

## **Vocational Services as Predictors of Self-Reliance among Adolescents with Mild Intellectual Disability in Rehabilitation Centres**

**Adewale Philip Adedokun, Ph.D.**

*adewale.adedokun@lasu.edu.ng*

*Department of Educational Foundations and Counselling Psychology*

*Faculty of Education*

*Lagos State University, Nigeria*

*and*

**Matthew Bamidele Ojuawo**

*Federal College of Education (Special)*

*Oyo, Oyo State*

### ***Abstract***

*Adolescents with Mild Intellectual Disability (AwMID) deserve all the necessities of life enjoyed by every citizen in the society. If AwMID are therefore empowered via vocational services, the outcome will be tremendous in the community they live. This study established that the independent variables (sewing and knitting, shoe-making and repairing, tying and dyeing, animal husbandry, and carpentry) relatively contributed to the skills and knowledge needed in becoming self-reliant in Oyo State. The study revealed the efficacy of vocational services (VSs) on self-reliance of AwMID in Oyo State, Nigeria. There was significant relationship among the independent variables and self-reliance of AwMID in rehabilitation centres in Oyo State, Nigeria. The significance of the composite contribution was tested at  $p < 0.05$  using the  $F$ -ratio at the degree of freedom ( $df = 5/33$ ). It was shown that the analysis of variance for the regression yielded an  $F$ -ratio of 4.905 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant. The partial correlation coefficients of carpentry and animal husbandry have negative relationship with the self-reliance of AwMID. The positive value of the effects of sewing and knitting, shoe-making and repairing and tying and dyeing implies that the self-reliance of the participants is actually determined by positive reinforcement of these three variables. In view of these findings, it was recommended that more attention should be paid to VSs such as shoe-making and repairing, sewing and knitting, and tying and dyeing because of the perceived productivity and observed levy of mastery by the trainees*

*in those VSs. VSs must be planned and conducted in a manner consistent with the jobs that actually exist in the surrounding community as well as those that will likely be available in the future.*

**Keywords:** *Vocational services, Self-reliance, Adolescents with mild intellectual disability, Rehabilitation centres*

## Introduction

Independent living is the craving of everybody in life. It is the desire of any adolescents to be free from the control of parents while parents equally look forward to seeing their wards grow up to live a responsible independent life. No parents ever wish that their children should live with them for life. In fact, in African culture where we cherish living together there is still that desire of parents that their child should grow up to adulthood and be independent of their control and care. Moreover, African parents desire that their children take care of them during their old age irrespective of their sex, this can be achievable if such children are economically engaged. Meanwhile, the AwMID can miss out on vocational services' opportunities that other people take for granted. Often, they face discrimination in the community and it is assumed that they have little potential to earn a living and to make economic contribution to their families. It is therefore pertinent that training programme for AwMID should gear towards embracing vocational services such as sewing and knitting, animal husbandry, shoemaking and repairing, tying and dyeing, carpentry and the likes.

The general purposes of education for AwMID are for self-reliance, human relationship, economic usefulness and civic responsibility. Therefore, to educate AwMID for self-reliance is just fulfilling one or two of the objectives of general education. Ensuring the fulfillment of these objectives for AwMID must be pursued with all seriousness due to the fact that this category of individuals may not proceed beyond elementary education. This is not for any other reason other than their low mental ability (Oyundoyin and Oyebola, 2011).

One of the main objectives for educating AwMID is to enable them to attain self-reliance. This is largely achieved through vocational/entrepreneurship training. All citizens regardless of disability deserve some form of education or training. Among the citizens in any nation are AwMID. Persons with intellectual disability constitute about 2 to 3 percent of the general population. Not much research has been done in Nigeria to substantiate this claim but, in the USA, the population of persons with intellectual disability was estimated to be about 3% of the general population (United States Department of Education, 2001 on Oyundoyin, 2011). It was further reported that, intellectual disability is the third largest category of special needs after learning disability, and speech or language impairments. The population of persons with intellectual disability as mentioned in the United States Department of Education (2001), are persons who are substantial in the society and are neglected. Persons with disabilities are those people that are different in some ways from the average person. Such individuals may have physical handicaps, sensory disabilities (deafness or blindness), difference in intellectual capacities (giftedness or intellectual disability), speech disorder, emotional or behavioural disorders. Intellectual disability is however defined according to American Association on Intellectual and Developmental

Disabilities (AAIDD, 2011) as a disability characterised by significant limitations both in intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills, this disability originates before the age of 18.

Jibrin, Danjuma and Zayum (2007), viewed vocational services as the key that unlocks the development of personal (self-reliant) and national potentials (national development), which is the reason why the government of Nigeria regards education as an instrument par excellence for effective national development. Presently, the education of persons with special needs (AwMID inclusive) is shifting more and more towards the acquisition of vocational skills. One of the goals of the *National Policy on Education* (2013) is to give training and impart the necessary skills to individuals including AwMID who shall be self-reliant. Vocational services therefore, provide AwMID a sense of self-worth and allow them to contribute to society; through the direct work they do (Hill, Bank, Handrich, Wehman, Hill and Shafer, 1987). Lere and Nengel (2005) enumerated some fundamental goals of empowering the persons with special needs economically as follows:

To enable the persons with special needs have something doing; to stop the persons with special needs from becoming beggars; to enable them have a share in the economy of the nation; to enable them contribute to the economic development of the nation; to bring up the persons with special needs educationally, socially and economically; to develop the persons with special needs educationally, socially and economically; to aid them achieve self-sufficiency, independence, effectiveness and lasting economic adjustment; to bring awareness to the persons with special needs that job participation can provide and cater for their entire well-being; to bring the persons with special needs back from economic isolation and segregation held against them by their regular counterparts.

However, it is regrettable that despite educational policy specifications, a lot of AwMID have failed to attain self-reliance and independence after schooling because, they were not introduced to vocational services. 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. According to Igweh (2008), when somebody acquires skills in any occupation, such person can establish his or her own business and even employ others; such person according to him is self-reliant. Bassey emphasised that a self-reliant individual is one who achieves steady supply of his needs, one who diversifies his resources to reduce dependency on others for assistance. That is why the Federal Government of Nigeria inaugurated and implemented several educational policies (*National Policy on Education* revised (2013)). The philosophies of these policies made ample provision for self-reliance, and 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 contribute their own quota to the development of the nation.

An insignificant number of AwMID receive vocational training and employment opportunities despite the Federal Government directive of 2% vacancies in every establishment for persons with disabilities. Ninety percent (90%) of them roam about the streets for alms or parents and relations concealed them at home sentence to perpetual parasitism and dependent society (Ayoku, 1996). Linton (1994) has also affirmed the rehabilitative effect of Special Education on persons with intellectual disabilities. Linton

discovered that given the right vocational training, adolescents with mild intellectual disabilities have achieved greater freedom, self-sufficiency and independence.

Rehabilitation on the other hand includes making certain services available such as education, medical, vocational, counseling and others. These services should form part of provisions for AwMID in particular and persons with disabilities in general. Crafts such as sewing and knitting, shoe-making and repairing, basket-making, weaving, carpentry, tying and dyeing, animal husbandry such as poultry, piggery, cattle-rearing, snailry, fishery, rabbitry, grass-cutter rearing and the likes are essential vocational services at many vocational rehabilitation centres. These vocations offer quick results and easy sale. By and large, AwMID need to be trained in some vocations of their interest and within their capacity in order to make them become self-reliant. Perrel (2003), states that AwMID can develop many economically useful and vocational skills.

It is necessary that the education of AwMID in Nigeria is geared towards holistic development through vocational services, conscious attention to their mental, spiritual, ethical, aesthetic, emotional, physical and social growth. Irrespective of how vocational education is viewed, it is impossible to erase vocational education. Vocational services existed long ago in form of home training on some skills and apprenticeship system (Olaitan, 1996). People were taught skills in carpentry, carving, knitting, gardening, fishing and others. The third National Objective which is building a united strong and self-reliant nation can be effectively achieved through skills acquisition and vocational training.

AwMID can effectively achieve self-reliance through vocational services because of various reasons: It is not academic in nature. It is majorly based on an apprenticeship system and relies heavily on the use of concrete materials. Persons with intellectual disability observe and repeat what they see. Most of the instruction is communicated in the subjects' native language (Oyundoyin and Oyebola, 2011). AwMID deserve all the necessities of life enjoyed by every citizen in the society. If these individuals are therefore empowered via vocational services, the outcome will be tremendous in the community they live in and the nation as a whole.

### **Statement of the Problem**

AwMID like any other adolescents are confronted with life challenges such as social, psychological, emotional, as well as job opportunity problems. These have predisposed them to so many inhuman treatments. From observation, many AwMID have not been opportune to be employed in self, governmental and private sectors. Despite this, most of them are yet to be self-reliant and thus, cannot contribute positively their own quota to the growth and development of their society at large. In view of this, most of the vocational services available to them at the rehabilitation centres are not suitable and this goes a long way to affect their performances during the course of training at the rehabilitation centres.

The eventuality of this development has great implication on Nigeria's national development in the sense that if these AwMID are not supported to develop their vocational skills, the nation will experience a drought in people with vocational skills that can contribute in areas of craft, mat and broom making, carpentry, shoe-making and repairing, tying and dyeing, sewing and knitting, animal husbandry and so on in no distant future. This

could lead to the production of dependents that might eventually turn into beggars as presently observed in most major towns and cities in Oyo State.

In this present era, with the advent of special education, it has been discovered that a person with disability if given the right and privileges to appropriate education or training which is tailored to suit his/her interest, needs and abilities can become gainfully employed thus, becoming fully liberated, self-fulfilled, self-reliant and independent.

This study was conducted to determine the relationship between vocational services as and self-reliance among AwMID in rehabilitation centres in Oyo State.

### **Research Questions**

1. Are there significant relationships between the vocational services (animal husbandry, tying and dyeing, carpentry, shoe-making and repairing, sewing and knitting) and self-reliance of AwMID?
2. Is there significant composite influence of vocational services (animal husbandry, tying and dyeing, carpentry, shoe-making and repairing, sewing and knitting) on self-reliance of AwMID?
3. Is there significant relative influence of vocational services (animal husbandry, tying and dyeing, carpentry, shoe-making and repairing, sewing and knitting) on self-reliance of AwMID?

### **Methodology**

Survey research design of correlational type was used in carrying out the study. This design was used because the researcher did not manipulate any of the variables of interest in the study. This design was used in order to find the relationship among the variables of interest in the study. The target populations for this study were the AwMID at Oyo State Vocational Rehabilitation Centre, Moniya, Ibadan, Oyo State and Oyo- Odu'a Skill Acquisition Centre, Samonda, Ibadan, Oyo State. The participants for the study were forty male and female AwMID drawn from these two rehabilitation centres. Purposive sampling technique was adopted in selecting the rehabilitation centres and all the participants because of the nature of the study. There are few rehabilitation centres in Oyo State, only two of them render pure vocational rehabilitation services for AwMID. Forty participants were selected for the study; thirty participants at Moniya Rehabilitation Centre, Ibadan, Oyo State while ten participants were selected at Oyo-Odu'a Skill Acquisition Centre, Samonda, Ibadan, Oyo State.

The researcher made use of SixWise.com consisting of self-reliance items (adapted) and self-constructed questionnaires for this study. There are twenty items on self-reliance. The questionnaire has two parts. Part A was for Demographic Data while Part B was for items on self-reliance. Vocational services instruments were self-designed: Animal Husbandry, Carpentry, Sewing and knitting, Tying and dyeing, Shoe-making and repairing. The respondents chose from the options provided that best described their responses ranging from 1 = Poor, 2 = Fair, 3 = Average, 4 = Good, and 5 = Excellent.

To validate the instruments, the researcher ensured that the items on the questionnaire

corresponded with the objectives of the study. Also, the instruments were given to experts in order to ascertain the content validity of the instruments. Further validation was carried out by the researcher to determine the reliability and validity of the instruments by subjecting the instruments to a pilot study. The data obtained were computed using Cronbach Alpha method. The reliability analyses are as follows: Selfreliance = 0.83; Sewing and Knitting=0.96; Shoe-making and Repairing=0.94; Carpentry=0.90; Animal Husbandry=0.91; Tying and Dyeing=0.86. The assistance of the instructors was sought in administering questionnaires.

### **Procedure for Data Collection**

The researcher personally visited the selected centres for the purpose of familiarisation while informing the authorities of the motive behind his visit. The researcher with the help of the principal and the directors of the two centres contacted the instructors in charge of different vocational services. The questionnaires were distributed to respondents to complete and return with the assistance of the instructors. The total highest score for each respondent is 100 marks. The lowest score is zero. A very high score represented high level of vocational services of AwMID.

### **Method of Data Analysis**

The data were analysed using frequency counts, percentage, Pearson product-moment correlation (ppmc), and multiple regression analysis.

## **Result**

### **Research Questions**

**RQ1:** Are there significant relationships among the independent variables (sewing and knitting, shoe-making and repairing, carpentry, animal husbandry, and tying and dyeing) on self-reliance among AwMID in rehabilitation centres in Oyo state, Nigeria?

**Table 1: Summary of test of significant correlations among independent variables and self-reliance of AwMID in rehabilitation centres**

	1	2	3	4	5	6
Sew & knitt	1.000					
Shoemaker	0.879**	1.000				
Carpentry	0.645**	0.537**	1.000			
Animal husbandry	0.559**	0.563**	0.530**	1.000		
Tie & dye	0.819**	0.772**	0.569**	0.640**	1.000	
Self Reliance	0.597**	0.609**	0.311**	0.264**	0.563**	1.000

The results from table 1 shows that there was a positive and significant relationship between sewing and knitting, shoe-making and repairing, carpentry, animal husbandry and tying and dyeing on self-reliance among AwMID in rehabilitation centres. Self-reliance had significant correlation with sewing and knitting ( $r = 0.597$ ,  $p < 0.05$ ), with shoe-making and repairing ( $r = 0.609$ ,  $p < 0.05$ ), carpentry ( $r = 0.311$ ,  $p < 0.05$ ), animal husbandry ( $r = 0.264$ ,  $p < 0.05$ ) and tying and dyeing ( $r = 0.563$ ,  $p < 0.05$ ) of the AwMID in rehabilitation centres.

**RQ2:** Is there significant composite influence of vocational services (animal husbandry, tying and dyeing, carpentry, shoe-making and repairing, sewing and knitting) on self-reliance of AwMID?

**Table 2: Summary of regression analysis of the combined prediction of self-reliance of AwMID in rehabilitation centres by the five independent variables**

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.653	0.426	0.339	7.27799

#### Summary Regression ANOVA

	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	1298.994	5	259.799	4.905	0.002	Sig
Residual	1747.981	33	52.969			
<b>Total</b>	<b>3046.974</b>	<b>38</b>				

Table 2 shows the prediction of all the five independent variables to the dependent variable. That is, self-reliance of AwMID in rehabilitation centres in Oyo state correlated positively with the five predictor variables. The table also shows a coefficient of multiple correlations (R) of 0.653 and a multiple R square of 0.426. This means that 42.6% of the variance in the self-reliance of AwMID is accounted for by all the five predictor variables, when taken together. The significance of the composite contribution was tested at  $p < 0.05$  using the F-ratio at the degree of freedom ( $df = 5/33$ ). The table also shows that the analysis of variance for the regression yielded an F-ratio of 4.905 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

**RQ3:** What is the relative effect of each of the independent variables on self-reliance among AwMID in rehabilitation centres in Oyo state, Nigeria?

**Table 3: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)**

<b>Model</b>	<b>Unstandardised Coefficients</b>		<b>Standardised Coefficients</b>	<b>T</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	35.099	7.503		4.678	.000
Sewing & knitting	.199	.327	.203	.608	.547
Shoe making & repairing	.329	.264	.357	1.250	.220
Carpentry	-.125	.320	-.070	-.390	.699
Animal husbandry	-.299	.273	-.197	-1.096	.281
Tyeing & dyeing	.272	.238	.287	1.142	.262

Table 3 reveals the relative contribution of the five independent variables to the dependent variable, expressed as beta weights. The partial correlation coefficients of carpentry and animal husbandry have negative relationship with the self-reliance of AwMID. The positive value of the effects of sewing and knitting, shoe making and repairing, and tyeing & dyeing implies that the self-reliance of the participants is actually determined by positive reinforcement of these three variables. Using the standardised regression coefficient to determine the relative contributions of the independent variables to the explanation of the dependent variable, shoe making & repairing ( $B=0.329$ ,  $t=1.250$ ,  $p>0.05$ ) is the most potent contributor to the prediction followed by the tyeing and dyeing ( $B=0.272$ ,  $t=1.262$ ,  $p>0.05$ ) followed by sewing & knitting ( $B=0.199$ ,  $t=0.608$ ,  $p>0.005$ ); followed by carpentry ( $B=-0.125$ ,  $t=0.390$ ,  $p>0.005$ ) and finally followed by animal husbandry ( $B=-0.299$ ,  $t=1.096$ ,  $p>0.05$ ) in that order.

### Discussion of the Findings

This study is on vocational services as predictors of self-reliance among AwMID in rehabilitation centres in Oyo State, Nigeria. Each of the three research questions was based on the responses of the participants (adolescents with mild intellectual disability). The results from the study are discussed as follows:

**Research Question One:** Are there significant relationships between the vocational services (animal husbandry, tieing & dyeing, carpentry, shoe-making & repairing, sewing & knitting) on self-reliance of AwMID?



The results from table 1 showed that there was a positive and significant relationship between sewing and knitting, shoe-making and repairing, carpentry, animal husbandry and tying and dyeing on self-reliance among AwMID in rehabilitation centres. Self-reliance had significant correlation with sewing and knitting, with shoe-making and repairing, carpentry, animal husbandry and tying and dyeing of the AwMID in rehabilitation centres. The finding supports the assumption of Denga (1983) that vocational education involves the teaching of skills, development of attitudes, aptitudes, and competencies in an occupation. Oladipo (1993) in his finding equally opines that vocational education is that type of education that exposes learners to a particular skill.

**Research Question Two:** Is there significant composite influence of vocational services (animal husbandry, tying and dyeing, carpentry, shoe-making and repairing, sewing & knitting) on self-reliance of AwMID?

Table 2 shows the prediction of all the five independent variables to the dependent variable. That is, self-reliance of AwMID in rehabilitation centres in Oyo state correlated positively with the five predictor variables. The table also showed a coefficient of multiple correlations (R) of 0.653 and a multiple R square of 0.426. This means that 42.6% of the variance in the self-reliance of AwMID is accounted for by all the five predictor variables, when taken together. The significance of the composite contribution was tested at  $p < 0.05$  using the F-ratio at the degree of freedom ( $df = 5/33$ ). The table also shows that the analysis of variance for the regression yielded an F-ratio of 4.905 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

This result lends credence to the findings of Perrel (2003), which states that AwMID can develop many economically useful and vocational skills. This is in support of the earlier research findings as reported by Olaitan (1996) that vocational services existed long ago in form of home training on some skills and apprenticeship system and that people were taught skills in carpentry, carving, knitting, gardening, fishing and others.

**Research Question Three:** Is there significant relative influence of vocational services (animal husbandry, tying and dyeing, carpentry, shoe-making and repairing, sewing & knitting) on self-reliance of AwMID?

Table 3 revealed the relative contribution of the five independent variables to the dependent variable, expressed as beta weights. The partial correlation coefficients of carpentry and animal husbandry have negative relationship with the self-reliance of AwMID. The positive value of the effects of sewing and knitting, shoe making and repairing and tying and dyeing implies that the self-reliance of the participants is actually determined by positive reinforcement of these three variables. Using the standardized regression coefficient to determine the relative contributions of the independent variables to the explanation of the dependent variable, shoe making and repairing is the most potent contributor to the

prediction followed by the tying and dyeing followed by sewing & knitting; followed by carpentry and finally followed by animal husbandry. This finding agrees with the view of Duce and Biersdorff (2002) which states that the Vocational and Rehabilitation Research Institute in Calgary has found that sewing and knitting, animal husbandry, and carpentry are services most commonly run by entrepreneurs with disabilities.

### **Implications of the Findings**

In the past, persons with disabilities, irrespective of their ability or inability, had been treated with disdain and cruelty. They had been seen and spoken of as useless, worthless people with no economic value and usefulness to either themselves, families, communities or the nation. With the advent of special education, it has been discovered that a person with disability especially an adolescent with mild intellectual disability, if given the right and privileges to appropriate education or training which is tailored to suit his/her interest, needs and abilities can become gainfully employed.

The significance of this study, therefore, has created the urgency for the vocational services. As a result, various services available for AwMID have helped them to acquire skills that make them useful in the society.

### **Summary**

The main objective of this study was to establish whether or not vocational services (sewing and knitting, shoe-making and repairing, tying and dyeing, animal husbandry, and carpentry) predict self-reliance among AwMID. The study established that the independent variables (sewing and knitting, shoe-making and repairing, tying and dyeing, animal husbandry, and carpentry) relatively contributed to the skills and knowledge needed in becoming self-reliant in Oyo State. The study revealed the efficacy of vocational services on self-reliance of AwMID in Oyo State, Nigeria. Hence, acquisition of vocational services will serve as a veritable tool to reducing dependency of AwMID in Oyo State.

### **Recommendations**

The findings of this study provide the base for the following recommendations:

1. More attention should be paid to vocational services such as shoe-making and repairing, sewing and knitting, and tying and dyeing in all vocational rehabilitation centres because of the perceived productivity and observed level of mastery by the trainees on those vocational services.
2. Special educators should be properly placed in every vocational rehabilitation centre and encouraged to assist AwMID.
3. The government should establish adequately serviced vocational rehabilitation centres meant for AwMTD in every local government area.
4. Ministry of Education officials should ensure regular monitoring through visit to vocational rehabilitation centres where critical observation and evaluation would be

made to the optimum achievement of the various vocational services.

5. AwMTD are potential nation builders therefore; parents, facilitators/trainers, administrators, and policy makers should strive to do everything possible to make AwMTD attain independency.
6. Vocational services that will benefit and make them self-reliant should be provided, while increased emphasis should be placed on the job training efforts.

## Conclusion

This study has been able to discuss vocational services as predictors of self-reliance among AwMTD and this has been proved to be beneficial to them, their families and to the community in which they belong. Vocational services as aspects of training that involve acquisition of practical skills relating to work and self-sufficient life for AwMTD was examined, various vocational settings, vocational programmes for AwMTD, and benefits of vocational services for AwMTD was also discussed.

The study revealed the vocational services such as shoe-making and repairing, sewing and knitting, and tieing and dyeing should be embraced in all vocational rehabilitation centres because of its main significant effects.

## References

- AAIDD (2011). American Association on Intellectual and Developmental Disabilities.
- Adedokun, A. P. (2011). Vocational rehabilitation services as a correlate of skill acquisition among persons with intellectual disabilities in Oyo and Lagos States. Unpublished M.Ed Dissertation, Department of Special Education, University of Ibadan.
- Adedokun, A. P. (2020). Evaluation of vocational rehabilitation programme for persons with special needs in Southwestern Nigeria. Unpublished PhD Thesis submitted to the Department of Special Education, University of Ibadan, Ibadan.
- Ayoku, F. A. (1996). Coping with the unseen environment: An introduction to the vocational rehabilitation of blind persons- An unpublished article.
- Denga, D. L. (1983). *Vocational education*. Calabar: Rapid Educational Publishers, Ltd.
- Duce, J. and Biersdorff, K. (2002). Supporting self-employment. *Rehabilitation Review*, 13(8).
- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC Press.
- Hill, Bank, Handrich, Wehman, Hill, and Shafer, (1987). Breakups before marriage: The end of 103 affairs. *Journal of Social Issues*, 32, 147-168.

- 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.
- Jibirin, A. G., Danjuma, I. M. and Zayum, S. D. (2007). Education Reform and Teacher Education in Nigeria a: 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).
- 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.
- Linton, S. (1994). Disability studies vs. disability policy studies. *Disability Studies Quarterly*, 14(2), 23-26.
- National Policy on Education (NPE). (2013). Federal Republic of Nigeria. Lagos: Nigerian Educational Research and Development Council.
- Oladipo, O. A. (1993). Effects of vocational training on handicapped children/persons. Unpublished F.C.E. (Sp.) Oyo.
- Olaitan, S. O. (1996). Vocational technical education in Nigeria and other countries (A comparative analysis). Onitsha: Nigeria Noble and Cape Publishers International Limited.
- Oyundoyin, J. O. (2010). Introduction to Special Education. A monogram (unpublished). Department of Special Education, University of Ibadan.
- Oyundoyin, J. O. (2011). Empowering persons with intellectual disability for sustainable development through education and vocational training. *Ghana Journal of Education and Teaching*, Vol.12 pp.143-148
- Oyundoyin, J. O. and Oyebola, M. (2011). Persons with mental retardation and self sustenance through vocational / entrepreneurship education. In Theo Ajobiewe and P.I. Osuorji (eds.) *New Perspectives in Special Needs Education for Sustainable Development*. Ibadan, Nigeria: Glory-Land Publishing Company.
- Perrel, P. M. (2003). The basic service quality level of transport infrastructure in peripheral areas. ERSa conference papers ersa 03 p470. *European Regional Journal*.

U.S Department of Education, (2001). Twenty-third annual report to Congress in the implementation of the Individual with Disabilities Education Act. Washington, D.C., US Government Printing Office.