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PERCEPTIONS OF REHABILITATIONCEMkmmm AVAILABLE RESOURCES FOR IMPLEMENTING SKILLS ACQUISITION PROGRAMMES FOR PERSONS WITH DISABILITIES FOR SUSTAINABLE DEVELOPMENT IN KADUNA STATE

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ABSTRACT

This study investigates perceptions of rehabilitation centres staff on adequacy of available resources for implementing skill acquisition programme for persons with disabilities for sustainable development in Kaduna State. Two research objectives were set to assess adequacy of available infrastructural and instructional resources for implementing skill acquisition programme for special needs people for sustainable development in Kaduna State. Descriptive survey research design was used to collect data using constructed and validated questionnaire. The study population involved 142 teachers, 93 principals and 73 disabled rehabilitation centre offIcials. A total of 90 teachers, 60 principals and 45 DRC offIcials served as a sample of study. The reliability coe#Ident was obtained at 0.89 using Cronbach's Alpha statistical technique. Frequency counts, descriptive mean and standard deviation were statistical techniques for data analysis. Nonparametric Kruskal-Wallis statistical tool (Chi-Square X2) was used for hypotheses test at 0.05 level of signifIcance. The fIndings among others revealed that infrastructural resources such as classrooms , furniture, wheelchairs, double-bunks are fairly made available for implementing skill acquisition programmes for sustainable development in Ka(luna State. Also, instructional resources such as laboratories, projectors, technical materials, ICT facilities are averagety provided in rehabilitation centres for effective service delivery and sustainable development in Kaduna State. It

was recommended that government in collaboration with NGOs should intensify effort to ensure adequate provision and resources that support jynplementation of special educational needs programme in Kaduna State.

KEYWORDS: Persons with disabilities, Special-needs-education,Skills acquisition, Sustainable development

INTRODUCTION

Disability refers to a significant deviation from the presumed average in some defined areas such as intellectual ability, physical functioning and social characteristics. The departure of this normal trend must be substantial for it to be regarded as exceptional. Also, disability is an inclusive term that refers to some categories of mental or social disability, ranging from mental retardation to psychosis and personality disorder. Nevertheless, disability is used to describe individual differences that include neuroses and psychotics. It is clearly differentiating mental illness from actual illness, but an underdevelopment of intelligence. It therefore refers to overall psychological and intellectual defrciencies. These ideas were supported by Bagudu (2001) who stated that the term disability is used to refer to individual malfunctioning including physical, sensory, cognitive and intellectual impeccant. However, it is important to note that it is not all impairments that lead to disability. This connotes that disability is a significant deviation of an individual from the presumed average in some biological areas such as intellectual ability, physical functioning or social characteristics. The departure from this normal trend must be substantially regarded as exceptional.

Special education (also known asaided education, vocational education, and limb care authority education) is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. According to Bucher (2006), this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room. Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special educational needs" is generally used to specifically indicate instruction of students with disabilities. Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students with or without special needs; the defining trait is simply that they have reached a

point of under preparedness, regardless of why. For example, even people of high intelligence can be under prepared if their education was disrupted, for example, by internal displacement during civil disorder or a war. In most developed countries, educators modify teaching methods and environments so that the maximum number of students is served in general education environments. Therefore, special educational need in developed countries is often regarded as a service rather than a place (Kalat, 2006).

Preparation for Special educational needs in Kaduna State

To effectively enroll children with special educational needs in rehabilitation centres, adequate provisions of both infrastructural and instructional facilities is very considerable. The centre building may need ramps instead of stair case and elevators where there are those with low vision, and those with hearing impairment need to be seated in the front of the class. Infrastructural facilities in special educational needs refer to those movable and immovable resources found in rehabilitation centres for effective service delivery for exceptional persons, e.g. classrooms, staff quarters, electricity, water resource, health and welfare facilities (Aclinch, 2005). The implementation of special education in Kaduna State which was launched by former Governor Abdulkadir Balarabe Musa in 1980 is both school based and rehabilitative Presently, Kaduna State has 5 special education schools: Government Technical College Malali, Government College Kaduna, Government College Fadan Kaje, AlHuda-FArda College Zaria. The rehabilitation components of special education are presently having rehabilitation centres at Makera, Kakuri and Kaduna. And five community based vocational rehabilitation centres workshops at Kaduna, Kajuru, Chikun, Igabi and Birnin Gwari Local Government Areas. The headquarters of the board is located at Kigo road, Kaduna North Local Government. Kafanchan and Kaduna Centres accommodate both males and females. The aim of the board is training trainable persons with disabilities, that is visually, physically, hearing handicapped and mildly mentally retarded persons in different vocational skills to foster their re-adoption and re-integration into the mainstream of the society (Oriade, 2008). This goal is achievable only when this set people are well prepared for productive livelihood and self-reliance within their community through effective health care and training in useful trades.

In 1999, the'civilian administration of Ahmad Mohammed Makarfi as the governor of Kaduna State made rehabilitating services his focal point by funding various vocational skills such as carpentry, welding, knitting, weaving, shoe making, tailoring, animal husbandry, poultl)' and special education. These greatly contributed in awareness and intensive training which continuously gave rise **to** increase in students' population from 35 in 1997 to 385. According to Tahir (2017).

inclusive training scheme was introduced by the state government in conjunction with United Nation Development Programme (UNDP) in the year 2001 with four local government areas as its pilot centres. These are :

a. Kaduna North – This rehabilitation centre trains persons with disabilities in different areas of operation such as tricycles, iron doors and windows, burglary proof, safes, etc

b. Kajuru Centre - in this center, disabled persons are trained to specialize in leather work to empower them through small and medium business scales. c. Chikun Centre - Here, the disabled ones have skills acquisition through training in knitting and sewing for self reliance and empowerment.

d. Birnin Gwari Centre- This centre specializes in three trainings: knitting, knotting and sewing to support their future career.

Still, there is also a community integrated rehabilitation centre for blind anddim persons which was initiated by sight savers intemational at Kajuru. It is designed to screen and train 250 blind and dim persons. This project began in 2002 and ended in December 2008. The Ist set of 80 students were weaned and rehabilitated at the center and few are coming from their homes (Tahir, 201 7).

Instructional facilities are those elements used to f8cilitate teaching and learning activities in an organized classroom setting. Special need instructional materials according to Abang (2005) are those materials or equipment made specially for learning exceptional or normal children e.g. duplicating machine, bank machines, adapted ruler for the blind, assessment test materials for the learning disabled, identification materials and Jamus firms of teaching materials for the those with physical disabilities. According to Salend, Dahaney, Anderson and Gott (2004), many types of equipment are required in inclusive classes such as pelts of motor skills, mobility, self care skills, social and emotional adjustments. These are to be included in the school curriculum so as to support motor tasks like standing, sitting, writing, positioning of paper, pencils or pens and the use of wheel chairs. However, to actualize the system, Ozoji (2003) and Bucher (2006) pointedout that instructional facilities needed in special education consist of print materials, film and motion pictures, audio recording devices and video recording devices.

Indeed, rehabilitation centres are expected to train trainable persons with disabilities in different vocational skills to foster their re-absorption and re-integration into the mainstream. This expectation requires provision of adequate resources that are infrastructurally and instructionally oriented before this expectation can become reality. Going by the number of people that enrolled into the centres and successfully completed the programme, those that still largely depend on parents and significant

others for survival, call for question. This study therefore investigated the adequacy of both infrastructural and instructional facilities available for skills acquisition programmes in rehabilitation centres for people with special education needs for the purpose of sustainable development in Kaduna State.

RESEARCH OBJECTIVE

The study is set to:

1. Determine the opinions of staff of rehabilitation centres on adequacy of available infrastructural resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State

2. Determine the opinions of staff of rehabilitation centres on adequacy of available instructional resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State

RESEARCH QUESTIONS

1. What are the opinions of staff of rehabilitation centres on adequacy of available infrastructural resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State?

2. What are the opinions of staff of rehabilitation centres on available instructional resources for im$1ementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State?

RESEARCH HYPOTHESES

The researchers hypothesized that:

1. There is no significant difference in the opinions of staff, principals and rehabilitation centre officials on adequacy of available infrastructural resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna state
2. There is no significant difference in the opinions of staff, principals and rehabilitation center officials on adequacy of available instructional resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State

METHODOLOGY

Descriptive survey research design was used to collect data using constructed questionnaire which was validated by experts in educational administration **and** planning. The study population involved 142 teachers, 93 principals and 73 Disabled

Rehabilitation Centre (DRC) officials. A total of 90 teachers, 60 principals and 45 DRC officials served as the sample of the study. Yin (2009) stated that sample size should be adequate to ensure effective representation of research population. The reliability coefficient was obtained at 0.89 using Cronbach's Alpha statistical technique. Frequency counts, descriptive mean and standard deviation are the statistical techniques for data analysis. While non-parametric Kruskal-Wallis statistical tool (Chi-Square X2) was used for hypotheses test at 0.05 level of significance.

RESULTS AND FINDINGS

Research Question 1: What are the opinions of staff of rehabilitation. centres on adequacy of available infrastructural resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State?

Table 1: Opinions of Respondents on Adequacy of Infrastructural Resources for Implementing Skills Acquisition Programmes for People with Special Needs for Sustainable Development in Kaduna State

S/N	Item Statement	Category of Respondents	RESPONSES SA	A	DA	SD	”	Mean	Standard Dev.
			F	F	F	F			
	Adequate provision of classrooms improves conducive atmosphere of learning in special educationa] needs programme.	Teachers	14	3	38		88	2.2069	1.23911
		Principals	51	1	1	28	58	2.2069	1.23911
		DRC officials	8	27	2	1	45	2.6444	0.98062
2	Adequate drinking water has been supplied in special schools in Kaduna State.	Teachers	24	38	21		88	2.569	1.29929
		Principals	19	17	5	22	58	2.569	1.29929
		DRC officials	3	31	3		45	2.6444	0.85694
3	Enough furniture have been provided to facilitate teaching and learning in disabled schools.	Teachers	38	24	22	4	88	2.6897	1.17289
		Principals	17	22	3	16	58	2.6897	1 . 1 7289
		DRC officials	3	29	6	7	45	2.6222	0.83364
4	There is stable electricjty in most disabled schools in the state.	Teachers	14	4	27	6	88	2.4655	1.14272
		Principals	11	24	4	19	58	2.4655	1.14272
		DRC officials	6	26	3	10	45	2.6222	0.98371
5	Well equipped common rooms have been provided to harmonize disabled learning in the state.	Teachers	21	4	22	4	88	2.6207	12121
		Principals	13	26	3	16	58	2.6207	12121
		DRC officials	6	28	2		45	2.6889	0.94922
6	Adequate wheel chairs are given to disabled persons to encourage their learning	Teachers	22	40	19		88	2.6552	1 .0521 8
		Principals	12	27	7		58	2.6552	1.05218
		DRC officials	3	29	3	10	45	2.5556	0.91839
7	Adequate and equipped hostels are provided for disabled learners in the state.	Teachers	17	43	23		88	2.43 1	1.12565
		Principals	10	24	5	19	58	2.43 1	1.12565
		DRC officials	11	24	1	9	45	2.8222	1.02888
8	Visual projectors are adequately provided for visual impaired learners in the state.	Teachers	10	47	27	4	88	2.2414	1.08 1 1
		Principals	5	27	3	23	58	2.2414	1.08 1 1
		DRC officials	10	23	1		45	2.7111	1.0791 9
9	Sufficient double-bunks are provided to stabilize learners' activities in the school.	Teachers	10	58	15	1 5	88	2.6897	0.82093
		Principals	4	4	4		58	2.6897	0.82093
		DRC officials	6	25	3	12	45	2.5556	1.03475
10	Well-equipped sports and recreational facilities are adequately provided for learners in schools.	Teachers	13	49	20	6	88	2.5 172	0.99545
		Principals	6	33	4	1	58	2.5172	0.99545
		DRC officials	8	1	5	1	45	2.4444	1.13929
			9		5				

Cumulative Mean = 7.65 > 7.28

In table 1, there was concurrent of opinion among teachers, principals and DRC officials in the collected responses regarding the relevance and provision of infrastructural facilities for special educational needs programme in Kaduna State. The responses revealed that government in collaboration with NGOs, as well as community bodies are doing their best in the provision of infrastructural facilities for special educational needs programme in the state. The computed responses showed the total of 58 teachers, 41 principals and 31 DRC officials attracting high mean response of2.6897, 2.7897, and 2.6444 agreeing with the level of adequate provision and maintenance of infrastructural facilities for effective implementation of education for physically challenged persons in Kaduna State. Meanwhile, the total cumulative mean of 7.65 for provision of infrastructural facilities to the physically challenged rehabilitation centres is higher than the decision mean of 7.28. This implies the satisfaction of most of the respondents on the minimum standard of infrastructural provision such as classrooms, water supply, electricity, healthcare utilities, among others, for special educational needs in Kaduna State

Research Question 2: What are the opinions of staff of rehabilitation centres on available instructional resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State?

In order to provide adequate answers to this research question, it was also broken into 10 item statements in form qf the structured questionnaire to allow the respondents free expression of opinions in responding to the item statements as follows:

Table2: Opinions of Respondents on Adequacy of Instructional Resources for Implementing Skills Acquisition Programmes for People with Special Needs for Sustainable Development in Kaduna State

S/N	Item Statement	Category of Respondents	RESPONSES SA F	A F	DA F	SD F	%	Mean	Standard Dev
	Adequate text books and teachers' guide are provided for special educational needs programmes.	Teachers	18	37	29	6	88	2.5	1.1547
		Principals	10	24		23	58	2.3621	1.18022
		DRC officials	4	22	4	15	45	2.3333	1.04447
	Adequate learning materials are provided to motivate disabled learners in the school.	Teachers	19	38	29		88	2.5341	1.16411
		Principals	15	21		21	58	2.5172	1.23176
		DRC officials		22		20	45	2.1333	1.05744
	Well-sounded microphones are available to ease disabled teaching and learning process.	Teachers	17	34	33	4	88	2.3977	1.17971
		Principals	15	18		23	58	2.431	1.25813
		DRC officials	6	19		19	45	2.2667	1.15601
4	Regular installation of laboratory facilities develops students' interest in learning	Teachers	18	47	22		88	2.6932	1.06521
		Principals	15	34		10	58	2.8966	0.96772
		DRC officials		20		19	45	2.2889	1.16037
	Availability of various equipment creativity and workshops like sewing machines, knitting, etc. motivate learners to be more creative	Teachers	19	39	29	1	88	2.5455	1.16371
		Principals	13	28		17	58	2.6379	1.13475
		DRC officials		19		19	45	2.3111	1.18364
6	Availability and utilization of recreational facilities improve special state	Teachers	16	32	36	4	88	2.3182	1.18947
		Principals	10	22		24	58	2.3103	1.18776
		DRC officials	8	17		20	45	2.2889	1.21771
	Due to adequate provision of technical facilities, disabled students performed better in the class.	Teachers	15	30	40		88	2.2273	1.20084
		Principals	10	19		27	58	2.2069	1.21046
		DRC officials	8	18		19	45	2.3333	1.20605
8	Tbrough provision of ICT facilities, disabled students are motivated in learning	Teachers		36	38	3	88	2.2273	1.14196
		Principals		27		24	58	2.2931	1.13954
		DRC officials		19	I	20	45		1.14018
9	Tbrough NGOs intervention, well equipped libraries have been provided for special educational needs programme.		6	39	28	IS	88	2.2159	1.18854
		Principals	10	19		26	58	2.2241	1 .20005
		DRC officials	4	21		19	45	2.2222	1.10554
10	PTA members participate in providing simple teaching and learning materials for special need peoples	Teachers	21	34	30	3	88	2.5227	1.19364
		Principals	11	25		20	58	2.4655	1.15797
		DRC officials		24		18	45	2.2667	1.0745

Cumulative Mean = 7.32 > 7.28

In table 2, there was agreement among teachers, principals and DRC officials in the collected responses concerning relevance and provision of instructional facilities for special educational needs programme in Kaduna State. The responses disclosed that special educational needs schools for physically challenged persons have been averagely equipped with instructional facilities by various stakeholders such as government, NGOs, parents and other related agencies in the state. According to the analyzed result, a total of 39 teachers, 34 principals and 24 DRC officials attracting a high mean response of 2.5455, 2.8966, and 2.2667 agreed with the level ofprovision of instructional facilities for teaching and learning of physically challenged persons in Kaduna State. Likewise, the total cumulative mean of 7.32 for provision of instructional facilities to the physically challenged rehabilitation centres is higher than the decision mean of 7.28.

:ndard

Testing of Hypotheses

This section presents test of the formulated hypotheses using non-parametric Kruskal-Wallis statistical (Chi-Square X2) at 0.05 level of significance.

Hypothesis 1: There is no significant difference in the opinions of staff, principals and rehabilitation center officials on adequacy of available infrastructural resources for implementing skills acquisition programme for people with special needs for sustainable development in Kaduna State.

The non-parametric statistics of Chi-Square (X2) was used to determine whether there were significant differences or otherwise in opinions ofrespondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 3

Table 3: **Summary of the Non-Parametric Statistics of Chi-Square (X 2) on the Opinions of Teachers, Principals and DRC Officials on Adequacy of Infrastructural Resources for Implementing Skills Acquisition Programmes for People with Special Needs for Sustainable Development in Kaduna State**

Variable	N	Mean	Std. Dev.	M	# Cal.	# Crit. (p)	Sig.
Provision of infrastructural facilities for special educational needs programme in Kaduna State	191	26.7173	6.07702	2	1.416	1 .7749	0.389

From table 3, the result of the tested hypothesis using Chi-Square (X2) revealed that there is no significant difference in the opinions of stakeholders on the provision of infrastructural facilities for special educational needs programme in Kaduna State, This is because the calculated p-value .389 is higher than 0.05 alpha significant level,while the X^2 calculated value 1.416 is lower than the X^2 critical value 1.7749 at 191 codefendants. Therefore, the null hypothesis which stated there is no significant

difference in the opinions of stakeholders on the provision of infrastructural facilities for special educational needs programme in Kaduna State is hereby retained.

Hypothesis 2: There is no significant difference in the opinions of staff, principals and rehabilitation center officials on adequacy of available instructional resources for implementing skills acquisition programmes for people with special needs for sustainable development in Kaduna State

The non-parametric statistics of Chi-Square (X2) was used to determine whether there were significant differences or otherwise in opinions of Respondents on the Data Collected for Items 1-10 in the Questionnaire. As Such, All The Items Were Analyzed And Presented in Table 4.

Table 4: **Summary of the lyon-Parametric Statistics of Chi-Square (X2) on Adequacy Of Instructional Resources For Implementing Skills Acquisition Programmes For People With Special Needs For Sustainable Development in Kaduna State**

Variable	N	Mean	Std. Dev.	df	X2 Cal.	X2 Crit.	Sig. (P)
Provision of instructional facilities for special educational needs programme in Kaduna State	191	23.8796	7.52967	2	1.658	1.7749	0.415

From table 4, the result of the tested hypothesis using Chi-Square (X2) revealed that there is no significant difference in the opinions of stakeholders on the relevance and provision of instructional facilities for special educational needs programme in Kaduna State. This is because the calculated p-value .415 is higher than 0.05 alpha significant level. While the X2 calculated value 1.658 is lower than the X2 critical value 1.7749 at 191 codefendants. Thus, the null hypothesis which stated there is no significant difference in the opinions of stakeholders on adequacy and provision of instructional facilities for special educational needs programme in Kaduna State is hereby retained.

Discussion of the Findings

The study assessed relevance of special educational needs programme to skills acquisition for sustainable development in Kaduna State, Nigeria. The outcome of the study revealed that there is partially provision of infrastructural facilities for special educational needs programme in Kaduna State. Since the total cumulative mean of 7.65 for assessed variable is higher than the decision mean of 7.28. Likewise, the hypotheses testing revealed that there is no significant difference in the

opinions of stakeholders on the provision of such facilities. This is because the calculated p-value of 0.389 is higher than 0.05 alpha significant level while the X^2 calculated value of 1.416 is lower than the X^2 critical value of 1.7749 at 191 codefendants. This indicated the agreement of opinions among teachers, principals and DRC officials that government in collaboration with NGOs, as well as community bodies are doing their best in the provision of infrastructural facilities for special educational needs programme in the state. Meanwhile, the total cumulative mean of 7.65 for provision of infrastructural facilities to the physically challenged rehabilitation centres is higher than the decision mean of 7.28. This implies the satisfaction of most of the respondents on the minimum standard of infrastructural provision such classrooms, water supply, electricity, healthcare utilities, among others, for special educational needs in Kaduna State. Therefore, the government should be encouraged to keep up this commendable achievement for the development of special educational needs in the state and the nation at large.

In respect of the relevance and provision of instructional facilities, it was found that the mean score of the responses (2.5455, 2.8966, and 2.2667) based on the total cumulative mean of 7.32 for the assessed variable is higher than the decision mean of 7.28 of the study. The hypothetical result showed that the calculated p-value of 0.415 is higher than 0.05 alpha significant level and the X^2 calculated value of 1.658 is lower than the X^2 critical value of 1.7749 at 191 codefendants. This shows the unanimous agreements of teachers, principals and DRC officials.in the collected responses that instructional facilities such as textbooks, laboratory facilities, creative and workshop facilities as well as ICT facilities have been provided for effective service delivery in rehabilitation centres in Kaduna State. The collected responses disclosed that special educational needs for physically challenged persons have been averagely equipped with instructional facilities by various stak9holders such as government, NGOs, parents and other related agencies in the state. In view of this, more attempts should be made to support the programme for the development of Kaduna State people and the entire Nigerian society at large.

CONCLUSION

In light ofthe findings, the paper concludes that:

1. Infrastructural resources such as classrooms, furniture, wheel-chairs, double-bunks are fairly made available to support special educational needs skills acquisition programmes for sustainable development in Kaduna State.
2. Instructional resources such as laboratories, projectors, technical materials, light and ICT facilities are averagely provided in rehabilitation centres fOI effective service delivery, youth empowerment and sustainable development in Kaduna State

RECOMMENDATIONS

Based on the conclusion, the study hereby recommends that:

1. Government in collaboration with non governmental organizations should improve on provision of infrastructural resources that support implementation of skill acquisition programmes for special needs people for sustainable development in Kaduna State.
2. Government in collaboration with non governmental organizations should improve on provision of instructional resources that support implementation of skill acquisition programmes for special needs people for sustainable development in Kadtma State.

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