

Assessing the Rehabilitation Centres for Persons with Special Needs in Nigeria

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Abstract

This paper investigated assessing the rehabilitation centres for persons with special needs in Nigeria. Generally, special needs education has attracted so much attention, as to what should be done to enable these exceptional people to integrate into the world in which they find themselves. Due to physical, emotional, and social problems associated with exceptionality, vocational rehabilitation becomes very necessary to restore the person with special needs in the areas of self-independence, skill acquisition, educational programmes, and other training that will make them part of the job market. The special needs require adequate vocational employment and contribute towards national development. A descriptive survey research design was adopted in this study in a population of 116, of which 110 respondents were used for the study. The findings showed that research question 1 indicates that the tools and contents of the programme were appropriate ($M=3.94$, $SD=0.71$), research question 2 shows suitable instructional methods ($M=3.57$, $SD=0.59$), and research question 3 indicates strategies for improving vocational skills development ($M=3.12$, $SD=0.49$). It was recommended, among others, that in setting up rehabilitation centres in Nigeria, efforts should be made to ensure that the facilities provided are designed in such a way that they accommodate the basic needs of the persons with special needs or rehabilitees.

Keywords: Rehabilitation, Special Needs, Exceptionality, Self-Independence, Integration.

INTRODUCTION

The word "rehabilitation" is derived from the Latin word habit, which means "to make able". The concept of rehabilitation has been viewed variously by scholars, with common agreement on remedial actions. The International Labour Organization (ILO, 2007) defined rehabilitation as a generic term covering the continuing medical or congenital causes (injury or illness) which can to some extent disintegrate the disabled from achieving their full 'capacity. This implies that an individual with a disability changes from one development to another to achieve a meaningful life whereby his/her status can be recognized in any society to which he belongs. Ozoji (2012) views rehabilitation as a planned programme through which selected services are provided by clients in the hope that he/she will attain the highest level of functioning, be it academically, vocationally,

psychologically, or economically. To him, the prime goal of rehabilitation is economic independence.

In the same manner, Wale (2015) states that "rehabilitation is the combined and co-ordinated use of medical, social, educational, and vocational measures used for training and retraining individuals disabled by disease or injury to the highest possible level of functional ability." In the words of Aboki (2014), rehabilitation means the restoration of or improvement in an employee's health and ability to perform the functions of his or her job. He added that it usually involves programmes of clinical and vocational services with the goal of returning employees to satisfying occupations, if possible.

Types of Rehabilitation

A review of literature has revealed the following types, as discussed in this paper:

Medical Rehabilitation: Medical rehabilitation is the restoration of the physical or mental properties of a client that might need treatment or surgery, as the case may be. Such a need must have been identified and established during the eligibility tests.

Social Rehabilitation: Social rehabilitation services can never be overemphasized due to the transformation of various services rendered to the disabled. These services fall within the realm of restoring the social functioning and dignity of man.

Community Based Rehabilitation: This is a process of rehabilitation that takes place for individuals in need of it in their communities. Vocational Rehabilitation: This is a type of rehabilitation centres with the sole aim of providing useful services to the disabled and restoring them to a normal life within their community. Although, from a literature search, the types of rehabilitation have clearly been stated, for the purpose of this paper, the writer focuses more attention on vocational rehabilitation programmes for the disabled.

Physical Rehabilitation: Entails the provision of mobility devices such as prostheses, orthoses, walking aids, and wheelchairs, as well as therapy that enables people with disabilities to make the best use of their devices in order to facilitate movement and assessment of their immediate surroundings. Physical rehabilitation must also include activities aimed at maintaining, adjusting, repairing, and renewing the devices as needed.

Vocational Rehabilitation: This term refers to all coordinated efforts to provide special-needs learners with the skills needed to function productively in a chosen vocation. A vocation is a job that one does for a living, for giving service to others as needed. It is obvious that skills enhance employability and productivity, as well as sustain competitiveness in the global economy. Onwuchekwa (2014) explained that vocational rehabilitation involves physical restoration, emotional rehabilitation, and economic resettlement.

Vocational rehabilitation refers to finding self-or paid employment for rehabilitees, as well as supporting their families and providing them with tools. It is the ability to do or perform an activity that is related to some meaningful actions, work, or jobs. In contributing to this, Okorie (2010) points out that to develop a particular skill is to show the habit of thinking, acting, and behaving in a specific activity in such a way that the process becomes natural to an individual through constant practice. Skill development requires the actual muscular movements of the fingers, hands, arms, and

other parts of the body in coordination with the eye and sometimes the ear. Such movements are involved in the use of tools, instruments, machines, and materials. Okorie (2010) indicated that some of the vocational skills provided to rehabilitation homes in Nigeria include shoe making, basket making, cream production, sewing, bag making, soap making, etc., and these help the beneficiaries bounce back to their normal life when they leave the place.

Presently, the rehabilitation centre is under the auspices of the Federal Ministry of Sports and Social Development (Rehabilitation Department). It is a joint venture project between the Federal Government of Nigeria and state governments, with state governments running the affairs of the centre. The fundamental objective of a rehabilitation centre is to provide special-needs learners with an enabling environment and opportunities for the total development of their human potential by providing training facilities for placement and aftercare workers. The rehabilitation centre, according to the Federal Ministry of Sports and Social Development (2000), is aimed at developing the capacities of special-needs learners to meet the challenges of disability and contemporary living and to ensure their attainment of a satisfactory life, which would allow them to make their maximum contributions towards the development of the nation. The specific objectives of the centre are to:

1. Ensure effective management of crisis situations involving special-needs learners.
2. Ensure the provision of relief materials to trainees in the institution;
3. Provide appropriate training for special-needs students in order to reduce reliance;
1. Ensure diligent follow-up to facilitate subsequent rehabilitation of the handicapped in the form of placement and aftercare visits;
2. Make adequate physical, social, and mental health care services available to special-needs students.
3. Promote adequate and accessible recreation and sporting facilities for trainees (Federal Ministry of Sport and Social Development, 2000).

The rehabilitation centre provides a two-year vocational training programme to enable special needs learners (adults and adolescents) from all over the federation to acquire vocational skills in auto mechanics, battery charging, vulcanizing, car wash, mechanical engineering crafts, fabrication, welding, machine fitting, electrical installation and maintenance, refrigeration and air-conditioning, radio, television, and electronic servicing, building, plumbing, painting and decorating, carpentry and joinery, wood machining, furniture design and construction. The programme commences annually with adjustment training of rehabilitees in physical orientation, mobility, and skills of daily living. These skills are vital for the integration of special needs learners into families and society (Nwadinigwe & Anumoye, 2005).

The Vocational Rehabilitation Centre organizes seminars and workshops on topics connected with the welfare and rehabilitation of special-needs learners and the prevention of handicap conditions (Nigeria Society for the Blind (NSB, 2001). The vocational centre that provide these services are: vocational training centre for the blind, Oshodi, Nigeria farm craft centre for the blind, Ikeja; Nigerian armed forces resettlement centre, Oshodi, Vocational rehabilitation centre. Ikorodu Lagos State, Vocational Rehabilitation Centre, Moniya; Nigerian Training for the Blind and Vocational Training Centre, both in Ogbomoso, Oyo State; and the School for the Handicapped in Ijebu-Ode; Ilaro; Shagamu; and Abeokuta in Ogun State.

Trainees that complete a skill programme in any trade will be presented with certificates and testimonials, which usually take place in December of every year. To enable the rehabilitation centre to follow up the progress, resettlement, and integration of ex- trainees, placement and aftercare services tours are carried out by the centre's social welfare workers in order to monitor the

resettlement and integration of ex-trainees. Based on the above assertion, the researcher is motivated to investigate the rehabilitation centres in Nigeria, the type of vocational skills they render and the category of people found there.

The goal of rehabilitation, in the view of Giwa (1996), is to enable individuals to acquire skills that will make them integrate fully into society and to get a balm to heal old wounds. Going through vocational rehabilitation, one would realize that the focus of skill development in rehabilitation centres is to assist special needs learners to become gainfully employed. Olubela (2002), who explained that rehabilitation of special needs learners should be regarded as a channel by which they can be integrated successfully into society.

STATEMENT OF THE PROBLEM

Skill development programmes offered in vocational skill training to special needs learners in vocational rehabilitation centre should be regarded as a channel through which they can be integrated successfully into society. The most remarkable integration is achieved when special needs learners acquire the necessary skills for gainful employment from a rehabilitation centre. Working with special-needs learners is not only a means of making a living but also a means of personal fulfilment, self-actualization, self-satisfaction, and personal integrity. Unfortunately, despite the agitation of successive Nigerian governments to guarantee special needs learners an enabling environment and opportunities for total development of their human potential, the skill programmes have not been encouraging (Giwa, 1996) asserted. Olubela (2003) observes that most rehabilitees who have gone through the existing system of rehabilitation services become more handicapped than what they were before entering into the system. The author pointed out that it appears that the involvement of rehabilitees in practical skills has been greatly neglected. It was emphasized that rehabilitees who are exposed to manual training will likely be more useful in their job than those who are not. The inability of the vocational rehabilitation centre to effectively rehabilitate special needs learners with practical skills demanded for gainful employment in its programme will therefore likely result in unintended consequences like armed robbery, ritual killings, car thefts, and other vices.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to assess the rehabilitation centres, the categories of people there, and the vocational skill development they render to the beneficiaries. The study specifically determined:

1. The appropriateness of the contents of the programmes used for training in vocational rehabilitation centre Nigeria.
2. The suitability of instructional methods used for training beneficiaries in vocational skills in rehabilitation centres in Nigeria.
3. Strategies that could be used for improving vocational skill development programmes in rehabilitation centres in Nigeria.

Research Questions

The following research questions were formulated to guide the study.

1. What is the appropriateness of the contents of the programme used for training in vocational rehabilitation centres in Nigeria?
2. How suitable are the instructional methods used in training beneficiaries in vocational skills in rehabilitation centres in Nigeria?
3. What are the strategies that could be used for improving vocational skill development programmes in rehabilitation centres in Nigeria?

Rehabilitation Centres in Nigeria

Physiofit Physiotherapy Clinic: The clinic can be found in Lagos located at Plot 4, Block 1, Agric Road, Fagba, Ifakoljaiye its clients can enjoy all-round physiotherapy both at the clinic and in the comfort of their homes.

Ageless Physiotherapy Clinic: It offers physical rehabilitation for children and the elderly, including in-patient and outpatient care and home visits. It is located in Lagos at 19B, Ogundana Street, Allen Avenue, Ikeja.

Physical Therapy Centre: They offer all kinds of physical therapy and rehabilitation. Just like the previous two centres, this one can be found in Lagos. The location of this centre is 32 Adetokunbo Ademola Street, Victoria Island.

Synapse Services Limited: It has a network of six clinics across Nigeria that can be found in Abuja, Lagos, Anambra and Niger states. It even has a separate centre for very important persons, location of which is kept secret.

House of Refuge: From the Freedom Foundation, House of Refuge offers all sorts of programmes that help people find the right path in their lives.

New Life Hospital and Rehabilitation Centre: They provide quality treatment for people that want to abandon their addictions, as well as those that suffer from mental health issues.

Guiding Light Foundation is a non-profit private rehabilitation centre in Rivers State. Apart from offering rehabilitation services, the clinic also provides psychiatric and psychological care for its patients.

Placid Way: mainly specializes in medical tourism, but it also provides drug rehabilitation services. Anti-narcotics revolutionary chaplaincy: According to its page on Vconnect, it is located at the Elder Sunny Estate in the Abuja Municipal area of Abuja. It also helps to rehabilitate drug addicts. Falade traditional medicine centre: You can find it in the same area of Abuja at Plot 895 A, Jikwoi Phase 4. Like the previous rehab centre, this one is open on weekdays and Saturday, from 8am, until 6 p.m. Apart from providing rehabilitation care, the centre also specializes in traditional medical treatment.

Dayspring Infant and Junior School: Located in Port Harcourt, Rivers State. It was established in September 2005. The school is a co-educational Nursery and Primary School with special learning resources and aids for physically challenged and mentally retarded children.

Ri-care Helpmate Service: This special educational centre is located on Lagos Island, Lagos State, Nigeria. They specialize in working with children with learning disabilities. They also provide therapeutic care, disabled people's materials, and special coaching for special-needs need children.

Marigold Special Needs School: Marigold is a special school for special children located in Alimosho, Lagos.

Centre of Kids with Special Needs Nigeria: This special-needs school is located in Abuja. Their mission is to support youngsters with brain disorders, syndrome spectrum disorders, learning difficulties, and alternative-connected learning disabilities.

Comrade David Ofoeyeno School for Special Children: This is another special-needs school for children living with disabilities, located in Udu, Delta State.

Early Development, Learning, and Care Centre: Located in Ibadan North East, Oyo State Nigeria and with a mission of caring for children with special needs.

Open Doors Special Instructional Centre: Open Doors Special Instructional Centre provides quality education similarly to occupation services to special youngsters

Pacific Hail Special School: Pacific Hall Special School is located in Ikeja, Lagos. They provide special services to youngsters with learning disorders, autism, brain disorders, disabilities, and physical disabilities. Pacific Schools was established in October 1994 as Pacific Comprehensive College, a co-educational day and boarding high school founded as an independent school.

Benola Centre: This centre doesn't directly supply instructional services but they network the special kid and their families with tending professionals and educators. BENOLA was founded in 2013. They additionally nurture and equip those who look after people with brain disorders so as to foster quality care provision to those special folks.

Eagle Mope Foundation: Eagle Mope Foundation is Located in Gwagwalada Abuja. The foundation is concerned with Orphanage Care, Poverty Eradication Programme and Social Education for special children.

Modupecole Memorial Child Care and Treatment Home: is located in Akoka, Yaba, Lagos and provides special care to children with disabilities with day and boarding facilities.

The Sage School: The sage school is one of the best children's special care schools located in the bubbling Maitama, Abuja, Nigeria.

Abdulsalam Vocational and Sign Language Training Centre: Located in Lagos, the school is specialized in Hearing Impaired People Training, Management and Staff Training, Security Services, Education and has the status of one of the best Special School in Nigeria.

Alderstown School for the Deaf: Alderstown is a school for kids with hearing and speech difficulties. They provide elementary school education for kids between the ages of four and twelve years. The school is located in Warn, Delta State, Alderstown. It was founded in 1954.

Ajofaspecial Foundation School for the Deaf: Located at 3rd Avenue, Road 16, Plot 16, Block No. XCIII, Iyanalaja, Alimosho, Lagos, Nigeria. Ajofa Special Foundation was founded on March 1st, 2010.

St. Joseph Centre for the Visually Handicapped: Located at Odudu, Cross Rivers.

Patrick Speech and Languages Centre: PSLC specializes in coaching youngsters with special needs syndrome and that they area unit renowned to make awareness on this disorder.

Bethesda Homes for the Blind: Located in Lagos Mainland, Lagos.

The Zamarr Institute: Zamarr Institute was established in 1991. This school is designed to deal with children based on their variations. This institute includes numerous kinds of room in its coaching facility. A number of these embody the cluster lecture rooms and also the device role. The Zamarr Institute is a special Nursery & Primary School, Patrick O. Bokkor Crescent, off Ebitu Ukiwe Street, Jabi, Abuja. Email: zamarrinstitute@gmail.com/infothezamarrinstitute.org

Delight Needy Edu-Special Services: A special school that provides education for special children. It is located at Da Pam Bot Street, Hwolshe, J05 South, Plateau, Nigeria.

African network for the prevention and protection against abuse and neglect: This special institution is located at 43 Lumumba Street, New Haven, Enugu State. With other small special care and educational centres scattered all over Nigeria, it is pertinent to submit that every physically and mentally challenged individual has the right to quality care and good education. It was founded in 1986 in Enugu, Nigeria at the first Child Labour Conference. It is hoped this write-up will be worthwhile, informative, and educative.

Orient Sickle Cell Foundation: Located at 329, Zik Avenue, Akwa, Awka North, Anambra, Nigeria. The Sickle Cell Foundation of Nigeria (SCFN) was registered in November 1994.

Nigeria's Autism Treatment Network: Located in Abuja Municipal, Abuja.

The content, programmes and instructional methods in most centres seem to be below standard. However, if the purpose of skill programmes offered in vocational skill training to rehabilitees is to ensure that skills imparted are aimed at developing the capacities of rehabilitees to meet the challenges of disabilities and contemporary living, then proper assessment should be carried out to determine the extent to which the values and goals of skills programmes have been achieved. Thus, helping rehabilitees to stimulate growth and form new habits that will assist them through practical training, is the focus of this paper.

METHODOLOGY

This study employed a descriptive survey design. Ashulumbe (2003) defined survey design as a way of establishing opinion on an issue of the day, attitude towards more basic issues, and facts about the people being interviewed. Survey design is considered appropriate since it focuses on certain services, qualified personnel, physical facilities, techniques and methods, and curriculum uses. Through the survey approach, investigators are able to identify current conditions, needs, as well as information on which to base valuable decisions. The population for this study consisted of 116 staff from rehabilitation centres across Nigeria, which also comprised the sample using a purposive sampling technique. A self-structured questionnaire titled: Rehabilitation Instructions and Improvement Strategies Scale (RIISS) and Tools and Contents Appropriateness Checklists (TCAS) were used to collect data. The questionnaire was structured in line with the research questions. A checklist was completed to give information on the various hand tools used.

The questionnaire was subjected to validation by three experts in vocational teacher education. Cronbach Alpha (α) test determined the internal consistency of the instrument, which yielded a reliability coefficient of 0.71 and 0.75 respectively. One hundred and ten copies of the questionnaire were administered to the respondents at their various vocational rehabilitation centres

by the researcher and researcher's assistants after seeking the permission of the principals in those centres. The mean and standard deviation were used to analyse the data collected for the study.

Results

Research Question One: what is the appropriateness of the tools-contents of the programme used for training in vocational rehabilitation centres in Nigeria? Data obtained from the study with regards to this question are presented in Table 1 as presented below:

Table 1: Mean and standard deviation of respondents' responses on the tools/contents of the programme used for training in vocational rehabilitation centre Nigeria

S/N	Item	Mean (\bar{X})	SD	Remarks
1	Design and construction of structures for training	3.93	0.81	
2	Maintenance of structures for training	4.24	0.94	
3	Identification of materials needed for training	3.50	0.50	
4	Tools and equipment used in vocational training	3.84	0.85	
5	Cost estimate of materials needed in vocational training	3.55	0.67	
6	Preparation of vocational training	3.91	0.82	
7	Uses of recreational facilities	1.92	0.76	
8	Maintenance of tools and equipment	3.67	0.67	
9	Identification of various vocational skills	3.58	0.67	
10	Entrepreneurial skills in vocational skills	3.58	0.67	
11	Types and uses of machines used for training	3.72	0.45	
	Grand mean	3.94	0.71	*

*Appropriate

The data presented in Table 1 revealed that respondents showed that the tools/contents of the vocational training centres were appropriate for skill development in rehabilitation centres (M=3.94, SD=0.71). Specifically, respondents indicated that maintenance of structures for training centres was appropriate (M=4.24, SD=0.94), while using of recreational facilities was inappropriate (M=1.91, SD=0.76). However, tools/contents of the programme for vocational training in rehabilitation centres for person with special needs in Nigeria are appropriate.

Research Question Two: How suitable are the instructional methods used in training beneficiaries of vocational skills in rehabilitation centres in Nigeria?

To answer this research question, respondents were required to respond to twenty-one items dealing with suitability of instructional methods used in training beneficiaries of vocational skills in rehabilitation centres in Nigeria. The data for answering this research question are presented in Table 2.

Table 2: Mean and Standard deviation of respondents' response on the suitability of instructional methods used in training beneficiaries of vocational skills in rehabilitation centres in Nigeria

S/N	Item	Mean (\bar{X})	SD	Remarks
1	The discussion method is used to encourage students' participation in skill development programme	3.71	0.82	
2	excursion method is used to enable rehabilitees to visit the industries where practical take place to have firsthand information	3.67	0.70	
3	Discovery method is used for developing problem solving skills in rehabilitees	3.89	0.77	
4	Computer aided instruction method is used to help rehabilitees to review or practice skill preciously learned	2.53	0.61	
5	Tutorial method is used to assist rehabilitees on how to carry out practical works	2.63	0.56	
6	Lecture method is used in the systematic transmitting of information	3.59	0.49	
7	The project method is used to stimulate, hold interest and motivate rehabilitees towards skill development	3.87	0.71	
8	The independent method is appropriate to develop competencies in cognitive and affective ability of students	3.69	0.46	
9	Demonstration teaching method is used to develop rehabilitees to acquire proficiency	3.50	0.50	
10	Problem solving method is used to develop reflective thinking, creative expression in rehabilitees	2.77	0.71	
11	Simulation method of teaching is used to encourage rehabilitees to have a feel for, and manipulate, equipment or machines	3.69	0.46	
12	Mastery learning teaching method is used to help dump, slow and unmotivated learners to learn like their smart, fast and motivated peers	3.79	0.61	
13	Individualized teaching method allow for rehabilitees interest and freedom on still development programme	3.50	0.50	
14	Game method of teaching is used to assist rehabilitees to solve real life situational problems or challenges facing students	3.71	0.45	
15	Good projects by rehabilitees are kept and used as models	3.80	0.61	
16	Team teaching method is used to encourage rehabilitees to learn as they serve as mentor, supervisor and coaches	3.65	0.68	
17	Utilize task instruction sheet as a mode of instruction	3.89	0.31	
18	Rehabilitees are introduced to practice of design and construction with use of local materials	3.68	0.46	
19	seminars, workshop and career talk are used to exposed rehabilitees to modern world of work	3.58	0.67	
20	Feedback and adequate reinforcement were given to motivate disabled learners	3.65	0.68	
21	Teaching activities commences from previous lesson	3.71	0.65	
	Grand mean	3.57	0.59	*

*Suitable

Table 2 above, with a grand mean ($M=3.57$, $SD=0.59$) shows that suitable instructional methods were used in training beneficiaries of vocational skills in rehabilitation centres in Nigeria. Specifically, the mean responses for nineteen items out of twenty-one were above 3.00, showing that the instructional methods used for training beneficiaries of vocational skills in rehabilitation centres in Nigeria were considered as suitable: discussion, discovery, lecture, project, individualized, demonstration, simulation, mastery learning, problem solving, and team teaching. Also, computer aided instruction method being used to help rehabilitees to review or practice skill preciously learned was not suitable ($M=2.53$, $SD=0.61$). The table further reveals that techniques such as: teaching commences from previous lesson, feedback and adequate reinforcement were given to motivate rehabilitees seminars, workshop, and career talk are used to expose rehabilitees to modern world of work and good projects by rehabilitees are kept and used as models are suitable in teaching vocational skill training. This signifies that the nineteen instructional methods are suitable in teaching vocational skills. Thus, they should be appropriately used to enhance skill development programme. Teachers in vocational rehabilitation could be encouraged to adopt use of computer aided instruction, tutorial and problem solving methods in teaching vocational skills. Since these methods could also use for developing effective skills.

Research Question Three: What are the strategies that could be used for improving vocational skill development programmes in rehabilitation centres in Nigeria?

In answering this research question, the respondents were requested to indicate the opinions that express their level of agreement and disagreement on whether these strategies will improve skill development in vocational programmes in rehabilitation centres in Nigeria. The data for answering this research question were presented in table 3.

Table 3: Mean and Standard deviation of respondents' response on the strategies that could be used for improving vocational skill development programmes in rehabilitation centres in Nigeria.

S/N	Item	Mean (\bar{X})	SD	Remarks
1	Skill development in vocational skill training should encourage creativity in learners	3.59	0.49	
2	Proper documentation of records and progress report of rehabilitees should be kept and made available to necessary agencies	3.88	0.68	
3	Seminars and workshop should be organized for trainee's parents on welfare of their children	3.89	0.77	
4	Comprehensive law and policy be enacted on vocational rehabilitation	3.79	0.41	
5	Comprehensive rehabilitation service should include skill acquisition, counselling, medical, employment and recreational services	3.79	0.41	
6	Individualized training approach should be adopted in training rehabilitees	2.79	0.41	
7	Architectural modification should be done at home and other public places to enable rehabilitees gain easy access	3.71	0.68	

8	Evaluation of all activities/operation should be done in the process of goal attainment in vocational training	3.61	0.49
9	Provision of financial assistance should be made to assist trainees to establish their own business	3.81	0.76
10	Functional library should be built in vocational rehabilitation centre	3.58	0.49
11	Provision of adequate tools, equipment, and materials for vocational skill development	3.58	0.49
12	Textbooks, journals and other resource materials essential for training should be available	3.57	0.52
13	Clear job descriptions and expectation from staff should be provided to enhance effectiveness	3.69	0.46
14	Employment of qualified personnel must be made for vocational training	3.51	0.50
15	Enabling environment should be provided government agencies	3.79	0.43
16	Regular feedback should be made available to trainees as motivation for hard work	3.79	0.40
17	Seminar, conference and refresher course should be organized for staff	3.52	0.67
18	Active cooperation should be encouraged from all concerned parties in training of special need learners	3.61	0.68
Grand mean		3.12	0.49 *

***Agreed**

Results of data in Table 3 indicate that respondents agreed to all the items. The grand mean ($M=3.12$, $SD=0.49$) shows their agreement to the strategies for improving skill development in rehabilitation centres in Nigeria. Specifically, they agreed that seminars and workshop should be organized for trainee's parents on welfare of their children ($M=3.89$, $SD=0.77$). This was followed by the fact that proper documentation of records and progress reports of rehabilitees should be kept and made available to necessary agencies ($M=3.88$, $SD=0.68$). The least agreed was the provision of financial assistance to be made available to assist trainees to establish their own business and skills ($M=3.81$, $SD=0.76$).

Discussion of Findings

Based on the findings of this study, respondents are generally agreed over the appropriateness of the existing contents of various variables being assessed and considered in the areas of content coverage, depth, relevance, functionality, as well as the responsiveness of contents to developing the capacities of vocational skills to meet the challenges of those who are rehabilitated from contemporary living.

The result indicated that the contents of the programme used for the training in the vocational program are appropriate for meeting the objective of skill development.

In line with the finding, Olaitan (1996) agreed that effective curriculum content should be structured in such a manner that both adults and young adults, whether disabled or able-bodied, fully participate in the teaching/learning process. Also, Ogwo and Oranu (2006) explain that it is necessary to inquire about the appropriateness of the selected contents. For instance, how suitable or relevant to the needs of special-needs learners is the content? Is the coverage adequate? In other words, do the contents of

vocational skill training take care of special-needs learners' interests? The needs of rehabilitees will motivate them to develop an interest, pay adequate attention, and acquire the necessary skills to develop capacities to meet the challenges of disability and contemporary living and to achieve a satisfactory overall quality of life. Ogwo and Oranu (2006) indicated that the selection of content is still concerned about enabling the environment. However, in view of the teachers who hold contrary opinions, a course content review should take into consideration various perceived aspects that need to be improved for effectiveness.

In assessing how suitable the instructional methods are for training special-needs learners in vocational skill training in a rehabilitation centre, respondents indicated from the findings that the instructional methods used in delivering the lesson effectively are suitable. which include: discussion, discovery, independent, practical, and exploratory in nature; demonstrating with teaching aids, provision of workable practical activity, provision of feedback and adequate reinforcement; seminars, workshops, career talks, excursions, and projects. The respondents identified the suitability of these instructional methods in lesson delivery. Thus, the findings were in agreement with Oranu (1992), who suggested that demonstration, project, and discussion methods are among the best instructional methods for teaching any practical activity. Also, Education Sector Analysis (2005) explains that the methodology adopted by teachers in lesson delivery is predicated on the subject and the topic in question. This implies that the suitability of methods, however, depends on the teacher's proficiency. The authors added that most topics in vocational skill training are best imparted through practical and active student involvement.

The findings are also in agreement with Ogwo and Oranu (2006), who stated that when assessing the process of skill development programme, it is proper to ask about the interpersonal relations among the staff and students with respect to personality conflicts and the workable communication channels provided. Apart from ensuring suitable methods for effective content delivery and learning, the degree of friendliness of rehabilitation centres is important in determining the achievement of general objectives of skill development in vocational rehabilitation centres. The use of various methods will motivate the rehabilitees towards skill development programmes. Developing interest and attention in rehabilitees will depend on the initiative of teachers and suitable selection and use of methods for the topic or skill they want to teach for better results.

It was found in the study that if those strategies could be greatly implemented, the quality of skill programme in vocational skill training would be greatly improved. These strategies among others, include: skill in vocational skill training should encourage creativity, proper documentation of records and progress report of rehabilitees should be kept and made available to necessary agencies, comprehensive law and policy be enacted on vocational rehabilitation, comprehensive rehabilitation service should include skill acquisition, counselling, medical, employment and recreational service, architectural modification should be done both at home and public places to enable rehabilitees gain easy access, provision of financial assistance be made to assist rehabilitees in establishing their own business.

The finding was in agreement with Oni (1990) and Giwa (1996), who suggested that all types of conditions of citizens must be taken into consideration in policy making; special needs learners must be protected and catered for in all areas of national planning. If an appropriate law could be put in place in Nigeria, it would compel various organs of government to advertise the products of the disabled, register their businesses, and even find them suitable employment. However, the finding of this study also revealed that the strategies of clear job descriptions and expectation from staff should be provided to enhance effectiveness, provision of adequate tools, equipment and materials, text books, journals and other resources essential for training should be provided, regular feedback should

be made available to trainees, active cooperation be encourage from all concerned parties, adjustment of contents when necessary, disable entrepreneur should be encouraged to join cooperative societies, these were in agreement with Filani (2004), Gbegbin and Sokale (1996) and Olanegan and Sokale (1996) that adequate finance, accommodation, transportation facilities must be provided, seminars and workshop should be organized for the parents of trainees, providing concrete financial assistance to the concerned individuals and appropriate work study programme should be develop.

CONCLUSION

The following conclusions were drawn from the findings of the study: The contents of vocational skill training trades assessed are appropriate for effective skill development offered to special-needs learners as the level of content helps in preparing rehabilitees to establish their own business and supervise it. Methods employed by teachers in the delivery of lessons by woodwork and building teachers were considered to be exploratory and active involvement of rehabilitees. The overall results on training facilities provide evidence that the vast majority of vocational rehabilitation centres in Nigeria do not have the requisite training facilities. Lack of practical skills among special-needs learners is attributed to various constraints militating against effective skill development in vocational rehabilitation centres. Skill development programmes in vocational skill training trades offered to special-needs learners in vocational rehabilitation centres need to be improved in order to develop the capacities of rehabilitees to meet the challenges of disability and contemporary life.

RECOMMENDATIONS

Based on the findings, the subsequent discussion and their implications, the following recommendations were made to improve programmes in vocational rehabilitation centres:

1. Effort should be made by government in collaboration with administrators in vocational rehabilitation centres to make adjustment of contents when necessary, setting an effective monitoring team to effects the activities in rehabilitation centres in order to ensure effective implementation of the contents.
2. Teachers should employ instructional methods involving practicality and exploratory in nature. Professional conferences should be organized to improve teachers' proficiency. Training and transport facilities, tools, a health clinic, electronic learning materials, and a library should be available and functional to sustain the interest of learners. A maintenance culture should be encouraged among teachers and special-needs learners.
4. Institutions should provide financial assistance to rehabilitees to start businesses. Also, a policy should be developed outlining sanctions for anyone who discriminates against special-needs students; and this will aid in obtaining employment after graduation.
5. In setting rehabilitation centres in Nigeria, efforts should be made to ensure that the facilities provided are designed in a way that they will accommodate the basic needs of the special-needs or rehabilitees.

Contribution to Knowledge

This study has made the following contribution to the field of special needs education in the sense that instructional methods such as discussion, discovery, lecture, project, individualized, demonstration, simulation, mastery learning, problem solving, and team teaching are suitable in rehabilitation centres in Nigeria. The use of computer aided instruction methods being used to help

rehabilitees to review or practice skills they have preciously learned when improved upon is significant in all centres. Also, special-needs rehabilitation learners' trainers can assist them in developing skills for business plans and strategies and make an assessable effort to grow the business.

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