

The Impact of an Effective Rehabilitation System on the Academic Performance of Special Needs Persons

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Abstract

This study looked at how well functioning rehabilitation programme affect special needs students' academic performance in Federal College of Education (Special), Oyo. A descriptive research design was employed for the study. The population of the study consisted of all the Academic staff from the School of Special Education, Federal College of Education (Special), Oyo. The sample size for the study was fifty (50) academic staff randomly selected from various departments in special education. A Self-developed questionnaire titled: Impact of an Effective Rehabilitation System on the Academic Performance of Special Needs Persons (IERSAPSP) was used by the researcher for data collection. The instrument was validated and the reliability coefficient Of 0.86 was realized which implies that the instrument was reliable. Three research questions guided the study. The data collected were organized and analyzed using descriptive statistics frequency count and percentage. The findings showed that persons with special needs find it very difficult to adapt to school life and show signs of inappropriate or what might be considered immature behavior, but with effective rehabilitation system this will enable them to reach and maintain their optimal physical, sensory, intellectual, psychological, and social functional levels. It was recommended among others that the Government at all levels should ensure that a reasonable percentage of the Education Trust Fund Allocation is made available for the education of students with disabilities.

INTRODUCTION

The right to independent lives and social interaction is guaranteed to individuals with exceptional needs and also to be given proper care by family members, the general public, or organizations through financial assistance, provision of shelter, food, clothing, and medication, they can equally be resettled by philanthropists and other well-placed individuals; this action can be referred to as rehabilitation and when this is done is a way of making them to realize that they belong to the society. Therefore, the return of a person with an abnormality to normal or a state that is close to normality is what also refers to as rehabilitation. Rehabilitating people to be able to perform daily tasks on their own is the goal of rehabilitation; this helps them to become more independent (Mauk, 2010).

Rehabilitation is one of the fundamental elements of Universal Health Coverage, which is accompanied by the promotion of sound living, emotionally okay, becoming functional members of society and standing alone without depending on one other. Dunlop (2005) cited in Nanjoian & Plang (2014) claimed that distinct rehabilitation strategies are needed when providing rehabilitation for people with specific needs because it will aid the academic performance of such individuals. It's also a process that aids individuals with disabilities in reaching and sustaining their maximum potential in terms of their sensory, physical, intellectual, mental, psychological, and social capabilities. Through rehabilitation programmes people with impairments acquire the necessary skills to become self-sufficient members of society. Moreover, to lessen the effects of disability on individual with special needs so much that he/she can live more fulfilled lives and be integrated into society and academic

life experience which will improve the academic performance of such persons there would be need for rehabilitation strategies to be put in place.

Academic performance is a process of determining the extent to which an individual has acquired knowledge. Bhagat (2013) submitted that the use of examination is one of the means through which academic performance can be measured. The academic performance of individuals with learning disabilities is one of the issues that needs to be addressed in our contemporary society so much that these categories of people will have a sense of belonging in their immediate environment. The academic performance of any student with special needs depends heavily on the rehabilitation services rendered at the initial stage, and the primary aim of these services is to enable them to acquire knowledge effectively and also to acquire skills, and enhance their reading culture which will in turn improve their academic performance. Individuals who are motivated will perform or improve on their previous performance far above their peers who are not motivated (Miguel & Ksenia, 2015).

To train disabled persons is just one aspect of rehabilitation; other aspects include changing the way society as a whole operates, modifying the environment, defending human rights, and giving disabled persons more authority. Ozoji (2005) asserts that rehabilitation is a process that results to restoration of the disabled to their highest level of physical, mental, social, occupational, and economic usefulness. It is clear that if rehabilitation is not provided, learning could be quite challenging for an individual with exceptional needs in the four-wall classroom. Therefore, through therapy and education, a person with special needs can be returned to a productive life that will effectively and positively impact his society at large.

Rehabilitation involves mending abilities and the brain's relearning processes to provide relief to a person as quickly and effectively as feasible. It also aims to assist individuals in regaining the highest level of independence, it is also a professional service rendered to individuals with exceptional needs in special education. Ahmad et al, (2021) examined the connecting variables that affect parents' perceptions of rehabilitation programmes' efficacy. He carried out research on four CBR service centres in Seremban. The purpose of this study was to evaluate the efficacy of the community-based rehabilitation programme at four chosen centres in Seremban, Negeri Sembilan, and to ascertain the relationship between the program's effectiveness and the participation rate, module and syllabus, social workers, and social support system. One hundred and sixty-one parents of the trainees made up the study's sample. Because the parents can provide the necessary information for the study, purposive sampling was used in the research process. The results indicate that trainees in the community-based rehabilitation programme are demonstrating a moderate level of effectiveness, as per the feedback provided by 121 parents. The results show a strong relationship between the degree of programme effectiveness and the participation rate, the module and curriculum, social workers, and the social support network. The study also discovered that the strongest association between the efficiency of community-based rehabilitation programmes in Seremban and trainee participation occurred. Since the trainee's engagement level is crucial to the program's successful execution, this should be the primary area of concentration. Jaafar (2021) examined the effect of community-based rehabilitation and its impact on persons with disability. He was able to ascertain the results of community-based rehabilitation and the elements that are related to the persons with disabilities. Using the Barthel Index six months after community-based rehabilitation, the rehabilitation's success was assessed in terms of alterations in activities of daily living, Age, the Barthel Index baseline score, the frequency of attendance during therapy sessions, and the total number of therapy sessions was all analyzed. The paired t-test, Wilcoxon signed ranks test, and Spearman correlation test were used to examine the data. In all, 220 disabled children between the ages of 4 and 18 and their healthcare providers from 29 specially chosen community-based rehabilitation centres in Pahang, Terengganu, and Kelantan took part in the study. The results showed that community-based rehabilitation is insufficient for the length of the rehabilitation programme. To increase the success of CBR programmes for children with disabilities, their

implementation needs to be examined and improved. Olukotun (2000) examined the foundations of management services and special education, he submitted that Individual impairment determines the kind of rehabilitation to be given to such individuals with a disability; every person's rehabilitation process is unique. Because no two malformations are the same, the rehabilitation approach should be tailored to meet each person's specific needs; therefore if this is done academic performance of such individuals will be improved beyond a reasonable doubt.

Yeap (2017) examined the study on speech-language pathologists who highlighted the need to comprehend what they believe to be the required training for individuals with communication disabilities to collaborate with community-based rehabilitation workers more effectively. In 2013, 421 Malaysian workers participated in a cross-sectional written survey that was carried out utilizing a mixed-method approach and convenient sampling. The findings indicate that comprehensive insights on training requirements were gleaned by both content evaluation of qualitative data and descriptive analysis of quantitative data, and these were then debated. This study adds to the body of knowledge regarding the requirements for worker training in developing nations, even though it cannot be broadly applied. It is beneficial for both worker trainers and speech-language pathologists. Hasan (2019) Examined the degree of job satisfaction among community-based rehabilitation programme employees as well as the contributing variables to their general job satisfaction. Every employee at a community-based rehabilitation programme expressed satisfaction with their work supporting individuals with impairments. It's also critical to remember that despite their high levels of job demands and low satisfaction ratings on the pay scale, CBR employees' performance was unaffected. The participants felt they provided high-quality rehabilitation services despite being dissatisfied with their salary, as evidenced by the high mean score on the factor of providing rehabilitation services as promised" despite the low mean score on the factor of "the salary of CBR workers was acceptable. Therefore, the study presents an empirical demonstration that job satisfaction was negatively correlated with income and difficult work. The results of this study, however, did not examine every outcome that the CBR employees might have shown in relation to their level of job satisfaction.

Rehabilitation processes can be carried out in various ways namely: medical rehab, educational rehab, vocational rehab and social Rehab. Medical Rehab entails three stages which are: (1) Preventive Rehabilitation: This type of rehabilitation has to do with health care services provided such as anti-polio vaccination, Immunization, and awareness education in the prevention of diseases. (2) Early Rehabilitation: This type of rehabilitation has to do with early intervention services provided to individuals with special needs; and (3) Late rehabilitation: This type of rehabilitation will enable individuals with special needs to be useful to themselves and the societies. Educational Rehabilitation, This type of rehabilitation gives an equal education to everyone regardless of their disabilities. Vocational Rehabilitation, Mba (2005) submitted that is a process of restoring a handicapped individual to the maximum use of which he/she is capable psychologically, professionally and physically. Social Rehabilitation, This requires community participation in their acceptance and care for the disabled. The community is to create favourable conditions for rehabilitation services through their club and organization (Adelua, 2007)

Individuals who are referred to as disabled or physically challenged are individuals who as a result of birth or life circumstances have intellectual, social, physical and psychological disabilities that interfere with their abilities to live a normal life. Iheanacho (2010) also examined the inclusive education for persons with disabilities. The author observed that categories of these people were not well catered for in the area of education not only that even in society, Based on these findings the author suggested that countries of the world should set up enhanced and broaden rehabilitation programme, that will be of help to individuals with special needs, technological and assistive devices will equally be made available to them. Obani (2006) examined the handicap, disability and special education: what parents and teachers want to know. The author also observed that people with impairments are individuals that are at disadvantaged in the society, because of the issues with their hearing, vision, minds, and bodies. Others are individuals who suffer from severe behavioural,

emotional, and attention difficulties, such as epilepsy, leprosy, and street urchins, which have a significant impact on their academic performance and school life. This population deserves to live in a healthy, educated, financially secure, socially empowered, and empowered environment. The term "persons with disabilities" refers to those who struggle in some way with cognitive, sensory, physical, or psychological. People with disabilities are characterized as being socially disabled. Those who suffer from severe behavioral, emotional, and attention impairments that impair their ability to function normally and learn are among them. Some of them are as follows: people with leprosy, those who are blind, those who are deaf, those who are physically or mentally ill, those who have intellectual disabilities, and people with hearing or vision problems

Said (2012) examined the direct and indirect variables that are investigated to determine the determinant factors impacting healthcare provider engagement in community-based rehabilitation programmes. the research approach employed was correlation analysis. Stratified random sampling was used to randomly select 14 community-based rehabilitation programme centres. 299 healthcare providers were randomly chosen who satisfied the inclusion criteria and completed a self-administered questionnaire, which was used to gather data. According to the findings, healthcare provider participation in CBR is directly impacted by prompt action. As a result, health care provider believed that the community based rehabilitation programme treatment had enhanced the quality of life for by dramatically reducing the severity of disability. Therefore, It is necessary to develop affordable tactics to boost health care provider participation. Additionally, it has been observed that better information sharing via social support networks contributes to increased health care provider rehabilitation participation by enhancing knowledge and self-efficacy. Coordination of the program's implementation is necessary to meet the needs of persons with disabilities and health care provider, remove obstacles, and increase the perceived value of involvement. The findings of this study have significance for community based rehabilitation programme planners. In order for focusing on high-quality and equitable instruction and learning to be perceived as a natural part of every teacher's job, it is imperative that trainee teachers know about equitable education from the very beginning of their training. It is equally crucial for current educators to take part in continuing education that enables them to evaluate their attitudes and methods on a regular basis and work towards making their schools more inclusive. Formal in-service training programmes and ongoing educational possibilities, like having access to pertinent reading materials and time for independent study, taking part in action research projects, and participating in teacher discussion groups, can all be part of this professional growth.

Statement of the Problem

Due to the partial inability of people with special needs to execute specific jobs as a result of the loss of one or more body organs, such as a person with visual impairment. If the rehabilitation process takes longer than expected, it will prevent visually impaired students from participating in activities with their peers. As a result, immediate attention must be given to people in this category for them to be able to function effectively in their immediate environment.

Objectives of the Study

The research work intends to determine the extent to which rehabilitation programmes have affected special needs persons' academic performance. Specifically, the study intends to:

- a. Determine whether there are enough facilities/equipment in our rehabilitation centres and if they were properly utilized
- b. Determine whether there are enough specialists in the field of rehabilitation that can take proper care of special needs students?
- c. Determine whether the rehabilitation system has an effect on persons with special needs academic performance

Research Questions

1. Is there enough facility or equipment in our rehabilitation centres that can be used to properly care for individuals with disabilities?
2. Is there enough rehabilitation specialists that can take proper care of special needs, students?
3. Does the rehabilitation system have any effect on the academic performance of individuals with disabilities?

Significance of the Study

As a result of the negative effects on a person's academic performance and social interaction, it has become imperative to provide timely and effective rehabilitation services for people with disabilities of all types. Therefore, it is anticipated that the findings of this research will, generally speaking, be very useful for special educators, guidance and counseling professionals, physiotherapists, the individual education programme team, educational planners, educational policymakers, institutions curriculum planners, and government authority from the following perspectives.

METHODS

Descriptive research design was adopted in this research work. The population of the study consisted of all the Academic Staff from the school of Special Education Federal College of Education (Special), Oyo. The sample for the study was fifty (50) academic Staff randomly selected from various departments in special education. A Self-developed questionnaire titled: Impact of an Effective Rehabilitation System on the Academic Performance of Special needs Persons (IERSAPSP) was used by the researcher for data collection. The instrument Health Impaired validated by a Senior Lecturer in the department of Physical and health imas expert in the field of Text and Measurement, Federal College of Education (Special), Oyo. The instrument was administered to about ten respondents after validation using test-retest method. The reliability coefficient Of 0.86 was realized which implies that the instrument was reliable to be used. The instrument used for data collection was based on four point rating scale which were Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The completed copies were retrieved back from the respondents and analysed using descriptive statistics frequency count and percentage.

RESULTS AND DISCUSSION

Table 1: Is there enough a facility or equipment in our rehabilitation centres that can be used to properly care for individuals with disabilities?

S/ N	ITEMS	SA	A	SD	D	Total No of Respondents	Total Percentage
1	There is adequate equipment for rehabilitating persons with special needs in the rehabilitation centre	5	10	20	15	50	100%
2	Instructional materials and aid facilities needed by teachers of persons with special needs are adequately provided	2	11	21	16	50	100%
3	Lack of facilities adversely affects persons with special needs	30	10	6	4	50	100%
4	Persons with special needs develop at a slower rate due to a lack of facilities	25	15	7	3	50	100%
5	The facilities used are modern facilities	10	7	20	13	50	100%

Table 1 shows the summary of extent at which rehabilitation facilities or equipment are available in most of the rehabilitation centres or special schools, the result of the study shows that there are no enough equipment in some of the special schools even the available ones are not functioning as a result of this students are adversely affected. This indicates that insufficient modern facilities also serve as a setback to the good rehabilitation of persons with special needs in Nigeria.

Table 2. Is there enough rehabilitation specialists that can take proper care of special needs, students?

S/ N	ITEMS	SA	A	SD	D	Total No of Respondents	Total Percentage
1	Persons with special needs require professional attention to attain set learning objectives	40	4	5	1	50	100%
2	A rehabilitation programme should be developed immediately after special needs have been identified in an individual	25	1	3	1	50	100%
3	Health care services are provided for students with special needs in the rehabilitation centre	15	9	16	1	50	100%
4	There are enough specialists in the field of rehabilitation	10	1	15	1	50	100%
5	Specialist in this field are not doing their work properly	16	1	14	1	50	100%
				0	0		

Table 2 shows the level of rehabilitation specialists that are available in our special schools. It was showed based on the findings that there are few rehabilitation specialists in almost all the special schools, as a result of this individual with learning disabilities were greatly affected. It is crystal clear that Persons with special needs require professional attention to be able to attain the set learning objectives but going by the result stated above, it was discovered that the specialists are not enough at the same time they are not doing their work properly.

Table 3. Does the rehabilitation system have any effect on academic performance of individuals with disabilities?

S/ N	ITEMS	SA	A	SD	D	Total No of Respondents	Total Percentage
1	Good rehabilitation is a process that requires clear goals to be set and measured	24	16	6	4	50	100%
2	Good rehabilitation services leads to realization of full potential of individual with disabilities	30	11	5	4	50	100%
3	Good rehabilitation helps a disabled person acquire knowledge and skills	32	12	1	5	50	100%
4	Rehabilitation services provide special needs persons with required devices that will enable them to stand alone themselves.	20	22	5	3	50	100%
5	Insufficient professionally trained rehabilitation personnel is also a setback to good rehabilitation.	15	16	10	9	50	100%

Table 3 shows the effect that rehabilitation system has on the academic performance of special needs persons. It is observed that good rehabilitation system enables individual with disabilities to acquire adequate knowledge and skills to function effectively in society. It is also clear that good rehabilitation system will expose special need person to appropriate skills that needed to be acquired.

Discussion of Results

In the light of the findings, the study revealed that there are no enough facilities or equipment in most of the rehabilitation centres and this adversely affects persons with special needs. This indicates that insufficient modern facilities also serve as a setback to the good rehabilitation of persons with special needs in Nigeria. Furthermore based on the result obtained it is very clear that modern equipment for rehabilitation would be needed for effective delivery of rehabilitation processes this is line with the submission of Nanjiaoan & Plang (2014) that if there are distinct rehabilitation strategies and provision of facilities rehabilitation system will enhance the academic performance of such individuals.

The findings also revealed that there are no enough specialists in rehabilitation centres and special schools. It is believed that persons with special needs needed professional attention so as to acquire the learning objective. This gives it room for government at all levels to employ more specialists in special schools. It is also observed that most of the specialists are not really doing their work, in this wise government should set up a body that will monitor their activities.

It is also revealed that, good rehabilitation system yielded good academic performance of special needs persons. It is also observed that good rehabilitation system helps a disabled person to acquire the necessary skills that will enable him/her to be independent this is line with the submission of Mba (2005) which stated that is a process of restoring a handicapped individual to the maximum use of which he/she is capable remaining independent.

CONCLUSION

The result of this research clearly depicts the current situation of our rehabilitation centres and schools whereby there were not enough rehabilitation equipment and specialists. The impacts of this study will enable teachers and government to improve the education of special need persons at all level of education. Rehabilitation is crucial for the full recovery of people with varied disabilities; it is possible to infer from the respondents' results that people with special needs need professional assistance to meet their learning objectives. Additionally, persons with special needs grow more slowly than others, have a harder time adjusting to school, and can exhibit inappropriate or otherwise immature behavior. It has been shown that effective rehabilitation aids those with special needs in learning, acquiring knowledge and skills to enhance their physical, psychological, educational, vocational, and social functioning. Rehabilitation also gives people with special needs the resources they need to become independent and self-sufficient. The following further research are suggested: Impact of ICT Integration into teaching and learning of special needs persons on their academic achievement Comparative analysis of modern and previous rehabilitation system on special needs persons academic performance

Recommendations

These are some of the recommendations suggested from this study:

1. Affordably priced and accessible educational resources and amenities should be made available for students with impairments.
2. The federal government's employment policy, which mandates that at least 3% of open positions in all enterprises be reserved for those with disabilities, needs to be put into effect right away. This is done to inspire these disadvantaged groups even more.
3. Government should make sure that a respectable financial aid is set aside to support students with learning impairment.

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