with special needs that would allow them to be independent in life.

Special Schools: These are the schools where the trainees with special needs with the exception of the gifted are undergoing vocational rehabilitation programme.

CHAPTER TWO

LITERATURE REVIEW

Literature pertinent to this study was reviewed in three parts namely conceptual, theoretical, and empirical review, the remaining parts of this chapter deal with appraisal of literature reviewed and the conceptual framework of the study.

Conceptual Review:

2.1 Concept of special needs education

Special needs education refers to the process of ensuring that individuals who are unique mentally, physically or socially are able to learn to such an extent that they deserve adjustment of regular instructional curriculum. Special needs education according to Obani (2006), is the modification, adaptation, innovations, management and adjustments of instructional process, curriculum, and teaching aids in addition to resources and methods related to the education of the regular learners so that the learning needs of individuals who are unable to learn like their peers can be accommodated and provided for. These include persons with impairment (emotionally, cognitively, behavioural, hearing, speech and visually), intellectual disabilities, individuals who are gifted and talented with academic performance that is higher when compare to their peer while others may have orthopedics or neurological impairments (Encyclopedia Britannica, (2012). Special needs education is educational programme within the general education, which major concern is to see people as individual. Special needs education seeks to know the reason why an individual has problems in his/her learning while another person in similar setting does not experience such difficulties. Special education seeks to identify the causes of learning difficulties and supply useful facilities and professionals to help the person overcome the learning challenges (Okeke-Oti, 2010).

Onyilofor (2012) appraised special needs education as a systematically procedure for educating an individual through a well organised and efficient setting, instruction, adapted and improvised teaching aids and other modified arrangement to assist individuals who have challenges learning like their peers to realise functional education that can transform them to be self-reliant, self-employed, self-actualised and self-sufficient. Onyilofor (2013) described special needs education as well designed form of instruction which is planned to suit the different needs and nature of individuals with special needs with adapted gadgets and materials needed by individuals with special needs in solving various problems or being assisted to solve their problem for their self-independence, self-reliance and self-industry. Vocational education is viewed as education within vocational rehabilitation centres that equips persons with special needs for a specific career/trade. It directly helps developing expertise in techniques related to skill, technology, and scientific

techniques to cut across all areas of the trade (Wikipedia, 2015). Hillahan and Zaram (2009) described special needs education as uniquely developed means that meets the various challenges of persons with special needs; instruction methodologies and techniques, special materials, or equipment. In describing special needs education, Hillahan said that persons with visual impairment should be given the necessary apparatus that will aid easy reading; persons with hearing impairment deserve additional hearing mechanism and devices that will aid them to have proper communication; those with physical impairment deserve materials that will be of benefit to them which will facilitate easy mobility; individuals with behavioural and emotional disorders should be exposed to individualised instruction in a smaller and more highly conducive and instructed environment; and gifted and talented persons should be given an access to working with concerned experts. Explaining further, Hallahan and Zaram (2000), stated that relevant activities such as physical and occupational therapy, counseling, psychological assessment, medical services, special transportation, which might be required must be provided and maintained if special needs education is to be effective.

Provision of quality education for all categories of exceptional children is very vital. Smith (2007) said that special needs education is meant for special needs person of all age; infant, pre-scholar, elementary through high school students, and (in some cases) individuals with disabilities up through age 21. She viewed special needs education as specially and uniquely designed means of learning that will take care of different necessities of these individuals with special needs which could be given in different settings, such as hospitals, homes, and separate facilities and students local schools. She further stated that it is meant for both individual with special needs and sometime including the gifted and talented learners. The evolving changes in the field of special needs education leads to Smith's statement that one way to gain a better and comprehensive knowledge of special needs education might be to master some of the keys, or distinguishing characteristics. She mentioned that no single description of special needs education can be put forth because special needs education services must be developed individually to suit each learner's area of interest. The discipline called special needs education, according to Nwazuoke (2010) is generally perceived as a sub-discipline within the general education. He stated that, the people's notion about special education is that it is education offered to children or persons with disabilities. He furthered his statement that the truth however is that there is myriads of

children or persons with learning difficulties or behaviour problems who do not manifest any outward signs of disability. These children incidentally are in the majority in our primary schools. Nwazuoke (2010) however, observed that special needs education services are offered in the following areas: hearing impairment, audiology, behaviour disorders, visual impairment, mental retardation/intellectual disability, learning disabilities, speech disorders, autism, physical disabilities, giftedness and creativity.

Concept of vocational rehabilitation for persons with special needs

A vocation could be a trade, a profession or a calling in which one engages oneself to earn a living. It could also mean an occupation one has inclination or aptitude for and has been trained to practice. For instance, some individuals have inclination for professions such as teaching and nursing while some have aptitudes for arts and craft. Individuals could choose teaching, nursing craft or other vocations as their careers or professions. In addition certain activities like carpentry, animal husbandry brewing, weaving, textile-making, wood carving, printing, soldiering, architecture and a few others are vocations people usually engage in. What one does with one's vocation is basically to work to earn a living. Work is what Roe (1969) defined as an engagement in which one exerts energy or faculties to perform. Furthermore, work can be regarded as:

- a. sustained physical or mental efforts, value as it overcomes challenges and achieves an objective or a result.
- b. the task or duty that gives one the customary means of livelihood;
- c. vigorous activity marked by the presence of difficulty or exertion and the absence of pleasure.
- d. occasional or temporary activity towards desired goal and;
- e. a specific task, duty or assignment often being a part or a phase of some larger activity.

Mfofu and Oakland (2010) summarised 'work' as follows: work is one of the prime reality areas of life; work is a most important focus on human motivations. For man's good, his nature demands activity in a harnessed direction that permits him to unfold his society. The dignity of the individual has no real meaning unless the person with potentiality for work is given opportunity to so engage himself.

It is often said that individuals with special needs are not interested in work and cannot

work; this is an unsubstantiated assumption; persons with special needs like their abled-body counterparts are always ready to engage in work and, given the necessary impetus and opportunity, can be productive at work. Genuinely, persons with special needs deserve and should be engaged in work to: gain self-esteem, earn a livelihood, and enjoy social contacts.

Earn a livelihood: Work is a means of income to everyone and to individuals with special needs in particular to meet such daily yearnings and basic necessity. Work is another and major avenue to meet the additional costs attached with having a special need.

Social contact: Persons with special needs face with different challenges such as having limited opportunities to meet different personalities; work thus provides such a chance. To an individual with special needs being engaged in an employment reduces frustration and loneliness; not having a job reinforces social exclusion and isolation. Persons with special needs are highly experienced and could say how securing a job changed their lives while those who are jobless talk of loneliness, frustration, despair and misery.

Self-esteem: Work, especially the paid employment gives a chance to persons with special needs to prove that they too can add values to the lives of others by contributing immensely to their immediate community. Persons with special needs could relate their experiences on how work builds positive attitudes. Among youths with special needs, those who are jobless lack confidence and pride in their own ability. Economic involvement is thus, necessary for persons with special needs; it provides them the opportunity to be reckoned with as part of contributing members of their immediate societies. Persons with special needs often record a high rate of joblessness than their abled body counterparts and when they work, they tend to do a highly repetitious assignment for several hours that attracts little incomes, face a greater risk of laying off at work for longer periods thus, having little or no chances of promotion.

2.1.1 Categories of persons with special needs

Andzayi (2012) sees individuals with special needs as a person that veers from the norm in physical or mental characteristics, social or emotional behaviours, interpersonal abilities or multiple impairments that need adjustment of instructional channel, special needs instructional activities, for them to attain an appreciable level according to their individual needs and strength.

Lere (2007) stated that fundamentally, the categorisation of exceptional children has usually been fraught with difficulties and controversy. Lere (2007), quoting Okyere and Adams (2003), stated that this is because many of such children who are exceptional do not fit neatly into one category since they may experience more than one disability. Assessment tools that are been used in the identification and categorization processes may not be adequate and could result in placing the exceptional child in the wrong category. More so, that categorization brings about labeling which assumes permanence and causes stigmatization (Lere, 2007).

Andzayi (2012) observed that exceptionality is easier explained than defined. It is in one way or the other different from children who are considered normal by the greater segment of the population. He stated that this deviation could be mental, behavioural, or social. He further explained that exceptionality is an all-encompassing term that refers to all significant deviations in persons and youths in intellectual, emotional, physical, or sensory traits in that will allow them have access to special facilities which could assist them to benefit from educational experiences. Chan, Reid, Kaskel, Roldan, Rahimi, and Mpofu (2001) see exceptional/special children as ones that deserve unique needs educational and relevant instructions for them realising their potentials. The impairment, according to Smith (2007), may be observable, as in blindness, orthopedic impairment, or it may be unobservable, as in learning disabilities. They are of the opinion that an exceptional child can be born into any class of family; rich, poor, black or white. The disability may range from slight to severe, from mild to profound.

The National Policy on Education (NPE, 2013 edition), section 10, stated that special needs education is a formal special needs educational service provided for individuals (youths and olds) with special needs. National Policy on Education (2013 edition), identified three categories of people that can benefit from special needs education:

- The disabled:
 1. Persons with hearing impairment (deaf and partially hearing).
 2. Persons with visual impairment (blind and partially sighted).
 3. Persons with intellectual disabilities (educable, trainable, severe and profound).
 4. Persons with emotional disturbance (maladjusted/behaviour disorder, hyperactive, hypoactive/socially).
 5. Persons with speech impairment (stutterers).

6. Persons with learning disability (having neurological/ psychological educational challenges or phobia).
7. Persons with physical and health impairment (deformed limbs and asthmatic).
8. Persons with multiple handicap (having more than one disabling conditions).
 - Disadvantaged: Children who were born to nomad pastorals, migrant farmers, hunters, migrant fisher folks, and so on, whose nature and lifestyles of their living and occupational endeavours do not allow being part of conventional schooling.
 - The gifted and talented persons: Youths and adults who are very gifted and talented and are naturally equipped with very unique skills and aptitude find themselves unchallenged with conventional means of delivering information and imparting knowledge.

Lere, (2012), Jatau, Uzo, and Lere, (2009) identified the following categories of exceptionalities:

1. Hearing impairment.
2. Mental/intellectual disability
3. Speech and language impairment.
4. Visual impairment.
5. Emotional and behavioural disorders.
6. Learning disabilities.
7. Physical disabilities.
8. Gifted and Talented.
9. Multiple disabilities.
10. Autism spectrum disorders (ASD).

Okyere and Adams (2003), in their categorisation of exceptional children, put special needs persons as outlined below:

Communication disorders: This category includes persons with speech and language problems.

Learning disabilities: These include academic and non-academic problems. The academic problems are usually premised on decoding letters of the alphabets, mathematics, spelling and writing. While the non-academic problems are phonological processing, language, visual and auditory discrimination, special orientation and memory processes.

Behaviour disorders: This category includes several problems which can overlap: conduct

disorders, anxiety and withdrawal, attention deficit hyperactivity disorder, social maladjustment, and juvenile delinquency.

Sensory disabilities: This category refers to visual and auditory impairments.

Intellectual differences: Intellectual superiority (gifted and talented), or intellectual disability (mental retardation).

Physical disabilities and health impairment: Neurological problems, orthopedic conditions, birth defects, and impaired health conditions and diseases are included in this category.

Developmental disabilities: This category refers to individuals with profound intellectual disability, infantile and multiple disabilities such as deafness and blindness.

Autism spectrum disorders: This is a developmental disability which affects significantly verbal interactions, that was observed prior to 36 months of a child which limits level of academic performance of such an autistic child.

2.1.2 Historical development of special needs education and vocational rehabilitation

There are view instances of how people with special needs were dealt with and cared for in ancient Greece and Rome, the communities then typically did not see any reason why persons with special needs should be incorporated in their day to day activities; they see them as individuals who were not fit to be in the society. In the middle Ages, the church was in fore front as an

institution providing cares for people with physical impairment or persons with intellectual disabilities, though the development of methodologies and various terminologies peculiar to special needs education was not in vogue before the advent of the Renaissance which emphasised recognition of human existence. In the mid-1500s Pedro Ponce de León recorded significant achievement in educating learners with hearing impairment in Spain to speak, read, and write; Pedro innovations were surmised to be copied and used by Juan Pablo Bonet, who published the first book on the subject matter in 1620. The trend paved way for an extended coverage which generated European interest in the educational achievement of persons with hearing impairment.

England John Bulwer did a publication in 17th-century based on an account of his involvement in dealing and educating people with hearing impairment to learn to speak and lip-read, same study was done in France by Charles-Michel, Abbe de l'Epee (1712–1789), that literally effected changes in the nature and mode of interaction for individuals with hearing impairment and persons with hard-of-hearing by designing natural sign language into a conventional and systematic means of communication for wider usage. Charles-Michel, Abbe de l'Epee output was further improved upon by Roch-Ambroise Cucurron, Abbe Sicard which subsequently birthed the manual use of educating individuals with hearing impairments. In Samuel Heineken carried out another experiment in Germany by training children with hearing impairment how to vocalise. Friedrich Moritz Hill (1805–1874), a frontline instructor of children with hearing impairment designed this system that focused its attention on the concept that instruction must relate to the immediate needs of the recipients. This development gave birth to the oral method of education practice which witnessed worldwide acceptability.

There was little attempt at training and educating individuals with visual impairments. Valentin Hauy, popularly being referred to as the father and apostle of the blind, established the National Institution of Blind Youth (Institution Nationale des Jeunes Aveugles) in Paris in 1784, with twelve youths with visual impairment as his first set of students. Hauy's achievements at educating students with visual impairment to identify letters of the alphabets and pronounce such became known across the regions. Moreover centres for the blind were established in Liverpool, England in 1791, in London (1799), Vienna (1804), Berlin (1806), Amsterdam and Stockholm (1808), Zürich, Switzerland (1809), Boston (1829), and New York City (1831).

An attempt to train youths with intellectual disabilities was again made by Jean-Marc-

Gaspard Itard, a physician from French origin and otologist. In his classic publication *The Wild Boy of Aveyron* (1807), he showcased his five-year rigorous efforts at educating a boy who had been found roaming around in the forest of Aveyron. Jean Itard's singular inputs on Victor the wild boy of Aveyron became noticeable and popular due to its awareness generated regarding the education of persons with intellectual or emotional disabilities. Years later one of his students Eduard Seguin, who came from France to the United States in 1848, developed a means via educational and scientific system that used physical and sensory activities to develop the mental processes. Several works were published by Eduard Seguin that influenced Maria Montessori an Italian pediatrician who later turned an educator and the sole initiator of a very unique system of instructing individuals with intellectual disabilities and children that were culturally deprived in Rome. Self-education method was the focus of Maria Montessori through specially designed “didactic materials” for sensorimotor training; development of the senses was the keynote of the system (Encyclopedia Britannica, 2012).

Special needs education for persons with special needs gained rapid acceptance by the late 20th century in most Western. Two concepts of individual differences came up as a result of this development: (1) “inter-individual differences,” that makes comparison between a child and another, and (2) “intra-individual differences,” that compares individual child's strengths in one area and his abilities in other fields. Inter-individual differences see to the grouping of wards with special needs in special classes but, the training processes for such a child would be determined by intra-individual differences that is, by a ward's abilities and disabilities (Encyclopedia Britannica, 2012).

2.1.2.1 Historical development of vocational rehabilitation of persons with special needs in Nigeria

The beginning of present day endeavour at rehabilitating the disabled in Nigeria like in most countries of the world could be traced to the processes which started during the World War II when as a result of the same war, many war-veterans and civilians became invalid. Consequently, the medical personnel became very concerned about how war-impaired veterans

and civilians could be rehabilitated and consequently live as much healthy and independently as possible. The efforts made by the World Powers to alleviate the sufferings of the wounded soldiers at this period ultimately culminated into the modern day rehabilitation programme for the disabled (Eni-Olorunda, 2002). It was not until the 18th century when missionary activities and the selfless efforts of the voluntary agencies, charitable organisations and public spirit-filled individuals guided by the notion that, there is ability in disability. This prompted them to translate their vision into action through the establishment of six rehabilitation centres in the country to cater for immediate needs of individuals with special needs; namely: Oyo State Rehabilitation Centre for the Disabled, Moniya, Ibadan; others are in Enugu, Lagos, Owerri, Sokoto and Maiduguri.

Education for various individuals with special needs in Nigeria started around 20th century by some Christian Missionaries' efforts, and today it has become a force to reckon with in Nigeria educational sector. This was developed in an effort to search for ways to care for the persons that were living with various types of disabilities in our societies and more especially to train them to be self-reliant and independent (Kyauta, 2011). In several African countries, the education of persons with special needs started as special needs education (that is, education for special needs persons in a segregated setting). Mrs Margaretta from Dutch Reformed Church for instance commenced special needs education by establishing Chivi Mission School for pupils with visual impairment in Zimbabwe. This singular action was emulated by establishing special schools for children with visual impairment in Kenya, Nigeria, Uganda, Tanzania and Malawi. Special needs education for persons with visual impairment was followed by special needs education for pupils with hearing impairment, and children with physical and intellectual disabilities respectively in many Africa countries (Kyauta, 2011).

At the onset, special needs education for persons with special needs used to be a Missionary affair. Individuals with special needs are located in every society; in every facet of our different institutions of learning, persons with different abilities that deserve special attention are found. Education for persons with special needs has cut across different stages. The stages have been classified as: Pre-Christian Era, Christian Era and Post Christian Era. Ajobiewe (2000), observed that a very important factor which affects the exceptional children is attitude of the larger society; and this has passed through stages which reflects societal changing view of people who differ significantly from the norms of the society. The slow but gradual change, according to Ajobiewe

(2000), has moved from neglect and maltreatment, to pity and overprotection and finally to acceptance and integration into the larger society to the fullest extent possible.

In Nigeria as in other societies the world over, Ajobiewe (2000), noted that attitudes towards exceptional persons, especially people living with disabilities have followed a similar pattern of development. Prior to the introduction of western education by Christian Missionaries in the southern part of Nigeria, individuals with disabilities were often subjected to ridicule and neglect. It was the Christian Missionaries who later pioneered the founding of special residential schools for different categories of exceptional children in some parts of Nigeria. The Pre Christian Era, which was tagged “The Dark Age”, was the period when persons with disabilities were poorly treated, dehumanised and ostracised; it was a period of superstition and total ignorance. Persons with special needs were being watched as royal clowns or used as jesters to entertain the noble ones. Some of them were kept in asylums believing they were demonic. Ajobiewe (2000) observed that during the Pre-Christian Era, society tended either to neglect or mistreat people whose physical appearance or abilities deviated noticeably from average.

Abosi and Ozoji (1985) stated that both western and special needs education came from the same source; the Missionaries. Western education came into Nigeria around 1840, and special needs education, about one hundred years later. These religious bodies provided sympathy oriented protection for individuals with disabilities from all forms of harshness of the society, rather than provide education and training. Kyauta (2011) observed that the early Christian Missionaries who came to Nigeria were Roman Catholic, Church Missionary Society, United Free Church of Scotland, American Baptist Convention, and The Seventh-Day Adventist Mission. Abang (1992), as quoted by Kyauta (2011), revealed that, each of these religious groups established schools and other educational institutions and laid foundation on which the present political, social, economic and educational activities were built. Abang (1992), stated that the first major initiative made to cater for special needs persons in Nigeria was in 1945, by the Methodist church with the establishment of a leprosy settlement for the treatment and rehabilitation of lepers, and a school was attached to the settlement for the individuals who had been rendered physically challenged on the account of leprosy infection.

Kyauta (2011) observed that the formal school for the exceptional children was founded in 1953 in Gindiri, Plateau state, by the help of Sudan United Mission. In 1958, the Centre at Orji

River was established by Dr. and Mrs D.F. Money, Rev. Dr. Baden and Daws for the treatment of leprosy patients. The centre later admitted youths with visual impairment, and now, the centre provides basic training for children with visual, hearing, and physical impairments. The second formal school for special needs persons was established in 1958 in Lagos. The school, Wesley School for the Deaf, was founded by a set of philanthropists who later formed the “Society for The Care of the Deaf in Nigeria”. Dr. and Mrs R.C. West of Baptist Mission, Ogbomoso, with the assistance of the Red Cross Society of Nigeria, established the Nigerian Vocational Centre for the Blind in 1958. Late Mrs Modupe Cole established Child Care and Treatment Home/School, Akoka, Lagos, in 1960. The school was later named after her when she died in 1980 (Modupe Cole Memorial Childcare and Treatment Home/School). Miss Beth Torrey, in collaboration with Women Voluntary Organisation, established Treatment Home/School for Children with Mental Disabilities and Behaviour Disorders in 1961, in Apapa, Lagos. The school is now known as “Beth Torrey School”. She equally established “Beth Torrey Home/school”, in Kano. Paceli School for the Blind was founded in Surulere, Lagos, in 1962 by Catholic Mission, in 1962, with Arch. Bishop Taylor as the first proprietor. Andrew Foster an American Missionary founded Ibadan School for the Deaf, Molete, in 1963 while Home School for the Deaf in Ibadan was established by Chief (Mrs) Oyesola in 1963 as well. The school established by Andrew Foster later merged with Home School for the Deaf. The school is now known as “Ibadan School for the Deaf”. Atunda-Olu school for the Physically Challenged was established by the Anglican Dioceses of Lagos in 1965.

Other school established in 1950s is Special Needs Education School, Tudun Maliki, in Kano. The school was established by Social Welfare Ministry, for children with maladaptive behaviours. In 1977, the school was turned into a school for the hearing impaired and visually impaired children. The school was later transferred to Kano state government (Abang, 1992, Ajavon, 2003, and Kyauta, 2011). According to Mba (1995), the first educational programme for children with physical handicap was established in 1914, the earliest school for individuals with visual impairment arrived in 1953. It is suffice to mention that majority of these earlier special needs education schools established by the Missionaries, Non-Governmental Organisations and individuals were later taken over by the Federal Government of Nigeria in 1976. Federal government involvement in special needs education became established at the inception of the 3rd National Development Plan (1975-1980) (Lere, 2010). General Yakubu Gowon the then Head of

State in his National broadcast on 1st October, 1974 announced a new federal policy to make provision for services to person with special needs. Nwazuoke (2007) observed that the intervention of the government in the education of persons with special needs was late in coming. He equally observed that, even, at that, what was offered to persons with disabilities was special needs education in segregated special school. Kyauta (2011) observed that 1975 was a turning point for special education in Nigeria as government recognised for the first time the need to provide for persons with special needs. According to Okeke-Oti (2010), the government interest in special education in Nigeria began in the early 1970s when the government of General Yakubu Gowon the then Military Head of State declared her interest in special needs education. Okeke-Oti observed that prior to that time; education for individuals with special needs was known as a charitable issue which was highly controlled by Voluntary agencies and Missions. Government involvement in the education affairs of persons with special needs in Nigeria brought tremendous improvement across the country. The involvement was in forms of reform that led to transformation in the education sector in Nigeria. The followings were enumerated by Okeke-Oti (2010) as the resultant effect of government intervention in special needs education in Nigeria: Kyauta (2011) noted that following the realisation of need to provide for persons with special needs, Nigeria government established Federal Advanced Teachers College (Special), Oyo, in 1977, to train special teachers. Between 1976 and 1977, more special schools were established by Federal and State governments, and federal coordinators were appointed to monitor special needs education services and its progress. Federal Ministry of Education introduced elements of special needs education in teacher training programme. The aim was to equip prospective special education teachers with the skills necessary to educating and working with pupils with special needs in the country. Programmes leading to certificates in education, as well as diploma, undergraduate and post-graduate programmes are now offered in some of Nigerian universities.

2.1.3 Vocational rehabilitation programme for persons with special needs in southwestern Nigeria

Vocational rehabilitation as earlier mentioned is an organised, sequentially arranged set of services related to complete issues of individuals with special needs. It is an arrangement built around both the challenges of individuals with special needs and the attempts of a vocational

rehabilitation counselor to assist in solving the challenges and thus bring about vocational adjustment of the 'disabled persons' (Kyauta, 2011). To ameliorate the incidence and severity of disability and to combat its adverse effects on individuals and society; the first requisite is adequate medical oriented treatment including medical rehabilitation which encompasses a well-structured programme. Medical rehabilitation is a pre-requisite to all other interventionary measures aimed at restoring persons with special needs to the optimum level of functioning. Findings had shown that without the best approach, a good reasonable ratio of people will be left with serious and substantial permanent or semi-permanent impairment. A few of these groups of individuals will be too seriously incapacitated to take active part in life; despite their incapacitation, they need supplies such as care, food, shelter, and medical monitoring. Other groups however, consist of those who although severely disabled and may still require medical care, could be trained to partake in series of work that add economic value to them under a sheltered environment.

According to Ademokoya (1996), the following groups of individuals with special needs are eligible for vocational rehabilitation:

Persons with intellectual disabilities (educable and trainable mentally retarded persons).

Persons with visual impairment (blind and partially-sighted persons).

Persons with hearing-impairment (the deaf and hard- of- hearing persons).

Persons with emotional disturbance (mentally-ill persons, juvenile and adult delinquents).

Persons with physical impairment (cripples, amputees, paralytics, and so on).

Individuals with chronic health problems (those with heart diseases, diabetes, stroke, epilepsy and so on).

Special people (aged, lepers, disabled soldiers, alcoholics, drug addicts, retrenched or unemployed people, and so on).

Each category of the aforelisted persons requires specialised vocational programmes as necessitated by its condition. It must also be added that each category requires separate vocational placement or environment.

Available vocational rehabilitation (VR) programmes:

The following is a list (but not all) of the vocational rehabilitation programmes, since every

individual is different and could have diverse needs; everyone may not necessarily be trained in all of the following programmes, but be trained in those programmes more suitable to their individual needs and condition.

- Diagnostic Evaluations
- Interest and Aptitude Testing
- Vocational Rehabilitation Programmes : Carpentry, Shoe-making and repairing, Tying and dyeing, Sewing and knitting, Basket-making, Weaving, Embroidery, Baking and confectionery, Block-making, Laundry work, Animal husbandry such as poultry, rabbitry, grass-cutter rearing, cattle rearing, snairy, piggery, fishery, and the likes; Gardening, Mechanics such as bicycle or motor-bike repairs, panel-beating, vulcanisation, and so on; Typing and computer studies, Home management.

Job Placement Assistance

Counseling and Guidance

Skills Training

Job Coaches and Tutors

Assistive and/or Rehabilitation Technology

Injured Worker's Programme

Supported Work

Vehicle Modifications

Housing Modifications

Consultation to Employer.

To further assist the number of jobless persons with special needs join the labour force; State Vocational Rehabilitation units should supply and develop complete rehabilitation programmes which would extend beyond persons with special needs engaged in repetitious job training programmes. This includes adjustment services and work evaluation, provision of assistive technology such as customised computer interfaces for persons with sensory or physical impairments; medical and therapeutic services and job counseling services. Generally, there are favourable and adequate vocational programmes and social returns to persons with special needs.

The rehabilitation field according to Ozoji (2005), is arbitrarily limited to three areas for the purpose of discussion, namely domains/services, team and resources (DTR).

Domain: Rehabilitation is a programme that has aspects and is provided in a process step by step progression. The aspects may be theoretically discussed separately but in practice they are interconnected in the way they are driven to achieve a rehabilitation goal. These aspects are achieved through the provision of rehabilitation services. These include:

Medical domain: to build/restore physical/mental fitness (medical rehabilitation).

Psychological/educational domain: to build restore learning/self-confidence (psychological/educational rehabilitation).

Social domain: to build/restore social functioning.

Vocational domain: to build/restore economic usefulness (vocational rehabilitation)

Rehabilitation is comprehensive when services in these domains are provided clients in the rehabilitation process. The place where this particular process is provided is called comprehensive rehabilitation centre. It is possible that a client may need some but not necessarily all the domains in order to achieve his rehabilitation goal.

Roles of vocational rehabilitation in the transition process:

The 1954 Vocational Rehabilitation Amendments Act signed into law improved significantly on vocational and rehabilitation programmes for persons with special needs far above the ones approved in 1943 under the Lofollette Act (Bader, 2003). Vocational Rehabilitation Acts of 1967 and 1968 amendments provided assistance in form of funds mainly for the youths with special needs (Stodden and Roberts, 2008). An amended Act of 1967 and 1968 authorised the states to set-aside up to 10 percent of financial support received for vocation and rehabilitation programmes for youths with special needs. Not every state made use of this opportunity of this largesse and therefore, there was no proof of improvement in post-school results and outcomes tied to this funding appropriation (Stodden and Roberts, 2008). 1970s witnessed a number of inputs of federal laws that has influence on persons with special needs. The Rehabilitation Act of 1973, and the Education for All Handicapped Children Act of 1975, brought about policy changes giving youths with special needs an access to educational and vocational skills.

The Rehabilitation Act and IDEIA allows for various state's agencies and departments to create an avenue to allow the involvement of counselors in vocational rehabilitation in the Individualised Education Plan (IEP). Different states of the federation get different results in

practice, programmes and outcomes (NCD, 2004).

Known obstacles to successful transition:

In spite of the increased awareness via advocacy by the stakeholders and knowledge of transition planning for persons with special needs, there remains various challenges that negatively affect the smooth transition of these individuals from vocational rehabilitation centres into the society. Meanwhile the various difficulties discussed below are treated in separate categories; the interconnectedness of these challenges should not be waved aside. Student inability to partake in the process is a major problem that affects individual IEP team members in understanding of their assignments. Poor awareness about the resources in the community is a factor that contributes to the lack of proper synergy between the host community and the VR centre's units who are required to aid smooth transition from training centre.

To direct the VR procedures, the competent hands are required to professionally harness, coordinate every input needed by array of vocational experts, medical and educational specialties.

Persons with special needs often do not have prior work experiences that are necessary to a successful living (Wehman and Kregel, 2004). Giving community-based job experiences for persons with special needs while at vocational rehabilitation centres enables them to come up with various ideas.

Effective transition procedure is a joint effort involving persons with special needs, their immediate family, special educators, and care-givers. Most time requisite knowledge and understanding of the roles and responsibilities of VR that each member of IEP should bring to bear may be lacking. For persons with special needs, their poor understanding about the knowledge of transition affects their future aspirations. The immediate members of the family of persons with special needs must be fully involved in every aspect of the planning and play their own role in post-rehabilitation planning focus and its related processes (Chambers, Hughes, and Carter, 2004; Wehman, 2006).

To be engaged in gainful employment is considered therapeutic and most important for both the psychological well-being and physiological survival of an individual (Chan, Reid, Kaskel, Roldan, Rahimi, and Mpofu, 1997; Dawes, Perrone, Perrone, Chan, and Thomas, 2000). Vocational rehabilitation specialists such as rehabilitation counselors have often time highlighted

the values of being gainfully employed as a fundamental human right of persons with special needs (Rubin and Roessler, 1995; Wright, 1980). Thus, the main goal of vocational rehabilitation is to help persons with special needs regain their independence through job opportunities. (Parker and Szymanski, 2003; Rubin and Roessler, 1995). This could be attained by working hand in hand with the client to have the knowledge of existing obstacles and benefits in order to assist the client in effective use of environmental resources and; to assist the clients in adapting to the environment (Parker and Szymanski, 2003).

2.1.4 Vocational and rehabilitation rights of persons with special needs

Vocational rehabilitation programmes involve the teaching of skills, development of attitudes, aptitudes, and competencies in an occupation (Denga, 2000). It is simply a preparation and participation in occupations of social value. It draws upon trainee's background and experience, adjusting to the influences of circumstance, developing and maintaining interest, appealing to hopes and aspiration, in discovering both capacity and ability (Agusiobo, 2001). All these are essential to persons with special needs. No one receives training to do nothing with it; his training therefore, must be vocationally-oriented for eventual self-employment.

Vocational rehabilitation is a basic and most important physical therapy to persons with special needs. It thus, promotes group interaction; development of self-awareness; development of self-confidence; a sense of responsibility, in a relaxed atmosphere; person with special needs is asked to do something he/she likes doing through casual conversation about the task at hand; a bound of respect and mutual trust is built between the rehabilitator and the trainee.

Vocational rehabilitation may alter attitude towards self, others and the future. It may provide the motivation to progress and it is ego strengthens in that it reduces frustration, and the symptom of ill-health towards real achievement and significant relationship with other people, habits of successful work are taught. Person's capacity for responsibilities and co-operation are improved upon. Each trainee is taught to take pride in his own work.

Vocational rehabilitation provides opportunity to develop competency and skills from which arise confidence, satisfaction and stability. Some vocational activities have to do with sewing, carpentry, gardening, cooking, industrial training and the likes, whatever the level of the person can cope with. In a given society, everyone should be privileged to have access and opportunities to develop him/herself irrespective of his or her condition. So for persons with special needs, vocational rehabilitation programmes should be offered to allow them develop career of their choice that would add values to their life and enhance their personality in their various communities. Failure to make adequate provisions for their educational and vocational training could result in lowering their potentialities and make them remain stagnant resulting in great loss of human resources (Muhammad, Zahra, Usama, and Waseem, 2014).

Government at all levels is aware of the necessity for expanding the range of possibilities for persons with special needs (PWSNs) but not much has been done in order to improve on vocational rehabilitation programmes as the number of PWSNs increases. It is a known fact that in Nigeria jobs are scarce, and unemployment is on the increase therefore, it will make economic sense if vocational rehabilitation programmes are given urgent attention in our special schools and rehabilitation centres (Ayabi and Onuzurike, 2005). Booth, Bruce, Elliot-John (2009) affirmed that education has proved to be an effective tool for socialisation and economic independence. Most PWSNs who benefit from formal education are merely equipped with literacy skills which make them unable to function in careers that suit their interest and capabilities. According to Yu, Tian, Vogel and Kwok (2010) learning would be more meaningful at an early stage instead of introducing it after facing unemployment, and rejection. Ekwama (2005) opined that for better achievement to be recorded in the area of vocational rehabilitation programmes (VRPs) of PWSNs there is need to empower PWSNs through appropriate vocational programmes. It is imperative to work out strategies that will inculcate the vision for self-employment as an alternative that is more viable to wage employment among PWSNs. Uyanwa and Akanbi (2002) opined that it is

imperative therefore that VRPs for PWSNs should be packaged to suit the needs, interest, abilities and unique conditions that tend to limit their potentials. Given the right type of programmes, they should be able to function in almost all the fields of human endeavours. We could build a nation that is more vibrant and full of bright opportunities as the National Policy on Education (2013) suggests. Johnson (2010) affirmed that through appropriate VRPs, specific economic empowerment strategies that are functional could be achieved.

Basic principles in employment and vocational training programme for persons with special needs

Accessible legislations and policy provisions:

Every policy as regards vocational rehabilitation and employment of persons with special needs ought to be based on proper recognition of persons with special needs' civil rights. The major focus of these policies is geared towards increasing the number of individuals with special needs at work and this could be achieved through various incentives such as minimising restrictive provisions, improving information channel and support oriented services and over-regulation.

Awareness raising; developing right attitudes:

Building a right and positive outlook of the working capacity of individuals with special needs should be in conjunction with the media in creating awareness, sensitisation and information campaigns oriented focused specifically at employees, employers, through workers' organisations, media practitioners, individuals with special needs and their individual families, with particular focus on persons with multiple or severe disabilities, individuals having multiple disadvantage, the public at large and school children.

Consultations:

Act of consulting is essential because policies that reflect views of different stakeholders are more proactive than policies which only reflect the position of the government. During consultations, the government stands to benefit from the widespread expertise both within the country and from various international organisations, such as the International Labour Organisation (ILO). In setting up consultations on disability-specific legislation and policy, its quite necessary that the government should engage appreciable number of representatives of persons with special needs.

Information campaigns:

Information campaign usually performs a significant role in the implementation of laws and policies enhancing the employment of persons with special needs and in motivating good employment practices.

Networks:

This aims at targeting development of international and national networks with the sole aim of exchanging piece of information and disseminating information that would lead to proper and future cooperation.

Greater involvement of employers:

Every employer needs an encouragement to get more involved in promoting and creating awareness about employment opportunities for persons with special needs. Some employers have already keyed into this, and examples of quality practice exist, though more job opportunities are needed. A serious modality is desired to convince more employers that engaging person with special needs is a display of good business sense, that employees with special needs could as well make useful contribution. Such a strategy should take into cognisance the diverse ways in which employers can support the promotion of employment opportunities, for instance on -the-job training, supported employment positioning and playing a substantial indirect role at improving opportunities by providing expert advice to rehabilitation centres on the types of skills needed in the labour market; by advocating the disability business case with other employers; issuance of contracts to businesses of persons with special needs; by mentoring small enterprises of individuals with special needs and by undertaking other initiatives which they identify.

Promotion of vocational training /skills development

A crucial principle for the inclusion of individuals with special needs in employment opportunity is the promotion of vocational training at various rehabilitation centres. Vocational rehabilitation training is the preparation for jobs that call for extensive practical experience and training but, have little requirements for sound technical knowledge, theory, or liberal arts education. Skills development is equally a significant aspect of the vocational training. Like abled-body counterparts, persons with special needs deserve skills so as to be involved in economic

oriented programmes but, unlike abled-body counterparts they begin with series of weaknesses. Relatives of persons with special needs and communities may assume and often time take them for granted thinking that an individual with special needs does not have necessary abilities to compete favourably in economic activities with their able-bodied counterparts. Persons with special needs most time are being deprived the opportunity of having access to basic education therefore, projecting them unsuitable to be part of vocational training; this inadequacy often results in low expectations, a lack of confidence, and low achievement. Vocational rehabilitation training for persons with special needs involves changing perceptions and building confidence in the person with special needs and members of their household. Acquiring a professional or technical skill such as carpentry, animal husbandry, computing, home management, bicycle repairing work will proof that indeed persons with special needs are as competent as abled-body counterparts of plying such trades; but technical skills alone are not enough; there are several attributes persons with special needs are entitled to so as to become successful in work such as life skills, knowledge, and attitudes.

Financial support:

Where the employment support strategies and measures take the form of financial assistance, the fund provided could:

- 1) merely cover the extra expenses that have to do with hiring a special needs worker; for instance, costs related with making a fair accommodation, like provision of specialised work-related facilities, provision of specialised equipment and facilities for daily living (rehabilitation), provision of mobility facilities and other essential provisions that are directly useful for persons with special needs.
- 2) provide a financial incentive to persons with special needs, or, more often the employer. Such incentives can be categorised as a reward for the employer, and are not given to cover or be particularly attached to any extra costs associated with hiring special needs employees. Introduction of schemes of financial support which recognise high demand of living costs associated with the peculiar nature of special needs conditions.

Technical support:

Making provision for appropriate and effective job-placement services for job-seekers with

special needs via public oriented employment schemes or through private organisations in the total range of occupations by:

- making available various training courses, rules and regulations for personnel in public employment (vocational training);
- ensuring provision of services by private and non-governmental organisations and agencies (supported employment organisations).

Types of rehabilitation for persons with special needs:

A World Health Organisation Committee (1981) stated that, vocational rehabilitation includes every means to minimise the effect of disabling and special needs conditions, and to allow persons with special needs to achieve social and vocational integration. Uzoh (1995) citing from International Labour Organization (ILO) report viewed rehabilitation from two perspectives—medical and vocational perspectives.

Medical rehabilitation:

The medical perspective considers rehabilitation as ‘the use of all those medical measures that expedite recovery’. It involves diagnosis and identification of persons with special needs, prescribing health and referral services for youths with long-term health problems. Apart from this, medical rehabilitation reduces the incidence and severity of disability, it also prevents undue loss of physical and mental functions during illness, assist convalescent patients to recover full functions and to resume their normal way of life as well as helping those for whom permanent disability is unavoidable to regain maximum possible physical and mental functions, to adapt to their residual disability and to live and work in the conditions best suited to their capacity.

Vocational rehabilitation:

The vocational aspect of rehabilitation focuses on training persons with special needs to acquire vocational skills necessary for every person so as to be able to live a meaningful life and make his/her contributions to better the lot of his/her immediate community. Commenting on vocational rehabilitation, Onwuchekwa (1984) stresses that it is a process that is centred around

the physical restoration, emotional rehabilitation, and economic resettlement of the 'disabled' individual. It involves finding employment for the 'disabled', supporting families of the 'disabled' and providing tools for persons with special needs. Oladipo (1993) opines that vocational rehabilitation is that type of programme that exposes learners to a particular skill. According to Talabi (1980), vocational rehabilitation aims at providing training programmes for persons with special needs who might have passed through medical and educational stages of rehabilitation. The vocational aspects of rehabilitation provide occupational training and clarification of employment potentialities of individuals with special needs through appropriate placement. Writing in the same vein, Abosi and Ozoji (1984) opined that, if a special needs child could not meet up with the demands of schooling, he should be referred for a specific and appropriate vocational training.

Other types of rehabilitation include the followings:

Educational rehabilitation:

This is the type of rehabilitation that emphasises screening, diagnosis and placement of individuals with special needs in special school setting or rehabilitation centre appropriate to his disability and level of intellectual functioning. The purpose of educating persons with special needs could be deduced from the governmental policy statement which advocated for equalised educational opportunities for all Nigerians.

Psychological rehabilitation:

This employs guidance and counseling strategies to rehabilitate the minds of the disabled individuals. It also involves the process of integrating the individual with his environment and emphasising a sense of belonging.

Social rehabilitation:

The social aspect of rehabilitation focuses mainly on resettlement and provision of essential

necessities to displaced-individuals who have been deprived as a result of environmental consequences.

Community-based rehabilitation (CBR):

There are challenges faced by persons with special needs in their day to day interactions are the outcome which is not peculiar only of their impairments but equally the erroneous notions and beliefs of the communities where they reside. The main purpose of a CBR programme is to alleviate the associated challenges related to different disabilities with the participation of the community, and to integrate persons with special needs into the mainstream of community life.

Kolo and Jibrin (1995) have hinted that community based rehabilitation (CBR) is the current trend of helping disabled persons (persons with special needs) at the community level in restoring them to their fullest possible capacity for coping with life needs. Community-based rehabilitation as seen by Helander, Mendis, Nelson and Goerdts (2002) implies training the disabled in their more immediate community in consonance with the current trend of integration rather than institutionalisation and segregation. Kolo and Jibrin (1995) also assert that community based rehabilitation emphasises deinstitutionalisation and segregation in collaborative efforts aimed at practically helping the persons with mental retardation acquire the necessary self-help and daily living skills. O'Tolle (1991) sees community-based rehabilitation as advocating the issue of less-stressed means of rehabilitation and promoting awareness for rehabilitation in the various families and the wider society. In the same vein, Helander asserts that community based rehabilitation is a means of improving service delivery, for promoting and protecting the human rights and providing more suitable opportunities for persons with special needs.

Onwuchekwa and Ajobiewe (1993) remarked that a serious focus and attention has been focused on community based rehabilitation during the last decade. They indicated that the strategy has received a lot of promotion notably under the auspices of UN agencies such as WHO, ILO, UNESCO, and UNICEF. Kolo and Jibrin (1995) also noted that since its advocacy, community-based rehabilitation has continued to be embraced by different member countries of United Nations, particularly Decade of Disabled Persons between (1983 – 1992). In Asian and Pacific Regions as well as in the East and West African sub-regions, national governments have embraced community-based rehabilitation mostly as pilot programmes and have incorporated its strategies

into public policies (National Council of the Welfare of Disabled Persons (1992)).

Community-based rehabilitation strategy is seen as giving family members an equal access to partake in the formulation, decision making and implementation of rehabilitation plans as a direct response to the felt needs of the family and the community as well as a catalyst for a process of developing positive attitudes towards the disabled as emphasis is on their abilities rather than the disability (Onwuchekwa and Ajobiwe, 1992). From a theoretical point of view, Kolo and Jibrin (1995) suggest that in planning for urban-focused community-based rehabilitation programmes in Nigeria, the following points are essential: general attitudinal trends of the people towards the plight of persons with special needs, a more encompassing advocacy strategies and the utilisation of immediate family adoption approaches, amongst others. In the same vein, Eleweke (1995) emphasised the importance of the community and professionals in developing sustainable CBR programmes. The professionals, according to him, should show commitment, flexibility, and accountability and should have reliable means of monitoring and evaluating the programmes.

Ajobiwe and Amwe (1995) contend that both community-based rehabilitation and institutionalised based rehabilitation can contribute positively to the welfare of the disabled (persons with special needs), but that neither of the two approaches holds a “full-proof” solution to all the problems of disability service delivery. They proposed that both approaches should combine and seek ways of building on their respective strength, especially where one seems to respond directly to a weakness of the other approach. CBR focuses on enhancement of life of persons with special needs and their immediate families; meeting basic and essential needs; and ensuring inclusive participation. It is a multi-sectorial/multi-disciplinary conduct that equips individuals with special needs to benefit from vocational, education, employment, health and social services. CBR is implemented through the synergy of persons with special needs, communities, their families, relevant government and concerned non-government agencies and bodies.

The aim of CBR is to assist persons with special needs by establishing community-based vocational rehabilitation centres to integrate them socially, creating equal opportunities, and introducing vocational rehabilitation programmes for individuals with special needs. The stronghold of CBR programmes is that the programmes can be readily made available and more

accessible in rural areas with limited provisions, as programme headship is not limited to only experts in education, vocational, health-care, or social services. Rather, CBR programmes include persons with special needs, their immediate family members and communities, including the appropriate experts. Onwuchekwa and Ajobiewe (1993) stressed that the community-based vocational rehabilitation centres must be set up in local areas and be adapted into the political, cultural and religious belief of persons with special needs. The centres must be made easily attachable to existing rehabilitation programmes. They must recognise social and economic life of the people the centres are set up for. The programme must be able to mainstream persons with special needs into societal, social, cultural, religious and civic activities.

Nwazuoke (1996) observed that human services constitute the treasure base of the society. For a given society to develop, members of such society must be ready to contribute immensely to the growth of such community. The development of the human society rests on the contributions of its members. By extension, the level of sophistication achieved by any society is a function of the efforts invested by its members. But there are individuals whose conditions of life either inhibit or may inhibit their full functioning as members of the society. Such people are said to be persons with special needs. This traditional view of the handicapped person tends to see handicap as deriving largely from disability. It is common knowledge today that advances in technology have altered the value base in society in a way that individuals whose early exposure oriented them towards conventional vocations, now find themselves unable to fulfill certain specific roles. Persons with special needs require vocational rehabilitation to be able to make informed career choices as well as contribute to the upliftment of the society.

According to Gesinde (1996), rehabilitation programmes should be comprehensive and purposely designed to restore people with deformities which have origin from births, accidents and wars to their maximum level of productive functioning. For the purpose of achieving rehabilitation programme objectives, the organisers should adopt a scientific-oriented method. This becomes necessary in modern times where rehabilitation scope of operation has been all inclusive and emphasis is on the attainment of physical restoration phase and the vocational phase. In other words, rehabilitation programmes should be comprehensively designed to physically restore injured or wounded individual and at the same time move them to productive state.

Institutionalised based rehabilitation (IBR):

This signifies the situation where most or all the services for the rehabilitation are rendered in an institution or home for persons with special needs.

Principles of providing vocational programmes for persons with special needs:

According to Ademokoya (1996) modern rehabilitation programmes lean heavily upon what Eright (1959) identified as principles of establishing and running vocational centres for individuals with special needs. The principles are:

Every human being has an inalienable worth and deserves to be respected;

Every individual has membership in the community and rehabilitation outlet should equally accommodate his or her full acceptance;

The strengths of the person must be emphasised, developed, and supported.

All factors that are real should be adequately addressed in assisting the person to cope and adjust with his/her environment;

Holistic treatment involves the whole person because lie areas are interrelated;

There is need for flexibility in dealing with various special features of persons with special needs;

Each stakeholder should endeavour to assume as much innovation and active involvement as much as possible in the vocational rehabilitation planning and its execution;

Various societies and communities must be responsible viz-a-viz every available private and public agencies for providing services and opportunities for persons with special needs;

Rehabilitation is an on-going activity that applies as long as assistance is needed;

Rehabilitation programmes must be carried out with interdisciplinary and interagency integration;

Personal and psychological reactions of the individuals are ever present and often crucial and;

Rehabilitation process is cumbersome and must be subjected to periodical re-examination for an individual and the programmes in its entirety.

Rationale for vocational rehabilitation of persons with special needs

The need for rehabilitating persons with special needs vocationally rests heavily on three viewpoints. They are:

Human right viewpoint which stresses the need to equalise human value of able-body counterparts and persons with special needs in every society.

Economic viewpoint which stresses the drive for every society to engage all her citizens in gainful employment and thereby optimising her resources through effective economic system to be recognised in the world economy and;

The social view point which hangs on the need for providing jobs for those who lost their jobs as a result of disabilities. This viewpoint requires that resources be provided by the public and government to make persons with special needs become functional to their families and the society.

Every organised society is expected to afford all her citizens the right to earn a living (disability notwithstanding). Employment opportunities must therefore, be provided for both able and persons with special needs. In addition, the world economy is increasingly characterised by highly differentiated national and supranational labour market. Trade competition has necessitated all countries to have skillful performance in modern technology and specialised trades through effective system that prepares citizens for employment (Loose, 1988). Economic values of vocational rehabilitation to the society are tangible and identifiable (Malikin and Rusalem, 1969). They are investments that repay the public and the society for involving them. Average cost of a rehabilitation centre could be returned in fivefold in income and taxes by the employed workers with special needs.

Rehabilitation is also a social intervention that seeks to promote human development. Programmes provided by state or public vocational centres are often rooted to care for the needs of persons with special needs on an individual basis as well as meeting the needs of his immediate family (Mba, 1995). Thus, eligibility for vocational rehabilitation programmes in some developed countries is based on the existence of vocational handicap resulting from disability not the financial condition of person with special needs or his family. In other words, jobs are provided for those who because of their disabilities became vocationally handicapped without expecting much economic return for the public or the state investment in providing vocational programmes for

them. Essentially, establishing vocational centres for persons with special needs often requires that remunerative employment is of course a primary goal; however, it is not an exclusive one.

The nature of effective rehabilitation service delivery programme

According to Ihenacho (2010), following the definition made above as to the concept and scope of rehabilitation, there is no doubt, that focus is on persons with special needs, with the intention of identifying and assessing the needs of such persons, aiming at providing adequate training and restoring the individual toward enhancing his/her potentials. This is to make such a person live adjusted and fulfilled life in any given society. Any rehabilitation programme will, therefore, be viewed as a process. By this, emphasis should be on measures, techniques and strategies of meeting and achieving the goals of such programmes. Accordingly, the process would include the determination of objectives of rehabilitation as this can be followed by assessment of such persons to benefit from the programmes. Another would include guidance and counseling services involving professional assistance and advice aimed at helping the person(s) with problem(s) to become independent and responsible. The tradition is that, training is wasted unless it leads to placement of the trained or in a similar trade, just as current belief is that people are trained not just for jobs but for independent living.

Trainers in the rehabilitation process:

The position of trainers in the provision of rehabilitation programmes has become too obvious to be over sighted. The provision of rehabilitation programmes has always been the responsibilities of the professionals. The planning is usually done by experts, taking into consideration the nature of the programmes as well as those to benefit from the intended programmes. The assessment process is another one that requires the services of trained personnel and other professionals, considering the procedures, techniques and strategies to be employed in the process. It is equally the duty of the professionals to provide accurate information on persons with special needs based on the assessment result.

Another area is in the guidance and counseling services for the clients. The techniques, procedures and consultations required in such services would require the efforts of trained personnel in guidance and counseling services. Counseling and assessment services would prepare

the client for adequate and effective training programme which in reality is the hallmark of rehabilitation. Here, the clients are expected to be trained in their various areas of need and competence as identified during assessment and counseling services. The training is expected to be given in preparation for various occupations as well as vocational skills. It is at this point that the position of trainers can best be observed and appreciated. There is no way training programmes can be designed and implemented in any rehabilitation programmes without the position and service of the trainers/facilitators. Trainers are the teacher (facilitators/instructors) that effect the required behaviour change in the clients as they are guided towards acquisition of necessary skills, techniques and strategies that will enhance their adjustment, acceptance and integration into the society.

2.1.5 Vocational rehabilitation centres in southwestern Nigeria

Oyo State rehabilitation centre:

This Rehabilitation Centre was founded in 1977 while the Federal Government started the structural development in 1979. Oyo State is the host state responsible for the construction of building, recruitment of staff and payment of salaries, acquisition of land and up-keep and maintenance of building, machinery and vehicles. The Centre started operations in October, 1984 with 48 (forty eight) persons of unsound- mind beings camped at the centre for vocational training. However, fortune smiled on the centre as Dr. Moji Oyebola (now a Professor) assumed office as the Commissioner for Social Development, Youths and Sports on 12th January, 1989. She visited the centre on the 14th February, and decided to make it functional for the disabled. A 12-man Committee was set up to look into how the centre can be more effective. This was materialised with the assistance of the then military administrator of Oyo State Col. Adedeji Oresanya. The Committee met and gave a modest large sum of money to about (10) ten physically disabled persons on a non-residential basis. The centre was commissioned in 1990.

Aims of the centre:

The main aim of the centre is to enhance the living status of the disabled through the teaching of vocational skills. Also, it aims at making the disabled self-reliant.

Administrative structure:

Oyo State Government runs the vocational rehabilitation centre through the Ministry of

Women Affairs while the daily activities are taken care of by the Principal with other members of staff. The centre now admits hundred (100) trainees at a time.

Admission procedure:

Admission into the rehabilitation centres is opened to different units of persons with special needs except persons with visual impairment who are usually referred to Ogbomoso Training Centre for the Blind. Persons with special needs apply in person with the assistance of their family members. The steps involved collection of forms and on submission, the person with special needs would be screened by a team of experts who make selection for admission.

The activities are mainly based on vocational training to attend to various needs of clients with special needs.

The programmes include:

1. Shoe-making and repairs.
2. Typing and computer studies.
3. Animal husbandry: poultry, piggery, fishing, rabbitry, snailry, grass-cutter rearing, cattle rearing, and the likes.
4. Home management.
5. Weaving, tyeing and dyeing.

The hallmark of the centre is the placement service rendered after training as well as follow-up services. This is usually done because many of the people cannot be absorbed back into the society on their own. The centre advocates and solicits on their behalf and secures jobs for them where necessary or links them up with people who can help them in terms of job or with loan to start small scale business of their own. Consistent follow-up service is also rendered adequately. It would be interesting to know that the trainees are catered for throughout the course and it is free of charge.

2.1.5.1 Vocational rehabilitation processes

Referral and diagnostic services:

Typically, a vocational rehabilitation trainee would be referred to diagnostic services such as specialty and general medical examinations, vocational and psychological evaluation. The diagnostic examinations aim at determining appropriate and functional limitations that have to do with disability; to come up with economic, educational, and psychosocial factors that could interfere with special needs conditions which limit ability to engaging in work and living independently; to discover the abilities and strengths of the trainee; to design relevant vocational goals; and identifying relevant and appropriate programmes that are required to assist achieving the trainee's actual objectives and long-term vocational rehabilitation goals. Referral service is carried out when further information is needed before a specialist would be able to develop various vocational rehabilitation plans that are appropriate for different categories of persons with special needs. Referral for more assessment involves functional capacity evaluation, neuropsychological testing, independent psychiatric evaluation, and loss of earning capacity evaluation.

Vocational assessment and evaluation:

Vocational assessment could be described as the global appraisal of a trainee's training background, social/behavioural characteristics and general functional capacities. It usually involves educational background, evaluation of psychological makeup, medical oriented factors, attitudes, values, and social behaviours (Chan et al., 1997). Vocational evaluation is a process that entails the appraisal of a client's work and related features that are germane for education and

training to obtain and maintain job. This involves a holistic review of specific job features which include occupational interests, specific job skills, physical capacities, general intelligence, worker traits, temperaments, strength, range of motion, and other work-related functions and aptitudes (Chan et al., 1997). As regards the specificity of vocational evaluation, there are diverse domains that are quite important in comprehending global picture of vocational achievement for persons with special needs. The domains include: personal factors like personality, cognitive capacities, intelligence, educational achievement, personal adjustment, interests, social adjustment, and work-related factors such as work experience, vocational adjustment, vocational aptitudes, and work behaviours. Situational factors play a major role in vocational rehabilitation and employment outcomes such as educational and environmental, vocational, medical, psychiatric, psychological, cultural, social, and recreational.

There is need for personal and work-related information to be sourced so as to set specific vocational ideas, goals and to supply the necessary intervention. Vocational evaluation is important and should be a continuous process that is done throughout the vocational rehabilitation period. The procedures and methods described are known as "assessment". These methods are used as part of the information feeding process for the professionals in the field of vocational rehabilitation for interventions. As a result of various levels of severity of special needs, series of assessment methods and procedures are engaged so as to have comprehensive information pertaining to persons with special needs being served.

Job prospects of rehabilitating persons with special needs:

Employers discriminate against persons with special needs when it comes to employment and job placement. Though, the government made it mandatory for employer to reserve 10% (ten percent) of the job vacancies for persons with special needs, evidence shows that this is not in practice. Even, where the employers are forced to do this, they do not treat persons with special needs on equal term with other workers; it should be taken into cognizance that persons with special needs are to be treated with equal rights like other citizens in the society. It would be unfair to discriminate against them in any way. Beside this, evidence as shown that persons with special needs who are well trained and got employment in government offices or are self-employed are usually punctual, polite and honest. In many cases they render more satisfying services to the

public than the “normal” workers. They only need to be exposed to sheltered and non-competitive jobs where they can experience success.

Persons with special needs have personal attribute termed “perseverance” which enhances their ability on any job which “normal” people will naturally not take up; they are also able to stay on one salary scale for many years without protesting, they obey rules and regulations almost to a fault.

2.1.6 Nigerians with disability decree of 1993

The Federal Military Government, in 1993, promulgated a decree to address the plight of Nigerians living with disabilities. This decree is still the national law that is currently valid as no other bill has been passed by the legislators at the Federal level.

The policy declaration of the decree stated that:

- (1) disabled persons (persons with special needs) shall be given proper treatment as equals to other Nigerians for every purpose in the Federal Republic of Nigeria. Accordingly, it shall be the responsibility and duty of all organs of government and of all authorities and persons to adopt and promote policies that will ensure full integration of persons with special needs into the mainstream of the society.
- (2) government shall ensure within the context of economic, political and social idea and objectives to Nigerians that:
 - (a) persons with special needs are fully integrated into the national economy.
 - (b) persons with special needs shall have equal rights, privileges, obligations and opportunities before the law.
 - (c) persons with special needs are provided equal and adequate education.

Responding to educational needs of special needs persons in Nigeria, the decree emphasised that:

- (i) persons with special needs shall be provided in all public educational institutions free education at all levels.
- (ii) government organs and authorities shall ensure (a) adequate training for personnel to cater for the educational development of persons with special needs in educational institutions

- (b) vocational training to develop skills (c) government organs and authorities shall:
- (i) take into consideration the special needs and requirements of persons with special needs in the formulation, design of educational policies and programmes.
 - (ii) ensure structural adaptation of all educational institutions to the needs of persons with special needs as much as possible.
 - (iii) promote specialised institutions that will facilitate research and development of education of persons with special needs.
 - (iv) government shall promote: (a) the establishment of special schools with appropriate curriculum designed for different special needs conditions.
 - (b) the training and in-service training of teachers suited for different special needs conditions.
3. improvement of facilities and equipment in educational institutions to facilitate the education of persons with special needs.
 4. the establishment of National Institute of Special Needs Education to cope with the increasing research and development in the education of persons with special needs.
 5. the strengthening of cooperation and collaboration among relevant authorities, organs, institutions to ensure early and coordinated education of persons with special needs.
 6. interaction and exchange between children with special needs in special schools and children in regular schools.
 7. improvement of university education facilities to ensure maximum benefit of university education for persons with special needs.
 8. government shall ensure that not less than 10% of all educational expenditures are committed to the educational needs of persons with special needs at all levels.

The individuals with disabilities education act (IDEA)

Before the introduction of Education for All Handicapped Children Act, now the Individuals with Disabilities Education Improvement Act (IDEIA), majority of persons with special needs were not given the opportunity of receiving adequate vocational and educational services, and appreciable number of PWSNs were not considered worthy of attending public school (Committee on Education and the Workforce, 1997). Since the passage of IDEA's act the standard of special education and other relevant services had enhanced significantly. The IDEA's

Act did not state clearly the age at which transition planning should begin in their interpretation. On the other hand, IDEIA gave a particular age requirement for the mandatory commencement of transition planning and equally gave greater clarification and direction of what IEP transition teams ought to look out for in their considerations and what should be contained in the transition plans (National Center on Secondary Education and Transition, 2007). IEP teams in the school should incorporate in the first session the transition planning of IEP that would take effect when the client clocks 16 years of age. Many transition stakeholders and advocates consider age 16 to be too late to begin the transition process. IDEIA Act declares that IEP teams are at liberty to commence transition planning at an earlier age if the teams deem it fit (Cortiella, 2008).

Vocational rehabilitation programmes could be involved in youth transition planning first only in the school setting. For the trainees with special needs to successfully transit from vocational rehabilitation centre to adult life is a joint responsibility; IDEA Act mandates and promotes a shared vision (Institute on Rehabilitative Issues, 2002). The IDEA Act and the Rehabilitation Act demands interagency synergy and give proper partner agency responsibility. The Rehabilitation Act equally requires a formal interagency agreement with the public school systems outlining the roles and responsibilities for the state education agency in assisting the transitioning individuals with special needs. IDEA purposed transition services to facilitate crossing from school to post-school endeavours before each student leaves the school environment (Price-Ellingstad and Berry, 1999). Post-school endeavours include vocational training, work or postsecondary education. Vocational rehabilitation evaluation procedures are integral aspect of the eligibility documents to which parents have a right (Barnett v. Memphis City Schools, 2004). The current authorisation of the law, IDEA 2004, submits that transition is a result-oriented exercise that aims at academic achievement as well as functional activities, tightens the eligibility process, and includes the requirement for measurable postsecondary goals that are to accommodate training, education, employment, and independent living skills. IDEA 2004 also demands that the transition IEP indicates the required services to help the person with special needs in attaining his or her transition goals of his' or her' (Wehman, 2006). Whether referral for VR services is incorporated in the IEP often depends on whether the parent of person with special needs requests such service.

The Dakar framework for action:

This framework was adopted by the World Education Forum Dakar, Senegal, 26th-28th April, 2000 on the subject of *education for all: meeting our collective commitments*. The framework is a brain-child of collaboration and a collective commitment to action. Governments have a duty in ensuring that education for all (EFA) goals and targets are attained and sustained. These goals include:

Bringing an expansion and an improvement in a more comprehensive way to early childhood care and education, especially for the most vulnerable and children with special needs.

Ensuring that by 2015 all children particularly girls children in difficult circumstances and those belonging to ethnic minorities gain access to and complete free and compulsory primary education of good standard.

Ensuring that every learning need of young individual and adult is met through equitable access to appropriate learning and life-skills programmes.

Recording a 50 percent improvement in adult literacy levels by 2015, especially for women, and achieving equitable access to basic and continuing education for all adults.

Eliminating gender disparities in primary and secondary education by 2004, and achieving gender equality in education by 2015 with a focus at ensuring girls' total and equal access to basic education of good quality.

Improving quality of education in all aspects and ensuring its efficiency so that recognised and measurable outcomes could be achieved by all, especially in literacy, numeracy and essential life skills.

2.1.6.1 Social development policy for Nigeria rehabilitation

Basic philosophy:

The Nigerian society has a moral responsibility to cater for the needs of persons with special needs. The establishment of the modern rehabilitation systems to organise and deliver the necessary interventions/services is deeply rooted in this tradition. The Federal Government is, therefore, committed to evolve a dynamic rehabilitation policy, which will harness the traditional approach with modern techniques to facilitate the involvement of persons with special needs in the economic, social political and cultural life of the Nigeria society.

Main objectives:

The fundamental objectives of the policy are to guarantee for the Nigerian people with special needs the conducive environment and opportunities needed for the development of their human potentialities.

It is particularly aimed at developing capacity to meet the challenges of their various special needs and contemporary living and to ensure the attainment of a satisfactory and overall quality of life which would allow them to make contributions towards the development of their immediate community and the nation at large.

Specific objectives:

- i. Ensure effective management crisis situation of the handicapped;
- ii. Ensure provision of adequate relief materials;
- iii. Ensure an effective training for persons with special needs in order to reduce dependency;
- iv. Ensure diligent follow-up to facilitate subsequent rehabilitation of the handicapped;
- v. Ensure proper and effective co-ordination of all the initiatives in the public and private sectors aimed at improving the welfare of persons with special needs;
- vi. Make available to every person with special needs in Nigeria adequate social, physical, and mental health care facilities;
- vii. Ensure that the media produce programmes which safe guide and enhance the image and dignity of persons with special needs;
- viii. Promote the provision of adequate and accessible recreational and sporting facilities for persons with special needs;
- ix. Promote the integration and active participation of persons with special needs in the mainstream of our national life;
- x. Ensure adequate and regular income security for persons with special needs.

Instrumental provisions:

- i. Create a structural and legal framework for Rehabilitation and Emergency Relief as an integral part of the Federal Ministry of Social Development, Youth and Sports;
- ii. Promote and encourage community-based rehabilitation and de-emphasise institutional

- approach;
- iii. Pursue the training of disabled persons through the establishment of more functional vocational centres;
 - iv. Provide adequate human and material resources for the existing vocational centres so that they can provide more effective vocational training for the disabled; and
 - v. Recognise and utilise the services of traditional healers.

Distribution of responsibilities

Federal Government:

The Federal Government shall:

- i. provide the overall national legal framework for the articulation of rehabilitation programmes throughout the country;
- ii. ensure the welfare and effective rehabilitation of the disabled members of the society;
- iii. make adequate resources available for the development of rehabilitation programmes;
- iv. ensure in order to expand the economic opportunities open to a trained disabled Nigerian;
- v. pay special attention to the needs of persons with special needs resident in the rural areas;
- vi. take deliberate action to ensure proper and effective co-ordination of all initiatives in the private and public sectors aimed at improving the welfare of persons with special needs;
- vii. encourage service clubs and other voluntary organisations which are involved in programmes for persons with special needs.

State Government:

The State Government shall:

- i. develop and implement rehabilitation programmes at the State level;
- ii. ensure the welfare and rehabilitation of the disabled within the State;
- iii. provide the resources for the development of rehabilitation programmes;
- iv. initiate the appropriate measures to expand the economic opportunities for the trained

- disabled within the State with regard to their employment in the public and private sectors;
- v. encourage service clubs and other voluntary organisations involved in programmes for the disabled within their States;
 - vi. monitor and co-ordinate Local Government and intergovernmental rehabilitation policies;
 - vii. organise and conduct research, planning and other related activities in the field of rehabilitation of persons with special needs; and
 - viii. provide enabling law for the care of their disabled persons.

Local Government:

The Local Government shall:

- i. collaborate with the State Government in the implementation of rehabilitation programmes;
- ii. take deliberate measures that would improve the income status of households and families, so that they can provide adequately for their disabled members; and
- iii. provide enabling bye laws for the care of disabled persons.

Voluntary organisations:

The Voluntary organisations shall be encouraged to:

- i. participate in the promotion of welfare and rehabilitation programmes for the disabled persons;
- ii. contribute funds and material resources for rehabilitation programmes;
- iii. initiate and provide services for the improvement of the quality of life of the disabled persons;
- iv. offer technical assistance and aids to the disabled persons; and
- v. collaborate with governments in the implementation of rehabilitation programmes.

2.1.7 Concept of evaluation

Evaluation is the systematic way of acquiring and assessing information to supply useful feedback about some concepts (Trochim, 1999). In the field of education, evaluation involves gathering and analysing data in order to determine to what extent objectives have been, or are being achieved. Evaluation is often defined as a broad and continuous effort to make an enquiry into the efforts of utilising educational process and content according to clearly defined objectives and goals. However, if evaluation is to be a broad and continuous exercise, it must rely upon a variety of instruments that are used. According to Doll (1974), these instruments are meant to carefully ascribe purposes of the evaluation for which they are used. Evaluation of any school programme can be both formal and informal. The informal level of evaluation entails judging, estimating or giving opinions about the extent to which changes in school programme occurred. At a more formal level it involves careful collection and treatment of data based on predetermined goals. In both cases however, evaluation involves the collection of evidence of some kind. According to Akubuilu (2005), the evidence might reveal aimless or purposeful action.

There exists various evaluation models which could be used such as Goal-based Model by Tyler,1942,Goal-free evaluation Model by Scriven,1972,Theory-based Model by Weiss,1972, Context, Input, Process, and Product (CIPP) Model, by Stufflebeam, 1973 (revised, 2004), Utilisation-focused Model by Patton, (1978), Responsive Model by Stake, (1975), Connoisseurship Model by Eisner, (1979), Ethnographic Model by Guba, (1978), Multilevel Model by Guskey, (2000), and CIAO Framework by Scanlon, (2000). For effective educational programme evaluation, Stufflebeam (1967) developed a model called CIPP (Context, Input, Process, and Product model). The model helps the researcher to be more focused in evaluating vocational rehabilitation programmes.

The CIPP Model is a holistic framework for directing formative and summative evaluations of personnel, products, projects, programmes, institutions, and systems. Consistent with its

development focus, the CIPP Model based its priority on safe guiding the planning and implementation of improvement efforts. The model's focus is thus to equip evaluation beneficiaries; such as project funders/founders, curriculum developers, curriculum specialists, government officials, policy boards, school administrators, and teachers, with timely valid information to be used in identifying an appropriate area for developing and formulating sound goals, activity plans, and budgets; periodically deciding whether and, if so, how to repeat or expand an effort; successfully carrying out work plans; and meeting an effective accountability requirements (Stufflebeam., Harold and McKee, 2003; Finn, Stevens, Stufflebeam, and Walberg,2004).

According to Gronlund (1965), evaluation is the quantitative and qualitative description of the extent to which the learner achieves instructional objectives set within the framework of educational objectives. In their submission, Thorndike and Hagen (1977) submitted that evaluation is a process of obtaining, delineating, and giving useful piece of information for judging decision alternatives. This implies that the generic objective of most evaluations, both in private and public sectors, is to influence policy formation and decision-making or through the provision of empirically-driven feedback.

Cronbach (1970) viewed evaluation as a continuous and systematic process administered at regular intervals and which underlines all good teaching and learning processes while it has been defined simply as the assessment of merit (Popham, 1975). From the foregoing, evaluation (a word that implies estimation of value or worth) is increasingly being used to estimate the worth of the results of an activity or a programme. A term which is often confused with evaluation is measurement. In the simplest term, measurement is the description of data in terms of numbers. More precisely, measurement is defined as the assignment of numerals to objects or events according to rules. From the given definitions, it follows that evaluation is a much more comprehensive and inclusive terms than measurement. Evaluation covers both quantitative and qualitative descriptive descriptions of pupils' behaviour plus value judgment concerning the desirability of that behaviour. In other words, it covers the cognitive, affective and psychomotor domains of the pupils' behaviour. Measurement is however, limited to the quantitative description of pupils' behaviour. From the foregoing, evaluation may not or may be based on measurement but when it does, it goes beyond the mere quantitative descriptions. A sound evaluation process will therefore include measurement and non-measurement techniques a process referred to as

methodological pluralism (Eisner, 1993; Ewert, 1987). There are various models and they are used in different ways.

Educational evaluation:

There are several positions concerning the concept of evaluation as posted by several authorities in the field of measurement and evaluation. Evaluation is the assessment of value: the act of examining or considering programme in order to judge its quality, value, importance, extent, or condition (Encarta Dictionary, 2010). Educational evaluation is the process of giving appraisal and characterising aspects of an educational process. According to Okoye (1996), evaluation is broader than measurement. It could be seen as a process by which one passes value judgment on measurement data. Ilogu (2010) defined evaluation as a decision-making process following measurement process. He therefore defined education evaluation as a means of evaluating educational materials, programmes or methods by gathering related and useful data and analysing such, just as in any other research-based studies and basing the decision made on these data. Ilogu (2010) stated that the findings from this type of study are usually used to modify the programmes for greater effectiveness. Ilogu (2010) however stated that educational evaluation processes follow certain steps and systematic order as in scientific processes: Identifying, Observing, Hypothesising, Experimenting, Manipulating, Analysing, Evaluating and Concluding. In the view of Adeleke (2009), evaluation is a sample of behaviour which is used to make some value judgment. In essence, educational evaluation is sample of educational behaviour to make some value judgment about educational programme.

Okoye (1996) described measurement as a systematic quantitative description of attributes of certain persons, objects, programmes or events. It involves the assignment of numerals to persons, events, programmes or objects according to the specified rules. According to Gronlund (1975), cited by Okoye (1996), it is not always, that evaluation has to be based on qualitative description of behaviour (measurement). At times it is based on qualitative description of behaviour. Consequently evaluation includes both quantitative and qualitative description of behaviours plus value judgment concerning the desirability of behaviours. Gronlund (1975) as cited by Okoye (1996) explained the concept of evaluation and also shows its relationship with measurement as shown below:

Evaluation = Quantitative description (measurement)

+Value judgment

Evaluation = qualitative description (non-measurement)

+ Value judgment

Okoye (1996) concluded that from the diagram above, it implies that evaluation may not or may be based on measurement but, when it is, it is beyond quantitative description to pass value judgment. There are two common objectives in educational evaluation which are often in conflict with one another. Educational institutions usually demand evaluation data to demonstrate efficiency to funders and other major stakeholders, and to provide a measure of performance for marketing purposes. It is a professional exercise that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavouring to facilitate (Joint Committee on Standards for Educational Evaluation. (2003).

2.1.8 Models of evaluation

The theoretical basis for the problem of this study is provided against the background of the need to evaluate vocational rehabilitation programmes for persons with special needs through the use of an evaluation model. Fitz-Gibbon and Morris (1988) observed that evaluation models serve primarily to conceptualize the field and set boundaries for an evaluation. In addition, Rose and Nyre (1977) noted that the purpose of evaluation model is to guide and focus inquiry. From the forgoing, models assist in structuring the type of questions to ask and data to collect. Onwuakpa (1998) sees an evaluation model as a design or an approach for conducting an evaluation exercise. Onwuakpa says further that it shows the framework or schedule whereby an evaluation is carried out.

Standards for educational evaluation:

The Joint Committee on Standards for Educational Evaluation published three different sets of standard for educational evaluations. The Personnel Evaluation Standards was released in 1988; The Programme Evaluation Standards (2nd edition) was published in 1994; and The Student

Evaluations Standards was later published in the year 2003. Each publication presents and dwells further on a set of standards for use in a variety of educational settings. The standards provide guidelines for developing, implementing, assessing and improving the identified form of evaluation. Each of the standards has been placed in one of four fundamental categories to promote evaluations that are adequate, feasible, useful, and accurate (Joint Committee on Standards for Educational Evaluation, 1988, 1994, and 2003).

The personnel evaluation standards:

1. The propriety standards require that evaluations be carried out legally, ethically, and with due regard for the welfare of clients involved in.
2. The utility standards are intended to provide guidelines for evaluations so that they will be timely, informative, and influential.
3. The feasibility standards call for evaluation systems that are as easy to effect as possible, highly efficient in their use of resources, and time and adequately financed, and viable from a number of other standpoints.
4. The accuracy standards require that the information obtained be technically accurate and that conclusions be linked logically to the data.

The programme evaluation standards:

1. The utility standards are intended to ensure that an evaluation will be of help to the information needs of intended users.
2. The feasibility standards are intended at ensuring that an evaluation will be realistic, diplomatic, prudent, and frugal.
3. The propriety standards aimed at ensuring that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
4. The accuracy standards are intended to ensuring that an evaluation will reveal and convey technically appropriate information about the characteristics that determine worth or merit of the programme being evaluated (Joint Committee on Standards for Educational Evaluation. (1994).

The student evaluation standards:

1. The Propriety standards assist at ensuring that student evaluations are conducted ethically, lawfully, and with regard to the rights of students and others affected by student evaluation.
2. The Utility standards promote the designing and implementation of informative, timely, and useful student evaluations.
3. The Feasibility standards help ensuring that student evaluations are practical; viable; culturally, socially, politically appropriate and cost-effective.
4. The Accuracy standards seek to ensure that student evaluations will provide sound, accurate, and credible information about student learning and performance (Joint Committee on Standards for Educational Evaluation. (2003).

In describing education evaluation and its process, Ilogu (2010) stated that educational evaluation research process consists of the following main steps:

1. The rationale,
2. Identification and definition of the problem (stating it),
3. Formulating research questions and research hypotheses,
4. Designing a study to collect the necessary information (data),
5. Gathering relevant data to answer research questions and testing hypotheses, and
6. Deducing or concluding based on the data and findings.

Discrepancy evaluation model:

Provus' (1971) Discrepancy model evaluates difference between actual and intended programme outcomes. Provus (1971) sees evaluation as a process of:

- i. determining programme standards (Objectives)
- ii. identifying whether there is a discrepancy between some aspect of programme performance and the standards set for performance; and
- iii. using information about discrepancy whether to improve, terminate or continue the programme or some aspect of it.

The model provides feedback for improving programme performance since any discrepancy noted provides basis for monitoring group.

Formative and summative evaluation model:

Scriven (1974) describes formative evaluation as the developer-author-publisher oriented evaluation. Ohuche and Akeju (1977) assert that formative evaluation is designed to assist both student and teacher to point out where the learner has failed to learn or what the programme has failed to achieve in order to rectify the failure in future. Okpala et al (1993) identified other purposes of formative evaluation thus:

- i. identifying and defining programme goals;
- ii. pacing student learning;
- iii. quality control of an educational product;
- iv. monitoring process during instruction;
- v. trial testing of curriculum materials;
- vi. ensuring the success and efficiency of a programme; and
- vii. modifying of defective aspects of the programme or activity.

Onwuakpa (1998) observes that summative evaluation is an evaluation at the terminal stage of a programme or a class lesson. Summative evaluation provides report on overall effectiveness of a programme. It is mostly used by the policy makers. Okoronka (1995) in his case attempts to compare formative and summative evaluation. He says that formative evaluation improves the sequences of an instructional programme while summative evaluation appraises the worth of a completed instructional programme in comparison with other competing ones. In the light of various assertions above, it could be concluded that his study is both formative and summative.

The countenance or antecedents, transaction and outcomes model (ATO)

This was developed by Stake (1967) and it consists of three stages of data sources. It could be included in both descriptive and judgmental acts. These elements are: Antecedents, Transactions and Outcomes (ATO). It is known as ATO model which is the acronyms of the three stages involved. The antecedent data includes those conditions that existed prior to the programme implementation. The transaction data constitute the instructional process of implementation or educational aspect of the programme. While the outcome data is the specific output from the process. Yoloye (1978) affirms that ATO model could be adopted or used in evaluating educational programmes. The antecedent data would include entry behaviour, the training environment and

rationale for the training. The transaction data would be the processes of the programme implementation and the classroom interaction. The outcome data include the specific skills, attitude and achievement as a result of the programme.

Education studies in CIPP model:

In an educational research study, Eleri (2012) investigated the perception of lecturers on inclusive education in Nigeria. In the study, descriptive survey design of expo-facto was adopted. Two hundred and seventeen lecturers from the selected institutions were randomly selected from sixty four Colleges of Education as sample for the study. Teachers' Questionnaire on Curriculum objectives (TEQOCO) was adopted for use as the research instrument for data collection in the study. Two research questions were stated for the study. The collected data were analysed with the use of descriptive statistic of frequency count, percentages, mean and standard deviation. The findings of the study revealed that majority of the lecturers in those Colleges of Education used for the study were qualified for the job as majority of them had academic qualifications in special education and also with majority of them having PhD and Master's degree in their area of specialisation. The study equally revealed that the perception of teachers on elements of special education as a course in the NCE awarding institutions was high based on the high mean score ranging from 3.53 to 3.94. the findings of this study made it clear that government recognised the importance of element of special education in the education of teachers in-training, and that is why all colleges of education where teachers are being produced for basic education are mandated to run the a course on elements of special education in order to prepare the teachers for the task ahead as many students with special educational needs will be met in the regular classroom setting. Eleri (2012) recommended a more aggressive approach in preparing general education teachers for inclusive education in Nigeria.

Agomoh (2004) conducted a study with CIPP Model in education with a view to provide empirical data that could inform the future policy decisions as well as improve the conditions of special needs children. The study; An Evaluation of Special Education Programme at Primary and Secondary School Levels in Eastern Nigeria, 1994-2004, was carried out to evaluate the extent to which special education programme has been achieving its objectives in Eastern Nigeria. The study covered the following states in Eastern Nigeria; Abia, Anambra, Akwa-Ibom, Bayelsa, Cross

River, Enugu, Ebonyi, Imo and Rivers. Ex-post-facto survey design was adopted for the study, with stage-wise sampling procedure to select the participants. The study consisted of available 561 special needs children, 365 teachers and 86 educational administrators making a total of 1,012 respondents. Six validated instruments were used for data collection along with students' academic records. Seven research questions were formulated and tested with descriptive and inferential statistics. The finding of the study (78.1% of respondents) indicated low achievement of special education objectives in Eastern Nigeria, and is negatively affecting the academic performance of special needs children in the states of the study. The study revealed that attitudes of teachers and educational administrators were positive as indicated by the respondents (87.1% and 95.4%) respectively. Attitudes of special needs children towards education were moderately positive (64.0%). The findings of the study indicated that similar challenges were facing special education programme in all Eastern Nigeria States such as inadequate funding, inadequate infrastructures and materials and inadequate special education facilities. It was equally revealed that available facilities utilization was ineffective in the states in Eastern Nigeria. The study however indicated that, despite the challenges facing special education programme in all Eastern Nigeria, academic performance of special needs children was encouraging (62.9%). The researcher however, recommended that special services, adequate funding and appropriate facilities should be made available for effective and result-oriented special education programme in all states in Eastern Nigeria.

Educational programme evaluators concentrated on determining the extent to which a programme met its stated objectives before 1970; again, a model advocated by Tyler (1942) looked appropriate and served more than two generations of educators. Researchers in the 60s and 70s started designing new evaluation models that surpassed the conception of evaluation by Tyler (Owston, 2013). Subsequent models designed were in response to the immediate needs to give adequate accountability in the affairs of government expenses in education, health, and welfare. The models also popularised the terms formative and summative evaluations as a way of distinguishing two different roles evaluators play: They can assess the merits of a programme while it is still under development; or they can assess the outcomes of an already completed programme. Owston (2013) opined that evaluating the success of a programme's goals is needful, but, the most important aspect is to really understand the intervening procedures that warranted the outcomes.

Owston's opinion summarily gave birth to an approach known as theory-driven evaluation, programme theory evaluation (PTE), or theory-based evaluation. The theory is not a grand theory in the traditional social science, but it is a theory of change on how a programme is expected to be run. The evaluator in conjunction with the programme developers developed the programme model.

Decision-making evaluation approaches:

Patton's (1978) utilisation-focused evaluation was another significant method. Patton opined that evaluation outcomes are been neglected by stakeholders very often. He implored that sponsors of evaluation programme should always attempt to understand and come up with modalities and the best way to improve upon the situation. Patton declared that clear identification of evaluation report must be made by pertinent decision-makers. He further submitted that all aspects of the evaluation must be properly coordinated by the evaluators in conjunction with the active involvement of the decision-makers to deliberate on decision such as the evaluation questions, research design, data analysis, interpretation, and dissemination of the findings. Patton admitted that there are lots of obstacles facing evaluation studies but, he remained optimistic that it is worth attempting.

Cronbach evaluation model:

The decision-making process was equally embraced by Cronbach a student of Tyler in 1980. Cronbach input laid emphasises on the political context of decision making, saying that seldomly choices are likely to be made in a lively political setting. Cronbach argued that the client should be properly educated throughout the evaluation process while assisting them to water down the evaluation questions. The evaluator should constantly give feedback to the clients throughout this educative procedure. Cronbach was not of the opinion that the evaluator should ascertain the worth of a programme.

Naturalistic evaluation approaches:

Naturalistic or Qualitative approaches provide an opportunity to choose the methods to be used in gathering, analysing, and interpreting data. Responsive evaluation by Stake (1975) is likening to such a model. It was observed by Stake that the use of conventional methods were

not adequate to the yearnings of the evaluation client. Stake however, solicited that evaluation experts should at all times be focused on actual programme processes. Stake was of the opinion that evaluation practitioners must endeavour to use adequate data-gathering schemes; he however, opined that rather than relying on methodologies of experimental psychology, the bulk of loads will be on human observers as is the case in conventional evaluations. The evaluators who believe in Stakes' draw more from the traditions of journalism and anthropology in their research activities.

Another approach that equally associated to Eisner's (1979) naturalistic methods is Connoisseurship model that was deeply inclined in art criticism. Eisner's model premises on the assessor's verdict at ascertaining worth of a programme. Educational connoisseurship and educational criticism are the concepts so important to Eisner's model: the appreciation of the best points of an educational programme involves Educational connoisseurship. Those that has not attained the level of appreciation of the connoisseur cannot holistically comprehend programme's major characteristics (Cook, Means, Haertel and Michalchik, 2003).

Kirkpatrick's four levels:

Although, it is well established in the human resource development community, Kirkpatrick's (2001) four-level model is not really popular in educational evaluation circles because of its focus that has to do with the evaluation of corporate training programmes. This model is placed in a category with other evaluation models because it has few things in common with the other models often played in education sector. Though the model focuses on training programme evaluation, it's still in line with general educational settings; it can be adapted for development programmes for the evaluation of professional teachers (Guskey, 2000).

Kirkpatrick proposed four levels that the evaluator must attend to: reaction, learning, behaviour, and results. Reaction indicates that the participants' level of satisfaction with the programme, the typical course evaluation survey measures reaction. Learning is the extent to which participants increase their knowledge, change attitudes, or improve their skills as a result of attending the programme, course examinations, or surveys that measure this kind of change. Behaviour refers to the extent to which participants' behaviour changes as a result of attending the course, to evaluate this level the evaluator must determine whether participants' new knowledge,

attitudes or skills transfer to the job or any other situation such as a subsequent course. The fourth evaluation level result focuses on the lasting changes to the organisation that happened as a consequence of the course, such as increased productivity, improved management, or improved quality. In a formal educational setting, the fourth evaluation level could refer to assessing how trainees perform on the job after graduation. Kirkpatrick did recommend the use of control group comparisons to assess a programme's effectiveness at the two higher levels, if at all possible (Cronbach, 1980).

2.1.8.1 Evaluation model (CIPP Model)

The CIPP Model is a comprehensive and an holistic frame work to guiding summative and formative evaluations of programmes, personnel, projects, products, institutions, and systems. The model was configured to be used in internal evaluations conducted by an organisation's evaluators; self-evaluations conducted by project teams or individual service providers, and contracted or mandated external evaluations. The model has been employed around the world in short-term and long-term investigations; both small and large. Applications have spanned various service areas and disciplines; including education, housing and community development, transportation safety, and military personnel review systems. The model's core concepts are denoted by the acronym CIPP, which stands for evaluations of an entity's content, inputs, processes, and products.

Content evaluations assess needs, problems, assets, and opportunities to help decision-makers define goals and priorities and help the broader group of users judge goals, priorities, and outcomes. Input evaluations assess alternative approaches, competing action plans, staffing plans, and budgets for their feasibility and potential cost-effectiveness to meet targeted needs and achieve goals. Decision-makers use input evaluations in choosing among competing plans, writing funding proposals, allocating resources, assigning staff, scheduling work, and ultimately in helping others judge an effort's plans and budget. Process evaluations assess the implementation of plans to help staff carry out activities and later help the broad group of users to judge programme performance and interpret outcomes. Product evaluations identify and assess outcomes; intended and unintended, short term and long term; both to help a staff keep an enterprise focused on achieving important outcomes and ultimately to help the broader group of users gauge the effort's success in meeting targeted needs (Finn, Stevens, Stufflebeam, and Walberg, 1997).

In the formative case, where evaluation helps guide an effort; content, input, process, and product evaluations respectively ask, what needs to be done? How should it be done? Is it being done? Is it succeeding? The evaluator submits interim reports addressing the questions to keep stakeholders informed about findings, help guide decision making, and strengthen staff work. In finalising a summative report, the evaluator refers to the store of content, input, process, and product information and obtains additionally needed information. The evaluator uses this information to address the following retrospective questions: Were important needs addressed? Was the effort guided by a defensible plan and budget? Was the service design executed competently and modified as needed? Did the effort succeed? The CIPP Model emphasises that evaluation's most vital purpose and focus is not to prove, but to significantly improve an idea originally forwarded by the policy maker or programme initiators. Evaluation is thus perceived primarily as a functional activity oriented in the long run to stimulating efforts to strengthen and improve enterprises. However, this model also posits that some programmes will prove unworthy of attempts to improve them and should be discontinued. By halting unneeded, corrupt, or hopelessly flawed efforts, evaluations serve an improvement duty while assisting organisations to free resources and time for worthy enterprises.

In line with its improvement effort, the CIPP Model places importance on guiding planning and implementation of development efforts. The model's intent is to supply evaluation users; such as curriculum developers, school administrators, project staff, policy boards, government officials, teachers, and counselors with timely, verified information of use in identifying an appropriate and adequate area for development, formulation of sound goals, budgets, and activity plans, successfully carrying out work plans, periodically deciding whether and, if so, how to repeat or expend an effort, and meeting a funder's accountability requirements (Stufflebeam, 2002 and Finn, Stevens, Stufflebeam, and Walberg, 1997, and Stufflebeam, Harold, and McKee, 2003). The four evaluation stages are described below:

- 1 Content Evaluation: This stage involves categorising the areas of unmet needs that the programmes intend to address, specifying categories of service beneficiaries and the stated objectives of the programmes.
- 2 Input: This stage involves evaluating the major potentials of the school/centre in terms of resources, staff, equipment and other investments by the government into the programmes

generally. This includes government funding in terms of equipment and material supply, staffing, staff motivation, policies and legislations, professional development/staff training and technical collaboration, to enhance programmes' effectiveness. It involves what resources go into a programme.

- 3 Process: This stage involves investigation into how various activities were carried out in the course of delivering the services such as development of materials, training programmes for personnel, supply of necessary equipment and facilities and teaching and learning resources for effective training purposes. It is what activities the programmes undertake.
- 4 Impacts: This involves evaluation of the result of the programmes in terms of its outcomes in making quality education accessible to all categories of persons with special needs. It involves comparison of the outcomes of the programmes with the stated objectives so as to know whether the programmes should be continued or modified.

Content, input, process and product (CIPP) evaluation model:

The CIPP model was developed by Guba and Stufflebeam (1970). It is an evaluation framework to serve policy makers who are faced with four different kinds of decisions. In this case, the study endeavours at evaluating vocational rehabilitation programmes for persons with special needs in rehabilitation centres. In essence, context, input, process and product will be assessed carefully. As Galvin (1982) notes the CIPP is decision oriented and it focuses on providing information to decision makers. Galvin listed some advantages of the CIPP model to include: practicality, effectiveness, efficiency, comprehensiveness, balance and usability. In carrying out an evaluation study according to Onwuakpa (1998), the evaluator is expected to identify the objectives of his evaluation, the areas or variables to be evaluated, design valid instruments to collect data, and analyse the data before decision is made based on the results. Moreover, the choice of an evaluation model depends on the objectives of the evaluation and decisions to be made.

The purpose of this research work is to evaluate vocational rehabilitation programmes for persons with special needs in rehabilitation centres in South-West Nigeria. Therefore, the CIPP model is adopted for the study and it will provide information as to how the products (outcomes) are being explained by the context, input and process. This will also help towards making recommendations for policy makers on whether to continue, terminate, or refocus the programmes.

The study adopts the Content, Input, Process and Product (CIPP) model which was designed by Guba and Stufflebeam (1970). Guba and Stufflebeam (1970) in Rose and Nyre (1977) define evaluation as a process of obtaining, delineating, and providing useful and reliable information for judging decisions. The definition addresses three important points. Firstly, evaluation is seen as a systematic, continuing process. Secondly, the process involved three basic steps:

- i. Delineating the question to be answered
- ii. Obtaining relevant information so as to answer the questions; and
- iii. Providing the information for decision makers.

Thirdly, evaluation aids decision-making. The main thrust of this model is on decision-making. Guba and Stufflebeam (1970) assert that the CIPP model answers four questions on decision-making.

- i. What objectives should be accomplished?
- ii. What procedures should be followed so as to accomplish the objectives?
- iii. Are the procedures working properly?
- iv. Are the objectives being achieved?

The Stufflebeam's (1974) system-oriented CIPP model provides a comprehensive framework for this evaluation. The CIPP is an acronym comprising four elements or types of evaluation, namely:

Content
Input
Process, and
Product

The CIPP model provides a plan, which structures the type of data to be collected based on the types of questions to be asked with respect to the worth of the aspect of the curriculum to be evaluated. The CIPP model of curriculum development as revised by Stufflebeam (1984) have the following primary components:

Content Evaluation: This is concerned with the assessment of the social and educational contexts in order to identify the target audience, the determination of the needs to be met and the objectives to be addressed. Context is the element, which questions the rationale for a curriculum and what the parameters of such curriculum will be in terms of aims, goals and objectives. Content evaluation guides planning decisions with regards to needed changes.

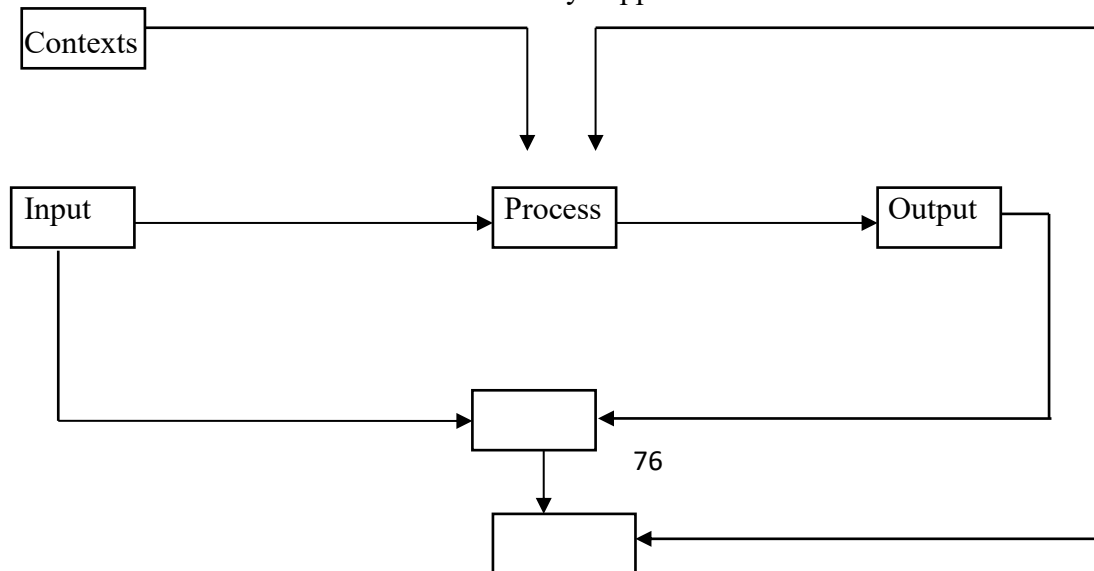
Input Evaluation: This is designed to determine available resources, possible alternative strategies and plans in relation to how best to meet the objectives of the programmes. Essentially, input evaluation provides information to decide what strategies should be employed to implement the programmes. Specifically, questions such as the quality of staff, time, budget requirements, potentials, procedural barriers, resources available and so on are addressed by input evaluation.

Process Evaluation: Process evaluation how well the plan was implemented. This means that it deals with information about the implementation of the educational process set in motion by the programmes. Process evaluation is necessary to provide feedback to persons implementing the plans and procedures of the programmes.

Product Evaluation: This examines results obtained, whether needs were met and the kind of planning for the future that is required. The effect of the curriculum on the students who had passed through it could be examined by Product evaluation. This kind of evaluation guides decision about recycling i.e. identifying and assessing how well a course of study is working leading to a decision to continue, drop or modify the programme. Its purpose is to measure and interpret attainments not only at the end of a project cycle, but often as necessary when the project is running its course.

Composite goal model:

As Balogun (1974) observes, the Composite-Goal model is associated with the evaluation methodology proposed by Scriven (1974) and Stake (1967). The rationale put forth for this model is that any input into an instructional programme (antecedent) the operating procedures (transactions) and end-results (outcome) determine the success or failure of the programme. The data are to be analysed in terms of what actually happen (observation) and in terms of congruence between what is intended and what actually happens.



Data

Decisions

Fig.1: Elements of the Goal-Composite Model

Source: Balogun T.A. (1974) Towards a Management Systems Model of Evaluation in Education in Nigeria

Tyler’s model of evaluation:

Tyler (1968) proposed one of the best known models of educational evaluation (Lewy, 1977). He saw education as a process in which three different foci are distinguished: educational objectives, learning experience, and examination of achievement. Evolution according to his perception is an examination of whether desired educational objectives are or not attained. Tyler’s model has been used basically to evaluate the achievement level either individual learner or a group of learners. The model stresses that any educational model has three components as shown below:

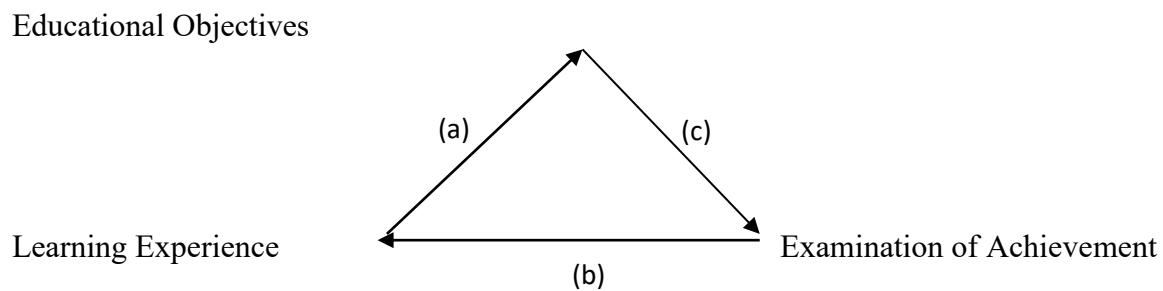


Fig. 2: Tyler’s Model of Evaluation

According to Onwuakpa (1998), the model ascertains that level of achievement of educational outcomes depends on the extent to which the educational objectives have been transformed into learning experience. Lewy (1977) observed that Tyler’s model deals with a variety of aspects of an educational programme and describes different activities that are connected with curriculum education. Nevertheless, it has been criticized, for it disregards several important aspects that should be considered before making concrete decisions on an educational programme.

Glass (1969) and Scriven (1974) have observed that the Tyler Model does not deal with

unplanned or unintended occurrences while Stake (1967) criticized Tyler's model for its emphasis on the outcome of the programme and for refusing to take cognizance of process variable and examination of the antecedent conditions that might have caused the success of the programme. This study considers evaluation of vocational rehabilitation programmes (content) financial, human and material resources (input), implementation procedure (process) and outcome (product) of the rehabilitation programmes for persons with special needs in rehabilitation centres. Therefore, Tyler's model of evaluation is not suitable for this kind of study as it could not provide answer to all the aspects identified in the study.

2.2 Theoretical review

2.2.1 The CIPP model

Daniel Stufflebeam's CIPP model of evaluation is adopted for this study. Stufflebeam and Guba introduced the CIPP as an approach to evaluation which centred on the decision-making process. CIPP is an acronym for four types of evaluation: content, input, process and product. Content evaluation is a means of identifying needs in order to decide upon programme objectives. Input evaluation tends toward decisions on strategies and designs. Process evaluation leads to identifying shortcomings in a current/present programme to refine its implementation. Product

evaluation measures outcomes for decisions regarding the continuation or refocus of such a programme.

The CIPP model of evaluation is different from, and in many cases, preferred to other evaluation models because of its flexibility. Although, each model is developed to address certain aspects of programme evaluation, this model is neither systematic nor linear (Fitz-patrick, Sanders, and Worthen, 2004). The model can easily be upgraded to include only the specific piece of information needed by decision-makers. The CIPP model is also different in that it is developed to carefully safe guide both the evaluators and stakeholders in posing related questions and conducting assessments at the commencement of a project (content and input evaluation), while it is ongoing (input and process evaluation), and at its conclusion (product evaluation). Both formative and summative evaluations will become available to stakeholders, thus, enhancing a comprehensive evaluation of programme value. The model is also unique because it emphasises “learning by doing” to spot out corrections for problematic project features (Stufflebeam and Shinkfield, 2007). Thus, the proactive use of the CIPP model can facilitate decision-making and equally leads to quality assurance, while its retrospective application affords evaluators to frequently reframe and sum up the projects’ probity, worth, and significance.

The evaluation approach is relevant to this study because it provides stakeholders (usually in decision-making positions) with timely, relevant information to assist decision -making that will help improve services and produce accountability record. The evaluation model is both accountability and improvement-oriented. As Stufflebeam asserted, the most crucial and fundamental focus of the model is ‘not to prove, but to improve’. Vocational rehabilitation programmes are designed to improve persons with special needs in Southwest, Nigeria, both in terms of quantity and quality. The CIPP model would provide information on how vocational rehabilitation programmes would be utilised and the extent to which improvement would be achieved.

2.2.2 Theory of vocational choice

The theory of vocational choice developed by John L. Holland a psychologist is one of the most widely researched and applied theories of career development. The theory is premised on personality factors that underlie career choices; Holland theory postulates that people project self-

and world-of-work views onto occupational titles and make career decisions that fulfill their preferred individual orientations. The theory embraces several constructs from personality psychology, social psychology and vocational behaviour, including self-perception theory and social stereotyping. Applications of Holland's theory involve assessing individuals in terms of two or three prominent personality types and then matching the respective types with the environmental aspects of potential careers. The theory assumes that the higher the degree of congruence between individual and occupational features, the better the potential for positive career-related outcomes, including satisfaction, persistence, and achievement. Holland's view is that career choice is an extension of a person's personality. People express themselves, their interests and values through their work choices and experience.

Holland assigns both work environments and people into specific themes or types. Most individuals can be categorised into the following six types, and each person may be characterised by one or some combination of these types: Realistic, Investigative, Artistic, Social, Conventional and Enterprising. Occupational environments can be divided into the same six types, and each environment is dominated by a particular type of an individual. People search for environments that let them: express their attitudes and values, exercise their skills and abilities, take on problems and roles they find stimulating and satisfying, avoid chores or responsibilities they find distasteful or formidable. He (Holland) further affirmed that career choice and career adjustment represent an extension of a person's personality.

2.3 Empirical review

2.3.1 Review of studies on education evaluation

Jeremiah and Diepreye (2012) evaluated the implementation of NCE Primary Education Programme in Colleges of Education in Nigeria. The study was guided by three research questions and corresponding hypotheses. The population of the study was made up of 127 Primary Education Studies lecturers in five Colleges of Education in South-South Geo-Political Zone of Nigeria. The sample comprised 83 lecturers in four Colleges of Education in South-south area. The adapted instrument used for the study was Evaluation and Implementation of NCE Primary Education Questionnaire (EIPEQ). The Questionnaire was subjected to series of validation by the experts and

a coefficient reliability of 0.75 was established using Cronbach alpha method. The main focus of the study was to evaluate the implementation of the NCE Primary Education Studies Programme in College of Education. In this regard, the study was carried out to achieve the following specific objectives:

To determine the relationship between structural facilities and the implementation of NCE Primary Education programme.

To determine the relationship between teachers' qualification and the implementation of NCE Primary Education programme.

To determine the relationship between availability of textbooks and the implementation of the NCE Primary Education programme.

Three hypotheses were stated for the study and were analysed using Pearson product moment correlation coefficient. The hypotheses are:

(Ho1) There is no significant relationship between structural facilities and the implementation of NCE Primary Education programme.

(Ho2) There is no significant relationship between teachers' qualification and the implementation of NCE Primary Education programme.

(Ho3) There is no significant relationship between relevant of textbooks and the implementation of NCE Primary Education programme.

Research findings showed that there was a significant relationship between, structural facilities, teachers' qualification and text on the implementation of NCE Primary Education programme. The researchers recommended the provision of adequate facilities and employment of specialists in the teaching of primary education studies (Jeremiah and Diepreye (2012). A study of blind education in three states of Nigeria was conducted and reported by Oyebanji (2012). The study investigated the problems facing the management of the education of blind students in Nigeria public schools. The research questions addressed (1) assessing the quality and effectiveness of managerial practices governing the management of blind students in self-contained schools, (2) assessing the quality and effectiveness of policies and practices governing the inclusion of blind and visually impaired students in the regular schools, (3) the unique nature of the problems confronting the academic performance of blind and visually impaired students in three of Nigeria's most populous state capitals, and (4) assessing the obstacles associated with the

self-concept of blind and visually impaired students.

The study adopted survey design and the study covered three state capitals in Nigeria, Ikeja (capital of Lagos State), Ilorin (capital of Kwara state) and Jos (capital of Plateau state). The population for the study consisted of serving secondary school principals and subject teachers. Only principals and teachers with minimum of two years of working experience were considered for the study and random sampling procedures were used to select respondents. 36 school principals and 497 teachers responded to the self-constructed survey instruments which were made up of questionnaires that consisted of multiple choice items and open-ended questions.

The findings of the study revealed the following:

An effective management of blind education in Nigeria public schools requires adequate policies for inclusion of special needs students, proper knowledge about teaching in inclusive classroom, accommodations for inclusion of special needs students, availability of appropriate educational resources, joint effort among general and special education teachers, and allocation of necessary fund. While there are some advantages associated with inclusion of special needs into the regular classroom, there are many disadvantages that need to be taken into consideration if inclusion practices are expected to be successful. As a result of testing the research hypotheses, it was concluded that position, gender, and year of experience are significant factors in the perception of survey participants regarding series of issues associated with the management of blind education in Nigeria public schools.

The researcher finally recommended effective management of blind education in Nigeria by proper funding, employment of relevant and adequate personnel and equipping all public schools with necessary adequate and accessible educational equipment and materials to help in effective inclusion of all special needs people in the regular public schools in Nigeria (Oyebanji, 2012).

In a descriptive survey study conducted by Osuorji (2011) titled An Evaluation of the Millennium Development Goals on Policy/Practice: Implications for Inclusive Education in Nigeria, special education teachers with masters' degree constituted the population for the study. Simple random sampling technique was used to select 50 respondents in the North-Central Zone of Nigeria. A questionnaire titled Specialists' Perception of Millennium Development Goals and Inclusive Education (SPMDGSIE) which was self-designed was used for the study. The instrument

was a five point Likert response type which was administered personally by the researcher. The study was carried out to determine:

- a. The trend toward inclusive education policy/practice on decentralisation.
- b. The level of finance and resource allocation for inclusive education.
- c. The level of access and participation for inclusive education.
- d. The status of pre-service teacher training and in-service professional development for inclusive education.
- e. The status of policy framework and legislative support for inclusive education.

Five research questions and two hypotheses were stated for the study, and were analysed with the use of mean score for the questions and Analysis of Variance for the hypotheses respectively. The findings of the study were stated to have one central message. There was a low outcome on the evaluation of MDGs and objectives in relation to special needs education, evaluation focused on inclusive education just as this remain the guiding principle for the development of Education for All (EFA) and the implementation of the MDGs with regards to special needs index. The response in all suggest unfavourable trend towards inclusive education policy/practice on decentralisation; access and participation, finance and resource allocation, low status for pre-service teacher training and in-service professional development toward inclusive education implementation, low status of policy framework and legislative support for inclusive education programme. The researcher concluded that the revelations of the study actually opened the mind toward the need for monitoring and evaluation of programmes that are relevant to national development.

The researcher made some recommendations that centred on the need for central government to put in place a policy framework that provides incentives for innovative and promising practices that are grounded on local strengths, promote access and participation by removing g barriers that make school inaccessible, put in place policy that emphasised staff development through well-structured per-service training and regular in-service training for teachers, and put in place a national policy framework and legislative support to make room for access and equal participation in inclusive education which must be backed-up by enforcement and public enlightenment (Osuorji, 2011).

Attitude and special needs provision

Evidence from all over the world indicates that the effects of society's attitudes towards individuals with disabilities has, for many centuries, occupied a central position in rehabilitation and special needs provision (Goessing, 2000). It has been argued that the provision of services for persons with special needs might be hindered or accelerated by the perceptions and conceptions of a society concerning this category of persons (Kisanji, 1993, Ozoji, 1991) observes that a society's awareness of the needs of individuals with special needs manifests in the society's attitude and standard specification for service provision and outcome expectation for those groups of people. Ozoji further argues that if suitable services are to be provided for those people, positive societal attitude is vital. Ozoji considers that if the relevant services are to be provided to individuals with disabilities, the society's thinking feelings and actions towards individuals with disabilities should be such that promotes respect and acceptance for those individuals, Ozoji (1991) also observes that: the attitudes of tolerance, accommodation of individual differences and differential individual treatment that accord with one's capacity are some subtle social imperatives which when allowed to prevail, will in turn produce individuals who accept them as *modus operandi* in the society.

Clearly, positive societal attitude is imperative for the provision of meaningful services to persons with special needs. Indeed, Pratkanis, Breckler and Greenwald (1989) have observed that attitudes are important for several reasons and can, positively or otherwise, affect the provision of quality of service because:

- (a) attitudes can be pervasive;
- (b) attitudes can predict behavior towards their objects;
- (c) attitudes can be a selective force in perceptiveness and memory; and
- (d) attitudes serve various psychological functions.

Similarly, Kisanji (1995) argued that societal attitudes is important in the provision of services to persons with special needs in that people react to other people and situation on the basis of how such people and situations are evaluated. Indeed, Akobundu (1995) observed that societal attitude is important in the provision of special needs services in that it reflects the feelings, beliefs, values and views of the society or community about persons with special needs and their needs. Akobundu (1995) argues that if societal attitude is favourable and empathetic, knowledge of the needs of individuals with special needs will be demonstrated in providing appropriate service to

adequately address their development and growth needs. In contrast, if societal attitude is negative, the needs of persons with special needs will not be acknowledged and appropriate efforts made to address them.

Societal attitude and disabilities

Evidence suggests that negative societal attitudes predominate and affect adversely the quality of service provision for persons with special needs in many countries of the world (Abang, 1991, 1992, Eleweke, 1996; Goeasling, 2000), Ysseldyke, Algozzine and Thurlow (1992), have observed that the history of society's treatment of persons with special needs all over the world is characterised by ignorance, isolation, insulation and integration, Goessling (2000) considers that as a consequence of negative societal attitudes, students with severe disabilities frequently have been marginalised and segregated by school administrators, teachers, care-givers, classmates and the society in general. Continuing Goessling adds that many students with severe disabilities in the nineteenth century were looked down on and denounced by their families and society and were "put away" in "specialised" institutions and asylums.

Thomburn (1994) who has researched extensively into the issues affecting special needs provision in Jamaica and other developing countries reports that one of the fundamental difficulties and barriers hindering the achievement of providing quality services, full participation, social integration and solidarity for persons with special needs is attitudinal. Thomburn posits that low levels of awareness of the needs of persons with special needs and negative attitudes preclude the rights of these people being upheld, give rise to misconceptions about causes of disabilities, the potentials of persons with special needs about the need for the provision of appropriate services to them. Gash and Goffey (1995) have also observed that attitudes towards persons with special needs are critical to their success in life. For instance, Cambra (1996) considers that during the building of self-concept, individual perception is influenced by the attitudes and levels of acceptance of particular individuals in one's immediate environment. Relating this to the development and success of persons with special needs in life, Cambra (1996) conducted a comparative study in Spain to determine the personality descriptions attributable to individuals who are deaf, blind, or with no sensory disability. The data indicate that certain stereotypes still mark the social representation of the category of individuals. These stereotypes, argues Cambra, can influence

adversely the self-concept of persons with special needs and consequently the level of success which they attain be limited.

The question remains as to what factors induce and foster unfavourable societal attitudes towards people with special needs across the world. Ozoji (1994) suggests that the manifestation of positive or negative attitudes by a society towards individuals with disabilities is influenced by some external prevailing conditions. Similarly, Ozoji, Abosi and Kolo (1993) argue that attitudes are not easy to comprehend because of their intrinsic location in the mesh of other related personality characteristics such as motives and values. Nonetheless, Ozoji et al (1993) comment that if appropriate are to be provided for individuals with special needs, it is imperative that governments manifest positive attitudes in the areas of planning of services and acceptance of special needs provision as a legal responsibility. Ozoji et al (1993) further argue that the manifestation of favourable and vibrant attitudes by governments towards those with special needs should be able to suppress intruding situational competitors in the provision of appropriate educational and related services for the individual learners with special needs. Such positive attitudes will motivate the society in general towards dismantling barriers built by government ambivalence in the past in policy determination and implementation, as well as those fuelled by ignorance and apathy.

The importance of favourable societal attitude in the provision of services to persons with special needs is well documented; research suggests that one major factor undermining the provision of effective services for persons with special needs in many countries of the world remains problem of unfavourable attitudes. For instance, Mba (1982) studied the factor affecting service provision for people with hearing impairment in nineteen Developing Countries (DCs) in Africa and Asia. The result indicated that the greatest problem affecting service provision in these countries is the unhealthy attitude of the society towards deaf people, which precluded the provision of appropriate services receiving the priority, it deserved. The data indicated that these negative attitudes have their roots in superstitions and the tendency of people to ascribe to supernatural beings, any confounding phenomenon. In many of the countries, it was found that some aspects of service provision for instance, establishment of educational institution for deaf people, were non-existent despite the introduction of general education several decades ago in many of the countries. Further, it was found that as a result of negative attitudes, ignorance and

naivety, efforts were not made in many of these countries to provide relevant services for deaf people because government officials were questioning the justification for providing for 'a few' deaf other individuals with special needs while a large proportion of the 'normal' population remained without services.

In another study on the status of service provision for persons with hearing impairment and other individuals with special needs in thirty-two African and other DCs in Latin America and Asia (Mba, 1983), it was further confirmed that negative attitudes by families, communities and service provision agencies which limit the quality and quantity of services provided are the major difficulties facing the development of the potentials of deaf and other individuals with special needs in these countries. Etin (1995) observes that due to the predominance of negative attitudes, individuals with disabilities in Nigeria and other DCs are not recognised as full citizens and consequently their needs are not identified and addressed. Similarly, Eleri (1995) report the societal attitude to persons with special needs in modern day Nigeria has largely been characterised by smug indifference or at best philanthropic showmanship. It is an attitude fraught much more with pessimistic sympathising than optimistic empathising, a situation that breeds and reinforces the feelings of learned helplessness in these individuals with special needs. This type of attitude has held sway at the individual, public, governmental and policy making levels. Shindi (1991) has also reported that the prevailing attitudes to persons with special needs in Nigeria, which are reflected in various forms such as the vocabulary used to refer to this group of people, have remained largely negative, unfavourable, discriminating and irritating. Shindi observes that because attitudes serve as a mediating construct in behaviour, they constitute significant implications concerning the provision of services for persons with special needs. Eleweke (1996) argues that in lieu to the problems of negative attitudes, the society not only ignores the needs of persons with special needs but, also creates attitudinal and structural difficulties, which could affect persons with special needs more than the problem associated with their conditions.

Vocational rehabilitation programme contributed and fully influenced the working scenario of persons with special needs. Langle (1997) posited that within any community, work and employment play major roles towards the shaping of human life; so the occupational reintegration of the chronically sick and persons with special needs had important influence on the success of rehabilitation. Kosciulek (2004) also opined that vocational rehabilitation programme

played a significant impact to enhance the success of career and also to improve the quality of life of persons with special needs. The basic conceptual structure of vocational rehabilitation programme had helped persons with special needs to be active participants as well as long term career development; vocational rehabilitation programme/counseling will therefore, promote the empowerment of persons with special needs.

In all OECD countries, persons with special needs had recorded much lower employment rates than the population at large (OECD, 2010). The evidence is however mounting, that this state of affairs is not necessary. Newer researches within epidemiology economics, and medicine indicates that special needs are generally far from incompatible with employment; to the contrary, work can in many cases prevent the onset of disabilities as well as help to ameliorate its effects, Waddell (2004); Waddell and Burton (2006); OECD (2008); and Markussen (2012). Many countries also commit a number of appreciable resources to various rehabilitation programme aimed at securing employment for persons with special needs though with limited success (OECD, 2010). Rising disability insurance rolls have instead become a major concern in many industrialised countries, Duggan and Imberman (2006); Burkhauser and Daly (2011); and Bratsberg (2013). There is already existing a large number of empirical literatures on the impacts of labour market programmes targeted at ordinary job seekers, Kluve (2007) and Card, Kluve and Weber (2010). For recent reviews, there is little evidence on the treatment effects of vocational rehabilitation (VR). Moreover, the existing literature is to a large extent confined to small groups and specific institutional settings, implying low external validity. Scientific evaluations of vocational rehabilitation face huge selection problems, since VR programme are typically offered to persons deemed fit by a caseworker both to be in need of a programme (due to serious health problems) and to be able to benefit maximally from it. In contrast to what is often assumed for participants in regular labour market programmes, the most relevant alternative to a particular vocational rehabilitation programme is not necessarily to be untreated, but rather to admit another kind of treatment or to receive treatment at another point in time.

2.4 Appraisal of literature

The need to train every person with special needs in various vocational programmes is a major concern of this study. Federal government involvement in special needs education became established at the inception of the 3rd National Development Plan (1975-1980), this brought the introduction of the National Policy on Education in 1977 which actually encouraged proper education programmes for persons with special needs. The literature made it clear that there are myriads of challenges facing the practice of special needs education in Nigeria and these challenges affect individuals with special needs in schools and rehabilitation centres and hinder their personal, vocational, academic and social adjustment. The challenges are many and are identified such as lack of fund, dearth of data to plan, shortage of staff, lack of necessary equipment such as vocational equipment and materials for special education practices among others.

In the review of literature, person with special needs has been described as person that swerves from the average or “normal” person in mental or physical characteristics, social or emotional behaviours, communication abilities or multiple impairments to such an extent that requires modification of school practices of special needs educational services, in order to develop to his maximum capacity. Educational evaluation could be qualitative or quantitative and it could cover personnel, programmes and trainees’ evaluation standards. Evaluation is the assessment of value, the act of examining or considering programmes in order to judge its quality, value, importance, extent, or condition. The review of empirical literature covered some of the studies in education. In an educational research study, CIPP model was used to investigate the perception of lecturers on inclusive education in Nigeria. In order to influence the future policy decisions on special needs education, a scholar conducted a study with CIPP model in education titled: An Evaluation of Special Education Programme at Primary and Secondary School Levels in Eastern Nigeria.

The reviewed examined the concept of evaluation, types of evaluation, different evaluation models, the CIPP Model of Evaluation, and the theory of vocational choice, which provided the theoretical basis for the study. It also examined the historical development of special needs education and vocational rehabilitation; historical development of vocational rehabilitation of persons with special needs in Nigeria; vocational rehabilitation programmes for PWSNs in South-West; vocational and rehabilitation rights of PWSNs and vocational and rehabilitation rights of PWSNs. The review discussed rehabilitation processes; Nigerians with disability decree of 1993; and social development policy for Nigeria rehabilitation. Some studies related to vocational rehabilitation programme and relevant literatures on the variables identified in this study were also reviewed.

Daniel Stufflebeam’s CIPP model of evaluation is adopted for this study. Stufflebeam and Guba first designed the CIPP as an approach to evaluation which has its focus on the decision-making process. The CIPP model of evaluation is different from, and in many cases, preferred to other evaluation models because of its flexibility. The review revealed that many models of evaluation have been developed by authorities in the past such as: Decision-Making Evaluation Approaches, Cronbach Evaluation Model, Naturalistic Evaluation Approaches, Kirkpatrick’s Four Levels Model and CIPP Model. CIPP Model which stands for evaluations of an entity’s content, inputs, processes and products is considered effective at evaluating the effectiveness of a

programme. The model was developed by Stufflebeam (1967). CIPP model displays sequence of actions that describe what the programme is all about and is capable of doing and how investments link to results. Evaluators have based their research works on laid down principles as propounded by some authorities in order to determining the extent to which a programme has achieved its stated objectives. This present study, with the adoption of the CIPP model attempted a comprehensive evaluation of vocational rehabilitation programmes for persons with special needs at rehabilitation centres and special schools in the Southwest, Nigeria.

In a dimension, most of the studies reviewed centred on the provision of education to students with special needs and not vocational rehabilitation programmes. To this end, this current study attempted to fill this gap.

2.5 The concepts breakdown

The conceptual framework below describes the process by which the study was carried out. This framework is based on the evaluation model that was used for this study (CIPP Model). The model was developed by Stufflebeam (1967). CIPP model displays sequence of actions that describe what the programme is all about and is capable of doing, and how investments link to results.

Evaluation Component	Variable of Interest	Data Source	Instrument for Data Collection	Research Question
Content	-Vocational Rehabilitation Programmes (VRPs) -Design of diversified curriculum -Provision of opportunities for all PWSNs	-Vocational Rehabilitation Programmes	-TQCVRP Questionnaire	5
			-AVRPOI Inventory	4
Input	-Vocational facilitators -Special teachers - Care-givers - Vocational centres -Vocational facilities -Training resources - Provision of law and policy - Provision of adapted curriculum	-Vocational Rehabilitation Centres and Public-owned Special Schools in southwest Nigeria	-VRPI Inventory	2
			-FERI Inventory	6
			-AVRPOI Inventory	4
Process	- Adequate personnel	- Vocational Rehabilitation	-VRPEMI Inventory	1

	- Regular staff training -Incentives for personnel -Regular promotion of personnel -Conducive training environment -Implementation of laws and policies towards effective VRPs	Centres and Public-owned Special Schools in southwest Nigeria	-AVRPOI Inventory	4
Product	-All PWSNs have access to quality VRPs -All PWSNs are vocationally trained at the expense of government -Diversified and appropriate curriculum is made use for the training of all categories of PWSNs - All PWSNs are duly given opportunities to develop their innate potentials	- Vocational Rehabilitation Centres and Public-owned Special Schools in southwest Nigeria	-FERI Inventory -FERI Inventory -AVRPOI/TVRP -AVRPOI/VRPEMI Inventories	6 6 4,8 4,1

Table 1.1a : The concepts breakdown

Source: Adedokun, A.P. 2016

KEY: PWSNs: Persons with Special Needs VRPs: Vocational Rehabilitation Programme

CHAPTER THREE

METHODOLOGY

This chapter is about the research design, variables of the study, population, sample and sampling techniques, instruments, validation of instruments, administration of instruments, procedure for data collection as well as the statistical tools for data analysis.

3.1 Research design

This study adopted the descriptive research design of survey and *ex post facto* type. The study aimed at evaluating vocational rehabilitation programmes for persons with special needs in the South-West, Nigeria; using the Content, Input, Process, and Product (CIPP) model of evaluation since the study is also evaluative in nature and purpose. The CIPP model provides a

plan to structure the type of data which would be collected and the kind of questions to be raised. Thus, the variables were not manipulated in any way in the course of the study.

3.2 Variables of the study

The variables of this study are:

Content Variables:

Facilitators' qualification

Facilitators' training experience

Trainees' rating of the programmes

Facilitators' rating of the programmes

Input Variables:

Availability of facilities for vocational rehabilitation programmes

Availability of equipment for vocational rehabilitation programmes

Adequacy of facilities for vocational rehabilitation programmes

Adequacy of equipment for vocational rehabilitation programmes

Availability of facilitators for vocational rehabilitation programmes

Adequacy of facilitators for vocational rehabilitation programmes

Adequacy and availability of vocational rehabilitation programmes

Process Variables:

Strategies for training on vocational rehabilitation programmes

Training effectiveness on vocational rehabilitation programmes

Product Variables:

Trainees' attitude towards vocational rehabilitation programmes

Trainees' achievement in vocational rehabilitation programmes

3.3 Population

The population consisted of all head of the rehabilitation centres and public-owned special

schools in southwestern Nigeria that offer vocational rehabilitation programme, the facilitators, the trainees with special needs and the care-givers.

Public-owned special schools that offer vocational programme and vocational rehabilitation centres for persons with special needs in southwestern Nigeria

S/N	Names of Special Schools/Vocational Rehabilitation Centres	HC	FA	CG	PSN
OYO					
1	Oyo State Vocational Rehabilitation Centre, Moniya (Residential)	1	7	5	23
2	Nigeria Training Centre for the Blind, Ogbomosho (Residential)	1	9	6	32
3	School for the Deaf and Blind, Eruwa (Residential)	1	13	10	54
4	School for the Handicapped, Iseyin	1	11	6	61
5	Handicapped Special Primary School, Asabari Barracks Road, Saki(Residential)	1	15	10	48
ONDO					
6	Ondo State School for the Physically Impaired, Ikare-Akoko	1	7	4	38
7	Ondo State School for the Visually Impaired, Owo	1	9	6	29
8	Ondo State School for Intellectually Impaired, Oke-Igbo	1	8	8	26
LAGOS					
9	National Orthopedic Special School, Igbobi, Lagos State	1	12	10	67
10	Atunda-Olu School for the Physically Challenged, Adamu	1	15	10	64

	Orisa Street, Surulere				
11	Modupe Cole Memorial Child Care and Treatment Home/School, Akoka, Yaba	1	10	7	38
12	Wesley School I for Hearing Impaired, Surulere	1	12	7	45
13	Lagos State Government Vocational Rehabilitation Centre for Persons with Disability, Owutu, Ikorodu	1	14	11	51
14	Vocational Training Centre for the Blind, Oshodi	1	7	8	28
	OSUN				
15	School for Persons with Special Needs, Osogbo	1	13	2	47
16	Special Needs Children School, Ilare, Ile-Ife	1	11	4	55
17	Special Needs Children School, Ikoyi, Osun State	1	12	2	33
18	School for the Special Needs Children, Adeeke, Iwo	1	9	2	47
	OGUN				
19	Ade Okubanjo Model School for the Visually Challenged Children, Ijebu-Igbo	1	7	6	27
20	School for Children with Special Needs, Sagamu	1	11	8	44
21	Daniel Akintonde Model School for Children with Special Needs, Adigbe, Abeokuta	1	12	8	36
22	School for Children with Special Needs, Ijebu Ode	1	12	5	58
23	School for Children with Special Needs, Ilaro	1	10	4	41
	EKITI				
24	Government Special School for the Deaf, Ikoro-Ekiti	1	7	5	43
25	Government Special School, Ido-Ekiti	1	11	8	35
26	Government Special School for the Blind, Oke-Osun, Ikere-Ekiti	1	12	6	29
	TOTAL	26	276	168	1099

Source: Adedokun, A.P. (2016)

KEY:

HC: Head of centre

FA: Facilitator

CG: Care-giver

PSN: Persons with special needs

3.4 Sample and sampling techniques

The sample for the study was 1,569 which consisted of all the 26 head of the vocational rehabilitation centres/public-owned special schools, 276 facilitators, 168 care-givers, 1,099 individuals with special needs in the 26 centres and public-owned special schools offering vocational rehabilitation programme in six southwestern states of Oyo, Osun, Ondo, Ekiti, Ogun and Lagos. The six southwestern states and the five public-owned Vocational Rehabilitation Centres (VRCs) in the south-west were enumerated. Also, 21 Public-owned Special Schools (PoSSs) that offer VRP were purposively selected across Oyo (3), Osun (4), Ondo (3), Ekiti (3), Ogun (4) and Lagos (4) states. The 26 heads of VRCs and PoSSs were enumerated, while 276 facilitators, 168 caregivers and 1,099 PwSNs were randomly selected. All special schools and vocational rehabilitation centres were initially considered for the study and a list of the centres were provided by each of the state's Ministry of Education. It was discovered that some vocational rehabilitation centres and public-owned special schools have VRP (the focus of the study) while

some do not have VRP. The public-owned special schools without VRP were dropped from the study while all centres and public-owned special schools with VRP were further considered and used for the study. This totaled 26 in number. The study used total enumeration method to select all the 26 head of the centres, 276 facilitators, 168 care-givers, and 1,099 persons with special needs as participants for the study. These were assessed using the research instrument used in the study.

3.5 Inclusion criteria for selection of rehabilitation centres/public-owned special schools

Only special schools that offer vocational programme were used for the study. All categories of special needs condition with the exception of gifted and talented were considered in this study: Visual Impairment, Hearing Impairment, Speech Disorder, Intellectual Disability, Behaviour Disorder, Physical Disability, Learning Disability and Autism Spectrum Disorder.

3.6 Research instruments

Eight instruments were used for this study. They include:

Vocational Rehabilitation Programme's Equipment and Materials Inventory (VRPEMI)

Vocational Rehabilitation Programme's Providers Inventory (VRPI)

Vocational Rehabilitation Programme's Problems Checklist (VRPC)

Attainment of Vocational Rehabilitation Programme's Objectives Inventory (AVRPOI)

Trainees' Questionnaire on Content Coverage of Vocational Rehabilitation Programme (TQCVRP)

Facilities, Equipment and Resources Inventory (FERI)

Techniques for Vocational Rehabilitation Programme (TVRP)

Facilitators' Attitude to Vocational Rehabilitation Programme (FAVRP)

3.7.1 Vocational Rehabilitation Programme Equipment and Materials Inventory

(VRPEMI): It was a self-developed inventory designed to gather information about the availability or otherwise of necessary relevant vocational training and learning materials in the selected vocational rehabilitation centres/ public-owned special schools. It was made up of six sections. The first section was used to collect information about the respondent, while the

remaining five sections contain thirty-seven items that were used to gather information from the respondents about the availability, accessibility and adequacy of the facilities based on different categories of special needs. The respondents to this inventory were the vocational rehabilitation instructors ($\alpha = 0.89$), was obtained).

3.7.2 Vocational Rehabilitation Programme Providers Inventory (VRPI): This inventory was self-designed. It was made up of two sections. Section A contained bio-data information on the respondents. Section B contained sixteen items which were used to collect data on the available service providers based on their professions. This inventory was designed for head of centres/special schools to respond to ($\alpha = 0.87$) was obtained.

3.7.3 Vocational Rehabilitation Programme Problems Checklist (VRPC): This checklist was adapted from Agomoh (2004) and was subjected to pilot-testing. It was used to collect information on various problems facing vocational rehabilitation programme in rehabilitation centres/special schools in the six states of Southwest Nigeria. It has two sections; Section A contains information on the respondent, and section B is in Likert scale form, it contains 32 items on various types of problem vocational rehabilitation programme may be faced with. This inventory was answered by the centre's/special school's administrators, vocational rehabilitation instructors and care-givers ($\alpha = 0.97$) was obtained.

3.7.4 Attainment of Vocational Rehabilitation Programme Objectives Inventory (AVRPOI): This instrument was adapted from Agomoh (2004) and further pilot-tested. It was used to gather data from the respondents on the attainment of the objectives of vocational rehabilitation programme. It has two sections; section A contains information about the centre/special school type, nature, status and bio-data of the respondents. The respondents were special education facilitators and head of centres/ special schools from the centres/special schools used for the study ($\alpha = 0.97$) was obtained.

3.7.5 Trainees' Questionnaire on Content Coverage of Vocational Rehabilitation Programme (TQCVRP): This instrument was self-developed. The instrument presented fifteen

vocational rehabilitation programme at the various vocational rehabilitation centres/special schools in Southwest, Nigeria. It has two sections; section A contains socio-demographic information of the trainees; section B contains fifteen items. The trainees were to tick the contents taught and those not taught. TQCVRP was validated; it was also tested for reliability using Cronbach method which yielded an alpha value of 0.95.

3.7.6 Facilities, Equipment and Resources Inventory (FERI): This instrument was adapted from Eleri (2012) which yielded an alpha value of 0.90 to elicit information from the trainees and instructors concerning available facilities, equipment and resources for vocational rehabilitation programme at the centres/special schools. It also covered adequacy and utilisation of the available items. FERI was validated; it was also tested for reliability using Cronbach method which yielded an alpha value of 0.87 was obtained.

3.7.7 Techniques for Vocational Rehabilitation Programme (TVRP): This was an adapted instrument from Eleri (2012). This instrument elicited information from the instructors on the strategies which they employed in the implementation of vocational rehabilitation programme. The format of the instrument was also patterned along the 4-point Likert scale of Always (A), Sometimes (S), Rarely (R) and Never (N) to which 4,3,2 and 1 were attached. Cronbach alpha method was computed for the determination of internal consistency of the items. An alpha value of 0.76 was obtained.

3.7.8 Facilitators' Attitude to Vocational Rehabilitation Programme (FAVRP): This was an adapted instrument from Eleri (2012). It measured facilitators' attitude to vocational rehabilitation programmes. The instrument consisted of eight items of equal number of positively worded items and negatively worded items to which facilitators responded on a 4-Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). These were scored 4, 3, 2 and 1 respectively if positively worded but 1, 2, 3 and 4 respectively if negatively worded. Their responses were analysed using Cronbach alpha to determine reliability. The reliability index obtained was 0.79.

3.7 Procedure for data collection

Letters of introduction directed to Ministry of Education in the States for the study were collected from the Head of Department of Special Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria. The study was carried out in all the states of southwest, Nigeria. The researcher first embarked on familiarisation visits to each of the rehabilitation centres/special schools. Approvals for the use of the rehabilitation centres/public-owned special schools were obtained from all Ministries of Education in the states of the study. The distribution and collection of the instruments was done by the researcher with the assistance of research-assistants drawn from each of the states used for the study. The approval processing and data collection procedures lasted for twelve weeks.

3.8 Methods of data analysis

The data collected in this study were analysed using the descriptive statistics of mean, frequency count, standard deviation, and percentage. Data were presented pictorially in form of tables, graphs and bar charts. The mean was used to compare the differences across the factors; frequency count was used to depicting the number of occurrence of values in the study; standard deviation was used to tell how far the samples are from the mean and average as used in the study, while percentage was used to compare values in relation to the entire population and also as an indication of performance as used in the study.

3.9 Limitations of the study

This study was limited to:

1. Twenty-one public-owned special schools that offer vocational rehabilitation programme and five public-owned vocational rehabilitation centres.
2. Twelve weeks of approval processing and data collection.
3. Persons with special needs that have enrolled in the public-owned special schools and public-owned vocational rehabilitation centres at least for two years without interruption.
4. The general spread of the public-owned special schools and vocational rehabilitation centres and the participants constituted part of the limitations of this study. The public-owned special schools and vocational rehabilitation centres were flung across different

parts of the states of southwestern Nigeria.

These limitations did not in any way underplay the accuracy of the result, conviction and acceptance of a true research which this study has provided.

CHAPTER FOUR

RESULTS

This chapter presents results of this study. The presentation is done based on the analysis of the nine stated research questions for the study. This is followed by interpretation.

Table 4 (i): Demographic Distribution of Caregivers

Variables	Frequency	Percentage
Qualification		
No Response	40	24.1
B.ED	42	25.3
B.SC +PGDE	13	7.8
M.ED	4	2.4
M.SC + PGDE	1	.6
NCE	66	39.8

Total	166	100.0
Work Experience		
No Response	33	19.9
< 5 YEARS	56	33.7
5-10 YEARS	41	24.7
11-15 YEARS	26	15.7
16 +	10	6.0
Total	166	100.0
Sex		
Male	58	34.9
Female	108	34.9
Total	166	100.0

Table 4(i) indicated that there were 42 caregivers with B.ED degree, 13 with B.Sc. + PGDE, 4 with M.ED degree, and 66 caregivers parade NCE certificate while 40 caregivers did not indicate their certificate.

Out of 166 caregivers, 56 of them have less than 5 years' work experience, 41 of them were between 5-10 years' of work experience, 26 caregivers have work experience between 11-15 years and 10 of them have 16 years + of work experience while 33 did not indicate their years of work experience.

There were 58 male caregivers and 108 female caregivers.

Table 4. (ii): Demographic Distribution of Facilitators

Variables	Frequency	Percentage
Gender		
Male	116	42.0
Female	160	58.0
Total	276	100.0
Age Range		
<20	35	12.7
21-25	8	2.9
26-30	50	18.1
31-35	69	25.0
36-40	78	28.3
41 +	36	13.0
Total	276	100.0
Educational Qualification		
NCE	213	77.2
BA/B.ED	25	9.1
B.ED	31	11.2
M.ED	3	1.1
M.A/M.SC	3	1.1
PGDE	1	.4
Total	276	100.0

Table 4(ii) showed the demographic distribution of facilitators: gender, age range, educational qualification.

There were 116 male facilitators and 160 female facilitators. 35 of the facilitators representing 12.7% were below 20 years of age, 8 of them were between 21-25 years of age, there were 50 of the facilitators who were between the age of 26-30, 69 were between 31-35 years of age, 78 facilitators were between 36-40 years of age while 36 facilitators were 41years + representing 13.0%.

There were 213 facilitators representing 77.2% who possessed NCE qualification, 25 with B.A/B.ED, 31 with B.ED, 3 with M.ED, 3 with M.A/M.Sc. and 1 facilitator representing .4% possessed PGDE.

Table 4. (iii): Demographic Distribution of Vocational Rehabilitation Centres/Public-owned Special Schools

Variables	Frequency	Percentage
Centre Nature		
Special School	21	84.6
Rehabilitation Centre	5	15.4
Total	26	100.0
Centre Status		
Boarding	11	42.3
Day	15	57.7
Total	26	100.0

Table 4(iii) showed that there were 21 Public-owned Special Schools (PoSSs) and 5 Vocational Rehabilitation Centres (VRCs). Out of both PoSSs and VRCs across southwestern Nigeria 11 PoSSs and VRCs were boarding and 15 were day.

Table 4. (iv): Demographic Distribution of Head of Centres/Public-owned Special Schools

Variables	Frequency	Percentage
Gender		
Male	10	38.5
Female	16	61.5
Total	26	100.0
Age Range		
21-26	3	11.5
41+	23	88.5
Total	26	100.0
Educational Qualification		
NCE	5	19.2
BA/B.ED	5	19.2
B.ED	15	57.7
M.ED	1	3.8
Total	26	100.0
Area of Specialisation		
Special Needs Education	24	92.3
General Education	1	3.8
Others	1	3.8
Total	26	100.0
Work Experience		
< 5 Years	1	3.8
16-20 Years	1	3.8
20+	24	92.3
Total	26	100.0

Table 4(iv) showed that there were 10 male head of VRCs/PoSSs and 16 female head of VRCs/PoSSs.

The age range of the head of VRCs/PoSSs showed that there were 3 heads that fell between 21-26 years of age representing 11.5% while 23 of the head of VRCs/PoSSs were 41 years + representing 88.5%.

5 of those head of VRCs/PoSSs had NCE, 5 had B.A/B.ED, 15 of them acquired B.ED and 1 with M.ED degree representing 3.8%.

24 of the of VRCs/PoSSs representing 92.3% specialised in Special Needs Education, 1 General Education and 1 head of VRCs/PoSSs specialised in other areas.

1 of the head of VRCs/PoSSs had less than 5 years' work experience, 1 between 16-20 years of work experience while 24 head of VRCs/PoSSs representing 92.3% had 20 years + work experience.

Table 4. (v): Demographic Distribution of Persons with Special Needs

Variables	Frequency	Percentage
Sex		
Male	573	52.1
Female	526	47.9
Total	1099	100.0
Age		
<18 Years	603	54.9
19 – 21 Years	293	26.7
21+	203	18.5
Total	1099	100.0

Table 4(v) showed the distribution of Persons with Special Needs (PwSNs): male 573 representing 52.1% and female PwSNs were 526 representing 47.9%. 603 PwSNs were less than 18 years of age, 293 were between 19-21 years of age and 203 PwSNs representing 18.5% were 21 years +.

4.1 Answers to the Research Questions

Research Question 1: What is the level of compatibility of the contents of the vocational rehabilitation programmes taught with the contents specified in the objectives of the programmes?

Table 4.1: Frequency Distribution Showing the Contents of the Vocational Rehabilitation Programmes Taught with the Contents Specified in the Objectives of the Programmes

S/N	Statement	NAA	VL	L	H	VH	Mean	S.D.
9	Provision for pre-vocational training for persons with special needs	15 5.4%	33 11.9%	87 31.5%	74 26.8%	82 29.7%	3.69	1.127
14	Opportunities for development of potentials for vocational competency	20 7.2%	33 11.9%	85 30.8%	80 29.0%	78 28.3%	3.66	1.150
16	Provision of adequate vocational rehabilitation programmes' facilities and equipment for training	18 6.5%	27 9.8%	92 33.3%	91 33.0%	66 23.9%	3.64	1.081
13	Opportunities for development of good communication ability	28 10.1%	79 28.6%	42 15.2%	39 14.1%	116 42.0%	3.59	1.438
1	Provision of vocational rehabilitation centres	19 6.9%	75 27.2%	37 13.4%	76 27.5%	88 31.9%	3.57	1.307
10	Provision and implementation of law and policy on vocational rehabilitation programmes for persons with special needs	26 9.4%	36 13%	94 34.1%	77 27.9%	69 25.0%	3.55	1.179
15	Opportunities for development of potentials for social competency	15 5.4%	70 25.3%	51 18.5%	82 29.7%	73 26.4%	3.52	1.228
5	Provision for equal opportunities for persons with physical disabilities	38 13.8%	75 27.2%	69 25.0%	39 14.1%	93 33.7%	3.41	1.420
7	Provision for equal opportunities for persons with learning disabilities	59 21.4%	80 29%	74 26.8%	30 10.9%	92 33.3%	3.27	1.519
8	Provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programmes	53 19.2%	70 25.4%	79 28.6%	56 20.3%	71 25.7%	3.27	1.412
12	Provision of appropriate training methods for persons with hearing impairment	73 26.4%	88 31.8%	87 31.5%	21 7.6%	80 29.0%	3.07	1.533
11	Provision of appropriate training methods for persons with visual impairment	52 18.8%	112 40.5%	47 17.0%	58 21.0%	59 21.4%	3.04	1.429
3	Provision for equal opportunities for persons with hearing impairment	75 27.2%	134 48.6%	40 14.5%	22 8.0%	80 29.0%	2.90	1.594
4	Provision for equal opportunities for persons with intellectual disabilities	89 32.2%	114 41.3%	69 25.0%	30 10.9%	63 22.8%	2.83	1.543
2	Provision for equal opportunities for persons with visual impairment	88 31.9%	111 40.2%	83 30.1%	22 8.0%	60 21.7%	2.79	1.508
6	Provision for equal opportunities for persons with behavior disorders	66 23.9%	123 44.6%	85 30.8%	34 12.3%	34 12.3%	2.68	1.298
	GRAND MEAN = 3.28							

KEY:

NAA: Not at all; VL: Very low; L: Low; H: High; VH: Very High

The results from Table 4.1 showed that provision for pre-vocational training for persons with

special needs (mean=3.69) ranked highest by the mean score rating and was followed by Opportunities for development of potentials for vocational competency (mean=3.66), Provision of adequate vocational rehabilitation programmes' facilities and equipment for training (mean=3.64), Opportunities for development of good communication ability (mean=3.59), Provision of vocational rehabilitation centres (mean=3.57), Provision and implementation of law and policy on vocational rehabilitation programmes for persons with special needs (mean=3.55), Opportunities for development of potentials for social competency (mean=3.52), Provision for equal opportunities for persons with physical disabilities (mean=3.41), Provision for equal opportunities for persons with learning disabilities (mean=3.27), Provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programmes (mean=3.27), Provision of appropriate training methods for persons with hearing impairment (mean=3.07), Provision of appropriate training methods for persons with visual impairment (mean=3.04), Provision for equal opportunities for persons with hearing impairment (mean=2.90), Provision for equal opportunities for persons with intellectual disabilities (mean=2.83), Provision for equal opportunities for persons with visual impairment (mean=2.79), Provision for equal opportunities for persons with behaviour disorders (mean=2.68).

The result from Table 4.1 revealed that the contents of the vocational rehabilitation programmes are in line with the objectives of the programmes. This implies that both the contents of the vocational rehabilitation programmes taught and the contents specified in the objectives of the programmes are comparable.

Research Question 2.1: To what extent is vocational rehabilitation training materials and equipment available for persons with special needs at rehabilitation centres and special schools in southwestern Nigeria?

Table 4.2.1: Frequency Distribution Showing the Level of Availability of the Facilities, Equipment and Resources at the Vocational Rehabilitation Centres and Public-owned Special Schools

S/N	Facilities, Equipment and Resources	Availability	
1	Playground	37 13.4%	239 86.6%
2	Sickbay	109 39.5%	167 60.5%
3	Transportation facilities	93 33.7%	183 66.3%
4	Water facilities	36 13.0%	240 87.0%
5	Power supply	78 28.3%	198 71.7%
6	Generating set	69 25.0%	207 75.0%
7	Music facilities	81 29.3%	195 70.7%

The results from Table 4.2.1 were as shown below:

(a) Availability of the Facilities, Equipment and Resources

- 239 representing 86.6% of the participants said that there was availability of playground facilities;
- 240 representing 87.0% of the participants said that there were water facilities at VRCs and PoSSs and 183(66.3%) claimed there were transportation facilities at the various VRCs and PoSSs.
- More than 50% of the participants responded yes to availability of sickbay, power supply, generating set and music facilities at various vocational rehabilitation centres and public owned special schools across southwestern Nigeria.

Research Question 2.2: To what extent is vocational rehabilitation training materials and equipment adequate accessible for persons with special needs in rehabilitation centres in southwestern Nigeria?

Table 4.2.2: Frequency Distribution Showing the Level of Adequacy of the Facilities, Equipment and Resources in the Vocational Rehabilitation Centres and Special Schools

S/N	Facilities, Equipment and Resources	Adequacy	
1	Playground	158 57.2%	118 42.8%
2	Sickbay	183 66.3%	93 33.7%
3	Transportation facilities	109 39.5%	167 60.5%
4	Water facilities	181 65.6%	95 34.4%
5	Power supply	184 66.7%	92 33.3%
6	Generating set	188 68.1%	88 31.9%
7	Music facilities	199 72.1%	77 27.9%

The results from Table 4.2.2 were as shown:

(b) Adequacy of the Facilities, Equipment and Resources

- The table above shows that 158 representing 57.2% of the participants said that there were no playground facilities;
- 183 representing 66.3% of the respondents said that sickbay facilities were not adequate;
- 167 (60.5%) of the respondents said that transportation facilities were adequate at VRCs and PoSSs;
- 181 representing 65.6% of the respondents said that water facilities were not adequate at the VRCs and PoSSs;
- 184 (66.7%) of the participants said that there were adequate facilities for power supply;
- 188 representing 68.1% of the respondents said that there were no adequate facilities for generating set;
- 199 representing 72.1% of the participants said that there were no adequate music facilities and equipment at the various VRCs and PoSSs across southwestern Nigeria.

Research Question 2.3: To what extent is vocational rehabilitation training materials and equipment accessible for persons with special needs at rehabilitation centres in southwestern Nigeria?

Table 4.2.3: Frequency Distribution Showing the Level of Accessibility of the Facilities, Equipment and Resources at the Vocational Rehabilitation Centres and Special Schools

S/N	Facilities, Equipment and Resources	Accessible	
1	Playground	116 42.0%	160 58.0%
2	Sickbay	184 66.7%	92 33.3%
3	Transportation facilities	149 54.0%	127 46.0%
4	Water facilities	167 60.5%	109 39.5%
5	Power supply	184 66.7%	92 33.3%
6	Generating set	178 64.5%	98 35.5%
7	Music facilities	178 64.5%	98 35.5%

The results from Table 4.2.3 were as shown below:

(c) Accessibility of the Facilities, Equipment and Resources

- 160 representing 58.0% of the respondents said that playground facilities were accessible at various VRCs and PoSSs in southwestern Nigeria;
- 184 (66.7%) of the respondents said that sickbay facilities were not accessible;
- 149 representing 54.0% of the participants said that transportation facilities were not accessible;
- 167 (60.5%) of the participants said that water facilities were not accessible;
- 184 representing 66.7% of the respondents said that power supply facilities were not accessible;
- 178 (64.5%) of the participants claimed that generating set facilities were not accessible;
- 178 representing 64.5% of the respondents responded that there were no accessibility to music facilities in various VRCs and PoSSs across southwestern Nigeria.

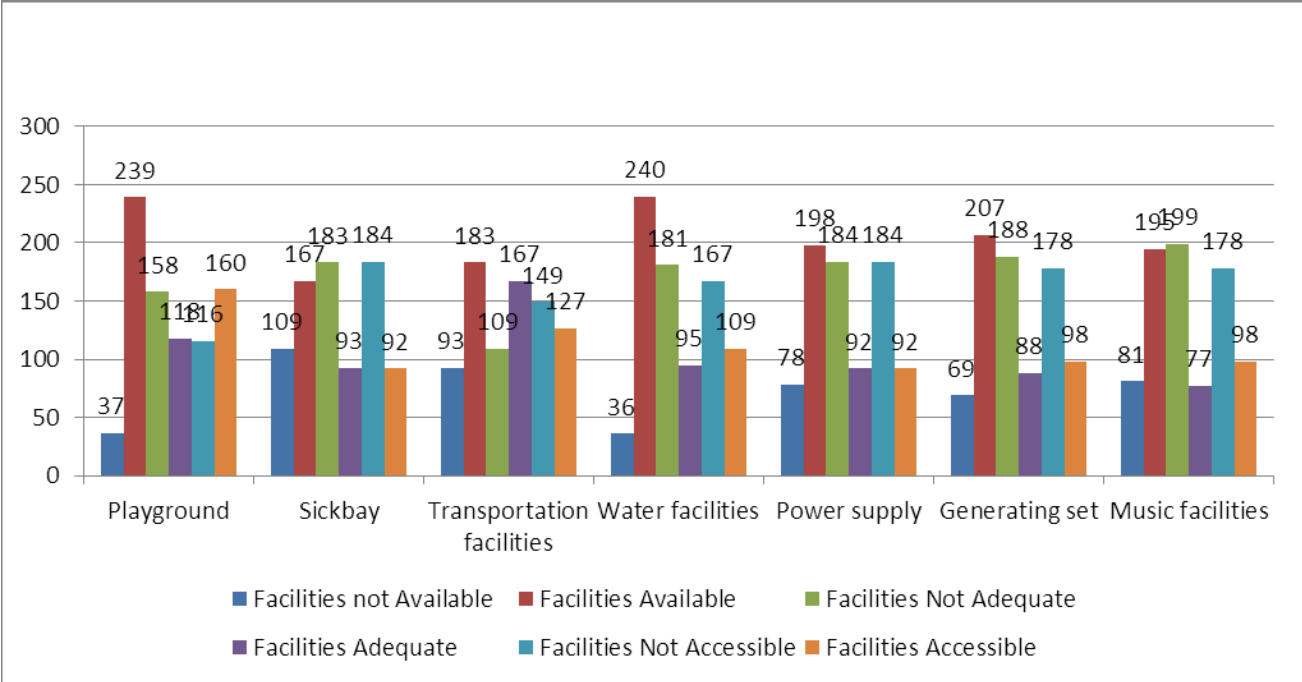


Fig. 1: Multiple bar charts showing the level of availability, adequacy and accessibility of the facilities, equipment and resources

Playground facility available;

Water facilities available;

Power supply facilities available;

Generating set facilities available;

Music facilities available.

Playground facility not available;

Playground facilities adequate;

Sickbay facilities not adequate;

Transportation facilities adequate;

Power supply facilities not adequate;

Generating set not adequate;

Music facilities not adequate.

Table 4.2.4: Frequency Distribution Showing the Availability of the Facilities, Equipment and Resources for Persons with Hearing Impairment

S/N	Items	Available		Number of available Facilities, Equipment and Resources					
				N.R.	1-2	3-5	6-10	11-20	> 20
1	Speech Trainer	179 64.9%	97 35.1%	179 64.9%	15 5.4%	30 10.9%	10 3.6%	21 7.6%	21 7.6%
2	Audiology Resources	214 77.5%	62 22.5%	214 77.5%	8 2.9%	13 4.7%	9 3.3%	19 6.9%	13 4.7%
3	Hearing Aids	227 82.2%	49 17.8%	227 82.2%	7 2.5%	17 6.3%	5 1.8%	10 3.6%	10 3.6%
4	Audiometer	243 88.0%	33 12.0%	243 88.0%	2 0.7%	3 1.2%	12 4.3%	8 2.9%	8 2.9%
5	Amplifier	244 88.4%	32 11.6%	244 88.4%	3 1.1%	9 3.3%	7 2.5%	6 2.2%	7 2.5%

N.R. = No Response

The results from Table 4.2.4 were as shown:

(a) Availability of the Facilities, Equipment and Resources

- 179 representing 64.9% of the respondents said that there were no available speech trainers;
- 214 (77.5%) of the respondents claimed that there were no available audiology resources at VRCs and PoSSs;
- 227 representing 82.2% of the respondents said that there were no available hearing aids;
- 243 (88.0%) of the participants reported that there were no audiometer;
- 244 representing 88.4% of the respondents said that there were no amplifier at various VRCs and PoSSs across southwestern Nigeria.

This implies that amplifier was the most facility and equipment not available for use at vocational rehabilitation centres and special schools in southwestern Nigeria.

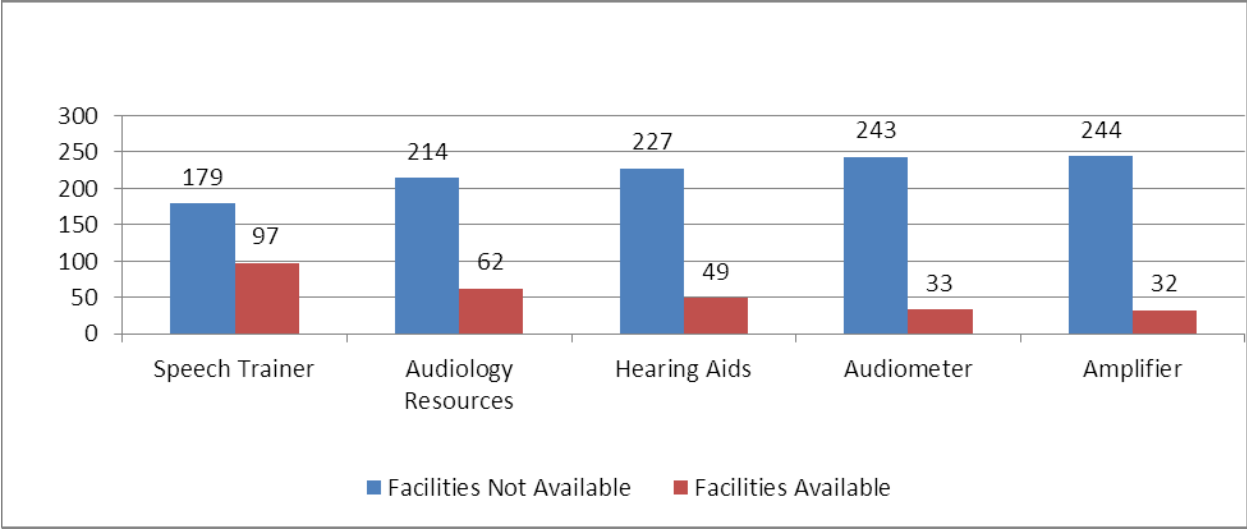


Fig. 3: Multiple bar charts showing the availability of the facilities, equipment and resources for persons with hearing impairment

Number of availability of the facilities, equipment and resources for persons with hearing impairment

Speech Trainer: 179(64.9%) did not respond, 15(5.4%) indicated 1-2, 30(10.9%) indicated 3-5, 10(3.6%) indicated 6-10), 21(7.6%) indicated 11-20 and 21(7.6%) indicated > 20;

- Audiology Resources: 214(77.5%) did not respond, 8(2.9%) indicated 1-2, 13(4.7%) indicated 3-5, 9(3.3%) indicated 6-10, 19(6.9%) indicated 11-20 and 13(4.7%) indicated > 20;
- Hearing Aids: 227(82.2%) did not respond, 7 (2.5%) indicated 1-2, 17(6.3%) indicated 3-5, 5(1.8%) indicated 6-10, 10(3.6%) indicated 11-20 and 10(3.6%) indicated > 20;
- Audiometer: 243(88.0%) did not respond, 2(0.7%) indicated 1-2, 3(1.3%) indicated 3-5, 12(4.3%) indicated 6-10, 8(2.9%) indicated 11-20 and 8(2.9%) indicated > 20;
- Amplifier: 244(88.4%) did not respond, 3(1.1%) indicated 1-2, 9(3.3%) indicated 3-5, 7(2.5%) indicated 6-10, 6(2.2%) indicated 11-20 and 7(2.5%) indicated > 20.

The implication of this is that amplifier, audiometer, hearing-aids, and audiology resources were facilities, equipment and resources not available for use at vocational rehabilitation centres and special schools across southwest Nigeria.

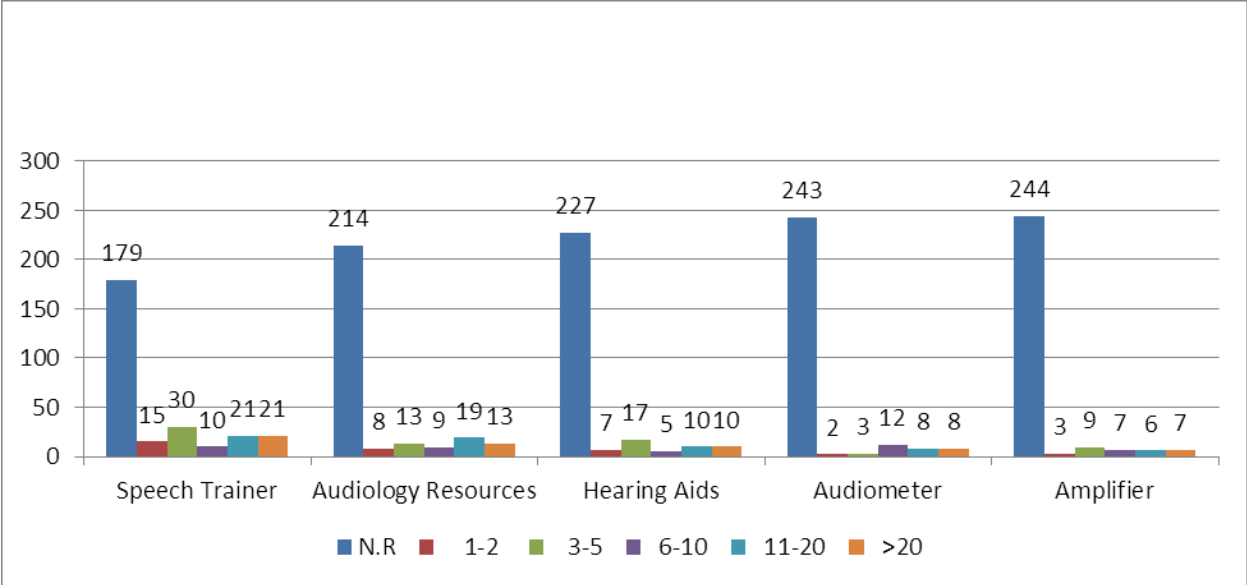


Fig. 4: Multiple bar charts showing the number of availability of the facilities, equipment and resources for persons with hearing impairment

Speech trainer facilities not available;

Audiology resources not available;

Hearing aids facilities not available;

Audiometer facilities not available;

Amplifier facilities not available.

Table 4.2.5: Frequency distribution showing the availability of the facilities, equipment and resources for persons with visual impairment

S/N	Items	Availability	
1	Braille-machine	148 53.6 %	18 46.4 %
2	Tape Recorder	211 76.4 %	65 23.6 %
3	Radio	159 57.6 %	117 42.4 %
4	Typewriter	137 49.6 %	139 50.4 %
5	Computer	153 55.4 %	123 44.6 %

The results from Table 4.2.5 were as shown:

(a) Availability of the Facilities, Equipment and Resources

- Braille-machine, 148(53.6%) indicated no while 118 (46.4%) indicated yes;
- Tape Recorder, 211(76.4%) indicated no while 65(23.6%) indicated yes;
- Radio, 159(57.6%) indicated no while 117(42.4%) indicated yes;
- Typewriter, 137(49.6%) indicated no while 139(50.4%) indicated yes;
- Computer, 153(55.4%) indicated no while 123 (44.6%) indicated yes.

This implies that tape-recorder, radio, computer, and braille-machine were facilities, equipment and resources not available for use at vocational rehabilitation centres and special schools in southwestern Nigeria with the exception of typewriter.

Table 4.2.6: Frequency Distribution Showing the Adequacy of the Facilities, Equipment and Resources for Persons with Visual Impairment

S/N	Items	Adequate	
1	Braille-machine	221 80.1%	55 19.9%
2	Tape Recorder	234 84.8%	42 15.2%
3	Radio	225 81.5%	51 18.5%
4	Typewriter	225 81.5%	51 18.5%
5	Computer	216 78.3%	60 21.7%

(b) Adequacy of the Facilities, Equipment and Resources

- Braille-machine, 221(80.1%) indicated no while 55(19.9%) indicated yes;
- Tape Recorder, 234(84.8%) indicated no while 42(15.2%) indicated yes;
- Radio, 225(81.5%) indicated no while 51(18.5%) indicated yes;
- Typewriter, 225(81.5%) indicated no while 51(18.5%) indicated yes;
- Computer, 216(78.3%) indicated no while 60(21.7%) indicated yes.

It implies that tape-recorder, radio, typewriter, braille-machine and computer were facilities, equipment and resources not adequate for use at vocational rehabilitation centres and special schools in southwestern Nigeria.

Table 4.2.7: Frequency distribution showing the accessibility of the facilities, equipment and resources for persons with visual impairment

S/N	Items	Accessible	
1	Braille-machine	182 65.9 %	94 34.1%
2	Tape Recorder	223 80.8%	53 19.2%
3	Radio	219 79.3%	57 20.7%
4	Typewriter	222 80.4%	54 19.%
5	Computer	212 76.8%	64 23.2%

(c) Accessibility of the Facilities, Equipment and Resources

- Braille-machine, 182 (65.9 %) indicated no while 94(34.1%) indicated yes;
- Tape Recorder, 223(80.8%) indicated no while 53(19.2%) indicated yes;
- Radio, 219(79.3%) indicated no while 57(20.7%) indicated yes;
- Typewriter, 222(80.4%) indicated no while 54(19.6 %) indicated yes;
- Computer, 212(76.8%) indicated no while 64(23.2%) indicated yes.

It implies that tape-recorder, typewriter, radio, braille-machine and computer were facilities, equipment and resources not frequently accessible for use at vocational rehabilitation centres and special schools across southwestern Nigeria.

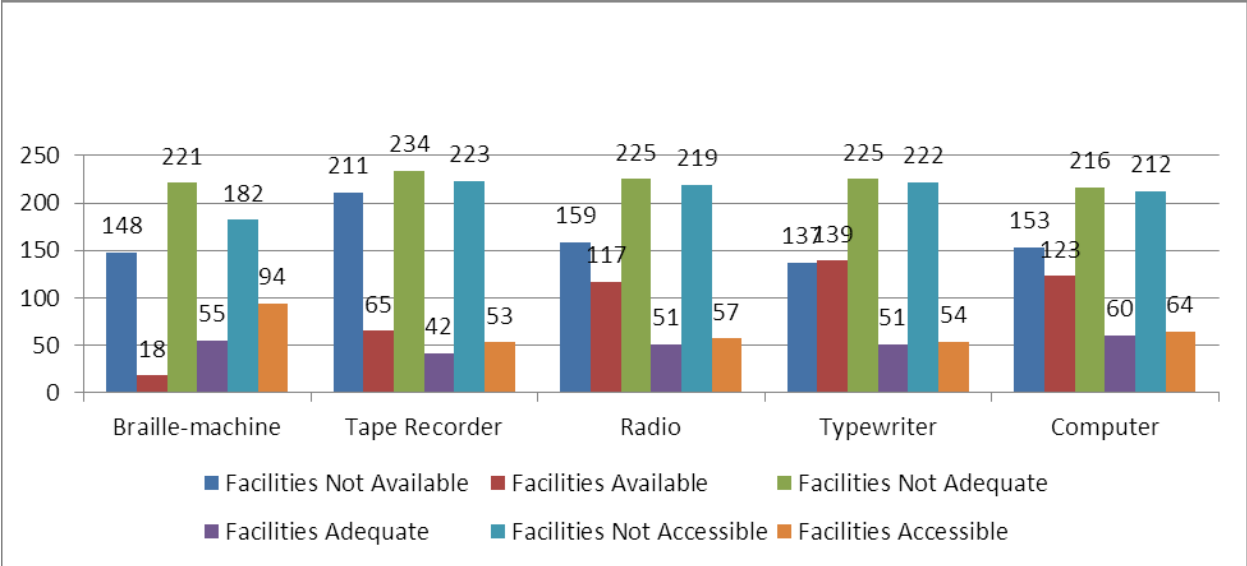


Fig. 5(a): Multiple bar charts showing the availability and adequacy of the facilities, equipment and resources for persons with visual impairment

- Braille machine facilities not adequate;
- Tape recorder facilities not adequate;
- Radio facilities not adequate;
- Typewriter equipment not adequate;
- Computer facilities not adequate;
- Braille machine facilities not available;
- Tape recorder facilities not available;
- Radio facilities not available;
- Typewriter equipment not available;
- Computer facilities not available.

Table 4.2.8: Frequency distribution showing the availability of the facilities, equipment and resources for persons with intellectual disabilities

S/N	Items	Availability	
1	Simplified vocational training equipment	143 48.2 %	143 51.8%
2	Speech Trainer	187 67.8 %	89 32.2%
3	Concrete objects	147 53.3 %	129 46.7%
4	Music Facilities	157 56.9 %	119 43.1%
5	Adapted Curriculum	154 55.8 %	122 44.2%

The results from Table 4.2.8 were as shown:

(a) Availability of the Facilities, Equipment and Resources

- Simplified vocational training equipment, 1(48.2%) indicated no while143 (51.8%) indicated yes;
- Speech Trainer, 187(67.8%) indicated no while89 (32.2%) indicated yes;
- Concrete objects, 147(53.3%) indicated no while129 (46.7%) indicated yes;
- Music Facilities, 157(56.9%) indicated no while119 (43.1%) indicated yes;
- Adapted Curriculum, 154(55.8%) indicated no while122 (44.2%) indicated yes.

This implies that speech-trainer, music facilities, adapted curriculum and concrete objects were facilities, equipment and resources not available while only simplified vocational training equipment were available for use at special schools and vocational rehabilitation centres in southwestern Nigeria.

Table 4.2.9: Frequency Distribution Showing the Adequacy of the Facilities, Equipment and Resources for Persons with Intellectual Disabilities

S/ N	Items	Adequate	
1	Simplified vocational training equipment	233 84.4%	43 15.6%
2	Speech Trainer	259 93.8%	17 6.2%
3	Concrete objects	225 81.5%	51 18.5%
4	Music Facilities	228 82.6%	46 17.4%
5	Adapted Curriculum	227 82.2%	49 17.8%

(b) Adequacy of the Facilities, Equipment and Resources

- Simplified vocational training equipment, 233(84.4%) indicated no while 43 (15.6%) indicated yes;
- Speech Trainer, 259(93.8%) indicated no while 17(6.2%) indicated yes;
- Concrete objects, 225(81.5%) indicated no while 51(18.5%) indicated yes;
- Music Facilities, 228(82.6%) indicated no while 46(17.4%) indicated yes;
- Adapted Curriculum, 227(82.2%) indicated no while 49(17.8%) indicated yes.

It implies that speech trainer, simplified vocational training equipment, music facilities, adapted curriculum and concrete objects were facilities, equipment and resources not adequate for use at vocational rehabilitation centres and special schools in southwestern Nigeria.

Table 4.2.10: Frequency distribution showing the accessibility of the facilities, equipment and resources for persons with intellectual disabilities

S/N	Items	Accessible	
1	Simplified vocational training equipment	214 77.5%	62 22.5 %
2	Speech Trainer	235 85.1%	41 14.9 %
3	Concrete objects	215 77.9%	61 22.1 %
4	Music Facilities	211 76.4%	65 23.6 %
5	Adapted Curriculum	211 76.4%	65 26 %

(c) Accessibility of the Facilities, Equipment and Resources

- Simplified vocational training equipment, 214(77.5%) indicated no while 62(22.5%) indicated yes;
- Speech Trainer, 235(85.1%) indicated no while 41(14.9%) indicated yes;
- Concrete objects, 215(77.9%) indicated no while 61(22.1%) indicated yes;
- Music Facilities, 211(76.4%) indicated no while 65(23.6%) indicated yes;
- Adapted Curriculum, 211(76.4%) indicated no while 65(26 %) indicated yes.

The implication of this is that speech trainer, concrete objects, simplified vocational training equipment, music facilities and adapted curriculum were facilities, equipment and resources not accessible for use at special schools and vocational rehabilitation centres in southwestern Nigeria.

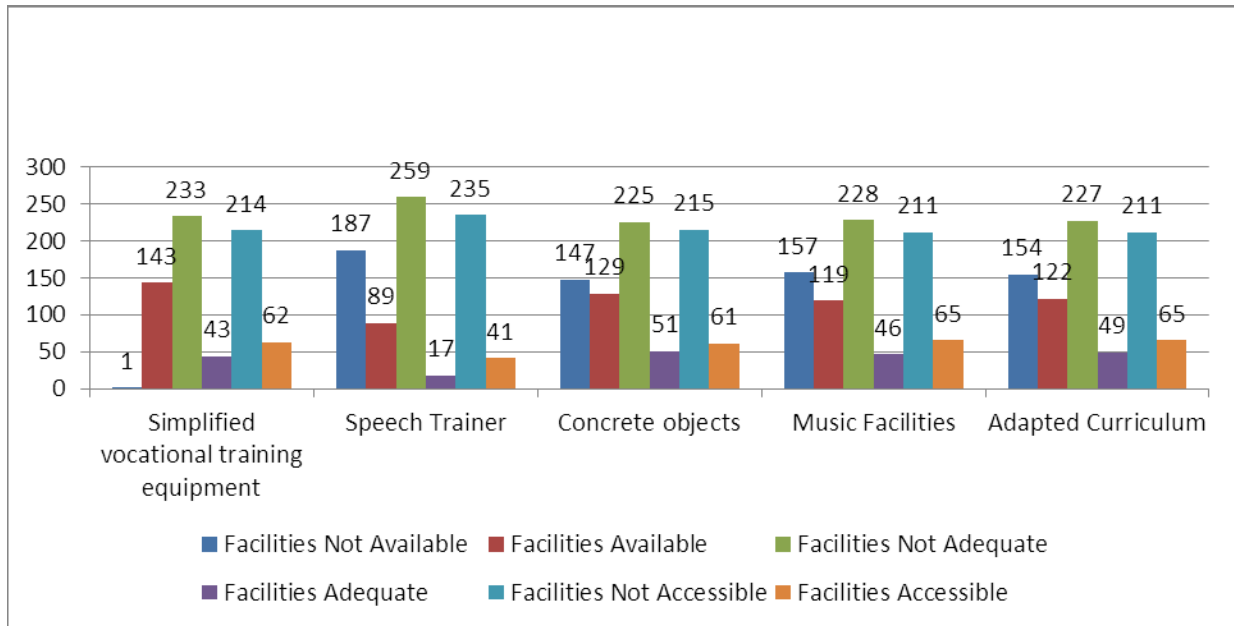


Fig. 5(b): Multiple bar charts showing the availability and adequacy of the facilities, equipment and resources for persons with intellectual disabilities

- Simplified vocational training equipment facilities not available;
- Speech trainer facilities/equipment not available;
- Concrete objects facilities not available;
- Music facilities not available;
- Adapted curriculum resources not available.
- Simplified vocational training equipment facilities not adequate;
- Speech trainer facilities/equipment not adequate;
- Concrete objects facilities not adequate;
- Music facilities not adequate;
- Adapted curriculum resources not adequate.

Table 4.2.11: Frequency Distribution Showing the Availability of the Facilities, Equipment and Resources for Persons with Physical Disabilities

S/N	Items	Availability	
1	Ramps	173 62.7%	103 37.3%
2	Wheel Chair	121 43.8%	155 56.2%
3	Crutches	151 54.7%	125 45.3%
4	Adapted Chair	213 77.2%	63 22.8%
5	Adapted Table	223 80.8%	53 19.2%
6	Physiotherapy clinic	220 79.%	56 20.3%
7	Stretcher	234 84.8%	42 15.2%
8	Tricycle Ego meter	253 91.7%	23 8.3%

The results from Table 4.2.11 were as shown:

(a) Availability of the Facilities, Equipment and Resources

- Ramps, 173(62.7%) indicated no while 103(37.3%) indicated yes;
- Wheel Chair, 121(43.8%) indicated no while 155(56.2%) indicated yes;
- Crutches, 151(54.7%) indicated no while 125(45.3%) indicated yes;
- Adapted Chair, 213(77.2%) indicated no while 63(22.8%) indicated yes;
- Adapted Table, 223(80.8%) indicated no while 53(19.2%) indicated yes;
- Physiotherapy clinic, 220(79.%) indicated no while 56(20.3%) indicated yes;
- Stretcher, 234(84.8%) indicated no while 42(15.2%) indicated yes;
- Tricycle Ego meter, 253(91.7%) indicated no while 23(8.3%) indicated yes.

It implies that tricycle ego meter, stretcher, physiotherapy clinic, adapted table, ramps and crutches were facilities, equipment and resources not available while only wheel chairs were available for use at vocational rehabilitation centres and special schools in southwestern Nigeria.

Table 4.2.12: Frequency Distribution Showing the Adequacy of the Facilities, Equipment and Resources for Persons with Physical Disabilities

S/N	Items	Adequate	
1	Ramps	214 77.5%	62 22.5%
2	Wheel Chair	208 75.4%	68 24.6%
3	Crutches	228 82.6%	48 17.4%
4	Adapted Chair	237 85.9%	39 14.1%
5	Adapted Table	233 84.4%	43 15.6%
6	Physiotherapy clinic	243 88.0%	33 12.0%
7	Stretcher	248 89.9%	28 10.1%
8	Tricycle Ego meter	243 88.0%	33 12.0%

(b) Adequacy of the Facilities, Equipment and Resources

- Ramps, 214(77.5%) indicated no while 62(22.5%) indicated yes;
- Wheel Chair, 208(75.4%) indicated no while 68(24.6%) indicated yes;
- Crutches, 228(82.6%) indicated no while 48(17.4%) indicated yes;
- Adapted Chair, 237(85.9%) indicated no while 39(14.1%) indicated yes;
- Adapted Table, 233(84.4%) indicated no while 43(15.6%) indicated yes;
- Physiotherapy clinic, 243(88.0%) indicated no while 33(12.0%) indicated yes;
- Stretcher, 248(89.9%) indicated no while 28(10.1%) indicated yes;
- Tricycle Ego meter, 243(88.0%) indicated no while 33(12.0%) indicated yes.

It implies that stretcher, tricycle ego meter, physiotherapy clinic, adapted table, ramps, crutches and wheel chairs were facilities, equipment and resources not adequate for use at vocational rehabilitation centres and special schools across southwestern Nigeria.

Table 4.2.13: Frequency Distribution Showing the Accessibility of the Facilities, Equipment and Resources for Persons with Physical Disabilities

S/N	Items	Accessible	
1	Ramps	217 78.6%	59 21.4%
2	Wheel Chair	19 69.6%	84 30.4%
3	Crutches	216 78.3%	60 21.7%
4	Adapted Chair	236 85.5%	40 14.5%
5	Adapted Table	243 88.0%	33 12.0%
6	Physiotherapy clinic	247 89.5%	29 10.5%
7	Stretcher	254 92.0%	22 8.0%
8	Tricycle Ego meter	259 93.8%	17 6.2%

(c) Accessibility of the Facilities, Equipment and Resources

- Ramps, 217(78.6%) indicated no while 59(21.4%) indicated yes;
- Wheel Chair, 19(69.6%) indicated no while 84(30.4%) indicated yes
- Crutches, 216(78.3%) indicated no while 60(21.7%) indicated yes
- Adapted Chair, 236(85.5%) indicated no while 40(14.5%) indicated yes
- Adapted Table, 243(88.0%) indicated no while 33(12.0%) indicated yes
- Physiotherapy clinic, 247(89.5%) indicated no while 29(10.5%) indicated yes
- Stretcher, 254(92.0%) indicated no while 22(8.0%) indicated yes;
- Tricycle Ego meter, 259(93.8%) indicated no while 17(6.2%) indicated yes.

Table 4.2.13 reveals that tricycle ego meter, stretcher, physiotherapy clinic, adapted table, ramps, crutches and wheel-chairs were facilities, equipment and resources not accessible for use at vocational rehabilitation centres and special schools in the Southwest Nigeria.

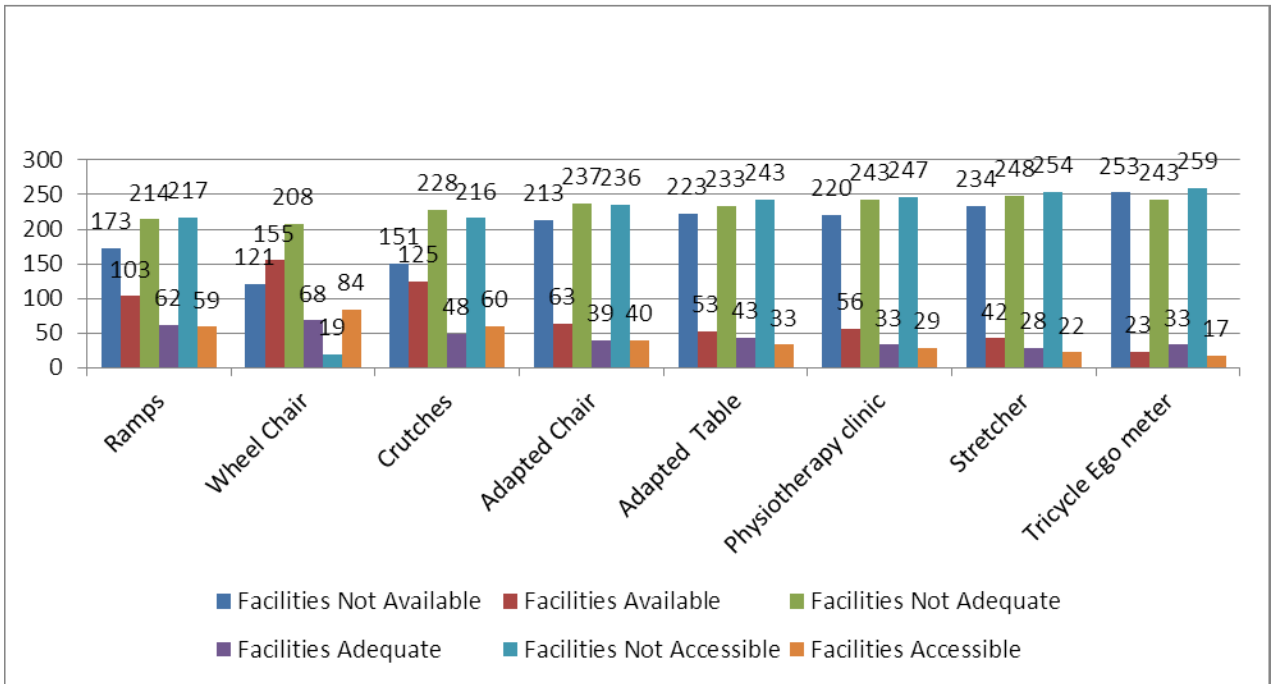


Fig. 6(a): Multiple bar charts showing the availability and adequacy of the facilities, equipment and resources for persons with physical disabilities

- Ramps facilities not available;
- Wheel chair facilities not available;
- Crutches facilities not available;
- Adapted chair not available;
- Physiotherapy clinic equipment not available;
- Stretcher facilities not available;
- Tricycle ego meter equipment not available.

- Ramps facilities not adequate;
- Wheel chair facilities not adequate;
- Crutches facilities not adequate;
- Adapted chair not adequate;
- Physiotherapy clinic equipment not adequate;
- Stretcher facilities not adequate;
- Tricycle ego meter equipment not adequate.

Table 4.3: Frequency Distribution Showing the Availability of Facilities, Equipment and Resources

S/N	Facilities, Equipment and Resources	Availability	
1	Play ground	12 46.2%	14 53.8%
2	Sick bay	20 76.9%	6 23.1%
3	Transportation facilities	13 50.0%	13 50.0%
4	Music facilities	19 73.1%	7 26.9%
5	Power supply	12 46.2%	14 53.8%
6	Resource unit/room	20 76.9%	6 23.1%
7	Vocational training	15 57.7%	11 42.3%
8	Sport facilities	19 73.1%	7 26.9%
9	Centre toilet	22 84.6%	4 15.4%
10	Staff room	18 69.2%	8 30.8%
11	Hearing aids	20 76.9%	6 23.1%
12	Audio-meter	22 84.6%	4 15.4%
13	Amplifier	24 92.3%	2 7.7%
14	Speech trainer	24 92.3%	2 7.7%
15	Tape recorder	9 34.6%	17 65.4%
16	Radio/concrete object	13 50.0%	13 50.0%
17	Computer	15 57.7%	11 42.3%
18	Wheel chair	20 76.9%	6 23.1%
19	Physiotherapy clinic	23 88.5%	3 11.5%
20	Braille machine	22	4

		84.6%	15.4%
21	Ramps	22 84.6%	4 15.4%
23	Abacus	15 57.7%	11 42.3%
24	Writing frame	13 50.0%	13 50.0
25	Braille printer	19 73.11%	7 26.9%
26	Adapted chair	22 84.6%	4 15.4%
27	Adapted table	22 84.6%	4 15.4%
28	Stretcher	21 80.8%	5 19.2%
29	Word chart	24 92.3%	2 7.7%
30	Sewing machine	22 84.6%	4 15.4%
31	Barbing tools	24 92.3%	2 7.7%
32	Hair dressing items	24 92.3%	2 7.7%
33	Fine arts materials	24 92.3%	2 7.7%
34	Workshops	18 69.2%	8 30.8%
35	Type writer	22 84.6%	4 15.4%
36	Mobility canes	24 92.3%	2 7.7%
37	Trainees' accommodation	21 80.8%	5 19.2%
38	Television sets	24 92.3%	2 7.7%
39	Refrigerators	24 92.3%	2 7.7%
40	Furniture equipment	24 92.3%	2 7.7%
41	Overhead projector	24 92.3%	2 7.7%

The results from Table 4.3 were as shown:

(a) Availability of the Facilities, Equipment and Resources

- Playground, 12(46.2%) indicated not available while 14(53.8%) indicated available;
- Sick bay, 20(76.9%) indicated not available while 6(23.1%) indicated available;
- Transportation facilities, 13(50.0%) indicated not available while 13(50.0%) indicated available;
- Music facilities, 19(73.1%) indicated not available while 7(26.9%) indicated available;
- Power supply, 12(46.2%) indicated not available while 14(53.8%) indicated available;
- Resource unit/room, 20(76.9%) indicated not available while 6(23.1%) indicated available;
- Vocational training, 15(57.7%) indicated not available while 11(42.3%) indicated available;
- Sport facilities, 19(73.1%) indicated not available while 7(26.9%) indicated available;
- Centre toilet, 22(84.6%) indicated not available while 4(15.4%) indicated available;
- Staff room, 18(69.2%) indicated not available while 8(30.8%) indicated available;
- Hearing aids, 20(76.9%) indicated not available while 6(23.1%) indicated available;
- Audio-meter, 22(84.6%) indicated not available while 4(15.4%) indicated available;
- Amplifier, 24(92.3%) indicated not available while 2(7.7%) indicated available;
- Speech trainer, 24(92.3%) indicated not available while 2(7.7%) indicated available;
- Tape recorder, 9(34.6%) indicated not available while 17(65.4%) indicated available;
- Radio/concrete object, 13(50.0%) indicated not available while 13(50.0%) indicated availability;
- Computer, 15(57.7%) indicated not available while 11(42.3%) indicated availability;
- Wheel chair, 20(76.9%) indicated non availability while 6(23.1%) indicated availability;
- Physiotherapy clinic, 23(88.5%) indicated not available while 3(11.5%) indicated availability;
- Braille machine, 22(84.6%) indicated not available while 4(15.4%) indicated availability;
- Ramps, 22(84.6%) indicated non availability while 4(15.4%) indicated availability;
- Abacus, 15(57.7%) indicated not available while 11(42.3%) indicated available;
- Writing frame, 13(50.0%) indicated not available while 13(50.0) indicated available;
- Braille printer, 19(73.11%) indicated non availability while 7(26.9%) indicated availability;

- Adapted chair, 22(84.6%) indicated not available while 4(15.4%) indicated available;
- Adapted table, 22(84.6%) indicated not available while 4(15.4%) indicated available;
- Stretcher, 21(80.8%) indicated not available while 5(19.2%) indicated available;
- Word chart, 24(92.3%) indicated not available while 2(7.7%) indicated available;
- Sewing machine, 22(84.6%) indicated not available while 4(15.4%) indicated available;
- Barbing tools, 24(92.3%) indicated non availability while 2(7.7%) indicated availability;
- Hair dressing items, 24(92.3%) indicated not available while 2(7.7%) indicated available;
- Fine arts materials, 24(92.3%) indicated not available while 2(7.7%) indicated available;
- Workshops, 18(69.2%) indicated not available while 8(30.8%) indicated available;
- Type writer, 22(84.6%) indicated not available while 4(15.4%) indicated available;
- Mobility canes, 24(92.3%) indicated non availability while 2(7.7%) indicated availability;
- Trainees' accommodation, 21(80.8%) indicated not available while 5(19.2%) indicated available;
- Television sets, 24(92.3%) indicated not available while 2(7.7%) indicated available;
- Refrigerators, 24(92.3%) indicated not available while 2(7.7%) indicated availability;
- Furniture equipment, 24(92.3%) indicated not available while 2(7.7%) indicated available;
- Overhead projector, 24(92.3%) indicated not available while 2(7.7%) indicated available.

It implies that writing frame, radio/concrete object, transportation facilities, computer, abacus, vocational training, staff room, workshops, sport facilities, music facilities, braille-printer, hearing-aids, resource unit/room, sick-bay, wheel-chair, stretcher, trainees' accommodation, adapted chair, adapted table, ramps, sewing machine, type- writer, audio-meter, centre toilet, physiotherapy clinic, braille machine, amplifier, speech trainer, word-chart, barbing tools, hair dressing items, fine arts materials, mobility canes, television sets, refrigerators, furniture equipment, and overhead projector were not available while others such as tape recorder, playground, and power supply were facilities, equipment and resources available for use at vocational rehabilitation centres and special schools across Southwest, Nigeria.

Table 4.3.1: Frequency distribution showing the adequacy of facilities, equipment and resources

S/ N	Facilities, Equipment and Resources	Adequacy	
1	Play ground	14 53.8%	12 46.2%
2	Sick bay	20 76.9%	6 23.1%
3	Transportation facilities	15 57.7%	11 42.3%
4	Music facilities	21 80.8%	5 19.2%
5	Power supply	17 65.4%	9 34.6%
6	Resource unit/room	17 65.4%	9 34.6%
7	Vocational training	17 65.4%	9 34.6%
8	Sport facilities	19 73.1%	7 26.9%
9	Centre toilet	22 84.6%	4 15.4%
10	Staff room	21 80.8%	5 19.2%
11	Hearing aids	22 84.6%	4 15.4%
12	Audio-meter	24 92.3%	2 7.7%
13	Amplifier	26 100.0%	-
14	Speech trainer	24 92.3%	2 7.7%
15	Tape recorder	19 73.1%	7 26.9%
16	Radio/concrete object	16 61.5%	10 38.5%
17	Computer	22 84.6%	4 15.4%
18	Wheel chair	23 88.5%	3 11.5%
19	Physiotherapy clinic	22 84.6%	4 15.4%
20	Braille machine	22 84.6%	4 15.4%
21	Ramps	26 100.0%	-

23	Abacus	26 100.0%	-
24	Writing frame	26 100.0%	-
25	Braille printer	26 100.0%	-
26	Adapted chair	26 100.0%	-
27	Adapted table	26 100.0%	-
28	Stretcher	23 88.5%	3 11.5%
29	Word chart	24 92.3%	2 7.7%
30	Sewing machine	22 84.6%	4 15.4%
31	Barbing tools	24 92.3%	2 7.7%
32	Hair dressing items	24 92.3%	2 7.7%
33	Fine arts materials	24 92.3%	2 7.7%
34	Workshops	18 69.2%	8 30.8%
35	Type writer	22 84.6%	4 15.4%
36	Mobility canes	24 92.3%	2 7.7%
37	Trainees' accommodation	21 80.8%	5 19.2%
38	Television sets	24 92.3%	2 7.7%
39	Refrigerators	24 92.3%	2 7.7%
40	Furniture equipment	24 92.3%	2 7.7%
41	Overhead projector	24 92.3%	2 7.7%

(b) Adequacy of the Facilities, Equipment and Resources

- Playground, 14(53.8%) indicated not adequate while 12(46.2%) indicated adequate;
- Sick bay, 20(76.9%) indicated not adequate while 6(23.1%) indicated adequacy;

- Transportation facilities, 15(57.7%) indicated non adequacy while 11(42.3%) indicated adequacy;
- Music facilities, 21(80.8%) indicated not adequate while 5(19.2%) indicated adequate;
- Power supply, 17(65.4%) indicated not adequate while 9(34.6%) indicated adequate;
- Resource unit/room, 17(65.4%) indicated non adequacy while 9(34.6%) indicated adequacy;
- Vocational training, 17(65.4%) indicated not adequate while 9(34.6%) indicated adequate;
- Sport facilities, 19(73.1%) indicated not adequate while 7(26.9%) indicated adequate;
- Centre toilet, 22(84.6%) indicated not adequate while 4(15.4%) indicated adequate;
- Staff room, 21(80.8%) indicated not adequate while 5(19.2%) indicated adequate;
- Hearing aids, 22(84.6%) indicated not adequate while 4(15.4%) indicated adequate;
- Audio-meter, 24(92.3%) indicated not adequate while 2(7.7%) indicated adequate;
- Amplifier, 26(100.0%) indicated not adequate.
- Speech trainer, 24(92.3%) indicated not adequate while 2(7.7%) indicated adequate;
- Tape recorder, 19(73.1%) indicated not adequate while 7(26.9%) indicated adequate;
- Radio/concrete object, 16(61.5%) indicated not adequate while 10(38.5%) indicated adequate;
- Computer, 22(84.6%) indicated not adequate while 4(15.4%) indicated adequate;
- Wheel chair, 23(88.5%) indicated not adequate while 3(11.5) indicated adequacy;
- Physiotherapy clinic, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Braille machine, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Ramps, 26(100%) indicated not adequate;
- Abacus, 26(100.0%) indicated not adequate;
- Writing frame, 26(100.0%) indicated not adequate;
- Braille printer, 26(100.0%) indicated not adequate;
- Adapted chair, 26(100.0%) indicated not adequate;
- Adapted table, 26(100.0%) indicate not adequate;
- Stretcher, 23(88.5%) indicated no while 3(11.5%) indicated yes;
- Word chart, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Sewing machine, 22(84.6%) indicated no while 4(15.4%) indicated yes;

- Barbings tools, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Hair dressing items, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Fine arts materials, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Workshops, 18(69.2%) indicated no while 8(30.8%) indicated yes;
- Type writer, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Mobility canes, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Trainees' accommodation, 21(80.8%) indicated no while 5(19.2%) indicated yes;
- Television sets, 24(92.3%) indicated not adequate while 2(7.7%) indicated adequate;
- Refrigerators, 24(92.3%) indicated not adequate while 2(7.7%) indicated adequate;
- Furniture equipment, 24(92.3%) indicated not adequate while 2(7.7%) indicated adequate;
- Overhead projector, 24(92.3%) indicated not adequate while 2(7.7%) indicated adequate.

This implies that tape recorder, playground, and power supply, writing frame, radio/concrete object, transportation facilities, computer, abacus, vocational training, staff room, workshops, sport facilities, music facilities, braille printer, hearing aids, resource unit/room, sick bay, wheel chair, stretcher, trainees' accommodation, adapted chair, adapted table, ramps, sewing machine, typewriter, audio-meter, centre toilet, physiotherapy clinic, braille machine, amplifier, speech trainer, word-chart, barbings tools, hair dressing items, fine arts materials, mobility canes, television sets, refrigerators, furniture equipment, and overhead projector were facilities, equipment and resources adequate for use at special schools and vocational rehabilitation centres across southwestern Nigeria.

Table 4.3.2: Frequency Distribution Showing the Accessibility of Facilities, Equipment and Resources

S/ N	Facilities, Equipment and Resources	Accessible	
1	Play ground	14	12

		53.8%	46.2%
2	Sick bay	20 76.9%	6 23.1%
3	Transportation facilities	15 57.7%	11 42.3%
4	Music facilities	21 80.8%	5 19.2%
5	Power supply	17 65.4%	9 34.6%
6	Resource unit/room	17 65.4%	9 34.6%
7	Vocational training	17 65.4%	9 34.6%
8	Sport facilities	19 73.1%	7 26.9%
9	Centre toilet	22 84.6%	4 15.4%
10	Staff room	21 80.8%	5 19.2%
11	Hearing aids	22 84.6%	4 15.4%
12	Audio-meter	24 92.3%	2 7.7%
13	Amplifier	26 100.0%	-
14	Speech trainer	24 92.3%	2 7.7%
15	Tape recorder	19 73.1%	7 26.9%
16	Radio/concrete object	16 61.5%	10 38.5%
17	Computer	22 84.6%	4 15.4%
18	Wheel chair	23 88.5%	3 11.5%
19	Physiotherapy clinic	22 84.6%	4 15.4%
20	Braille machine	22 84.6%	4 15.4%
21	Ramps	26 100.0%	-
23	Abacus	26 100.0%	-
24	Writing frame	26 100.0%	-

25	Braille printer	26 100.0%	-
26	Adapted chair	26 100.0%	-
27	Adapted table	26 100.0%	-
28	Stretcher	23 88.5%	3 11.5%
29	Word chart	24 92.3%	2 7.7%
30	Sewing machine	22 84.6%	4 15.4%
31	Barbing tools	24 92.3%	2 7.7%
32	Hair dressing items	24 92.3%	2 7.7%
33	Fine arts materials	24 92.3%	2 7.7%
34	Workshops	18 69.2%	8 30.8%
35	Type writer	22 84.6%	4 15.4%
36	Mobility canes	24 92.3%	2 7.7%
37	Trainees' accommodation	21 80.8%	5 19.2%
38	Television sets	24 92.3%	2 7.7%
39	Refrigerators	24 92.3%	2 7.7%
40	Furniture equipment	24 92.3%	2 7.7%
41	Overhead projector	24 92.3%	2 7.7%

(c) Accessibility of the Facilities, Equipment and Resources

- Playground, 14(53.8%) indicated no while 12(46.2%) indicated yes;
- Sick bay, 20(76.9%) indicated no while 6(23.1%) indicated yes;
- Transportation facilities, 15(57.7%) indicated no while 11(42.3%) indicated yes;

- Music facilities, 21(80.8%) indicated no while 5(19.2%) indicated yes;
- Power supply, 17(65.4%) indicated no while 9(34.6%) indicated yes;
- Resource unit/room, 17(65.4%) indicated no while 9(34.6%) indicated yes;
- Vocational training, 17(65.4%) indicated no while 9(34.6%) indicated yes;
- Sport facilities, 19(73.1%) indicated no while 7(26.9%) indicated yes;
- Centre toilet, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Staff room, 21(80.8%) indicated no while 5(19.2%) indicated yes;
- Hearing aids, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Audio-meter, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Amplifier, 26(100.0%) indicated no while - indicated yes;
- Speech trainer, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Tape recorder, 19(73.1%) indicated no while 7(26.9%) indicated yes;
- Radio/concrete object, 16(61.5%) indicated no while 10(38.5%) indicated yes;
- Computer, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Wheel chair, 23(88.5%) indicated no while 3(11.5%) indicated yes;
- Physiotherapy clinic, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Braille machine, 22(84.6%) indicated no while 4 (15.4%) indicated yes;
- Ramps, 26(100.0%) indicated no while - indicated yes;
- Abacus, 26(100.0%) indicated no while - indicated yes;
- Writing frame, 26(100.0%) indicated no while - indicated yes;
- Braille printer, 26(100.0%) indicated no while - indicated yes;
- Adapted chair, 26(100.0%) indicated no while - indicated yes;
- Adapted table, 26(100.0%) indicated no while – indicated yes;
- Stretcher, 23(88.5%) indicated no while 3(11.5%) indicated yes;
- Word chart, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Sewing machine, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Barbings tools, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Hair dressing items, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Fine arts materials, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Workshops, 18(69.2%) indicated no while 8(30.8%) indicated yes;

- Type writer, 22(84.6%) indicated no while 4(15.4%) indicated yes;
- Mobility canes, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Trainees' accommodation, 21(80.8%) indicated no while 5(19.2%) indicated yes;
- Television sets, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Refrigerators, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Furniture equipment, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Overhead projector, 24(92.3%) indicated no while 2(7.7%) indicated yes.

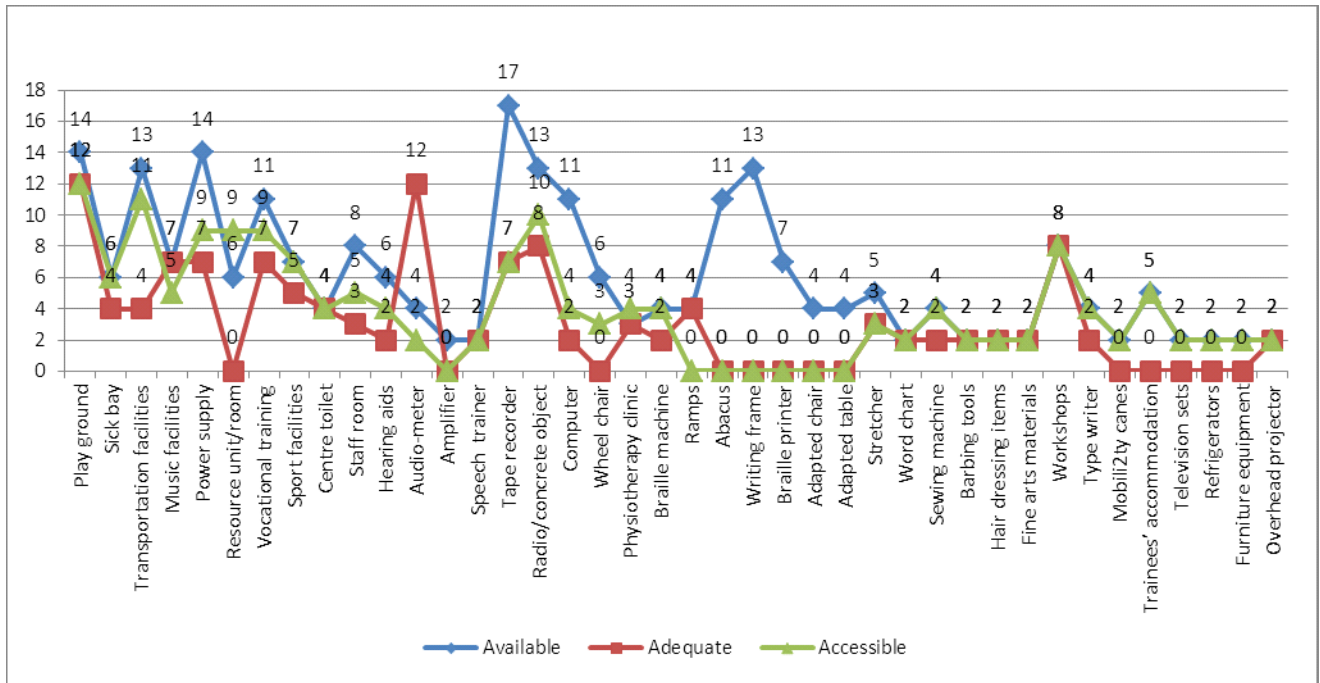


Fig. 6 (b): Line graph showing the facilities, equipment and resources

It implies that tape recorder, playground, and power supply, writing frame, radio/concrete

objects, transportation facilities, computer, abacus, vocational training, staff room, workshops, sport facilities, music facilities, braille printer, hearing aids, resource unit/room, sick bay, wheel chair, stretcher, trainees' accommodation, adapted chair, adapted table, ramps, sewing machine, typewriter, audio-meter, centre toilet, physiotherapy clinic, braille machine, amplifier, speech trainer, word chart, barbing tools, hair dressing items, fine arts materials, mobility canes, television sets, refrigerators, furniture equipment, and overhead projector were facilities, equipment, and resources accessible for use at vocational rehabilitation centres in southwestern Nigeria.

Research Question 3: What is the quality of available facilitators at vocational rehabilitation

centres and special schools?

Table 4.4: Availability of Service Providers and Resources

S/ N	Statement	Availability		No of Programmes' Providers				
				N.R.	1-2	3-5	6-10	11-20
1	Facilitators for persons with hearing impairment	8 30.8%	18 69.2%	8 30.8%	6 23.1%	8 30.8%	2 7.7%	2 7.7%
2	Facilitators for persons with Learning disabilities	8 30.8%	18 69.2%	8 30.8%	4 15.4%	4 15.4%	6 23.1%	4 15.4%
3	Facilitators for persons with Visual impairment	15 57.7%	11 42.3%	15 57.7%	3 11.5%	2 7.7%	2 7.7%	2 7.7%
4	Facilitators for persons with intellectual disabilities	9 34.6%	17 65.4%	9 34.6%	5 19.2%	8 30.8%	2 7.7%	2 7.7%
5	Facilitators for persons with physical disabilities	18 69.2%	8 30.8%	18 69.2%	2 7.7%	2 7.7%	2 7.7%	2 7.7%
6	Audiologists	20 76.9%	6 23.1%	20 76.9%	2 7.7%	1 3.8%	1 3.8%	2 7.7%
7	Speech therapist	18 69.2%	8 30.8%	18 69.2%	2 7.7%	2 7.7%	2 7.7%	2 7.7%
8	Occupational therapists	23 88.5%	3 11.5%	23 88.5%	1 3.8%	1 3.8%	-	1 3.8%
9	Guidance Counselors	13 50.0%	13 50.0%	13 50.0%	3 11.5%	5 19.2%	2 7.7%	3 11.6%
10	Psychologists	21 80.8%	5 19.2%	21 80.8%	1 3.8%	2 7.7%	1 3.8%	1 3.8%
11	Ophthalmologists	24 92.3%	2 7.7%	24 92.3%	1 3.8%	-	1 3.8%	-
12	Nurses	18 69.2%	8 30.8%	18 69.2%	4 15.4%	2 7.7%	1 3.8%	1 3.8%
13	Regular Teachers	7 26.9%	19 73.1%	17 26.9%	3 11.5%	3 11.5%	2 7.7%	1 3.8%
14	Care-givers	5 19.2%	21 80.8%	5 19.2%	6 23.2%	5 19.2%	5 19.2%	5 19.2%
15	Day-guards	2 7.7%	24 92.3%	2 7.7%	8 30.8%	4 15.4%	10 38.5%	2 7.7%
16	Vocational Instructors	4 15.4%	22 84.6%	4 15.4%	8 30.7%	10 38.5%	2 7.7%	2 7.7%

The results from Table 4.4 showed that:

- Facilitators for persons with hearing impairment, 8(30.8%) indicated no while 18(69.2%) indicated yes;
- Facilitators for persons with Learning disabilities, 8(30.8%) indicated no while 18(69.2%) indicated yes;
- Facilitators for persons with Visual impairment, 15(57.7%) indicated no while 11(42.3%) indicated yes;
- Facilitators for persons with intellectual disabilities, 9(34.6%) indicated no while 17(65.4%) indicated yes;
- Facilitators for persons with physical disabilities, 18(69.2%) indicated no while 8(30.8%) indicated yes;
- Audiologists, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Speech therapists, 26(100.0%) indicated no while - indicated yes;
- Occupational therapists, 23(88.5%) indicated no while 3(11.5%) indicated yes;
- Guidance Counselors, 13(50.0%) indicated no while 13(50.0%) indicated yes;
- Psychologists, 21(80.8%) indicated no while 5(19.2%) indicated yes;
- Ophthalmologists, 24(92.3%) indicated no while 2(7.7%) indicated yes;
- Nurses, 18(69.2%) indicated no while 8(30.8%) indicated yes;
- Regular Teachers, 7(26.9%) indicated no while 19(73.1%) indicated yes;
- Care-givers, 5(19.2%) indicated no while 21(80.8%) indicated yes;
- Day-guards, 2(7.7%) indicated no while 24(92.3%) indicated yes;
- Vocational Instructors, 4(15.4%) indicated no while 22(84.6%) indicated yes;

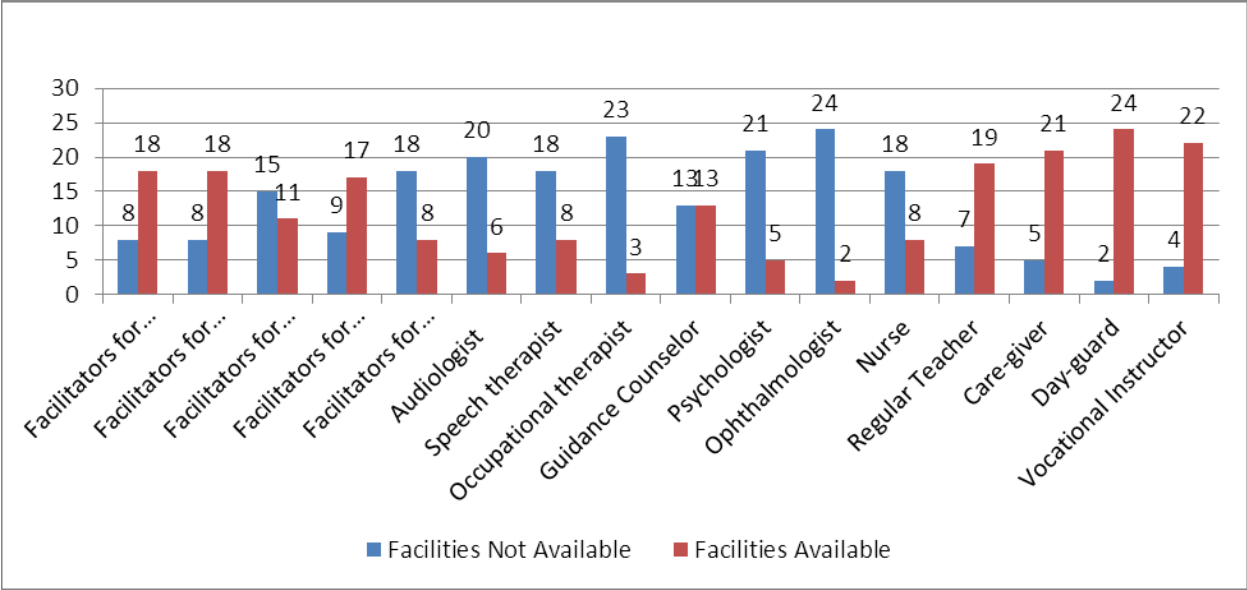


Fig. 7(a): Multiple bar charts showing availability of the service providers

Number of Programmes' Providers:

- Facilitators for persons with hearing impairment: 8(30.8%) did not respond, 6(23.1%) indicated 1-2, 8(30.8%) indicated 3-5, 2(7.7%) indicated 6-10, 2(7.7%) indicated 11-20;
- Facilitators for persons with learning disabilities: 8(30.8%) did not respond, 4(15.4%) indicated 1-2, 4(15.4%) indicated 3-5, 6(23.1%) indicated 6-10, 4(15.4%) indicated 11-20;
- Facilitators for persons with visual impairment: 15(57%) did not respond, 3(11.5%) indicated 1-2, 2(7.7%) indicated 3-5, 2(7.7%) indicated 6-10, 2(7.7%) indicated 11-20;
- Facilitators for persons with intellectual disabilities: 9(34.6%) did not respond, 5(19.2%) indicated 1-2, 8(30.8%) indicated 3-5, 2(7.7%) indicated 6-10, 2(7.7%) indicated 11-20;
- Facilitators for persons with physical disabilities: 18(69.2%) did not respond, 2(7.7%) indicated 1-2, 2(7.7%) indicated 3-5, 2(7.7%) indicated 6-10, 2(7.7%) indicated 11-20;
- Audiologists: 20(76.9%) did not respond, 2(7.7%) indicated 1-2, 1(3.8%) indicated 3-5, 1(3.8%) indicated 6-10, 2(7.7%) indicated 11-20;
- Speech therapists: 18(69.2%) did not respond, 2(7.7%) indicated 1-2, 2(7.7%) indicated 3-5, 2(7.7%) indicated 6-10, 2(7.7%) indicated 11-20;
- Occupational therapists: 23(88.5%) did not respond, 1(3.8%) indicated 1-2, 1(3.8%) indicated 3-5, - indicated 6-10, 1(3.8%) indicated 11-20;
- Guidance Counselors: 13(50.0%) did not respond, 3(11.5%) indicated 1-2, 5(19.2%) indicated 3-5, 2(7.7%) indicated 6-10, 3(11.6%) indicated 11-20;
- Psychologists: 21(80.8%) did not respond, 1(3.8%) indicated 1-2, 2(7.7%) indicated 3-5, 1(3.8%) indicated 6-10, 1(3.8%) indicated 11-20;
- Ophthalmologists: 24(92.3%) did not respond, 1(3.8%) indicated 1-2, - indicated 3-5, 1(3.8%) indicated 6-10, - indicated 11-20;
- Nurses: 18(69.2%) did not respond, 4(15.4%) indicated 1-2, 2(7.7%) indicated 3-5, 1(3.8%) indicated 6-10, 1(3.8%) indicated 11-20;
- Regular Teachers: 17(26.9%) did not respond, 3(11.5%) indicated 1-2, 3(11.5%) indicated 3-5, 2(7.7%) indicated 6-10, 1(3.8%) indicated 11-20;
- Care-givers: 5(19.2%) did not respond, 6(23.2%) indicated 1-2, 5(19.2%) indicated 3-5, 5(19.2%) indicated 6-10, 5(19.2%) indicated 11-20;
- Day-guards: 2(7.7%) did not respond, 8(30.8%) indicated 1-2, 4(15.4%) indicated 3-5,

10(38.5%) indicated 6-10, 2(7.7%) indicated 11-20;

- Vocational Instructors: 4(15.4%) did not respond, 8(30.7%) indicated 1-2, 10(38.5%) indicated 3-5, 2(7.7%) indicated 6-10, 2(7.7%) indicated 11-20.

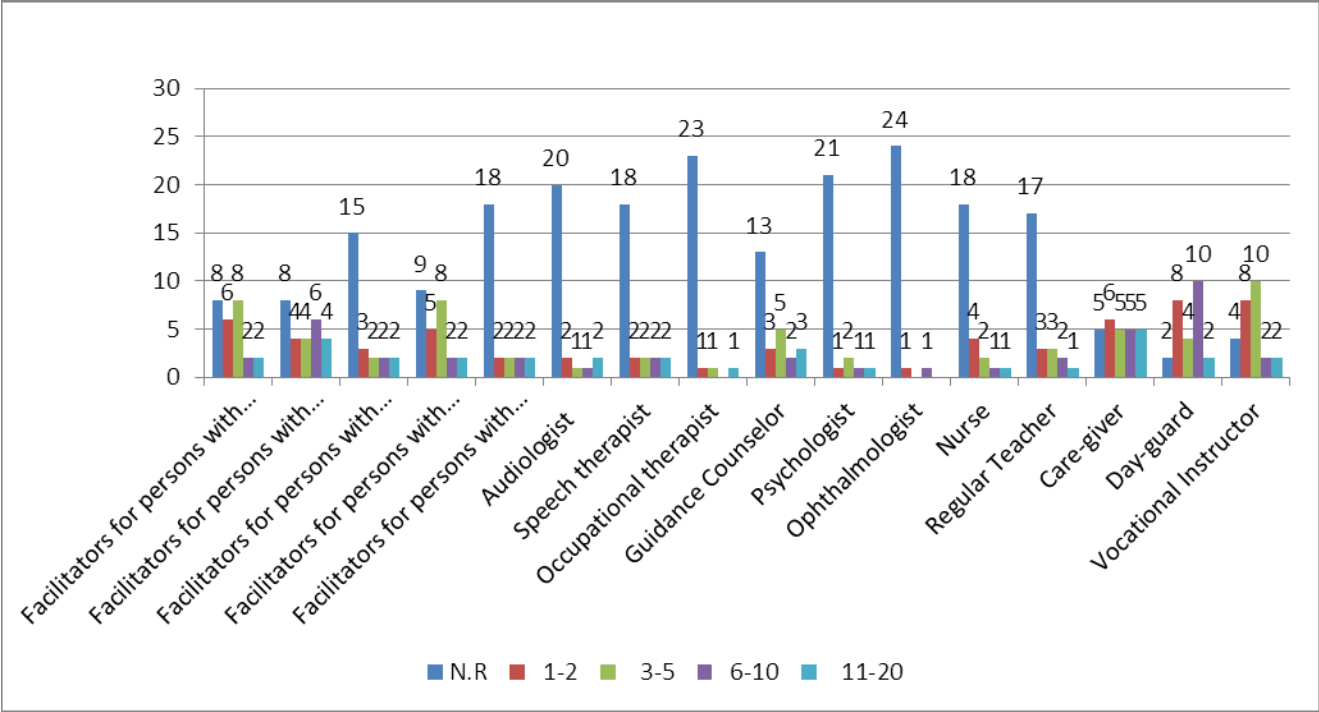


Fig. 7(b): Multiple bar charts showing the number of programmes’ providers

This figure implies that guidance counselors, facilitators for persons with visual impairment, regular teachers, nurses, speech therapists, facilitators for persons with physical disabilities, audiologists, psychologists, occupational therapists and ophthalmologists were not available while day-guards, vocational instructors, care-givers, facilitators for persons with hearing impairment, facilitators for persons with learning disabilities, and facilitators for persons with intellectual disabilities were the programmes providers at vocational rehabilitation centres and special schools in southwestern Nigeria.

Research Question 4: How available and adequate are vocational programmes for persons with special needs at vocational rehabilitation centres and special schools?

Table 4.5: Contents' Coverage of Vocational Rehabilitation Programme

S/N	Contents	No Response	Not Taught	Taught
1	Carpentry	-	972 88.4%	127 11.6%
2	Shoe-making and repairing	-	497 45.2%	602 54.8%
3	Tieing and dyeing	-	29 2.6%	447 40.7%
4	Sewing and Knitting	35 3.2%	396 36.0%	668 60.8%
5	Basket-making	17 1.5%	497 45.2%	585 53.2%
6	Weaving	20 1.8%	502 45.7%	577 52.5%
7	Embroidery	49 4.5%	875 79.6%	175 15.9%
8	Baking and Confectionery	50 4.5%	691 62.9%	358 32.6%
9	Block-making	54 4.9%	970 88.3%	75 6.8%
10	Laundry work	28 2.5%	804 73.2%	267 24.3%
11	Animal husbandry	41 3.7%	504 45.9%	554 50.4%
12	Gardening	29 2.6%	311 28.3%	759 69.1%
13	Mechanics	42 3.8%	929 84.5%	128 11.6%
14	Typing and computer studies	8 0.7%	406 36.9%	685 62.3%
15	Home management	3 0.3%	304 27.7%	792 72.1%

The results from Table 4.5 showed that:

- Carpentry: 972(88.4%) indicated not taught; 127(11.6%) indicated taught;
- Shoe-making and repairing: 497(45.2%) indicated not taught, 602(54.8%) indicated taught;
- Tying and dyeing: 29(2.6%) indicated not taught, 447(40.7%) indicated taught;
- Sewing and Knitting: 35(3.2%) did not respond, 396(36.0%) indicated not taught; 668(60.8%) indicated taught;
- Basket-making: 17(1.5%) did not respond, 497(45.2%) indicated not taught, 585(53.2%) indicated taught;
- Weaving: 20(1.8%) did not respond, 502(45.7%) indicated not taught, 577(52.5%) indicated taught;
- Embroidery: 49(4.5%) did not respond, 875(79.6%) indicated not taught, 175(15.9%) indicated taught;
- Baking and Confectionery: 50(4.5%) did not respond, 691(62.9%) indicated not taught, 358(32.6%) indicated taught;
- Block-making: 54(4.9%) did not respond, 970(8.3%) indicated not taught, 75(6.8%) indicated taught;
- Laundry work: 28(2.5%) did not respond, 804(73.2%) indicated not taught, 267(24.3%) indicated taught;
- Animal husbandry: 41(3.7%) did not respond, 504(45.9%) indicated not taught, 554(50.4%) indicated taught;
- Gardening: 29(2.6%) did not respond, 311(28.3%) indicated not taught, 759(69.1%) indicated taught;
- Mechanics: 42(3.8%) did not respond, 929(84.5%) indicated not taught, 128(11.6%) indicated taught;
- Typing and computer studies: 8(0.7%) did not respond, 406(36.9%) indicated not taught, 685(62.3%) indicated taught;
- Home management: 3(0.3%) did not respond, 304(27.7%) indicated not taught, 792(72.1%) indicated taught.

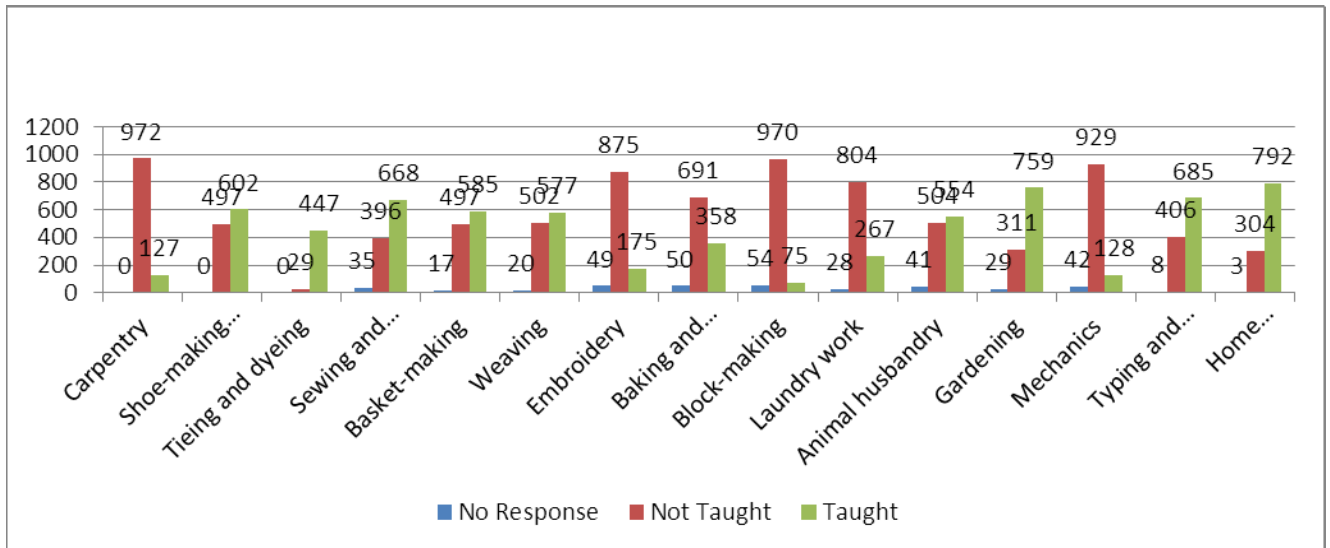


Fig. 7(c): Multiple bar charts showing the contents' coverage of vocational rehabilitation programme

This implies that animal husbandry, weaving, basket-making, shoe-making and repairing, sewing and knitting, typing and computer studies, gardening, home management were taught while block-making, carpentry, mechanics, embroidery, laundry work, baking and confectionery, tieing and dyeing were not taught at vocational rehabilitation centres and special schools in southwestern Nigeria.

Research Question 5: What training methods and strategies are employed by the facilitators at the rehabilitation centres and special schools?

Table 4.6: Training Techniques for the Vocational Rehabilitation Programme

S/N	Techniques	Never	Rarely	Sometimes	Always	Mean	S.D.
3	Project	55 19.9%	16 5.8%	137 49.6%	68 24.6%	2.79	1.047
5	Group Work	49 17.8%	28 10.1%	132 47.8%	67 24.3%	2.79	1.006
6	Field Trip	99 35.9%	69 25.0%	82 29.7%	26 9.4%	2.13	1.010
4	Laboratory	94 34.1%	39 14.1%	123 44.6%	20 7.2%	2.25	1.009
2	Demonstration	38 13.8%	5 1.8%	54 19.6%	179 64.9%	3.36	1.047%
1	Discussion	7 2.5%	6 2.2%	96 34.8%	167 60.5%	3.53	.668
GRAND MEAN= 2.81							

It implies that training methods employed by the facilitators were discussion, demonstration, projects, laboratory, group works and field trips at vocational rehabilitation centres and special schools in southwestern Nigeria.

Research Question 6: What is the level of skill acquisition of the trainees in the vocational rehabilitation programme?

Table 4.7: Contents' Coverage of Vocational Rehabilitation Programme

S/N	Contents	No Response	Not Taught	Taught
1	Carpentry	-	972 88.4%	127 11.6%
2	Shoe-making and repairing	-	497 45.2%	602 54.8%
3	Tieing and dyeing	-	29 2.6%	447 40.7%
4	Sewing and Knitting	35 3.2%	396 36.0%	668 60.8%
5	Basket-making	17 1.5%	497 45.2%	585 53.2%
6	Weaving	20 1.8%	502 45.7%	577 52.5%
7	Embroidery	49 4.5%	875 79.6%	175 15.9%
8	Baking and Confectionery	50 4.5%	691 62.9%	358 32.6%
9	Block-making	54 4.9%	970 88.3%	75 6.8%
10	Laundry work	28 2.5%	804 73.2%	267 24.3%
11	Animal husbandry	41 3.7%	504 45.9%	554 50.4%
12	Gardening	29 2.6%	311 28.3%	759 69.1%
13	Mechanics	42 3.8%	929 84.5%	128 11.6%
14	Typing and computer studies	8 0.7%	406 36.9%	685 62.3%
15	Home management	3 0.3%	304 27.7%	792 72.1%

The results from Table 4.7 reveal that various vocational rehabilitation programmes that are available for the trainees at the vocational rehabilitation centres and special schools across South-West, Nigeria are animal husbandry, weaving, basket-making, shoe-making and repairing, sewing and knitting, typing and computer studies, gardening, and home management while block-making, carpentry, mechanics, embroidery, laundry work, baking and confectionery, tieing and dyeing were the vocational rehabilitation programmes not exposed to the trainees at vocational rehabilitation centres and special schools across Southwest Nigeria.

Research Question 7: What is the state of supervision and control of vocational rehabilitation programme in Southwestern Nigeria?

Table 4.8: Frequency Distribution Showing the State of Supervision and Control of VRP in Southwestern Nigeria

S/N	Statement	NAA	VL	L	H	VH	Mean	S.D.
9	Provision for pre-vocational training for persons with special needs		33 11.9%	87 31.5%	74 26.8%	82 29.7%	3.69	1.127
14	Opportunities for development of potentials for vocational competency		33 11.9%	85 30.8%	80 29.0%	78 28.3%	3.66	1.150
16	Provision of adequate vocational rehabilitation programmes' facilities and equipment for training		27 9.8%	92 33.3%	91 33.0%	66 23.9%	3.64	1.081
13	Opportunities for development of good communication ability		79 28.6%	42 15.2%	39 14.1%	116 42.0%	3.59	1.438
1	Provision of vocational rehabilitation centres		75 27.2%	37 13.4%	76 27.5%	88 31.9%	3.57	1.307
10	Provision and implementation of law and policy on vocational rehabilitation programmes for persons with special needs		36 13%	94 34.1%	77 27.9%	69 25.0%	3.55	1.179
15	Opportunities for development of potentials for social competency		70 25.3%	51 18.5%	82 29.7%	73 26.4%	3.52	1.228
s5	Provision for equal opportunities for persons with physical disabilities		75 27.2%	69 25.0%	39 14.1%	93 33.7%	3.41	1.420
7	Provision for equal opportunities for persons with learning disabilities		80 29%	74 26.8%	30 10.9%	92 33.3%	3.27	1.519
8	Provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programmes		70 25.4%	79 28.6%	56 20.3%	71 25.7%	3.27	1.412
12	Provision of appropriate training methods for persons with hearing impairment		88 31.8%	87 31.5%	21 7.6%	80 29.0%	3.07	1.533
11	Provision of appropriate training methods for persons with visual impairment		112 40.5%	47 17.0%	58 21.0%	59 21.4%	3.04	1.429
3	Provision for equal opportunities for persons with hearing impairment		134 48.6%	40 14.5%	22 8.0%	80 29.0%	2.90	1.594
4	Provision for equal opportunities for persons with intellectual disabilities		114 41.3%	69 25.0%	30 10.9%	63 22.8%	2.83	1.543
2	Provision for equal opportunities for persons with visual impairment		111 40.2%	83 30.1%	22 8.0%	60 21.7%	2.79	1.508
6	Provision for equal opportunities for persons with behavior disorders		123 44.5%	85 30.8%	34 12.3%	34 12.3%	2.68	1.298
	GRAND MEAN=3.28							

The results from Table 4.8 imply that there is high rate of supervision and control of vocational rehabilitation programmes at vocational rehabilitation centres and special schools in southwestern Nigeria.

Research Question 8: What is the overall performance in vocational rehabilitation programme in southwestern Nigeria?

Table 4.9: Frequency Distribution Showing the Attainment of Vocational Rehabilitation Programme's Objectives

S/N	Statement	NAA	VL	L	H	VH	Mean	S.D.
9	Provision for pre-vocational training for persons with special needs		33 11.9%	87 31.5%	74 26.8%	82 29.7%	3.69	1.127
14	Opportunities for development of potentials for vocational competency		33 11.9%	85 30.8%	80 29.0%	78 28.3%	3.66	1.150
16	Provision of adequate vocational rehabilitation programmes' facilities and equipment for training		27 9.8%	92 33.3%	91 33.0%	66 23.9%	3.64	1.081
13	Opportunities for development of good communication ability		79 28.6%	42 15.2%	39 14.1%	116 42.0%	3.59	1.438
1	Provision of vocational rehabilitation centres		75 27.2%	37 13.4%	76 27.5%	88 31.9%	3.57	1.307
10	Provision and implementation of law and policy on vocational rehabilitation programmes for persons with special needs		36 13%	94 34.1%	77 27.9%	69 25.0%	3.55	1.179
15	Opportunities for development of potentials for social competency		70 25.3%	51 18.5%	82 29.7%	73 26.4%	3.52	1.228
5	Provision for equal opportunities for persons with physical disabilities		75 27.2%	69 25.0%	39 14.1%	93 33.7%	3.41	1.420
7	Provision for equal opportunities for persons with learning disabilities		80 29%	74 26.8%	30 10.9%	92 33.3%	3.27	1.519
8	Provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programmes		70 25.4%	79 28.6%	56 20.3%	71 25.7%	3.27	1.412
12	Provision of appropriate training methods for persons with hearing impairment		88 31.8%	87 31.5%	21 7.6%	80 29.0%	3.07	1.533
11	Provision of appropriate training methods for persons with visual impairment		112 40.5%	47 17.0%	58 21.0%	59 21.4%	3.04	1.429
3	Provision for equal opportunities for persons with hearing impairment		134 48.6%	40 14.5%	22 8.0%	80 29.0%	2.90	1.594
4	Provision for equal opportunities for persons with intellectual disabilities		114 41.3%	69 25.0%	30 10.9%	63 22.8%	2.83	1.543
2	Provision for equal opportunities for persons with visual impairment		111 40.2%	83 30.1%	22 8.0%	60 21.7%	2.79	1.508
6	Provision for equal opportunities for persons with behavior disorders		123 44.5%	85 30.8%	34 12.3%	34 12.3%	2.68	1.298
	GRAND MEAN=3.28							

The results from Table 4.9 revealed the levels of attainment of the objectives of vocational rehabilitation programmes: Provision for pre-vocational training for persons with special needs (mean=3.69) ranked highest and was followed by Opportunities for development of potentials for vocational competency (mean=3.66), Provision of adequate vocational rehabilitation programmes' facilities and equipment for training (mean=3.64), Opportunities for development of good communication ability (mean=3.59), Provision of vocational rehabilitation centres (mean=3.57), Provision and implementation of law and policy on vocational rehabilitation programmes for persons with special needs (mean=3.55), Opportunities for development of potentials for social competency (mean=3.52), Provision for equal opportunities for persons with physical disabilities (mean=3.41), Provision for equal opportunities for persons with learning disabilities (mean=3.27), Provision for equal opportunities for persons with special needs to compete favorably with persons without disability in vocational programmes (mean=3.27), Provision of appropriate training methods for persons with hearing impairment (mean=3.07), Provision of appropriate training methods for persons with visual impairment (mean=3.04), Provision for equal opportunities for persons with hearing impairment (mean=2.90), Provision for equal opportunities for persons with intellectual disabilities (mean=2.83), Provision for equal opportunities for persons with visual impairment (mean=2.79), Provision for equal opportunities for persons with behaviour disorders (mean=2.68).

The results from Table 4.9 indicated that the overall performance in vocational rehabilitation programme in southwestern Nigeria is low.

Research Question 9: What are the challenges confronting implementation of vocational rehabilitation programme's objectives?

Table 4.10: Frequency Distribution Showing the Challenges Confronting the Implementation of Vocational Rehabilitation Programme

S/ N	Statement	SD	D	A	SA	Mean	S.D.
21	Inadequate infrastructural facilities	1 3.8%	8 30.8%	11 42.3%	6 23.1%	2.81	.94
1	Lack of state policy statement on vocational rehabilitation programmes	5 19.2%	2 7.7%	14 53.8%	5 19.2%	2.69	1.09
8	Delay in the release of fund for vocational rehabilitation programmes	1 3.8%	6 23.1%	14 53.8%	5 19.2%	2.88	.77
9	Lack of regular training for special education facilitators	2 7.7%	3 11.5%	17 65.4%	4 15.4%	2.85	.88
15	Lack of motivation for facilitators	-	3 11.5%	19 73.1%	4 15.4%	3.04	.53.
20	Poor training and learning condition	1 3.8%	7 26.9%	14 53.8%	4 15.4%	2.77	.86
4	Lack of effective implementation of the available policy/law	2 7.7%	4 15.4%	18 69.2%	2 7.7%	2.77	.71
11	Lack of adequate instructors/facilitators	1 3.8%	3 11.5%	20 76.9%	2 7.7%	2.88	.59
13	Lack of facilitators' commitment to duty	7 26.9%	4 15.4%	13 50.0%	2 7.7%	2.35	1.06
23	Inadequate number of vocational rehabilitation centres	2 7.7%	1 3.8%	5 19.2%	18 69.2%	3.46	1.03
32	Lack of employment opportunities for persons with special needs who are vocationally trained in the state	-	2 7.7%	6 23.1%	18 69.2%	3.62	.64
5	Inadequate funding of vocational rehabilitation programmes in the state	2 7.7%	3 11.5%	4 15.4%	17 65.4%	3.35	1.09
3	Lack of awareness on the existing laws and policy by the public	4 15.4%	2 7.7%	4 15.4%	16 61.5%	3.19	1.23
16	Lack of adequate vocational rehabilitation programmes equipment and supporting staff	3 11.5%	1 3.8%	6 23.1%	16 61.5%	3.31	1.12
17	Lack of vocational rehabilitation programmes' materials	2 7.7%	2 7.7%	6 23.1%	16 61.5%	3.35	1.06

24	Long distance of vocational rehabilitation centres to persons with special needs	3 11.5%	3 11.5%	4 15.4%	16 61.5%	3.23	1.18
25	Lack of accurate population data of persons with special needs in the state	2 7.7%	2 7.7%	6 23.1%	16 61.5%	3.35	1.06
26	Lack of proper planning for persons with special needs by the government	2 7.7%	3 11.5%	5 19.2%	16 61.5%	3.27	1.19
30	Parental ignorance about vocational rehabilitation programmes	1 3.8%	2 7.7%	7 26.9%	16 61.5%	3.42	.95
18	Lack of relevant vocational rehabilitation programmes	3 11.5%	1 3.8%	7 26.9%	15 57.7%	3.27	1.12
31	Poor attitude of the public toward persons with special needs	2 7.7%	-	9 34.6%	15 57.7%	3.38	.98
19	Inadequate of relevant vocational rehabilitation programmes' materials	1 3.8%	3 11.5%	8 30.8%	14 53.8%	3.31	.97
28	Ignorance on the part of government officials on the needs of persons with special needs vocationally	3 11.5%	5 19.2%	4 15.4%	14 53.8%	3.04	1.28
2	Lack of state legislation for the welfare of persons with special needs	4 15.4%	5 19.5%	4 15.4%	13 50.0%	3.00	1.17
6	Mismanagement of available fund for vocational rehabilitation programmes	6 23.1%	5 19.2%	2 7.7%	13 50.0%	2.85	1.29
7	Improper monitoring of utilisation of available fund	5 19.2%	5 19.2%	4 15.4%	12 46.2%	2.85	1.29
12	Lack of adequate training for the instructors	3 11.5%	4 15.4%	7 26.9%	12 46.2%	3.04	1.15
29	Lack of adequate supervision	2 7.7%	5 19.2%	7 26.9%	12 46.2%	3.08	1.09
22	Lack of good workshops	1 3.8%	7 26.9%	7 26.9%	11 42.3%	3.04	1.04
14	Instructors' negative attitude to work	3 11.5%	8 30.8%	14 53.8%	1 3.8%	2.46	.86
10	Lack of commitment on the part of special education facilitators	3 11.5%	8 30.8%	15 57.7%	-	2.46	.71
27	Lack of government commitment to special needs education	3%11.5	5%19.2	6%23.1	12%46.2	3.00	1.17
	GRAND MEAN = 3.04						

Table 4.10 showed the results of the challenges confronting the implementation of vocational rehabilitation programmes' objectives in southwest, Nigeria which included inadequate infrastructural facilities (mean=2.81) and was followed by lack of state policy statement on vocational rehabilitation programme (mean=2.69), delay in the release of fund for vocational rehabilitation programme (mean=2.88), lack of regular training for special education facilitators (mean=2.85), lack of motivation for facilitators (mean=3.04), poor training and learning condition (mean=2.77), lack of effective implementation of the available policy/law (mean=2.77), lack of adequate instructors/facilitators (mean=2.88), lack of facilitators' commitment to duty (mean=2.35), inadequate number of vocational rehabilitation centres (mean=3.46), lack of employment opportunities for persons with special needs who are vocationally trained in the states (mean=3.62), inadequate funding of vocational rehabilitation programme in the state (mean=3.35), lack of awareness on the existing laws and policy by the public (mean=3.19), lack of adequate vocational rehabilitation programme equipment and supporting staff (mean=3.31), lack of vocational rehabilitation programme materials (mean=3.35), long distance of vocational rehabilitation centres to persons with special needs (mean=3.23), lack of accurate population data of persons with special needs in the state (mean=3.35), lack of proper planning for individuals with special needs by the government (mean=3.27), parental ignorance about vocational rehabilitation programme (mean=3.42), lack of relevant vocational rehabilitation programme (mean=3.27), poor attitude of the public toward persons with special needs (mean=3.38), inadequate of relevant vocational rehabilitation programme materials (mean=3.31), ignorance on the part of government officials on the needs of persons with special needs vocationally (mean=3.04), lack of state legislation for the welfare of persons with special needs (mean=3.00), mismanagement of available fund for vocational rehabilitation programme (mean=2.85), improper monitoring of utilisation of available fund (mean=2.85), lack of training for the instructors (mean=3.04), lack of adequate supervision (mean=3.08), lack of good workshops (mean=3.04), instructors' negative attitude to work (mean=2.46), lack of commitment on the part of special education facilitators (mean=2.46), lack of government commitment to special needs education (mean=3.00).

This implies that there are challenges confronting implementation of vocational rehabilitation programme objective at vocational rehabilitation centres and special schools in southwestern Nigeria.

Table 4.11: Problems of Vocational Rehabilitation Programme's Implementation

S/ N	Possible Problems			Extent		
				Not Serious	Serious	Very Serious
1	Trainees' apathy for vocational rehabilitation programmes	54 32.1 %	114 67.9 %	75 44.6%	67 39.9 %	26 15.5%
2	Insufficient of qualified instructors	49 29.2 %	119 70.8 %	83 49.4%	54 32.1 %	31 18.5%
3	Trainees' lack of interest in vocational rehabilitation programmes	69 41.1 %	99 58.9 %	92 54.8%	66 39.3 %	10 6.1%
4	Society's negative attitude to persons with special needs	27 22.8 %	38 22.6 %	57 33.9%	62 36.9 %	49 29.2%
5	Trainees' level of seriousness is low	27 22.8 %	38 22.6 %	86 51.2%	55 32.7 %	27 16.1%
6	Lack of vocational facilities and equipment	28 16.7 %	140 83.3 %	74 44.0%	30 17.9 %	64 38.1%
7	High cost of equipment	19 11.3 %	149 88.7 %	68 40.5%	9 5.4%	91 54.2%
8	Lack of funds	15 8.9%	153 91.1 %	65 38.7%	18 10.7 %	85 50.6%

The results of Table 4.11 revealed as shown:

(a) Problems of Vocational Rehabilitation Programme Implementation

- Trainees' apathy for vocational rehabilitation programmes, 54(32.1%) indicated no while 114(67.9%) indicated yes;
- Insufficient of qualified instructors, 49(29.2%) indicated no while 119(70.8%) indicated yes;
- Trainees' lack of interest in vocational rehabilitation programmes, 69(41.1%) indicated no while 99(58.9%) indicated yes;
- Society's negative attitude to persons with special needs, 27(22.8%) indicated no while 38(22.6%) indicated yes;
- Trainees' level of seriousness is low, 27(22.8%) indicated no while 38(22.6%) indicated yes;
- Lack of vocational facilities and equipment, 28(16.7%) indicated no while 140(83.3%) indicated yes;
- High cost of equipment, 19(11.3%) indicated no while 149(88.7%) indicated yes;
- Lack of funds, 15(8.9%) indicated no while 153 (91.1%) indicated yes.

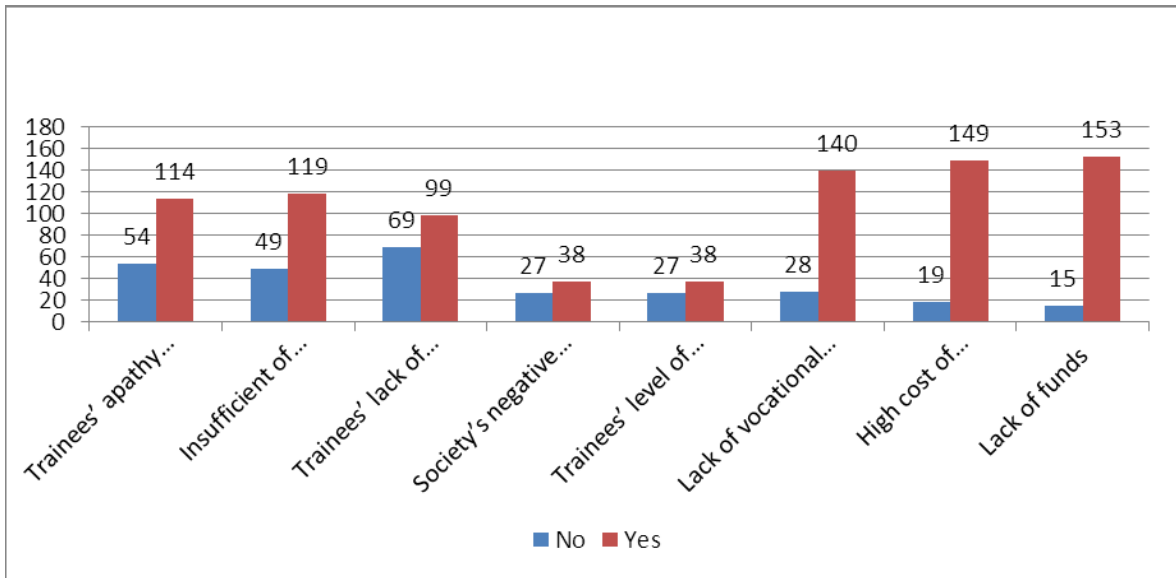


Fig. 8 (a): Multiple bar charts showing the problems of vocational rehabilitation programme's implementation

Extent of the Problems of Vocational Rehabilitation Programme Implementation

- Trainees' apathy for vocational rehabilitation programmes: 75(44.6%) indicated not serious, 67(39.9%) indicated serious and 26(15.5%) indicated very serious;
- Insufficient of qualified instructors: 83(49.4%) indicated not serious, 54(32.1%) indicated serious and 31(18.5%) indicated very serious;
- Trainees' lack of interest in vocational rehabilitation programmes: 92(54.8%) indicated not serious, 66(39.3%) indicated serious and 10(6.1%) indicated very serious;
- Society's negative attitude to persons with special needs: 57(33.9%) indicated not serious, 62(36.9%) indicated serious and 49(29.2%) indicated very serious;
- Trainees' level of seriousness is low: 86(51.2%) indicated not serious, 55(32.7%) indicated serious and 27(16.1%) indicated very serious;
- Lack of vocational facilities and equipment: 74(44.0%) indicated not serious, 30(17.9%) indicated serious and 64(38.1%) indicated very serious;
- High cost of equipment: 68(40.5%) indicated not serious, 9(5.4%) indicated serious and 91(54.2%) indicated very serious;
- Lack of funds: 65(38.7%) indicated not serious, 18(10.7%) indicated serious and 85(50.6%) indicated very serious.

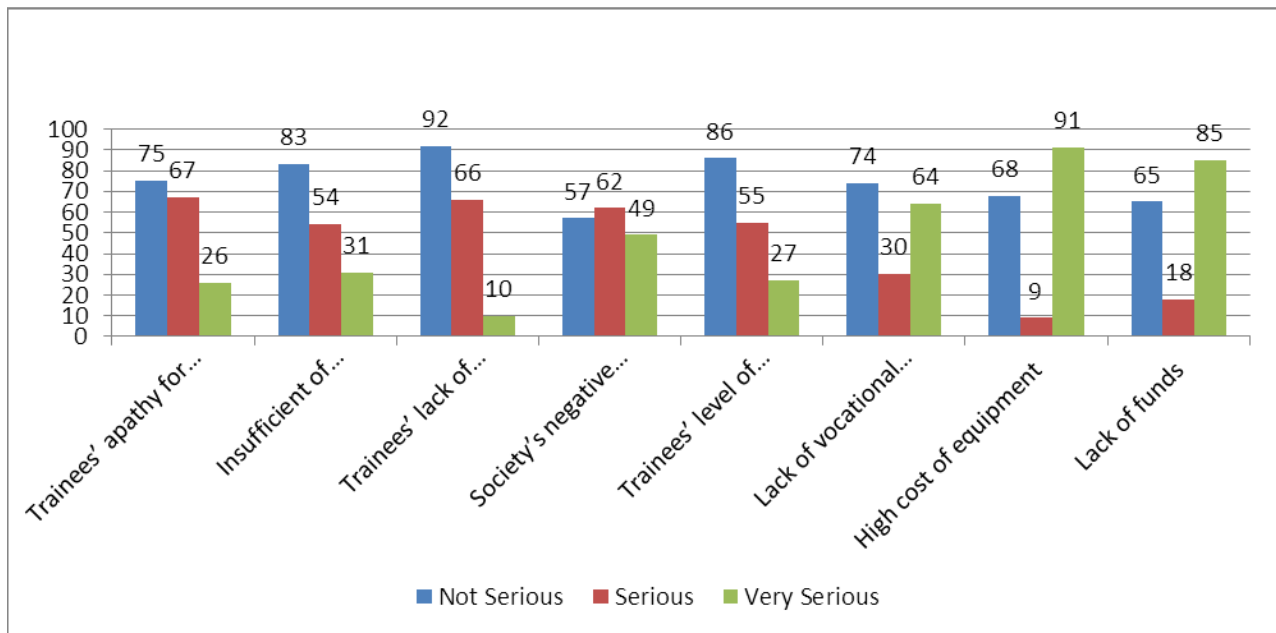


Fig. 8 (b): Multiple bar charts showing the extent of the problems of vocational rehabilitation programme's implementation

These results imply that vocational rehabilitation programme implementation is plagued by various problems which have hindered its effectiveness and efficiency over time. Some of these problems included high cost of equipment, lack of fund, lack of vocational facilities and equipment, and low level of seriousness of the trainees at the various rehabilitation centres and public owned special schools across southwest Nigeria.

4.2 Summary of major findings

The findings of this study are as follows:

1. The contents of the vocational rehabilitation programme are in line with the objectives of the vocational rehabilitation programme in all public-owned special schools and vocational rehabilitation centres in southwestern Nigeria.
2. Facilities, equipment and resources meant for all categories of persons with special needs in the public-owned special schools that offer vocational rehabilitation programme and vocational rehabilitation centres in southwestern Nigeria were not adequate.
3. There is inadequate supply of facilitators at the vocational rehabilitation centres and public-owned special schools across southwestern Nigeria.
4. Contents of vocational rehabilitation programme were being taught in public-owned special schools and vocational rehabilitation centres in southwestern Nigeria.
5. Few training techniques such as discussion method, demonstration method, project method, laboratory method, group-work method and field-trip method were embraced by the facilitators across public-owned special schools and vocational rehabilitation centres in southwestern Nigeria.
6. There are various vocational rehabilitation programme that are available for the trainees at the vocational rehabilitation centres and public-owned special schools across southwestern Nigeria.
7. There is adequate supervision and control of vocational rehabilitation programme in all vocational rehabilitation centres and public-owned special schools in southwestern Nigeria.
8. Vocational rehabilitation programme in public-owned special schools and vocational rehabilitation centres in southwestern Nigeria have not fully achieved its objectives.
9. Vocational rehabilitation programme implementation is plagued with diverse problems which have hindered its effectiveness and efficiency over time in all public-owned special schools and vocational rehabilitation centres across southwestern Nigeria.

4.3 Discussion of findings

Contents of the vocational rehabilitation programme taught with the contents specified in the objectives of the programme in the vocational rehabilitation centres and public-owned special schools in southwestern Nigeria

Findings of the study indicated that the contents of the vocational rehabilitation programme are in line with the objectives of the programmes in all vocational rehabilitation centres and special schools across southwest of Nigeria. The findings revealed that provision for pre-vocational training for persons with special needs ranked highest and was followed by opportunities for development of potentials for vocational competency, provision of adequate vocational rehabilitation programme facilities and equipment for training; opportunities for development of good communication ability; provision of vocational rehabilitation centres; provision and implementation of law and policy on vocational rehabilitation programme for persons with special needs; opportunities for development of potentials for social competency; provision for equal opportunities for persons with physical disabilities; provision for equal opportunities for persons with learning disabilities; provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programme; provision of appropriate training methods for persons with hearing impairment; provision of appropriate training methods for persons with visual impairment; provision for equal opportunities for persons with hearing impairment; provision for equal opportunities for persons with intellectual disabilities; provision for equal opportunities for persons with visual impairment; provision for equal opportunities for persons with behaviour disorders.

These imply that there are provisions for pre-vocational training for persons with special needs and opportunities for development of potentials for vocational competency, good communication ability, and social competency. The findings further confirmed that there are provisions of adequate vocational rehabilitation programme facilities, equipment for training, provision of vocational rehabilitation centres, provision and implementation of law and policy on vocational rehabilitation programme, provisions of equal opportunities for all cadres of persons with special needs and provisions of appropriate training methods. The result from Table 4.1 revealed that the contents of the vocational rehabilitation programme are in line with the objectives of the programmes. This implies that both the contents of the vocational rehabilitation programme taught

and the contents specified in the objectives of the programme are comparable.

Availability and adequacy of the facilities, equipment and resources in the vocational rehabilitation centres and public-owned special schools in southwestern Nigeria

The findings of this study revealed that special schools that offer vocational rehabilitation programme and vocational rehabilitation centres in southwest Nigeria are not adequately equipped with needed facilities, equipment and resources. Training persons with special needs calls for availability, adequacy and accessibility of all the equipment, facilities and resources. It is not possible to train persons with special needs in vocational programmes without those materials and equipment because of their specialised nature. Effective training for persons with special needs requires the use of various specialised equipment, facilities and resources.

This finding corroborates the findings of Eleri (2011) which stated that facilities, equipment and resources for the implementation of the elements of special education curriculum are not available in the Colleges of Education in Nigeria. The finding of Agomoh (2004) supported this study which confirmed that available facilities and their utilisation were ineffective in the states of Eastern Nigeria. Oseni (2012) maintained that to enhance standard in special education in Nigeria, problem of inadequate of equipment, resources and materials must be addressed.

This finding is a total departure from Federal Government promise in National Policy on Education (2004) that all necessary facilities, equipment, materials, and other assistive devices that would ensure easy access to quality education for persons with special needs shall be provided. To this end, it is almost certain that not much gain is expected from the programme at the various centres and public owned special schools across southwest states of Nigeria.

Availability of qualified facilitators (Service Providers) and resources in the vocational rehabilitation centres and public-owned special schools in southwestern Nigeria

The study found that there is inadequate supply of service providers (facilitators), other supporting staffs and resources in the vocational rehabilitation centres and special schools in the southwestern Nigeria. With the inadequate and at times non availability of service providers such as the facilitators as shown in the results of this study, vocational rehabilitation programme for persons with special needs are far from being implemented. This tallies with the arguments of Trait

and Purdie (2000) that non availability of personnel and resources in any educational programme would make for the failure of such programme. Makinde (2007) confirmed this finding when he stated that non availability of manpower is a major problem militating against effective special education programme in Nigeria. Omede (2012) emphasised that provision of quality education for persons with special needs in Nigeria hinges on adequate supply of qualified education personnel. Bakalup and Laitu (2012) identified lack of special education facilitators as one of the major problems militating against special education practices in Nigeria. Besides, the availability of qualified facilitators will result in better learning performance. This is in line with the assertion that no educational enterprise can rise above the quality of teachers/facilitators who implement the curriculum (FRN, 2007).

Availability and adequacy of vocational programme for persons with special needs at the vocational rehabilitation centres and public-owned special schools in southwestern Nigeria

The study found out that contents of vocational rehabilitation programme were being taught in all vocational rehabilitation centres and special schools across southwest Nigeria. Such programmes include shoe-making & repairing (54%), tying & dyeing (41%), sewing & knitting (60%), basket-making (53%), weaving (52%), animal husbandry (50%), gardening (69%), typing & computer studies (62%) and home management (72%). Results from Table 4.9 equally revealed that some of the contents of vocational rehabilitation programme at the vocational rehabilitation centres and special schools in the South-West, Nigeria were not adequately covered such as carpentry (11%), embroidery (15%), baking & confectionery (32%), block-making (6%), laundry work (24%) and mechanics (11%). The implication of this finding is that the trainees at the centres would lack expertise of those programmes left untaught and therefore cannot perform tasks in such programmes relevant to their future needs.

Training methods and strategies employed by the facilitators across vocational rehabilitation centres and public-owned special schools in southwestern Nigeria

According to the result, the facilitators at the centres employed effective and viable strategies in the training of vocational programme to persons with special needs at the various centres. The concrete meaning of equalising educational opportunities lies in differentiated

educational teaching/training methods especially for persons with special needs so that every trainee is afforded an opportunity to reach his/her optimum development level.

These results also imply that few training methods were been used under the vocational rehabilitation arrangement. These methods include: Discussion, Demonstration, Projects, Laboratory, Group Works and Field Trips. The results also showed that project method was predominant while group work, field trip, laboratory, demonstration and discussion methods were occasionally used. According to the works of Harris and Sass (2008), teachers' classroom practices must include use of effective teaching/training strategies to make training effective.

State of supervision and control of vocational rehabilitation programme at vocational rehabilitation centres and public-owned special schools in southwestern Nigeria

The finding of this study confirmed that provision for pre-vocational training for persons with special needs ranked highest by the mean score rating and was followed by opportunities for development of potentials for vocational competency, provision of adequate vocational rehabilitation programme facilities and equipment for training, opportunities for development of good communication ability, provision of vocational rehabilitation centres, provision and implementation of law and policy on vocational rehabilitation programme for persons with special needs, opportunities for development of potentials for social competency, provision for equal opportunities for persons with physical disabilities, provision for equal opportunities for persons with learning disabilities, provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programme, provision of appropriate training methods for persons with hearing impairment, provision of appropriate training methods for persons with visual impairment, provision for equal opportunities for persons with hearing impairment, provision for equal opportunities for persons with intellectual disabilities, provision for equal opportunities for persons with visual impairment, provision for equal opportunities for persons with behaviour disorders in that order.

This implies that there is adequate supervision and control of vocational rehabilitation programme in southwest Nigeria.

Overall performance in vocational rehabilitation programme in southwestern Nigeria

The findings of this result revealed the levels of attainment of the objectives of vocational rehabilitation programme: Provision for pre-vocational training for persons with special needs ranked highest and was followed by opportunities for development of potentials for vocational competency, provision of adequate vocational rehabilitation programme facilities and equipment for training, opportunities for development of good communication ability, provision of vocational rehabilitation centres, provision and implementation of law and policy on vocational rehabilitation programme for persons with special needs, opportunities for development of potentials for social competency, provision for equal opportunities for persons with physical disabilities, provision for equal opportunities for persons with learning disabilities, provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programme, provision of appropriate training methods for persons with hearing impairment, provision of appropriate training methods for persons with visual impairment, provision for equal opportunities for persons with hearing impairment, provision for equal opportunities for persons with intellectual disabilities, provision for equal opportunities for persons with visual impairment, provision for equal opportunities for persons with behaviour disorders. This is an indication that vocational rehabilitation programme in southwest, Nigeria have not fully achieved its objectives.

Challenges confronting the implementation of vocational rehabilitation programme's objectives at vocational rehabilitation centres and public-owned special schools in southwestern Nigeria

As indicated in the findings of this study, vocational rehabilitation programme objectives face various challenges such as inadequate infrastructural facilities and was followed by lack of state policy statement on vocational rehabilitation programme, delay in the release of fund for vocational rehabilitation programme, lack of regular training for special education facilitators, lack of motivation for facilitators, poor training and learning condition, lack of effective implementation of the available policy/law, lack of adequate facilitators, lack of facilitators' commitment to duty, inadequate number of vocational rehabilitation centres, lack of employment opportunities for persons with special needs who are vocationally trained in the state, inadequate

funding of vocational rehabilitation programme in the state, lack of awareness on the existing laws and policy by the public, lack of adequate vocational rehabilitation programme equipment and supporting staff, lack of vocational rehabilitation programme materials, long distance of vocational rehabilitation centres to persons with special needs, lack of accurate population data of persons with special needs in the state, lack of proper planning for persons with special needs by the government, parental ignorance about vocational rehabilitation programme, lack of relevant vocational rehabilitation programme, poor attitude of the public toward persons with special needs, inadequate of relevant vocational rehabilitation programme materials, ignorance on the part of government officials on the needs of persons with special needs vocationally, lack of state legislation for the welfare of persons with special needs, mismanagement of available fund for vocational rehabilitation programme, improper monitoring of utilisation of available fund, lack of training for the facilitators, lack of adequate supervision, lack of good workshops, facilitators' negative attitude to work, lack of commitment on the part of special education facilitators, and lack of government commitment to special needs education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusion reached in line with the objectives and presents recommendations to the various stakeholders based on the findings. The contributing variables were assessed through data collection using various inventories, checklists and scales. Nine research questions were generated and tested.

5.1 Summary

The contents of the vocational rehabilitation programme are in line with the objectives of the programme in all vocational rehabilitation centres and public-owned special schools across southwest of Nigeria. Facilities, equipment and resources meant for all categories of persons with special needs were not adequate and accessible. There is inadequate supply of facilitators. Contents of vocational rehabilitation programme were being taught.

Few training techniques were embraced by the facilitators across public-owned special schools and vocational rehabilitation centres in southwestern Nigeria.

There are various vocational rehabilitation programme that are available for the trainees.

There is adequate supervision and control of vocational rehabilitation programme.

Vocational rehabilitation programme in public-owned special schools and vocational rehabilitation centres in southwestern Nigeria have not fully achieved its objectives.

Vocational rehabilitation programme implementation is plagued with diverse problems.

5.2 Conclusion

This study was embarked upon mainly at evaluating vocational rehabilitation programme for persons with special needs in southwestern Nigeria and has exposed the areas of strengths and weaknesses. Strengths include the contents of the vocational rehabilitation programme that are in line with the objectives of the programme. The result established that there were reasonable numbers of contents being covered by the vocational rehabilitation facilitators in southwestern Nigeria. In line with the result, there is adequate supervision and control of vocational rehabilitation programme and as established by this study, vocational rehabilitation programme in southwestern Nigeria have not fully achieved its objectives. On the other hand, weaknesses which need to be improved upon include inadequate training materials and equipment, shortage of the

programme facilitators at the various centres, inadequate training methods and low level of seriousness on the part of persons with special needs (the trainees) at the various public-owned special schools that offer vocational rehabilitation programme and vocational rehabilitation centres across southwestern Nigeria.

The study has revealed that not every public-owned special school in southwestern of Nigeria offer vocational rehabilitation programme. This situation portends danger in that every person with special needs will not be able to have access to various vocational programme that are already in place in other special schools.

It was further revealed in this study that states in southwestern Nigeria could not boast of adequate vocational rehabilitation centres, the number of such centres currently in existence is very few which indirectly does not augur well with the plight of persons with special needs who deserve to be trained vocationally for self-sufficiency.

Vocational programme for persons with special needs are better taught in a more practical way. As revealed by the study, various strategies and methods that were to be adopted in the training were not used accordingly and thus, may not bring about the expected results.

Poor implementation of policy on vocational rehabilitation programme via shortage of qualified personnel, other supporting staffs and lack of necessary facilities, equipment and resources at the various centres is largely hindering the effectiveness of the vocational rehabilitation programme in southwestern Nigeria.

5.3 Contributions to knowledge

It has been established based on the findings of this study that this research has contributed to existing body of knowledge in the field of special education. The most pertinent contribution of this study is that, it effectively brings to the fore the needs for vocational rehabilitation programme in all our special schools and vocational rehabilitation centres across southwestern of Nigeria and produces empirical data that can be worked with by the government functionaries and researchers for proper improvement of the sector so as to make quality vocational programme more accessible to persons with special needs in the zone.

The study contributes to the growing body of knowledge by revealing the available vocational rehabilitation programme for persons with special needs in southwestern Nigeria. The

number and location of available special schools that offer vocational rehabilitation programme and vocational rehabilitation centres were discovered. This will afford every concerned individual the easy access to locate the special schools that offer vocational rehabilitation programme and vocational rehabilitation centres in every part of southwest of Nigeria when need arises.

The non-availability, inadequacy, and inaccessibility of personnel, equipment and facilities in the existing public-owned special schools and vocational rehabilitation centres were revealed by the study, this will guide the government functionaries to take proactive measures in filling these gaps.

The study has revealed the challenges facing special education in general and vocational rehabilitation programme's arrangement in all public-owned special schools and rehabilitation centres across southwestern Nigeria, the knowledge of these challenges will assist every policy maker to take appropriate steps in tackling the challenges.

5.4 Recommendations

Based on the findings of the study, the following recommendations are hereby made:

1. Persons with special needs (PWSNs) should be fully integrated into the national economy.
2. The special needs and requirements of PWSNs should be taken into consideration in the formulation, designing of educational policies and programmes.
3. More vocational rehabilitation centres and special schools that offer vocational rehabilitation programme should be established.
4. The government at various levels should employ adequate number of vocational facilitators to train persons with special needs vocational programme in all public-owned special schools and rehabilitation centres in southwestern Nigeria.
5. Facilities, equipment and resources meant for all categories of persons with special needs should be available in adequate quantities for effective implementation of vocational programme.
6. Efforts should be made by all vocational facilitators at ensuring that persons with special needs are exposed to all contents of vocational programme as all are equally important. In doing this, the facilitators need to adopt innovative strategies/methods other than project

method.

7. Funding should be improved upon by various governments towards provision of necessary materials that would help solve most of the problems identified.
8. Intervention which could improve persons with special needs' attitude to vocational programme should be sought and used by various governments.
9. Parents and guardians of persons with special needs who are not aware of the existence of vocational rehabilitation centres and public-owned special schools in southwestern Nigeria should make use of the revelation of this study by taking their wards with special needs to the available vocational rehabilitation centres and public-owned special schools in southwestern Nigeria.
10. Proper supervision and control of vocational rehabilitation programme in the entire public-owned special schools and rehabilitation centres in southwestern Nigeria should be held in high esteem.
11. Persons with special needs should be empowered through different vocational programme, acquisition of basic skills, reorientation of values and productive culture, and active participation in the society which invariably translates to independence.

5.5 Suggestions for further studies

1. This study evaluated vocational rehabilitation programme for persons with special needs in southwestern Nigeria. A study of this nature should cover a wider scope with more research assistants than what the researcher attempted to cover in this present study. Therefore, it is suggested that a replication of this study be carried out in other parts of Nigeria.
2. Serious attempt should be made by other researchers to finding out if there is /are private rehabilitation centre(s) that offer vocational rehabilitation programme in southwestern Nigeria.
3. There should be investigation of certain intervention for improving the trainees' attitude to vocational programme.
4. Non-governmental organisations (NGOs) should be involved and carried along in a study of this nature. An in-depth analysis of past involvement of various NGOs in the field of rehabilitation of persons with special needs should be given so as to know how to get them

involved.

5. Appraisal of effects of identified innovative and novel strategies in vocational rehabilitation programme's implementation should be carried out.

REFERENCES

- Abang, T. B. 1992. The exceptional Child: Who is He? In K.O. Igbokwe, F.O. Anumony and A. O. Aduwo, Eds. A hand book on Elements of Special Needs Education. Lagos: NERDC.
- Abang, T.B. 1991. Special education in Nigeria, *International Journal of Disability* 39 (1), 13-18.
- Abosi, O. C. and Ozoji, E. D. 1985. Educating the Blind: A descriptive approach. Ibadan: Spectrum Books Ltd.
- Adedeji, S.O. 2000. The relationship between resource utilisation and academic performance in vocational education in Osun State secondary schools. An Unpublished PhD. Thesis, Special Education Department, University of Ibadan.
- Adeleke, J. O. 2009. The basics of research and evaluation tools. Lagos: Somerest Ventures.
- Adeleke, O.P. 2015. Evaluation service delivery for pupils with special needs in primary schools in Lagos, Oyo and Ondo State, South-West, Nigeria. Unpublished PhD thesis submitted to the Department of Special Education, University of Ibadan.
- Ademokoya, J.A. 1996. An overview of establishment and running community based vocational rehabilitation centres for disabled persons. In Adedoja, T.A., Ajobiwe, Theo and Alabi, M.A. (Eds.) Family, school community and government involvement in rehabilitation of the handicapped. Sped Publication Series.
- Agomoh, O. E 2010. Ownership of special schools/centres, environmental conduciveness and access: The Eastern Nigeria Experience. University of Winneba. *African Journal of Special Education Needs*. 5(1)127-136.
- _____ 2004. An evaluation of special needs education programmes at primary and secondary schools in Eastern Nigeria 1994-2004. An Unpublished PhD Thesis, Department of Special Education, University of Ibadan.
- Agusiobo, O.N. 1973. Implications of vocational education programmes for the Nigerian school system. *W.A.J.E.* 51-70.
- Ajobiwe, T. 1996. Community based vocational rehabilitation (CBVR) in practice: An appraisal of Ibadan pilot scheme. *Journal of Research in Special Education* 1(1).
- Ajobiwe, T. O. 2000. Management of disability in the family and community. Ibadan: Teton Educational Services.
- Ajobiwe, T.O. and Amwe, D.O. 1995. Issue in special education and rehabilitation of the disabled. Unpublished manuscript. University of Jos.
- Akobundu, R.E. 1995. An emphatic approach to change in attitude towards exceptional persons:

- 5th National Council for Exceptional Children Conference paper.
- Akubuilu, D.U. 2005. Evaluation of the curriculum. In Oriafio, S.O., Edozie, G.C. and Ezeh, D.N. (eds.) Curriculum issues in contemporary education. Book in Honour of Professor (Mrs.) Ebele J. Maduewesi Benin City, Nigeria, Da-Sylva, Influence.
- Andzayi, C. A. 2012. Programmes and services for children with special needs. Ibadan: Saniez Books.
- Ayabi, E.O. and Onuzurike, J.O. 2005. Job creation and relevance for persons with special needs. *The Exceptional Child* 8 (2) 35-41.
- Bader, B.A. 2003. Identification of best practices in one stop career centres that facilitate use by people with disabilities seeking employment. Unpublished doctoral dissertation, Virginia Commonwealth University.
- Barnett v. Memphis City Schools*; 2004.113Fed.
- Benz, M.R., Lindstrom, L., and Latta, T. 1999. Improving collaboration between schools and vocational rehabilitation: The youth transition programme model. *Journal of Rehabilitation*, (13) 55–63.
- Berkowitz, M. 2000. Returning injured workers to employment: an international perspective. Geneva: World Health Organization/International Labor Office.
- Booth, D., Bruce, F., Elliot-Johns, S. 2009. Boy's literacy attainment: Research and related practice. Report for the 2009 Ontario Education Research Symposium, Centre for Literacy at Nipissing University.
- Bratsberg, B., Fevang, E., and Røed, K. 2013. Job loss and disability insurance. *Labour Economics*, (24) 137–150.
- Burkhauser, R. V. and Daly, M. C. 2011. The declining work and welfare of people with disabilities: What went wrong and a strategy for change. AEI Press, Washington D.C.
- Cambra, 1996. A comparative study of personality descriptors attributed to the deaf, the blind and individuals with no sensory disabilities. *American Annals of the Deaf* 142 (1), 24-28.
- Card, D., Kluve, J., and Weber, A. 2010. *Active labour market policy evaluations: A meta analysis. The economic journal*, Vol. 120.

- Chambers, C.R., Hughes, C., and Carter, E.W. 2004. Parent and sibling perspectives on the transition to adulthood. *Education and Training in Developmental Disabilities*, 39(2), 79–94.
- Chan F, Reid C, Kaskel, L.M, Roldan, G., Rahimi, M. and Mpofu, E. 2001. Vocational assessment and evaluation of people with disabilities. *Physical Medicine and Rehabilitation Clinics of North America* 8(2):311-325.
- Chan, D., and Schmitt, N. 1997. Video-based versus paper-and-pencil method of assessment in situational judgment tests: Subgroup differences in test performance and face validity perceptions. *Journal of Applied Psychology*, 82(1), 143–159. <https://doi.org/10.1037/0021-9010.82.1.143>
- Cimera, R., and Rusch, F. 2000. Transition and youth with mental retardation: Past, present and future. In M. Wehmeyer and J. Patton (Eds.). *Mental retardation in the 21st century* 59–89. Austin, TX: PRO-ED.
- Committee on Standards for Education Evaluation 2003. The program evaluation standards (2nd ed). Thousand Oaks, CA: Sage.
- Committee on Education and the Workforce 1997. Individuals with disabilities act amendments of 1997: Report on H.R. 5 together with additional and dissenting views. Washington, DC: U.S. House of Representatives.
- Cook T.D., Means, B., Haertel, G., and Michalchik, V. 2003. The case for using randomised experiments in research on newer educational technologies: a critique of the objections raised and alternatives. In *Evaluating Educational Technology: Effective Research Designs for Improving Learning*, edited by G. Haertel and B.Means. New York: Teachers College Press.
- Cortiella, C. 2008. IDEA 2004: Improving transition planning and results. National Center for Learning Disabilities. Retrieved June 20, 2008, from <http://www.ncld.org/content/view/665/456084>.
- Cronbach, L.J.1970. Toward reform of programme evaluation. SanFrancisco, CA: Jossey-Bass.
- Dada, O.C. 2006. *Mental retardation: A conceptual approach* (1st Ed.) Ibadan: Radiance Publication.
- Dawes, Perrone, Chan, and Thomas, 2000. Extending talking and reasoning skills using ICT. In Leask, M. and Meadows (eds), J. *Teaching and learning with ICT in the primary school*. London: Routledge.
- DeFur, S. 2005. Transition from school to adulthood. In P. Wehman, P.J. McLaughlin, and T.

- Wehman (Eds.), *Intellectual and developmental disabilities* (3rd ed.) 123–148. Austin.
- Denga, D.L. 2000. *Vocational education*. Calabar, Rapid Educational Publishers, Ltd.
- Duggan, M. and Imberman, S. 2006. Why is disability rolls skyrocketing? In D. Cutler and D. Wise (eds.): *Health in older ages: The causes and consequences of declining disability among the elderly*. University of Chicago Press. (19) 375-396.
- Eisner, E.W. 1993. Reshaping assessment in education: Some criteria in search of practice. *Journal of Curriculum Studies*, 25 (3), 219-233.
- Ekwama, M.B. 2005. Empowering persons with special needs through appropriate education. *The Exceptional Child*, 64-67.
- Eleri, N. O. E. 2012. Lecturers' perception on inclusive education in selected NCE awarding institutions in Nigeria. The exceptional child: *Journal of the National Centre for Exceptional Children*.14, (1), 138-147.
- _____ 2011. Evaluation of implementation of elements of special education curriculum in NCE-awarding institutions in Nigeria. Unpublished PhD thesis submitted to the Department of Special Education, University of Ibadan.
- _____ 1995. Emotional and social dimension of disabilities: Challenge for healthy living. In E.D. Ozoji and I.A. Nwazuo (eds.). *Professionalism in special education in Nigeria*. Jos: NCEC Publication.
- Eleweke, C.J. 1996. Handicapping the handicapped, problems of society's negative labeling, attitudinal and structural barriers. *Journal of Research in Special education*, 1(1) 84-92.
- _____ 1995. Development of sustainable community-based rehabilitation programmes in Nigeria: The role of professionals in E.D. Ozoji and I.K. Nwazuo, (Eds) *Professionalism in Special Education in Nigeria Jos*: National Council for Exceptional Children.
- Encarta Dictionary. 2010. Retrieved March 20, 2013.
From <http://www.encyclopedia.msn.com/dictionary>. Encyclopedia Britannica, 2012. Special needs education. Chicago: Student and Home Edition.
- Encyclopaedia Britannica, 2012. Special needs education. Chicago: Student and Home Edition.
- Eni-Olorunda, J.T. 2002. Community-based rehabilitation and the mentally retarded child: Challenges of the present political dispensation in Nigeria. *Exceptional Nigerians in the new political dispensation*.
- Etin, F.F. 1995. The disabled Nigerian children need community attention. In E.D. Ozoji and

I.A. Nwazuo (eds.) Professionalism in special education in Nigeria Jos: NCEC Publication.

Federal Ministry of Education and UNESCO, 2006. UNESCO National Education Support strategy (UNESS) for Nigeria 2006-2015.

Federal Republic of Nigeria. 2008. National Policy on Education and 4-year strategic plan for the development of the education sector: 2011-2015 of Professor Ruquayyatu Ahmed Rufai. Lagos: Nigeria Education Research and Development Council (NERDC).

Federal Republic of Nigeria. 2013. *National Policy on Education*. Lagos: NERDC Press.

Finn, C.E., Stevens, F.I., Stufflebeam, D.L., and Walberg, H. 1997. In H.L. Miller (Ed.). The New York City public schools integrated learning systems project: Evaluation and meta-evaluation. *International Journal of Educational Research*, 27(2).

Fitz-Gibbon, C.T. and Moris, L.L. 1988. How to design a programme evaluation. Beverly Hills, CA: Sage Publication, Inc.

Gash, H. and Goffey, D. 1995. Influence of attitudes towards children with mental handicap. *European Journal of Special Needs Education*, 10(1), 1-16.

Gesinde, A.M. and Quadri, K., 1996. Complementary efforts of governmental and non-governmental organisations in the rehabilitation of the disabled. In Adedoja, T.A., Ajobiewe, Theo and Alabi, M.A. (Eds.) Family, school community and government involvement in rehabilitation of the handicapped. Sped Publication Series.

Giwa, O.Y. 1996. Delivering vocational training to the handicapped at the Rehabilitation Centre, Moniya, Oyo State, Nigeria. *Current researches on special education in Nigeria*, Oyo F.C.E. (Sp.).

Glass, G.V. 1969. The growth of evaluation methodology. University of Colorado, Laboratory of Educational Research, No. 27.

Gosling, D.P. 2000. From tolerance to acceptance to celebration: Including students with severe disabilities. In M.A.Wenzer and K. Mazurek (Eds). Special education in the 21st century Washington, DC: Gallaudet.

Greenwood, R., and Johnson, V.A. 1987. Employer perspectives on workers with disabilities. *Journal of Rehabilitation*, 53, 37-45.

Gretz (2000). The trial in history: Domestic and international trials, 1700-2000- Manchester University Press.

Gronlund, N.E. 1965. Measurement and evaluation in teaching. New York: Macmillan.

Guskey, T.R., 2000. Evaluating professional development. Thousand Oaks, CA: Corwin Press.

- Hallahan, D. P. and Kauffman, J. M. 1994. *Exceptional children: Introduction to special needs education*. Englewood Cliffs: Prentice Hall.
- Hayward, B.J., and Schmidt-Davis, H. 2005. *Longitudinal study of the vocational rehabilitation services programme*. Third final report: The context of VR services (U.S. Department of Education Contract No. HR92022001). Retrieved from U.S. Department of Education <http://www.ed.gov/rschstat/eval/rehab/vr-final-report-3.doc>
- Helander, E., Mendis, P., Nelson, G., and Goerd, A.1989. *Training in the community for people with disabilities*, Geneva: [WHO 1989](#).
- Hernandez, B., Keys, C. and Balcazar, F. 2000. Employer attitudes toward workers with disabilities and their employment rights: A literature review. *Journal of Rehabilitation, Oct-Dec*. Available: www.findarticles.com/cf_dls/m0825/4_66/68865430/print.jhtml, accessed 04/04/2006.
- Hillahan, S. B. and Zaram, G. N. 2009. *Special needs education for people with special needs: An approach to classroom management*. Jos: University Press Ltd.
- Hill, Bank, Handrich, Wehman, Hill, and Shafer, 1987. Breakups before marriage: The end of 103 affairs, *Journal of Social Issues*, 32, 147-168.
- Holland, John, L. 1973. *Making vocational choices: a theory of careers*. Englewood Cliffs: Prentice-Hall.
- Huebner, C. 2011. Building an efficient and innovative office by promoting creativity. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources website*:
- Igbalajobi, M. 1999. Rehabilitation and job placement opportunities among trained disabled people. *The Journal of Special Education and Rehabilitation*.
- Igwe, R. O. 2011. *Fundamentals of curriculum and instruction*. Lagos: Vitaman Educational Books.
- Igweh, A.U. 2008. Vocational technical training: A strategy for self-reliance and national development. *Ebonyi Technology and Vocational Education Journal 2 (1)112-117*.
- Ihenacho, I.J. 2010. The need for trainers for effective rehabilitation service delivery: New perspectives in special needs education for sustainable development. Eds. Theo Ajobiewe and Peter Osuorji. NCEC. Glory-Land Publishing Company.

- Ilogu, G. C. 2010. Educational research and evaluation: A companion for students. Lagos: Wealthsmith global services individuals with disabilities: Education Improvement Act (IDEA) 2004. 108-446, 118 Stat. 264, 20 USC 1400.
- Institute on Rehabilitative Issues. 2002. Investing in the transition of youth with disabilities to productive careers. Retrieved January 29, 2008, from http://www.rcep6.org/IRI/IRI/28th_IRI_Transition/chap1.pdf.
- International Labour Organisation, ILO 2008. *Skills development through community based rehabilitation (CBR)*. A good practice guide. Retrieved from International Labour Organisation from www.ilo.org/publns030108
- Jahoda, G. 2000. Theodor Lipps and the shift from ‘sympathy’ to ‘empathy’. *Journal of the History of the Behavioral Sciences*, 41, 151–163.
- Jatau, M. N., Uzo, C. C. and Lere, M. N. 2009. Elements of special needs education for prospective teachers. Jos: Dekka Publications.
- Jeremiah, S. and Diepre, O. 2012. Evaluation of implementation of NCE primary education programme in Nigeria. *Meditarian journal of social sciences*, 3 (4).
- Jibirin, A.G., Danjuma, I.M., and Zayum, S.D. 2007. Education reform and teacher education in Nigeria: *The way forward*. *JONATT* 6(2)78-86.
- Jiddere, M. K. 2002. The role of primary school supervision in the effective implementation of UBE scheme. A paper presented at the conference of the National Association for Educational Research and Implementation (NASERI).
- Johnson, S. 2010. Where good ideas come from. (TedTalks). Retrieved from http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from.html.
- Joint Committee on Standards for Educational Evaluation. 2003. The students’ evaluation standards. 2nd edition. Newbury Park, CA: Sage Publication.
- Kirk, S. A. 1972. Educating exceptional children. Boston: Houghton Mifflin Company.
- Kirkpatrick, 2001. A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence in evaluation and program planning 27 (3) 341-347. Louisiana State University.
- Kisanji, J., 1993. Special education in Africa. In P. Mittler, R. Brouillette, and D. Harris (eds.), *Special needs education*, London: Kogan Page.

- Kluve, J., Card, D., Fertig, M., Góra, M., Jacobi, J., Jensen, P., Leetmaa, R., Nima, L., Patacchini, E., Schaffner, S., Schmid, C. M., van der Klaauw, B., and Weber, A. 2007. Active labour market policies in Europe - performance and perspectives. Springer-Verlag Berlin and Heidelberg GmbH and Co.
- Kolo, I.A. and Jubrin, I. 1995. Salient factors for consideration in planning urban focus community based rehabilitation in Nigeria. In Ozoji, E.D and I. Nwazuke (eds) *Professionalism in Special Education in Nigeria*.
- Kosciulek, J. F. 2004. Empowering people with disabilities through vocational rehabilitation counseling. *American Rehabilitation*. Autumn 2004. Find Articles.com. Dec. 2008. http://findarticles.com/p/articles/mi_m0842/is_1_28/ai_n8681410.
- Kyauta, I. 2011. Development of special needs education in Nigeria: The journey so far. *The Exceptional Child: Journal of the National Centre for Exceptional Children*.13: 111-116.
- Ladipo, S.O. 1999. In fundamental principles of education. Oyo: Andrien Publication Series.
- Längle, G., Wolfgang, W., and Manuela, N.M. 1997. Occupational rehabilitation of people with psychological illnesses.30, (2), 479- 490.
- Lere, M. M. 2010. Human rights, advocacy and special needs education in Nigeria. In new perspectives in special needs education for sustainable development. National Centre for Exceptional Children.
- _____. 2007. The organisation and administration of special needs education in Nigeria. Jos: University Press Ltd.
- Lere, M.M., and Nengel, S.J. 2005. The relevance of job creation for the emancipation of persons with special needs. *Journal of the National Council for Exceptional Children* 5 (2): 92-98.
- Liem, R., and Liem, J. H. 2001. Psychological effects of unemployment on workers and their families. *Journal of Social Issues*, 44(4), 87-105.
- Loose, G., 1988. Vocational education in transition: A seven-country study of curricula for live long vocational learning. Hamburg, UNESCO.

- Lovelace, E., Somers, B., and Steveson, J. 2006. *Vocational rehabilitation process for transition and referral services*. Richmond: Virginia Department of Rehabilitative Services.
- Malikin, D. and Rusalen, H., 1969. *Vocational Rehabilitation of the Disabled: An overview*, New York: New York University Press.
- Markussen, S., Mykletun, A., and Røed, K. 2012. *The case for presenteeism, Journal of Public Economics, (96): 959-972.*
- Mba, P.O. 1995. Fundamentals of special needs education and vocational rehabilitation. In J. A. Ademokoya: *The school child with hearing disabilities and Nigerian education provisions. Pakistan Journal of Social Sciences(5): 289-296.*
- _____. 1982. Job opportunities and placement problems of the handicapped? In J.A Ademokoya and T. Ajobiewe (eds.) *30 selected Papers of Dr. P.O Mba* Ibadan: Codat Publications.
- Mfofu, E. and Oakland, T. 2010. *Assessment in rehabilitation and health*. Upper Saddle River (NJ): Pearson Education, Inc.
- Muhammad, N.S., Zahra, N., Usama, T., and Waseem, J. 2014. *Evaluation of vocational rehabilitation of special people. Asian Journal of Business and Management Science 2(7):14-20.*
- National Policy on Education (NPE) 2013. Federal Republic of Nigeria. Lagos: Nigerian Educational Research and Development Council.
- National Center on Secondary Education and Transition 2007. Key provisions on transition: IDEA 1997 compared to H.R. 1350 (IDEIA 2004). Retrieved June 19, 2008.
- National Council on Disability (NCD). 2004. Improving educational outcomes for students with disabilities. Retrieved May 2, 2008, from http://www.eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content_
- National Council of the Welfare of Disabled Persons 1992. Welfare participation and labour market behaviour in Canada. *Canada Journal of Economics- JSTOR*.
- Nkanwuna, I. 1996. Some special aspects of an adequate vocational training and employment programme for the mentally retarded. SPAR.
- Nolet, V., and McLaughlin, M. 2005. *Accessing the general curriculum: Including students with disabilities in standards-based reform* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Nwazuoke, I. A. 2010. Paradigms, perspectives and issues in special needs education: An inaugural lecture, 2009/2010. University of Ibadan.

- _____ 2007. Inclusive education in Nigeria: Principles and practice. A paper presented at the Lagos State Universal Basic Education Board workshop held at Modupe Cole Memorial Child Care and Treatment Home/School, Akoka. 22nd to 26th January, 2007.
- _____ 1996. The challenge of rehabilitating the handicapped in the society. In Adedoja, T.A., Ajobiewe, Theo and Alabi, M.A. (Eds.) Family, school community and government involvement in rehabilitation of the handicapped. Sped Publication Series.
- O'Brien, D., and Revell, G. 2005. The milestone payment system: Results based funding in vocational rehabilitation. *Journal of Vocational Rehabilitation* 23:101–114.
- OECD, 2008. OECD Employment outlook 2008, OECD, Paris.
- OECD, 2010. Sickness, disability and work-breaking the barriers. A synthesis of findings across OECD Countries. OECD, Paris.
- Obani, T.C. 2006. Special needs education and special needs educational needs. In: teaching pupils with special needs educational needs in the regular UBE classroom. Ibadan: Book Builders.
- _____ 2004. Handicap, disability and special education: What parents and teachers want to know. Ibadan: Books Builders.
- _____ 2000. The use of programme in Nigeria and people with special educational needs. The text of a public lecture (FCE Sp.), Oyo.
- Okeke-oti, B. A. 2010. They have dignity and worth and therefore need restoration. (An inaugural lecture of the University of Nigeria delivered on April 29, 2010). University of Nigeria, Nsukka. University Press Limited.
- Okoronka, U.A. 1995. The implementation of Nigeria's computer literacy programme: A case study of some unity pilot schools. Unpublished M.Ed Dissertation, Ibadan, University of Ibadan.
- Okoye, N.N. 1996. Psychology of effecting learning. Unpublished paper, Guidance and Counselling Department, University of Ibadan.
- Oladipo, O.A. 1993. Effects of vocational training on handicapped children/persons. Unpublished F.C.E. (Sp.) Oyo.
- Olaitan, S.O. 2001. Vocational technical education in Nigeria and other countries: A comparative analysis. Onitsha, Nigeria: Noble and Cape Publishers International Limited.
- Olaniyan, S.O. 1981. Providing auditory experiences for deaf children. *Journal of Special Education* 1 (2).

- Olney, M., and Kennedy, J. 2002. Racial disparities in VR use and job placement rates for adults with disabilities. *Rehabilitation Counseling Bulletin*, 45(3).
- Onuzurike, J. 2001. *Dictionary of Special Education and Related Terms* Jos: Deka Publications.
- Onwuakpa, F.I.W. 1998. Internet: information super highway, *Nigeria Journal of Computer Literacy*, 2(1):1-10.
- Onwuchekwa, J.N. 1993. *A comprehensive textbook of special education*. Ibadan: Agbo Areo Publisher.
- Onwuchekwa, J.N. and Ajobiewe, T.A. 1993. Planning community-based rehabilitation programme for the disabled. The Nigerian situation. In J.N. Onwuchekwa (ed). *Textbook of Special Education*, Ibadan: Agbo Areo Publishers.
- Onyere, B. A. and Adams, J. S. 2003. Introduction to special needs education: An African perspective. Accra, Ghana: Adweinsa Publication Limited.
- Onyilofor, C. 2012. Influence of family background on personality adjustment of visually impaired students in Oji River Rehabilitation Centre. *Journal of Advocacy and Rehabilitation in Special Education (JARSE)* 2 (ii). 97-104.
- Onyilofor, F. N. C. 2013. Stakeholders' effective preparation for inclusive education in Nigeria tertiary institution. *The Exceptional child. Journal of National Centre for Exceptional Children*, 15,(1):82-94.
- Osuorji, P. I. 2011. An evaluation of the millennium development goals on policy/practices for inclusive education in Nigeria. *The exceptional child. Journal of National Centre for Exceptional Children*, 13,(1):100-110.
- Owston, 2013. Blended working and the employability of older workers, retirement timing, and bridge employment 10.1093/worker/waw 036.
- Oyebola, M. 1997. Therapeutic approaches to speech and hearing problems. Ibadan: Gab Publication.
- Ozaji, E.D. 1991. Issues in appropriate primary education for the handicapped child. In E.D Ozaji, J. Umolu and S.O. Olaniyan (Eds). *Contemporary issues in mainstreaming the exceptional child in Nigeria's 6-3-3-4 system of education*. Jos, Nigeria: NCEC Publication.
- _____. 1991. *Psychology of attitudes towards the disabled: The Nigerian perspective*, Jos: Department of Special Education, University of Jos.
- _____. 2005. *Special needs education and rehabilitation for beginner professionals*. Revised edition. Deka Publications, Jos, Nigeria.
- Ozaji, E.D., Abosi, C.O. and Kolo, L.A. 1993. Attitude towards education of all handicapped

children in Nigeria: The government connection. *Journal of special education and Rehabilitation*, 3(2):100-105.

Parker and Szymanski, 2003. Work and disability: Issues and strategies in career development and job placement (2nd ed.) PRO-ED.

Patton, and Lokan, J. 2001. Perspectives on Donald Super's construct of career maturity. *International Journal for Educational and Vocational Guidance*, 1: 31-48.

Patton, J. 1978. Mental retardation. Columbus, Ohio: Charles E. Merrill.

Perrel, 2003. The basic service quality level of transport infrastructure in peripheral areas. ERSA conference papers ersa 03 p470. *European Regional Journal*.

Perrone, K.M; Perrone, P.A; Chan, F; and Thomas, K.R. 2000. Assessing efficacy and importance of career counseling competencies. *Career Development Quarterly* 48:212-225.

Popham, W.J. 1975. Educational evaluation (1st edition). Englewood Cliffs, N.J.: Prentice – Hall, Inc.

Pratkanis, A.R., Breckler, S.J; and Grenwald, A.G. 1989. Attitude, structure and function, New Jersey: Lawrence Erlbaum.

Price-Ellingstad, D., and Berry, H., 1999. Postsecondary education, vocational rehabilitation and students with disabilities: Gaining access to promising futures. *American Rehabilitation*, 25 (3): 2.

Roe, A. 1969. The meaning of work in D. Malikin and Rusalem (Eds.) Vocational rehabilitation of the disabled: An overview. New York University Press.

Rubin, S. E., and Roessler, R, 2001. Foundations of the vocational rehabilitation process (5thed.). Austin, TX: Pro-Ed.

_____ 1995. Foundations of the vocational rehabilitation process. 4th ed. Austin (TX):Pro-Ed.

Schur, L. 2002. Contending with the 'double handicap: Political activism among women with disabilities." *Women and Politics*, 15(2): 31-62.

Scriven, M. 1974. Evaluation perspectives and proceeding. In Pophan (Ed.) Evaluation in education, Berkelly, CA: Mccuitchan.

Shindi, J.A. 1991. The public attitude towards people who are disabled: Implication for planning

and rehabilitation. *Journal of Special Education and Rehabilitation*, 2(1): 81-90.

- Shonibare, D. O. 2012. The challenges of quality assessment of special needs education curriculum, instruction and outcomes in Nigeria and beyond. Being paper presented at the National Conference of Nigeria Association of Special Needs Education Teachers (NASSET), held at Paceli School for the Blind and Partially Sighted Children, 30, Ajao Road, Surulere, Lagos, from 23rd to 25th, October, 2012.
- Smith, B.O. 1991. *Teacher for the real world*, U.S.A. Washington.
- Smith, D. D. 2007. *Introduction to special needs education: Making a difference*. Boston: Pearson Education Inc.
- Spitznagel, R.J. 2002. State/federal vocational rehabilitation programme. In Andrew J.D., Faubion.
- Stodden, R.A., and Roberts, K.D. 2008. Transition legislation and policy: Past and present. In F. R. Rusch (Ed.), *Beyond high school: Preparing adolescents for tomorrow's challenges: 24–53*. Upper Saddle River, NJ: Pearson Education, Inc.
- Stufflebeam, D.L; Harold, and McKee, B. 2003. The CIPP model for evaluation. Presented at the 2003 Annual Conference of the Oregon Programme Evaluators Network (OPEN). Western Michigan University. Retrieved from. June 27, 2014.
- Stufflebeam, D.L. 2004. CIPP evaluation model checklist. Available: Western Michigan University Evaluation Centre. .June 27, 2014.
- Stufflebeam, D.L., and Shinkfield, A.J. 2007. *Evaluation theory, models, and applications*. SanFrancisco, CA: Jossey-Bass.
- Szymanski, E.M. and Randall, M.P. 2003. *Work and disability. Issues and strategies in career development and job placement*. 2nd ed. Austin (TX): Pro-Ed.
- Talabi, 1980. Effects of video tape mediation on the development of skills in audiovisual instruction. *Journal of educational television- Taylor and Francis*.
- Tannahill, J.C. and Smoski, W.J. 1978. Introduction to aural rehabilitation in J. Kartz ed. *Handbook of clinical audiology*. Baltimore: The Williams and Wilkins Company.
- The Study Group. 2007. An assessment of transition policies and practices in state vocational rehabilitation agencies. Retrieved May 23, 2008, from http://www.vrtransitionstudy.org/docs/VR_Report_9.06.07.pdf.
- Thomas, S.W. 1999. Vocational evaluation in the 21st century: Diversification and independence. *Journal of Rehabilitation* 65(1):10-15
- Thorburn, M.I. 1994. Practical approaches to childhood disability in developing countries,

Global Age Publishing, Tampa, Florida, USA.

Trochim, W. 1999. The research methods knowledge base 1st Edition, Atomic Dog Publishing Cincinnati, OH.

Tyler, R.W. 1968. Basic principles of curriculum and instruction. Chicago, University Press.

UNESCO, 2008. Report on promoting entrepreneurship education in secondary schools in Bangkok from 11-15, February, 2008. Retrieved July, 25, 2012. From: <http://csie.org.uk/specialedc/unesco.shtml>

_____ 2002. EFA Global Report, 2002. "Education for all": Is the world on task. Retrieved from www.unesco/efa/world/task.htm.

Uyanwa, C.N. and Akanbi, B.D. 2002. Education programmes for special needs children in Nigeria. *Nigeria Journal of Emotional Psychology and Sort Ethnics*, Vol. 4, 44-49.

Uzor, C.C. 1995. Rehabilitation of the disabled and destitute in Kaduna State: Issues, problems and prospect. A paper delivered at the 5th National Conference of National Council for Exceptional Children (NCEC), University of Ibadan.

Van Houten, D., and Jacobs, G. 2005. The empowerment of marginals: Strategic paradoxes. *Disability and society*, 20(6): 641–654.

Waddell, G. 2004. *The back pain revolution* (Second Edition). Elsevier Health Sciences.

Waddell, G. and Burton A. K. 2006. Is work good for your health and well-being? Report for department for work and pensions. TSO (The Stationery Office), London.

Weed, R.O. and Field, T.F. 2001. Job analysis. In: Weed R.O., Field, T.F., eds. *Rehabilitation consultant's handbook revised*. Athens (GA): Elliott and Fitzpatrick, Inc.:133-152.

_____ 2001. Transferable skills analysis. In: Weed, R.O., Field, T.F., editors. *Rehabilitation consultant's handbook revised*. Athens (GA): Elliott and Fitzpatrick, Inc. :101-122.

----- 2001. Labour market surveys. In: Weed, R.O., Field, T.F., eds. *Rehabilitation consultant's handbook revised*. Athens (GA): Elliott and Fitzpatrick, Inc.:123-132.

Wehman, P. 2006. Transition: the bridge from youth to adulthood. In P. Wehman ed., *Life beyond the classroom: Transition strategies for young people with disabilities* (4th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Wehman, P., and Kregel, J. 2004. *Functional curriculum for elementary, middle, secondary age students with special needs* (2nd ed.). Austin, TX: PRO-ED.

- Wikipedia, 2015. The free encyclopedia. Speech and language disorders. www.wikimedia.com.ng accessed, February, 2014.
- World Health Organisation, 1981. Disability, prevention and rehabilitation. Report of workforce Investment Act (WIA) 1998:105-220.
- World Health Organisation. Expert Committee on Prevention and Rehabilitation, 2000. Decade review of the follow-up to the World Summit for Children. Report to the Secretary General.
- Wright, G.N., 1980. Total rehabilitation. Boston: Little Brown.
- Ysseldyke, J.E., Algozzine, B. and Thurlow, M. 1992. Critical issues in special education. Boston, MA: Houghton Mifflin.
- Yu, Tian, 2000. Can learning be virtually boosted? An investigation of online social networking impacts.

APPENDIX I
UNIVERSITY OF IBADAN
DEPARTMENT OF SPECIAL EDUCATION

VOCATIONAL REHABILITATION PROGRAMMES' EQUIPMENT AND MATERIALS
INVENTORY (VRPEMI)

Dear respondents,

This instrument is meant to gather information on the availability of necessary vocational training and learning resources in your Centre. Please, be objective in responding to the listed items (to be responded to by the vocational rehabilitation instructors in the selected Centres/Special schools).

Instruction: Part A: Please select the most appropriate choice as honest as possible, by placing a [x]

Centre Name:

State:

Centre/School Nature: Special school Vocational Rehabilitation Centre

Centre/School Status: Boarding Day .

Gender Male Female

Age range: below 20 21-25 26-30 31-35 36- 40 41& above

Educational Qualification:

NCE BA/B.ED. B.ED M. ED MA/M.Sc PGDE PhD

Area of Specialization: Special Education General Education

Other (specify).....

4. Work Experience:

Below 5 years 6-10 years 11- 15 years 16-20 years 20 years & above

Part B

Instruction: Please, rate the availability of the following material resources in your Centre/Special School objectively. Tick as applicable.

S/N	ITEMS	Available		Adequate		Accessible	
		Yes	No	Yes	No	Yes	No
1	Playground						

2	Sickbay						
3	Transportation facilities						
4	Water facilities						
5	Power supply						
6	Generating-set						
7	Music facilities						
8	Resource unit/room						
9	Vocational training facilities						
10	Sport facilities						
11	Workshops						
12	Trainees' accommodation						
13	Centre toilet						
14	Staff room						

Hearing impairment

S/N	ITEMS	Available		
		Yes	No	Number
1	Speech trainer			
2	Audiology resources			
3	Hearing aids			
4	Audio-meter			
5	Amplifier			

Visual impairment

S/N	ITEMS	Available		Adequate		Accessible	
		Yes	No	Yes	No	Yes	No
1	Braille-machine						
2	Tape recorder						

3	Radio						
4	Type-writer						
5	Computer						

Intellectual disability

S/N	ITEM	Available		Adequate		Accessible	
		Yes	No	Yes	No	Yes	No
1	Simplified vocational training equipment						
2	Speech trainer						
3	Concrete objects						
4	Music facilities						
5	Adapted curriculum						

Physical disability

S/N	ITEMS	Available		Adequate		Accessible	
		Yes	No	Yes	No	Yes	No
1	Ramps						
2	Wheel chair						
3	Crutches						
4	Adapted chair						
5	Adapted table						
6	Physiotherapy clinic						
7	Stretcher						
8	Tricycle ego meter						

APPENDIX II

UNIVERSITY OF IBADAN

DEPARTMENT OF SPECIAL EDUCATION

VOCATIONAL REHABILITATION PROGRAMMES' PROVIDERS INVENTORY (VRPI)

This inventory is meant to verify the adequacy of the following vocational rehabilitation programmes providers in the Centres/Special schools (For Centre/School heads).

SECTION A

Centre/Special School Name:

State:

Centre Nature: Special school Rehabilitation Centre

Centre Status: Boarding Day

Gender Male Female

Age range: 21-25 26-30 31-35 36-40 41 and above

Status/Rank.....

Educational Qualification:

NCE BA/B.ED B.ED M.ED M.A/M.Sc PGDE PhD

Area of Specialization: Special needs education General Education

Other (specify).....

Work Experience:

Below 5 years 6-10 years 11- 15 year 16-20 year 20 years and above

SECTION B

Please, give the total number of the following programmes' providers in your centre.

S/N	SERVICE PROVIDERS	Available		Number
		Yes	No	

1	Facilitators for persons with hearing impairment			
2	Facilitators for persons with learning disabilities			
3	Facilitators for persons with visual impairment			
4	Facilitators for persons with intellectual disabilities			
5	Facilitators for persons with physical disabilities			
6	Audiologist			
7	Speech therapist			
8	Occupational therapist			
9	Guidance counselor			
10	Psychologist			
11	Ophthalmologist			
12	Nurse			
13	Regular teacher			
14	Care-giver			
15	Day-guard			
16	Vocational instructor			

APPENDIX III

UNIVERSITY OF IBADAN

DEPARTMENT OF SPECIAL EDUCATION

VOCATIONAL REHABILITATION PROGRAMMES' PROBLEMS CHECKLIST (VRPC)

This checklist is meant to gather information on problems facing vocational rehabilitation programmes in your Centre/School and State. It is to be answered by the centre/special school administrator, instructors and care-givers.

Instruction: Please, respond to the following items as each affects vocational rehabilitation programmes in your centre/school (To be answered by head of the centre/school and the instructors).

SECTION A

Centre/Special School Name:

State:

Centre/School Nature: Special school Rehabilitation Centre

Centre/School Status: Boarding Day

Gender: Male Female

Age Range: below 20 21-30 31-35 36-40 41 and above

Status/Rank:

Educational Qualification:

NCE BA/B.ED B.ED M.ED M.A/M.Sc. PGDE
PhD

Area of Specialization: Special needs education General Education

Other (specify).....

Work experience:

Below 5 years 6-10 years 11- 15 year 16-20 year 20 years and above

Section B: Rating scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
1	Lack of state policy statement on vocational rehabilitation programmes				
2	Lack of state legislation for the welfare of persons with special needs				
3	Lack of awareness on the existing laws and policy by the public				
4	Lack of effective implementation of the available policy/law				
5	Inadequate funding of vocational rehabilitation programmes in the state				
6	Mismanagement of available fund for vocational rehabilitation programmes				
7	Improper monitoring of utilisation of available fund				
8	Delay in the release of fund for vocational rehabilitation programmes				
9	Lack of regular training for special education facilitators				
10	Lack of commitment on the part of special education facilitators				
11	Lack of adequate instructors/facilitators				
12	Lack of training for the instructors				
13	Lack of facilitators' commitment to duty				
14	Instructors' negative attitude to work				
15	Lack of motivation for facilitators	SA	A	D	SD
16	Lack of adequate vocational rehabilitation programmes' equipment and supporting staff				
17	Lack of vocational rehabilitation programmes' materials				
18	Lack of relevant vocational rehabilitation programmes				
19	Inadequate of relevant vocational rehabilitation programmes' materials				

20	Poor training and learning condition				
21	Inadequate infrastructural facilities				
22	Lack of good workshops				
23	Inadequate number of vocational rehabilitation centres				
24	Long distance of vocational rehabilitation centres to persons with special needs				
25	Lack of accurate population data of persons with special needs in the state				
26	Lack of proper planning for persons with special needs by the government				
27	Lack of government commitment to special needs education				
28	Ignorance on the part of government officials on the needs of persons with special needs vocationally				
29	Lack of adequate supervision				
30	Parental ignorance about vocational rehabilitation programmes				
31	Poor attitude of the public towards persons with special needs				
32	Lack of employment opportunities for persons with special needs who are vocationally trained in the state				

APPENDIX IV
UNIVERSITY OF IBADAN
DEPARTMENT OF SPECIAL EDUCATION
ATTAINMENT OF VOCATIONAL REHABILITATION PROGRAMMES' OBJECTIVES
INVENTORY (AVRPOI)

Dear respondents,

This instrument is meant to gather information on the attainment of the objectives of vocational rehabilitation programmes (to be responded to by special education facilitators and head of centres/special schools). Please, be objective in responding to this instrument.

Instruction: Part A: Please select the most appropriate choice objectively, by placing a [x]

Centre/Special School Name:

State:

Centre/Special School Nature: Special school Rehabilitation Centre

Centre Status: Boarding Day

Gender: Male Female

Age range: below 20 21-25 26-30 31-40 41 and above

Status/Rank.....

Educational Qualification:

NCE BA/B.ED. B.ED M.ED M.A/M.Sc PGDE PhD

Area of Specialization: Special needs education General Education

Other (specify).....

Work experience:

Below 5 years 6-10 years 11- 15 year 16-20 year 20 years and above

Part B

Instruction: Please, rate the availability of the following materials / resources in your centre/special school objectively. Tick as applicable.

Very High (VH), High (H), Low (L), Very Low (VL), Not At All (NAA)

S/N	ITEMS A: EQUAL TRAINING AND EDUCATIONAL OPPORTUNITIES	VH	H	L	VL	NAA
1	Provision of vocational rehabilitation centres					
2	Provision for equal opportunities for persons with visual impairment					
3	Provision for equal opportunities for persons with hearing impairment					
4	Provision for equal opportunities for persons with intellectual disabilities					
5	Provision for equal opportunities for persons with physical disabilities					
6	Provision for equal opportunities for persons with behaviour disorders					
7	Provision for equal opportunities for persons with learning disabilities					
8	Provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programmes					
9	Provision for pre-vocational training for persons with special needs					
10	Provision and implementation of law and policy on vocational rehabilitation programmes for persons with special needs					
11	Provision of appropriate training methods for persons with visual impairment					
12	Provision of appropriate training methods for persons with hearing impairment					
13	Opportunities for development of good communication ability					
14	Opportunities for development of potentials for vocational competency					
15	Opportunities for development of potentials for social competency					
16	Provision of adequate vocational rehabilitation programmes' facilities and equipment for training					

APPENDIX V

UNIVERSITY OF IBADAN

DEPARTMENT OF SPECIAL EDUCATION

TRAINEES' QUESTIONNAIRE ON CONTENT COVERAGE OF VOCATIONAL
REHABILITATION PROGRAMMES (TQCVRP)

Dear Respondent,

This questionnaire is purely for academic purposes, kindly respond as it applies to you by ticking () the appropriate options to the items.

Thanks.

Section A: Socio-Demographic Information

Name of Centre/Special School:

Age: Below 18 years ()

19-21 years ()

Above 21 years ()

Sex: Male ()

Female ()

Section B: Content Coverage

Kindly tick () against the contents either taught or not taught at the rehabilitation centre/ special school

Item	Content	TAUGHT	NOT TAUGHT
------	---------	--------	------------

1.	Carpentry		
2.	Shoe-making and repairing		
3.	Tieing and dyeing		
4	Sewing and knitting		
5	Basket-making		
6.	Weaving		
7.	Embroidery		
8.	Baking and Confectionery		
9.	Block-making		
10	Laundry work		
11	Animal husbandry i.e. poultry, rabbitry, grass-cutter rearing, cattle rearing, snailry, piggery, fishery, etc.		
12	Gardening		
13	Mechanics i.e. bicycle or motor-bike repairs, panel-beating, vulcanisation, etc		
14	Typing and computer studies		
15	Home management		

APPENDIX VI

UNIVERSITY OF IBADAN
DEPARTMENT OF SPECIAL EDUCATION
FACILITIES, EQUIPMENT AND RESOURCES INVENTORY (FERI)
Dear Respondent,

Kindly complete this questionnaire by ticking (),if available, to adequacy and utilisation. If not available do not tick anything on adequacy and utilisation.

Thanks

S/N	Facilities, Equipment and Resources	AVAILABILITY		ADEQUACY		UTILISATION	
		Not Available	Available	Not Adequate	Adequate	Not Utilised	Utilised
	Speech trainer						
	Audiology resources						
	Hearind aids						
	Audio-metre						
	Amplifier						
	Braille-machine						
	Tape-recorder						
	Radio						
	Type-writer						
	Computer						
	Play ground						
	Sick bay						
	Transportation facilities						
	Music facilities						
	Power supply						
	Resource unit/room						
	Vocational training						
	Sport facilities						
	Centre toilet						
	Staff room						
	Type writer						
	Trainees' commodation						
	Television sets						
	Overhead projector						
	Tape recorder						
	Radio/concrete object						
	Computer						
	Wheel chair						
	Physiotherapy clinic						
	Braille machine						
	Ramps						
	Abacus						
	Writing frame						
	Braille printer						
	Adapted chair						
	Adapted table						
	Stretcher						
	Word chart						
	Sewing machine						
	Barbing tools						
	Hair dressing items						
	Fine arts materials						
	Workshops						
	Mobility canes						
	Refrigerators						
	Furniture equipment						

APPENDIX VII

UNIVERSITY OF IBADAN
DEPARTMENT OF SPECIAL EDUCATION

QUESTIONNAIRE ON THE PROBLEMS OF VOCATIONAL REHABILITATION
PROGRAMMES IMPLEMENTATION (QPVRPI)

Dear Respondent,

This questionnaire is purely for academic purposes, kindly respond as it applies to you by ticking () the appropriate options to the items. Thanks.

Section A: Socio-Demographic Information (Facilitators)

Name of centre/special school:

Qualification: B.ED ()

B.Sc +PGDE ()

M.ED ()

M.Sc + PGDE ()

Work experience: Below 5 years ()

5-10 years ()

11-15 years ()

16 years and above ()

Sex: Male ()

Female ()

Section B: Rating of Vocational Rehabilitation Programmes Objectives

Kindly tick Yes () for any of the problems you encounter in the course of implementing vocational rehabilitation programmes in your centre/special school. Where you tick Yes,() the extent of the problem.

S/N	POSSIBLE PROBLEMS	EXTENT				
		YES	NO	VERY SERIOUS	SERIOUS	NOT SERIOUS
1	Trainees' apathy for vocational rehabilitation programmes					
2	Insufficient of qualified instructors					
3	Trainees' lack of interest in vocational rehabilitation programmes					
4	Society's negative attitude to persons with special needs					
5	Trainees' level of seriousness is low					
6	Lack of vocational facilities and equipment					
7	High cost of equipment					
8	Lack of funds					

APPENDIX VIII

UNIVERSITY OF IBADAN
DEPARTMENT OF SPECIAL EDUCATION
TECHNIQUES FOR VOCATIONAL REHABILITATION PROGRAMMES (TVRP)

Dear Respondent,

This questionnaire is purely for academic purposes, kindly respond as it applies to you by ticking () the appropriate options to the items. Thanks.

Section A: Socio-Demographic Information (Instructors)

Name of centre/special school:

- Qualification: B.ED ()
 B.Sc +PGDE ()
 M.ED ()
 M.Sc + PGDE ()

- Working experience: Below 5 years ()
 5-10 years ()
 11-15 years ()
 16 years and above ()

- Sex: Male ()
 Female ()

Section B: Techniques for the Vocational Rehabilitation Programmes

Kindly tick () appropriate responses on each of the various methods used for the training of vocational programmes in your centre/special school.

S/N	Techniques	Always	Sometimes	Rarely	Never
1	Discussion				
2	Demonstration				
3	Project				
4	Laboratory				
5	Group work				
6	Field Trip				

APPENDIX IX

UNIVERSITY OF IBADAN
 DEPARTMENT OF SPECIAL EDUCATION

2	I can acquire the ability to train the trainees with special needs well				
3	Only persons with special needs at the centre need to learn various vocations				
4	Training every person with special needs in vocations at the centre is a waste of time				
5	Persons with special needs need to be in vocational rehabilitation centres, not to mix up with students in regular schools				
6	I will be frustrated trying to train persons with special needs in vocations				
7	I enjoy learning about sign language and other specialised means of communicating with persons with special needs				
8	I enjoy working with persons with special needs at the rehabilitation centre				

APPENDIX X

Demographic Data

Frequencies

CAREGIVERS

	Frequency	Percent
Missing System	166	100.0

Qualification of Caregivers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO RESPONSE	40	24.1	24.1	24.1
B.ED	42	25.3	25.3	49.4
B.SC +PGDE	13	7.8	7.8	57.2
M.ED	4	2.4	2.4	59.6
M.SC + PGDE	1	.6	.6	60.2
NCE	66	39.8	39.8	100.0
Total	166	100.0	100.0	

Work Experience of Caregivers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO RESPONSE	33	19.9	19.9	19.9
< 5 YEARS	56	33.7	33.7	53.6
5-10 YEARS	41	24.7	24.7	78.3
11-15 YEARS	26	15.7	15.7	94.0
16 +	10	6.0	6.0	100.0
Total	166	100.0	100.0	

Sex of Caregivers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	58	34.9	34.9	34.9
FEMALE	108	65.1	65.1	100.0
Total	166	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
Working experience	166	6.0783	4.7520
Valid N (listwise)	166		

FACILITATORS

Frequencies

Facilitators

	Frequency	Percent
Missing System	276	100.0

Gender of Facilitators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	116	42.0	42	42.0
FEMALE	160	58.0	0 58.0	100.0
	276	100.		

Age Range of Facilitators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <20	35	12.7	12.7	12.7
21-25	8	2.9	2.9	15.6
26-30	50	18.1	18.1	33.7
31-35	69	25.0	25.0	58.7
36-40	78	28.3	28.3	87.0
41 +	36	13.0	13.0	100.0
Total	276	100.0	100.0	

Educational Qualification of Facilitators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NCE	213	77.2	77.2	77.2
BA/B.ED	25	9.1	9.1	86.2
B.ED	31	11.2	11.2	97.5
M.ED	3	1.1	1.1	98.6
M.A/M.SC	3	1.1	1.1	99.6
PGDE	1	.4	.4	100.0
Total	276	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
Age	276	32.6196	7.4918
Valid N (listwise)	276		

VOCATIONAL REHABILITATION CENTRES/PUBLIC-OWNED SPECIAL SCHOOLS

Frequencies

	Frequency	Percent
Missing System	26	100.0

Centre Nature

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SPECIAL SCHOOL	21	84.6	84.6	84.6
REHABILITATION CENTRE	5	15.4	15.4	100.0
Total	26	100.0	100.0	

Centre Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BOARDING	11	42.3	42.3	42.3
DAY	15	57.7	57.7	100.0
Total	26	100.0	100.0	

HEAD OF CENTRES/PUBLIC-OWNED SPECIAL SCHOOLS

Genders

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	10	38.5	38.5	38.5
FEMALE	16	61.5	61.5	100.0
Total	26	100.0	100.0	

Age Range of the Head of Centres/ Public-Owned Special Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-26	3	11.5	11.5	11.5
41+	23	88.5	88.5	100.0
Total	26	100.0	100.0	

Educational Qualification of the Head of Centres/ Public-Owned Special Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NCE	5	19.2	19.2	19.2
BA/B.ED	5	19.2	19.2	38.5
B.ED	15	57.7	57.7	96.2
M.ED	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Area of Specialisation of the Head of Centres/ Public-Owned Special Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SPECIAL NEEDS	24	92.3	92.3	92.3
EDUCATION				
GENERAL	1	3.8	3.8	96.2
EDUCATION				
OTHERS	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Work Experience of the Head of Centres/ Public-Owned Special Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid < 5 YEARS	1	3.8	3.8	3.8
16-20 YEARS	1	3.8	3.8	7.7
20+	24	92.3	92.3	100.0
Total	26	100.0	100.0	

PERSONS WITH SPECIAL NEEDS

Frequencies

Age of Persons with Special Needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid < 18 YEARS	603	54.9	54.9	54.9
19-21 YEARS	293	26.7	26.7	81.5
21+	203	18.5	18.5	100.0
Total	1099	100.0	100.0	

Sex of Persons with Special Needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	573	52.1	52.1	52.1
FEMALE	526	47.9	47.9	100.0
Total	1099	100.0	100.0	

Descriptive

Descriptive Statistics

	N	Mean	Std. Deviation
Age	1099	18.5387	1.7292
Valid N (listwise)	1099		