TRAINING NEEDS OF PHYSICALLY CHALLENGE PERSONS FOR EMPLOYMENT IN AUTOMOBILE FIRMS IN ANAMBRA STATE.

BY

MBA ANAEZI SHEDRACK
2016/1/63766TI

DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY OF TECHNOOGY, MINNA

APRIL, 2023

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A RESEARCH PROJECT SUBMITTED TO THE
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DECLARATION

I MBA ANAEZI SHEDRACK **Matric No**: 2016/1/63766TI an undergraduate student of the Department of Industrial and Technology Education certify that the work embodied in this project is original and has not been submitted in part or full for any other diploma or degree of this or any other university

_____ _____

MBA ANAEZI SHEDRACK Signature & Date

2016/1/63766TI

CERTIFICATION

This project has been read and approved as meeting the requirements for the award of B. Tech degree in Industrial and Technology Education, School of Science and Technology Education,

Federal University of Technology, Minna.

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Mr. ABUTU FRANCIS Sign & Date
Project Supervisor

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Head of Department

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External Examiner Sign & Date

DEDICATION

The researcher hereby dedicate this project work to my family, for their support and prayers.

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ABSTRACT

The research was design to investigate the Training needs of physically challenged persons for employment in automobile firms in Anambra State. Three research question were answered and three hypotheses tested at 0.5 level of significance were formulated for the study. A survey research design was adopted for the study. The major purpose of this study is to identify the training needs of physically challenged persons for employment in automobile firms in Anambra State. Specifically, the study is designed to determine the:
Technical training needs required by physically challenge persons for employment in automobile firm in Anambra State. Employability training needs physically challenge person for employment in automobile firm in Anambra State. Challenges faced by physically challenge person for employment in automobile firm in Anambra State. The literature was reviewed in line with the three research questions, and the null hypotheses were formulated to guide the study, in which several sub-headings were discussed as regard to the purpose of the study. The research design used for this study is survey research design in which questionnaire was formulated to solicit information from respondents. The targeted population comprised of Automobile Lecture and Management staffs in automobile firms. The total population for the study is 100 which consisted of 79 automobile lecturer and 21 management staffs in automobile firms in Anambra State. Data obtained was analyzed using mean, standard deviation, and t-test statistics. the study concluded and recommended the following: It is important to have preventive maintenance and corrective maintenance strategies adopted and integrated into the daily activities such that Check and maintain electrical motors and other power sources, Use of computerized maintenance management systems (CMMS) to managed, analyzed, and compared sensor data, Replacement of worn shock absorbers or worn suspension components, Routine maintenance exercise such as oiling greasing, and cleaning of vehicles should be carried out as well as quality assurance for training needs of physically challenge persons for employment in Anambra State. strategies for improving vehicle maintenance practices in NSTA, Minna.

TABLE OF CONTENTS

CHAPTER TWO: LITERATURE REVIEW

CHAPTER THREE: RESEARCH METHODOLOGY

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The term physically challenged, disability, impairment and handicap are interchangeably used to describe individual with special needs, though the three terms are not synonymous. For instance impairment according to Clark *et al*. (2019), is physical disorder, abnormality, malformation or dysfunction, damage, defect, imperfection, deviation and any other shortcoming of the various structures affecting the organs of the body. Disability according to Ndukwe (2015), is the loss or limitation of the ability to take part in the normal life of the community in an equal level with others due to physical and social barriers. Handicap occurs when disability interferes with the normal functioning of an individual. Handicap refers to barriers, difficulties, or problems that place limitations on the individual's capabilities expected of him in the society. The physical situations of people with physical challenges has made employment difficult for them in the nation such as Nigeria.

Employment is an economic activity, in which a person works under another person. Employment has been identified as a post school outcome associated with quality of life for individuals with disabilities (Shogren, Shaw, & Little, 2016). However, post-school employment outcomes for individuals with disabilities have continued to lag behind their peers without disabilities (Clark *et al*., 2019). For instance, the United States Department of Labor Bureau of Labor Statistics (2017) reported only 17.5% of individuals with a disability were employed compared to 65% of individuals without a disability. Additionally, unemployment rates were higher for individuals with

disabilities compared to those without disabilities, and individuals with disabilities were more likely than those without disabilities to work part-time. People with disabilities often get discriminated and are still deeply stigmatized, including people with Intellectual Disability (also formerly termed Mental Retardation). They are considered as unproductive citizens who cannot carry out their tasks and responsibilities, and thus their rights are often times get ignored. As a result, they feel that they have very little access to education, vacancies, trainings, political participation and social life. All of this are the reason most of them live below the poverty line (Kronauer, 2019).

Researchers have worked to identify what barriers impede individuals with disabilities from gaining employment. Luecking and Luecking (2015) identified limited support during career preparation and work experiences as one explanation for poorer outcomes for students with disabilities. Another major employment barrier for students with disabilities includes inadequate employment soft skills (e.g., training, work completion, task accuracy, punctuality, social skills, self-regulation) (Riesen *et al.*, 2014). Which, according to Murray and Doren (2013), may account for almost 90% of job loss.

Training needs are the activities that are focused on achieving change: the universal goal is to make a transition from a certain specific state of knowledge (or lack thereof) and skills among a specific group of people to a state which is defined as superior, improved and more useful in the context of achieving some pre-defined goals. Therefore, a training activity in the life of an organisation means that there is a striving to achieve a different—and, by definition, better—and desirable state of its operation. Training helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities and adapt to changing conditions.

Training both physically, socially, intellectually and mentally is very essential in facilitating not only the level of productivity but also the development of personnel in organizations. Therefore, training can be put in a context relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires in order to be able to function effectively and perform efficiently. Saleem, Shahid and Naseem (2011) submitted that training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside the organization. Saleem, Shahid and Naseem (2011) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore provides a systematic approach to training which covers the main elements of training. Physically challenged person require adequate training which can equip them with proper skill for employment in the automobile firms.

Skill is the ability to do or perform an activity that is related to some meaningful actions, works or jobs. In contributing to this, Okorie (2013) pointed 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.

Employability skills are described as the knowledge, skills, abilities, behaviours and such other characteristics or qualities a worker requires to enable him perform his duties or occupational functions successfully. These skills may include ability to read and

write, information and technology skills, research skills, time management, leadership skills, critical thinking skills, initiative and enterprise, ethics, self-confidence, amongst others, (Mansour & Dean, 2016). On this basis, employability skills can be viewed as necessary not only for employment, but also to fit-in well in a job, progress in the job and contribute meaningfully to the job. They are succinctly described by Macher *et al.* (2021), as those non-technical skills that are as important as core technical skills, and hence, ought to be acquired by graduates for useful employment. It is against this backdrop that the study seek the training needs of physically challenge person for employment in automobile firm in Anambra state.

1.2 Statement of the Problem

It has been observed that physically challenged (disabled) persons typically live in extreme poverty and dependency (Dean & Taylor-Gooby, 2014). They are faced particularly with challenges in education and training and are also with the problem of unemployment (Oyelola, Igwe, Ajiboshin & Peluola, 2014). Similarly Carty *et al.* (2021) observed that globally, physically challenged or disabled people are faced with discrimination and barriers to full participation in skills training and employment opportunity and programmes. Report confirmed that in developing countries, 90% of children with physical challenges continue to lack access to education. Also, Okafor (2010), estimated that about 98% of children with physical challenges in developing country like Nigeria had no access to school or vocational training. Okafor (2010) summarized the major factors that continued challenging the participation of students with disabilities, such as type of disability, lack of trained personnel, lack of training and employment opportunities. Another list of barriers presented includes inaccessible

buildings, communication systems, infrastructure, lack of assistive devices and psychological barriers in the minds of people with disabilities.

Physically challenged people are often rejected in work places because of ignorance and discrimination in the society and their inability to compete on the basis of relevant skills or qualifications. They further stated that lack of education in general and training in particular is the most frequently mentioned barriers experienced by physically challenged persons which makes them unqualified for employment and skills training courses, un-productive, lack confidence, have low expectations and low achievement. The social exclusion of the physically challenged in work organizations is further intensified by a hostile physical environment. Organizations with a hostile physical environment have enormous potentials to discourage qualified, skilful and capable physically challenged individual from expressing interest to be engaged. In such a hostile environment, materials and devices or equipment necessary to enhance their productivity are usually not available. Their challenging condition(s) also affect the economy of the nation in general because they (the physically challenged) are counted as part of the total number of the population in the State and country. So, the greater number of unemployed physically challenged persons we have in the society, the more unemployed citizens we have in the state's record, and the higher the poverty rate in the state and country. It is against this backdrop that the study seek to investigate the training needs of physically challenge person for employment in automobile firm in Anambra state.

1.3 Purpose of the Study

The purpose of this study is to determine the training needs of physically challenge person for employment in automobile firm in Anambra state. Specifically this study will determine:

1. The technical training needs required by physically challenge persons for employment in automobile firm.
2. Soft skills training needs required by physically challenge persons for employment in automobile firm.
3. Challenges faced by physically challenge persons for employment in automobile firm.

1.4 Significance of the Study

The findings of this study will be of significance to the following: Government both Federal, States and Local, Automobile teachers who teach physically challenge learners, physically challenged persons and Automobile firms.

The findings of this study will be of immense benefit to Federal, States and Local Government. Determining the appropriateness of the contents of the programmes used for Automobile trades identified by this study will guide the government and their agencies to plan and restructure the curriculum contents of Automobile trades and implement properly in such a way as to benefit physically challenge learners who should

be transformed by the practical skills acquired from the training. Also the findings of this study will provide information to the ministry on the need for designing appropriate programme and setting up of an effective monitoring team to monitor the activities in automobile technology. Also, it will assist the authorities to identify and utilize those appropriate managerial and social factors that can enhance skill development in automobile technology trades offered physically challenged person.

Furthermore, the findings of this study will be of immense benefit to Automobile teachers. Assessment of the suitability of instructional methods will assist teachers because they could use the identified and recommended instructional methods and models to teach and effect instructions purposefully and create friendship environment. This approach will also benefit learners who will as a result of new instructional methods acquire useful skills with less difficulty.

Moreover, physically challenge person will benefit from the findings of the study as it will enable to go through training needed for them to be able to gain employment into the automobile firms and also in the world of work. The findings generated on training needs in automobile technology trades will be of immense benefit to parents. It is expected that the findings will sensitise them to be more committed to the training of their children in order to succeed or excel in their chosen career. By stimulate interest during training. Thus helping physically challenged persons acquire necessary practical skills needed for productive work in the society.

Also the findings of the study will be of benefit to the automobile firms. The findings of the study will enable the automobile firms to be able to create work that physically challenge person can fit into and be effective in the firm.

1.5 Scope of the Study

The study will be carried out to determine the training needs of physically challenge person for employment in automobile firm in Anambra state. The study will specifically cover the technical training needs required by physically challenge person for employment in automobile firm in Anambra state, Employability training needs physically challenge person for employment in automobile firm in Anambra state, Challenges faced by physically challenge person for employment in automobile firm in Anambra state. Automobile lecturers and automobile firm staff will constitute the respondents for the study.

1.6 Research Questions

The following research questions will guide the study;

1. What are the technical training needs required by physically challenge persons for employment in automobile firm?
2. What are the Soft skills training needs required by physically challenge persons for employment in automobile firm?
3. What are the challenges faced by physically challenge persons for employment in automobile firm?

1.7 Hypotheses

The following null hypotheses formulated will be tested to guide the study at 0.05 level of significance.

H_{01} There is no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the technical training needs required by physically challenge person for employment in automobile firm in Anambra state.

H_{02} There is no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state.

H_{03} There is no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the challenges faced by physically challenge person for employment in automobile firm in Anambra state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature to this study is organized under the following subheadings:

2.1 Conceptual Framework of the Study

2.1.1 Concept of Disability

2. 1.2 Technical training for empowering physically challenged persons in automobile trade

2. 1.3 Soft skills training for empowering physically challenged persons in automobile trade

2. 1.4 Training and Employment of Persons with Disabilities

2. 1.5 Constraints to effective Development in Automobile trade among people with disability

2. 1.6 Problems Faced by Students with Disabilities towards skill acquisition in Automobile trade

2.1.7 Strategies for Improving Skill Development in Automobile trade

2.2 Theoretical Framework of the Study

2.2.1 Gagne Theory of Learning

2.3 Related Empirical Studies

2.4 Summary of Review of Related Literature

2.1 Conceptual Framework

2.1.1 Concept of Disability

Within the Convention on the Rights of Persons with Disabilities, the UN, already in 2006 UN (2018) in Bleischwitz *et al.* (2018), not only "prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions" De Vos (2018), but also "promote employment opportunities and career advancement for disabled persons in the labour market" De Vos (2018), as well as " opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business" (De Vos, 2018).

The disability-employability bottleneck both the accessibility and the discrimination-bottleneck is still a reality (Magrin *et al.,* 2019). The authors claim that this situation is linked to the history of disability and modern administrative law, as well as from the very semantics of the word "disability" if you are disabled, you must not be able to work; in contrast, if you are able to work, you must not really be disabled (Magrin *et al.,* 2019). In the welfare state, disability becomes an administrative category defining a status that exempts a person from the labor market. Effectively, in so doing, disability and employability have long been treated as binary conditions, or at best considered within the frame of the socio-medical employability model McQuaid (2005) in Magrin *et al.* (2019), focused on disadvantages. Theoretical models of disability evolved over the past 40 years, starting from the Medical Model of Disability and developing up to

the Social Model of Disability. Oliver (1995) in Magrin *et al.* (2019), showing overall a positive progression towards a portrait of disabled people as capable. This different approach fosters a shift from a conception of disability as an unfavorable condition of inability to enhancement of diversity as a resource in work environments, a conception retained by the Disability Management perspective (Camisa *et al.,* 2020).

A significant number of studies have been conducted over the past three decades highlighting the capacity and capability of disabled people to perform complex work tasks, including those with extensive disability (Odame *et al.,* 2021).

Recent large-scale surveys indicate that disability is still linked to suboptimal workplace outcomes, such as lower average pay, lower job security, less formal and informal training, lower participation in decisions, and lower workplace inclusion, all of which have important career implications (Kirby, 2020).

It should be stressed that, to date, almost all disability specific workplace literature has focused on barriers to employment, with little focus on career success (Samosh, 2021). A considerable part of studies has focused on employers' attitudinal barriers considering the influence of stereotypes and stigma on hiring, employment, and access to labor market of young disabled workers.

Most jobs today are not predicated on physically strenuous activities, and, for those that are, accommodations are often available to help people with physical disabilities to remain active in the labour force. Similarly, there are accommodations today that did not exist in earlier generations, such as telecommuting, which may allow people who have mental disabilities to keep working. A range of factors may influence decision-makers, such as the employers' empathy toward the employee, their attitudes toward

people with disabilities, their experience, and their knowledge of disability legislation (Dorfman, 2019). The graduates reported more positive experiences, when specialist and generic HR, line managers, colleagues, and they themselves had more experience of disability.

2. 1.2 Technical training for empowering physically challenged persons in automobile trade

Physically challenged persons need technical training in order to be gain employment into the automobile industries. The following are technical training needed by physically challenged persons.

Diagnostic Abilities: Opportunities should be very good for automotive service technicians and mechanics with diagnostic and problem-solving skills, knowledge of electronics and mathematics, and mechanical aptitude. When mechanical or electrical troubles occur, technicians first get a description of the problem from the owner or, in a large shop, from the repair service estimator or service advisor who wrote the repair order. To locate the problem, technicians use a diagnostic approach. First, they test to see whether components and systems are secure and working properly. Then, they isolate the components or systems that might be the cause of the problem. For example, if an airconditioner malfunctions, the technician might check for a simple problem, such as a low coolant level, or a more complex issue, such as a bad drive-train connection that has shorted out the air conditioner. As part of their investigation, technicians may test drive the vehicle or use a variety of testing equipment, including onboard and hand-held diagnostic computers or compression gauges. These tests may indicate whether a component is salvageable or whether a new one is required.

An Array of Integrated Skills: A competent car mechanic should also have mastery over a wide variety of integrated skills, such as the electrical system, fuel system, and the air conditioning system. Computer skills are also needed in the day-to-day operations, and are as much a part of the tool box as wrenches. As knowledge is gained, it becomes easier to move into higher paying positions.

The Ability to Stay Prepared: The days of the uneducated grease monkey are over. Computers are integrated with autos, and the skill set means being able to adapt to new technology. Preparation is the key, and more so than ever before.

The Ability to Teach Others: As time goes on, many older instructors don't possess the computer skills necessary to teach the aspiring auto mechanics of today. With additional skills, it's easy to gain employment. And, if you've acquired the proper training and skill set, doors will open wide for you. Being able to communicate in any field is a key to success.

Career Longevity: The ability to endure the profession is a key ingredient that most auto mechanics possess. Thus, it's rare to jump from one career field to the next once you're a mechanic

2.1.3 Soft skills training for empowering physically challenged persons in automobile trade

Soft skills are defined as the mix of skills, attitudes, behaviours, personal qualities and mind-sets that individuals use to be successful across different situations in work and life (Lambrechts, 2019). According to Qizi (2020), Soft skills as personality traits, goals, motivations, and preferences that are valued in the labour market, in school, and in many other domains. Soft skills as a sociological term relating to Emotional Intelligence

Quotient (EQ) consisting of clusters of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people (Qizi, 2020).

In organisations concerned with face to face dealings with customers, hard skills alone do not help such businesses to grow, but soft skills on top of hard skills help. Physically challenged persons in soft skills development should focus on these sets of skills: positive self-concept, self-control, communication, social skills and higher-order thinking (which includes problem-solving, critical thinking and decision-making) (Negesso, 2022). Similarly Vogler *et al*. (2018), explain Soft skills as one's ability to team work, solve problems and communicate effectively. soft skills deployment in a developing country has been the notion that foreign investment not only transfers technical know-how and knowledge but also non-technical skills (Mirvis and Googins, 2018) cited in (Helen *et al.*, 2021).

Soft Skills are the interpersonal skills that people need in order to do well in their jobs. This can mean having the ability to work well in teams, manage time, and multitask. While soft skills are a necessity if one wants to do well in any field, they are especially important for industrial purpose. Though these scholars limit soft skills to job, soft skills are generally survival skills. Since soft skills involve interpersonal skills, it is highly possible that individuals with disabilities would have difficulties in acquiring soft skills. For instance, certain emotions are expressed by the use of sight (Connor *et al.*, 2020). The "mindset perspective" has been researched by the authors of this paper in a study with African nationals who live, study and work in Germany. The participants in this study were asked to give a ranking of management soft skills by the order of their impact on business performance (Helen *et al.*, 2021).

According to Kamaruzaman, *et al.* (2019), more than one third (36%) of all jobs across all industries are expected to require complex problem-solving as one of their core skills, compared to less than 1 in 20 jobs (4%) that will have a core requirement for physical abilities such as physical strength or dexterity." Furthermore, "social skills such as persuasion, emotional intelligence and teaching others will be in higher demand across industries than narrow technical skills, such as programming or equipment operation and control. Content skills (which include ICT literacy and active learning), cognitive abilities (such as creativity and mathematical reasoning) and process skills (such as active listening and critical thinking) will be a growing part of the core skills requirements for many industries.

Trend is toward increased need for complex problem-solving and social skills (Burbules *et al.,* 2020). A recent World Bank analysis of 27 studies globally reveals that while employers value all skill sets basic cognitive, technical, advanced cognitive, and socio-emotional they especially value the latter two skill sets by wide margins (Almeida & Packard, 2018). The study notes that "these results are robust across region, industry, occupation, and education level. Employers perceive that the greatest gaps are in socio-emotional and higher-order cognitive skills." Overall, there is a growing recognition among employers and educators that left-brain dominance such as technical know-how must be complemented, and is in fact deeply interwoven, with right-brain intelligence such as empathy, inventiveness, creativity, intrinsic motivation and growth mind-set (Balint *et al.,* 2020.

Physically challenged persons require soft skills such as Cognitive Abilities, Systems Skills, Complex Problem Solving, Content Skills, Process Skills, Social Skills, and Resource Management Skills etc.

2. 1.4 Training and Employment of Physically Challenged Persons (PCP)

Empowered Physically Challenged Persons (PCP) have the mindset and capability to live a life of independence and self-reliance. One way to achieve this is through vocational rehabilitation and job opportunities. Vocational rehabilitation includes skills training for labor market entry, counseling, and looking for a suitable job for the Physically Challenged Persons (PCP). Ryan *et al.* (2019) emphasize that the best measurement for successful vocational rehabilitation of Physically Challenged Persons (PCP) is their employment. A systematic review of peer-reviewed literature shows that among the eight studies that met the inclusion criteria (peer-reviewed and published between 1990 and January 2014, addresses vocational program for Physically Challenged Persons (PCP), respondents or participants were 50% youth who were Physically Challenged Persons (PCP), six of these studies report that majority of the participants were employed after undergoing a vocational rehabilitation. More than half of the studies also indicate improved vocational outcomes Nicholas *et al.*, 2020).

The Philippine government supports the vocational rehabilitation and employment of Physically Challenged Persons (PCP) through the Republic Act No.1179. Among the provisions made are that vocational skills training is provided to Physically Challenged Persons (PCP) for a specific job or task and then these Physically Challenged Persons (PCP) are assisted in securing employment suitable to their ability. However, the government does not normally provide employment opportunities for Physically Challenged Persons (PCP) after their training. Instead, the government in partnership with local non-government organizations looks for suitable wage employment for the Physically Challenged Persons (PCP) (Blignault *et al.*, 2021).

Key findings reveal that more Physically Challenged Persons (PCP) are employed in the urban area than in the rural and around half of those Physically Challenged Persons (PCP) who can work are unemployed (Cole *et al.,* 2019). The highest number of Physically Challenged Persons (PCP) working in urban areas are the visually impaired while the hearing impaired are the majority in the rural. Most Physically Challenged Persons (PCP) in both areas either are self-employed or do not receive a salary (Rafiei *et al.,* 2022). A more recent study by Chernaya *et al.* (2021), created a profile of employment among Physically Challenged Persons (PCP) in the selected regions (National Capital Region, Region IVA, and Region III) in the Philippines. The key findings of the study showed that majority of the Physically Challenged Persons (PCP) rely on family members and friends to find a job. The study found that skills training and education are important factors that help Physically Challenged Persons (PCP) become employable.

Providing suitable and sustainable employment for Physically Challenged Persons (PCP) is key to their empowerment because it will lead to their independence and self-reliance. Unfortunately, most skill-training programs do not make provisions for employment. Usually, after the training, many capable Physically Challenged Persons (PCP) remain unemployed. Thus, this necessitates to look into the SE for training and employment of Physically Challenged Persons (PCP).

2. 1.5 Constraints to effective Development in Automobile trade among people with disability

In the course of implementing skill development in automobile trades offered to special needs learners, trainees and trainers have encountered a lot of problems and constraints. In a system, problems in one component part often lead to problems in other component

parts. Most of these problems and constraints encountered in implementation of skill development programme have their genesis in other bodies involves in demonstration and provision of training facilities for placement and after care services.

Olabiyi (2016) explained that in conducting skill development programme in automobile trades special needs learners are bound to meet some problem that threaten their viability and effectiveness. These problems according to Olabiyi are prominent and affect the implementation procedure, training facilities and programmes used in rehabilitation centres. Olabiyi (2016) continued that majority of trainees did not receive adequate training thereby limiting their settling down to happy family and healthy living.

Emphasing on the constraints and problems militating against effectiveness of skill development programme O'Toole (1991) in Olabiyi (2016), noted that one of the problems militating against effectiveness of skill development programme is that, the accurate number of disabled persons in Nigeria is not known. According to O' Toole the major problem faced in this area is that special needs learners individuals are not identified and appropriate educational and medical intervention are not organised and provide for them. Which has hindered the laudable objective of skill development programme as stated in the Federal Republic of Nigeria, 2014.

Furthermore, Nwadinigwe and Anumoye (2002) cited in Olabiyi (2016), explained that breaking away of the professionals from their traditional disciplines and approaches is one of the constraints and problem militating against effectiveness automobile skills development. He maintained that the disabled are not homogenous group. They vary considerably in ability levels and most of them cannot benefit in integrated system like

"normal" children and adults. He emphasised that recognition of their special needs and modification or individuals' attention should be considered.

Another constraints encountered by trainees and trainers in skill development programme offered to physically challenge person is in the area of societal attitudes to physically challenge person. Olubela, Olanegan and Sokale (1996) in Olabiyi (2016), explained that parents are not totally committed to the plight of their disabled children. Also Olawale (1999) in Olabiyi (2016), in contributing to this, points out that this nation, Nigeria used to exhibit gross ignorance on physically challenge person whenever major events occurred in the past. He stressed that to most of our nationals; rehabilitation is clearing the streets of beggars and the handicapped into an obscure enclosure outside the city centre;

Furthermore, Olawale (1999) in Olabiyi (2016), stressed that attitude of the society to physically challenge person has hitherto been largely on the negative side. The reason he gave was that majority of the people are still unaware of many aspect of physically challenge person and disability. Filani (2004) in Olabiyi (2016) stated that societal attitudes towards people with physically challenge person are not encouraging enough for them to excel in their chosen career. Governments at all levels are not concerned about the welfare of such citizens who ought be assisted and supported in their chosen career.

Commenting on constraints and problems militating against effective skill development programme in automobile trades offered to physically challenge person. Jonah (1996) in Olabiyi (2016) observed that it is apparent even to the man on the street, that many places of recreation, entertainment, and employment have not been designed with physically challenge person in mind. He explained that many buildings are not

accessible to them, particularly those on wheel chairs, because of the presence of high steps, curbs, steep and narrow walks, very narrow doors, small toilet. He added that basic design factors are not being considered to assist people with disability.

In another development, Gbegbin and Sokale (1996) in Olabiyi (2016), opined that most vocational rehabilitation centres are institutionalised. He explained that such centre is faced with the problems of providing basic training and re-training needs for all disables. The reasons for the facts above according to authors are inadequate finance, shortage of accommodation, lack of qualified personnel and transportation problem.

In contributing to this Ajobiewe (1996) in Olabiyi (2016), stressed that rehabilitation services available for disabled in the state are not adequate. He blamed it on inadequate training of staff, inadequate budgets, and lacks of follow-up and evaluation. He amplified that the effectiveness of these centres on skill development programmes is poor.

Another constraints to effective skill development programme offered to physically challenge person as identified by Giwa (2000) in Olabiyi (2016) is lack of qualified instructors, Giwa (2000) explained that most instructors had no training in vocational/ special education. She buttressed that the highest qualification some majority of them had was trade test certificate in a completely different field. She further points out that instructors do not have lesson plan, never reinforced, and not kept any progress, record or trainees performance. She concluded that the competencies of the instructors were low because of their qualification. In contributing to this Ajobiewe (2000) in Olabiyi (2016) supported that the professional roles adopted in rehabilitation centres are often inappropriate to the needs of physically challenge person. Lack of qualified personnel

and inadequate programmes according to Giwa (2000) in Olabiyi (2016) had been retarding the progress of services in Nigeria.

Duration of training also serve as constraints to effective skill development programme for physically challenge person, Saritepeci (2020) complained that the uniform period of training is considered inappropriate for meaningful development of skills, work habit and correct attitudes. Authors explained that automobile trades require different periods of apprenticeship so as to equip individuals with necessary skills before graduation.

2. 1.6 Problems Faced by Students with Disabilities towards skill acquisition in Automobile trade

The students with disability are confronted with several challenges in life. Aside from coping with the trauma of a disability, the student may find it difficult to access several facilities while attending school. After graduation, the student might not be employed because of his/her disability. Usak *et al.* (2020) stated that the fear of the future is one of the basic problems of special needs students. Eze *et al.* (2020) emphasized that Nigerian education is not adequately funded, and this also has a lot of effect on these students. Certain educational materials, facilities and equipment which could have enabled them to learn without difficulty, are costly hence, many parents cannot afford them. Students of physical challenge school find it difficult to cope with the syllabus and normal teaching methods when compared with their normal counterparts. Lack of adequate specialists and Para-professionals such as the physiotherapists, pathologists, braillists, sign language interpreters, among others constitutes a challenge (Bolu *et al.,* 2017). According to Bolu *et al.* (2017) some common problems faced by special needs students are as follows:

Most of the special needs students usually develop low self-esteem and this can lead to antisocial behaviors like aggressiveness, lack of self-confidence; and feeling of self-defeatism. Low self-concept can lead to psychological problems.

Students with disabilities who find themselves in the midst of normal students are often humiliated and are exposed to contempt as the normal ones may call them names in relation to the type of their disability. In addition, the normal student(s) whether in the classroom or outside may discriminate against the special needs students thus bringing about the problem of social acceptability among their mates. Sometimes, they are emotionally unbalanced and denied of their basic rights.

Several authorities in the fields of educational have argued that relationships between parents and children determine to some extent the failure or success of students at school. Parents of students with disability who are uneducated may be unconcerned about their children with disability. Lack of affection and love from parents can make the special need child to be emotionally unstable (Perrotta, 2020). Most students with disability experience a lot of anxiety. They are always anxious about the future, how they will ultimately sustain themselves in the future. Some of them are anxious about the nature of their deformity.

Another problem that may be faced by these special populace is the fact that, due recognition is not accorded to them as real and full member of the society by the general public and this depends on the nature, and severity of the deformity. Kyei (2022) explained that these students are seen by the public as nuisance. As such, many of them have developed infeority complex. Coupled with this also, is the issue of lack of necessary and relevant equipment or other types of support services like textbooks in Braille, homemaker services, sign language interpreters, counselors and so on. When

these are lacking, the physically challenged student may not be able to benefit fully from the school system.

2.1.7 Strategies for Improving Skill Development in Automobile Trades

Strategies for improving skills in automobile trade offered to special needs learners include to first determine extend of gap in objective and goal. Strategy is planning in advance a consistent approach, which is intended to yield positive result in the short, medium and long term. Strategy expresses the uniqueness and purpose of vocational education centre for physically challenge person. Improving skill development in vocational education centre for physically challenge person requires changes or addition. Its aim is to make a significance difference.

The major objectives and goals of vocational education centre for physically challenge person according to Tohara (2021) are to develop the capacities of special needs learners to meet the challenges of disability and contemporary living and to ensure the attainment of satisfactory and overall quality of life which would allow them to make their maximum contributions towards the development of the nation. In order to achieve this objective, and avoiding wasting away of materials, money, time, facilities and human resources being invested in vocational education centre for physically challenge person, it is crucial that the level of skill development programme should be improved since skill development project is to guarantee special needs learners conducive environment and opportunities for the total development of their human potentials (Mustafa *et al.*, 2020)

In view of this, Salvo *et al.* (2021) suggested that a nation that is worth its salt must invest in human capacity building of her people. He explained 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. There should be a national alarm to sound note of warnings to our policy makers and executives especially in this democratic dispensation to appreciate and treat all lives as equal and as having the right to live in an enabling environment. Ebuenyi *et al.* (2020) also believed that comprehensive law and policy should be enacted on vocational education center for physically challenge person by the Federal Government of Nigeria to ensure effectiveness of skill development programme. She express further that all negative attitudes put up by parents of special needs learners should be disqualifies. She equally added that any parents who are found maltreating their wards and the likes should be properly sanctioned and appropriate disciplinary measures taken in order to build confidence in the skill development programme and let the parents be more serious with the training of their children.

In supporting this, Nordin *et al.* (2019) emphasised that for any meaningful programme for special needs learners to be effective in the country; there should be a need for legal backing. This is to prevent people from eroding the right of the disabled. Oni (1990) in Nordin *et al.* (2019) postulated that lack of legal backing to programmes of special needs learners in Nigeria has always been a log in the wheels of development. He equally added that if appropriate law could be put in place in Nigeria, it would compel the various organs of government to advertise the products of disabled, register their business and business name even find them suitable employment.

In another development to improve skill development programme, it is necessary to remove barriers in the society. Toquero (2020) points out that many places of education, recreation, entertainment, employment and others have not been designed with special

needs learners in mind. He observed that many building are not accessible to them, particularly those on wheel chairs, very narrow doors, and small toilet etcetera. He added that basic factors are not being considered to assist special needs learners. He therefore, suggested that government and all concerned should remove these barriers in order to improve skill development programme by ensuring that old building are altered, to guarantee access of people with disabilities and that new ones are to designed so that there will not be architectural barriers. Jonah equally added that transportation facilities should be made barrier free to enable special needs learners go to work, recreation, and so on independently, where possible, all other causes of barriers that may interfere with communication should be removed.

2.2 Theoretical Framework of the Study

Gagne‟s theory of learning was propounded by R.M. Gagne in 1965. This theory stipulates that there are several different types or levels of learning. The significance of these classifications is that each different type requires different types of instruction. Gagne identifies five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. Different internal and external conditions are necessary for each type of learning. For example, for cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems; to learn attitudes, the learner must be exposed to a creditable role model of persuasive arguments.

Gagne suggests that learning tasks for intellectual skills can be organized in a hierarchy according to complexity: stimulus recognition, response, generation concept formation, rule application and problem solving. The primary significance of the hierarchy is to identify prerequisites that should be completed to facilitate learning at each level.

Prerequisites are identified by doing task analysis of learning/training task. Learning hierarchies provides a basis for the sequencing of instruction. In addition, the theory out-lines nine instruction events and corresponding cognitive process:

i. Gaining attention (reception)
ii. Informing learners of the objective (expectancy)
iii. Stimulating recall of prior learning (retrieval)
iv. Presenting stimulus (selective perception)
v. Providing learning guidance (semantic encoding)
vi. Eliciting performance (responding)
vii. Providing feedback (reinforcement)
viii. Assessing performance (retrieval)
ix. Enhancing retention and transfer (generalization)

These events should satisfy or providing the necessary conditions of learning and serve as the basis for designing instruction and selecting appropriate media. Also, Gagne equally proposed four stages of learning sequence and they are: apprehension, acquisition, storage and retrieval. This depicts the fact that information does not just arrive the long term memory rather it is first received and acquired before storage which precedes retrieval. This theory is related to this work since it is built on the fact that different types of learning require different type of instruction, which is the mainstay of reflective teaching strategy. Reflective teaching employs different kinds of internal and external conditions to make learners learn.

2.3 Related Empirical Studies

Donie (2018) conducted a study on Empowering Persons with Disabilities Through Training and Employment: A Case Study. Empowering persons with disabilities (PWDs) involves ensuring their independence and self-reliance by creating job opportunities for them. However, PWDs are marginalized when it comes to employment. In the Asia Pacific region alone, the unemployment rate for PWDs is 80% or more. One way to address this issue is to utilize social enterprise (a business for profit and social responsibility) as a mechanism for the inclusion of PWDs in the economy. This qualitative case study examined the effort of empowering PWDs through training and employment by "Handcrafted by Harl's," a social enterprise in Laguna, Philippines. The findings indicate a few things including the following: (a) A social enterprise was a viable an ethical mechanism for the inclusion of PWDs in the economy. (b) Mentoring was a successful way of training PWDs for skills development that promotes a sense of value. (c) A social enterprise could be an avenue for the empowerment of PWDs leading to their participation in socio-economic activities if healthy conditions supporting their experiences on their psychological needs were provided. Finally, the result of this study supports findings of previous studies that suggest that disability is socially constructed. The similarities between the study and the present study is that both study are based on training needs of Persons with disability and also skill development of people with disabilities. The difference between the study and the present study is that the study adopted qualitative research design will the present study adopt survey research design.

Maria (2019) carried out a research on Employability of Disabled Graduates: Resources for a Sustainable Employment. In the frame of the psychology of sustainability, this research aims at exploring how the related concepts of risk factors, protective factors, and resilience might inform our understanding of the postgraduate outcomes of disabled youth. The number of disabled students is growing steadily, nevertheless, relatively little

is known about the employment experiences and skill development of disabled youth. Following the positive primary preventive approach, this explorative research investigates the role of resilience and employability resources both in preventing perceived negative impact of disability on the employment opportunities and promoting the perception of employability. Fifty disabled students responded to an online questionnaire and their responses were compared to those of a nondisabled sample (N = 190). Motivations and meanings associated with entry into the workplace are equivalent in the two groups, but perceived impact of disability is a risk factor that hinders perceived employability. Resilience resources and soft skills show their effectiveness in reducing perceived disability impact and improving perceived employability, but between group comparison shows differences in the set of available resources. Overall, results provide insights for implementing actions to promote sustainable employment in order to foster a positive, sustainable organizational development. The similarities between the study and the present study is that both study are based on training needs of Persons with disability and also skill development of people with disabilities. The difference between the study and the present study is that the study adopted explorative research design will the present study adopt survey research design.

Ranu (2020) conducted a study on Problems of Automotive Vocational Teaching-Learning Process for Students with Mild Intellectual Disability (MID). Students with Mild Intellectual Disability is given automotive vocational training in the hopes that it will grow as a useful skill that will be beneficial for them in the future. This research was conducted to: (1) describe the problems in creating course outline for automotive practice for students with Mild Intellectual Disability (hereafter will be referred as MID), (2) describe the problems that arise in teaching automotive practice for students with MID, (3) describe the problems that arise in grading the students with MID. This

research falls within the qualitative research category with case study design. The data were collected by way of observation, interview, and documentation study. Data trustworthiness was achieved by conducting triangulation. The data were analyzed by way of reducing data, presenting data, and drawing conclusion. The research results show that there are problems in the process of teaching automotive practice for students with MID. The problems are as follows: lesson plans of vocational automotive classes have not implemented K13 yet and the objectives of vocational automotive teaching in the syllabus are not specific as per ABCD model. The process of vocational teaching for students with MID still has a lot of issues, especially when it comes to the core of the teaching itself. Such issues arise due to the fact that job sheets are not yet available, along with the learning media as well as the correct strategies in teaching the students with MID. Additionally, the grading system for students with MID is still not authentic and is adjusted based on the characteristics of each student. The similarities between the study and the present study is that both study are based on training needs of Persons with disability and also based on automobile. The difference between the study and the present study is that the study adopted qualitative research design will the present study adopt survey research design.

Alina (2020) conducted a study to examine the productive participation of the physically challenged through Technical Vocational Education Training programmes in Rivers State. A population of 387 registered mobility impaired and visually impaired persons were used for the study while a sample of 284 was selected through purposive sampling technique. Three research questions were answered, and three null hypotheses were tested at 0.05 level of significance. The instrument for data collection was a self structure questionnaire developed by the researchers that was structured in the pattern of 5-point Likert rating scale of agreement and extent. The instrument was face and contents

validated by three experts. The reliability of the instrument was established through Pearson Product Moment Correlation (PPMC) which yielded correlation coefficient of 0.86. Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses. The study found among others that unwillingness of the participant to training, discrimination, lack of jobs after training and high technical fees were some of the barriers for implementing TVET to the physically challenged persons in Rivers State. It was recommended among others that at least two TVET special schools and training centres should be built (setup) in each senatorial zone in Rivers State, trained technical teachers should be employed, TVET programmes should be free for productive participation of the physically challenged in Rivers State. The similarities between the study and the present study is that both study are based on training needs of Persons with disability and also the study and the present study adopt survey research design.

Shamsudeen (2020) carried out a study on The study was conducted with the aim of identifying the skills appreciated by employers for the employment of automotive electrical system technicians in Sokoto and Kebbi states in North Western Nigeria. It specifically determined the generally required employability skills and rankings in terms of their perceived importance by participants. To achieve this, two (2) research questions, as well as one null hypothesis was formulated and tested at 0.05 level of significance, as a guide to the study. Appropriate answers were sought through descriptive survey design which involved a population made up of automotive electrical/electronic technicians, automotive electrical/electronic teachers, and automotive electrical/electronic lecturers in some institutions in the targeted states. A structured questionnaire was used to generate data, which was analysed based on frequency count, mean, and analysis of variance. The findings of the study suggested

that all the identified employability skills were necessary, but with different levels of importance. Specifically, the study discovered that integrity/honesty was considered the most necessary skill, while competency in planning was regarded as the least required skill by the respondents. The study, therefore, recommended that the curriculum for technical colleges and vocational centres, should include graduate employability skills and attributes as well as strong synergy between employers, technical education training providers, educators and all other stakeholders in technical education, in order to enshrine, sustain and develop the necessary employability skills training in to the technical education program. The similarities between both studies is that they both focus on employability skills in automobile and both adopt survey research design.

2.4 Summary of Review of Related Literature

The literature review of the study covered the following: This was done by considering the conceptual and theoretical framework. Theory found to be most relevant is that of Gagne‟s learning theory which views learning as being modern character which involves such intellectual processes as thinking, understanding, decision making, language use and problem solving. The conceptual framework focus on concept of disability, discrimination against persons with disabilities, empowering persons with disabilities, training and employment of persons with disabilities, constraints militating against effectiveness of skill development in automobile trade, problems faced by students with disabilities, strategies for improving skill development in automobile trade. Adequate and relevant related empirical studies were also reviewed in order to guide the researcher in selecting appropriate methodology for this study. Many of the empirical studies which were found relevant, presented some empirical works on training needs of physically challenged person in other parts of Nigeria. However,

despite the fact that some studies have actually carried out by other researchers on school subjects none of these researchers seems to have done any work on students with learning disabilities in automobile industries in Anambra state. Thus, this study geared towards filling this gap. Therefore, this study intends to identify training needs of physically challenge person for employment in automobile firm in Anambra state.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Design of the Study

The study adopt the descriptive survey research design used to determine the training needs of physically challenge person for employment in automobile firm in Anambra state. Survey design according Udosen and Adie (2019), is aimed at collecting data on and describing in a systematic manner, the characteristics features or facts about a given population. Johnny *et al*. (2020) said that it is a design which studies the characteristics of people, the vital facts about people and their beliefs, opinions, attitude, motivation and behavior. The design is suitable for the study because it solicit information from automobile firm staff and automobile lecturers.

3.2 Area of the study

The study was carried out in Anambra state in order to determine the training needs of physically challenge person for employment in automobile firm in Anambra state. Anambra state is Located in the South-Eastern parts of the Country, it is situated between Latitudes 5° 32' and 6°45' N and Longitude 6°43 ' and 7° 22 'E respectively. As at 2022 the Anambra state population is 5,953,500.

3.3 Population for the Study

The population for the study consists of 100 respondents comprising 79 automobile lecturers and 21 management staff in automobile firm. The table below shows the distribution of the respondents

S/N	Name of institution	No. of Lecturers	Name of automobile firm	No. of supervisors
1	Nnamdi Azikiwe University, Awka	18	Avata Industries Ltd	3
2	Chukwuemeka Odumegwu Ojukwu University	24	C & N International Co. Ltd	3
3	Madonna University, Okija	12	Omatha Automotive Products Ltd	3
4	Paul University Awka	11	Union Auto Parts Limited	3
5	Legacy University, Okija. Location Okija.	14	Caason Global Links Ltd	3
6			Ibk Auto Parts Industries Company Ltd	3
7			Geofabros	3
8	**Total**	**79**		**21**

3.4 Sample and Sampling Technique

There was no sampling since the population was small and manageable.

3.5 Instrument for Data Collection

The researcher designed a structured questionnaire as an instrument that was used in collecting data for the study. The questionnaire was made up of four sections (A, B, C,

and D). Section 'A' contains items on personal information of the respondents. Section 'B' seeks technical training needs required by physically challenge person for employment in automobile firm in Anambra state. Section 'C' find out soft skill training needs physically challenge person for employment in automobile firm in Anambra state. While Section 'D' find out Challenges faced by physically challenge person for employment in automobile firm in Anambra state. The questionnaire items were based on four points scale types. Items for section 'B', 'C' and 'D' contain four responses category each. The response categories for section 'B', 'C' and 'D' are Highly Needed (HN), Needed (N), Moderately Needed (MN) and Not Needed (NN). These response categories will be assign numerical values of 4, 3, 2 and 1 respectively. Respondents were require checking (√) against the response category that best satisfies their opinion.

3.6 Validation of instrument

The instrument was validated by three lecturers in the department of Industrial and Technology Education, Federal University of Technology, Minna and contributions on the appropriateness of the instrument was considered in the production of the final copy of the research instrument.

3.7 Reliability of instrument

In order to determine the reliability of the research instrument, a pilot test will be conducted using fifteen in other locations. During the test, the questionnaires were distributed by the researcher. The questionnaire was filled by the respondents and then returned to the researcher. The data collected will be analyzed using Crombach Alpha.

3.8 Administration of instrument

The instrument that was used for the data collection will be administered to the respondents by the researcher and three research assistant in the study area.

3.9 Method of data analysis

Data collected was analyzed using mean and standard deviation for the research questions while t-test was used to test the hypothesis at the 0.05 level of significant. A four (4) point rating scale was to analyze the data as shown below.

Highly Needed (HN) = 4 points

Needed (N) = 3 points

Moderately Needed (MN) = 2 points

Not Needed (NN) = 1 point

Therefore, the mean value of the 4 point scale is:

$$\bar{X} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

3.10 Decision Rule

The cutoff point of the mean score of 2.50 was chosen as the agreed or disagreed point. This was interpreted relatively according to the rating point scale adopt for this study. Therefore, an item with response below 2.49 and below was regard or consider as disagreed while an item with response at 2.5 and above was regard or considered as agreed.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of data with respect to the research questions and hypotheses formulated for this study, the result of data analysis for the research questions were presented first, followed by those of the hypotheses tested for the study.

Research Question 1

What are the technical training needs required by physically challenge persons for employment in automobile firm?

Table 4.1: mean responses of automobile lecturers and management staff in automobile firm on the technical training needs required by physically challenge person for employment in automobile firm in Anambra state.

				N_1 =79 N_2 = 21
S/No	**ITEMS**	$\bar{X}$	**SD**	**REMARK**
1	Diagnose and troubleshoot automobile repairs.	3.75	.479	Needed
2	Training in performing as an automobile repair assistant vehicles - general maintenance, body work, and rebuilding engines.	3.80	.532	Needed
3	Serving as auto paint mixer for body spraying	3.79	.537	Needed
4	Training in rewiring, lights and instrument panel and abs brake system	3.68	.530	Needed
5	Training in performing general automotive maintenance and troubleshooting	2.45	1.410	Not Needed
6	Training in servicing automobiles (tires, oil changes, belts, hoses, and air conditions)	2.78	.871	Needed
7	Perform service work such as oil change	3.81	.506	Needed
8	Training in performing services that included tire/wheel installation and front-end repairs/alignment.	2.97	.937	Needed
9	Training in performing vehicle alignments, complete oil changes.	3.61	.695	Needed

10	Training in specializing in electronic and mechanical fuel injection system (foreign and domestic).	3.67	.620	Needed
11	Received training in electrical and electronic controls and vehicle computer systems testing and diagnosis through schematic reading.	3.72	.637	Needed
12	Training in explaining technical diagnosis and needed repairs to non-mechanical individuals which may include other teammates and customers as required.	3.69	.692	Needed
13	Have experience and knowledge of reading electrical schematics and repair of complex electrical systems, some hydraulic experience	3.75	.557	Needed
14	Training in assisting the lead mechanic in maintenance, parts replacement, and repair of vehicles.	3.69	.581	Needed
15	Training in working with customers to identify maintenance needs and made recommendations for repairs and preventive maintenance.	3.66	.623	Needed

KEY:

N: 100

N1: No. of automobile lecturers

N2: No. of management staff in automobile firm

$\bar{X}$: Mean of respondents

SD: Standard deviation of respondents

Table 4.1 showed that both the automobile lecturers and management staff in automobile firm agreed on items from 1 to 15 as needed trainings and counted item 5 as not needed. This is because most of the mean response was below 2.50 which was the beach mark of agreed on the 4-points response options while item 5 was below 2.50 having 2.45 therefore regarded as not needed. The standard deviation score ranged between 0.479 and 1.410. This showed that the responses of the automobile lecturers and management staff in automobile firm on most the items were not divergent.

Research Question 2

What are the Soft skills training needs required by physically challenge persons for employment in automobile firm?

Table 4.2: mean responses of automobile lecturers and management staff in automobile firm on the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state.

			N_1 =79	N_2 = 21
S/No	**ITEMS**	$\bar{X}$	**SD**	**REMARK**
1	Ability to identify Lunch x431	3.73	.510	Needed
2	Ability to identify Autobus V30	3.78	.561	Needed
3	Ability to identify necessary cables and adapters for both Lunch x431 and Autobus V30	3.78	.543	Needed
4	Ability to differentiate Lunch x431 from Autobus V30	3.65	.557	Needed
5	Ability to identify the Data Link Connection (DLC) in OBD II compliant vehicles	2.65	1.329	Needed
6	Ability to use Lunch x431 to diagnose and read Digital Trouble Codes	2.89	.827	Needed
7	Ability to use Lunch x431 to clear Digital Trouble Codes	3.81	.506	Needed
8	Ability to use Lunch x431 to read data streams	2.97	.937	Needed
9	Ability to use Lunch x431 to create repair files and access maintenance data via internet	3.56	.756	Needed
10	Ability to use Lunch x431 to analyse OBD II compliant vehicles systems	3.67	.620	Needed
11	Ability to use Lunch x431 to tune OBD II compliant vehicles systems	3.69	.692	Needed
12	Ability to use Lunch x431 to access the complete vehicle, including: drive line, chassis, body, and the networking/communication modules	3.62	.789	Needed
13	Ability to use Lunch x431/Autobus V30 to print out diagnosis details for clients using OBD II compliant vehicles	3.74	.562	Needed
14	Ability to use Lunch x431/Autobus V30 to make interact with REAL technicians oversees	3.68	.584	Needed
15	Ability to use lunch x431/Autobus V30 to access Powertrain, Chassis, Body Systems	3.59	.740	Needed
16	Ability to use lunch x431/Autobus V30 to perform Electronic Control Unit (ECU) coding/programming	3.56	.574	Needed
17	Ability to use lunch x431/Autobus V30 to carry out updating operations of the Windows Operating System in-built	3.24	.571	Needed

18	Ability to interpret live data graphic display using lunch x431/Autobus V30	3.29	.795	Needed
19	Ability to use Autobus V30 Original Equipment Manufactures' (OEM)	3.76	.495	Needed

KEY:

N: 100

N1: No. of automobile lecturers

N2: No. of management staff in automobile firm

$\bar{X}$: Mean of respondents

SD: Standard deviation of respondents

Table 4.2 showed that both the automobile lecturers and management staff in automobile firm agreed on items from 1 to 19 as needed trainings. This is because none of the mean response was below 2.50 which was the beach mark of agreed on the 4-points response options. The standard deviation score ranged between 0.506 and 1.329. This showed that the responses of the automobile lecturers and management staff in automobile firm on most the items were not divergent.

Research Question 3

What are the challenges faced by physically challenge persons for employment in automobile firm?

Table 4.3: mean responses of automobile lecturers and management staff in automobile firm on the challenges faced by physically challenge person for employment in automobile firm in Anambra state.

		N_1 =79	N_2 = 21	
S/No	**ITEMS**	$\bar{X}$	**SD**	**REMARK**
1	Negative attitude of physically challenged persons due to health issues	3.75	.479	Needed
2	Difficulty in practical activities due to health issues of the challenged persons	3.81	.526	Needed
3	Inadequate number of special technical teachers	3.79	.537	Needed

4	Inadequate number of special technical colleges for physically challenged persons	3.68	.530	Needed
5	Negative employers' attitude towards the recruitment of physically challenged persons in technical related occupation	3.28	.944	Needed
6	Inadequate funding of TVET programmes by the government	2.78	.871	Needed
7	Inadequate support from family members	3.81	.506	Needed
8	Very high TVET training fees	2.97	.937	Needed
9	Poor dissemination of information by government	3.62	.693	Needed
10	Lack of support in accessing assistive devices	3.68	.618	Needed
11	Lack of employment after training	3.73	.633	Needed
12	Lack of Wheelchair Accessibility Equipment	2.87	.825	Needed
13	Lack of Adaptive Driving Equipment	3.81	.506	Needed
14	Licensing for Disabled Drivers	2.97	.937	Needed
15	Narrow pathway (doorways) in the automobile firms	3.57	.756	Needed
16	Inability to access heavy doors (metal doors and strong doors) in the automobile firms	3.67	.620	Needed
17	Lack of Hand controls that allow a person to operate the throttle and brake pedal with hands instead of feet	3.70	.689	Needed
18	Automatic or manual ramps that facilitate easy entry and exit via wheelchair	3.63	.787	Needed
19	Securement systems that keep wheelchair users secured whether they are drivers or passengers	3.75	.557	Needed
20	Modified vehicle floor height	3.69	.581	Needed
21	Kneeling systems that can lower and raise the vehicle	3.60	.739	Needed

KEY:

N: 100

N1: No. of automobile lecturers

N2: No. of management staff in automobile firm

$\bar{X}$: Mean of respondents

SD: Standard deviation of respondents

Table 4.3 showed that both the automobile lecturers and management staff in automobile firm agreed on items from 1 to 21 as needed trainings. This is because none of the mean response was below 2.50 which was the beach mark of agreed on the 4-points response options. The standard deviation score ranged between 0.479 and 0.944. This showed that the responses of the automobile lecturers and management staff in automobile firm on most the items were not divergent.

Hypothesis 1:

H_{O1}: There is no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the technical training needs required by physically challenge person for employment in automobile firm in Anambra state.

Table 4.4: t-test analysis of mean responses of automobile lecturers and management staff in automobile firm on the technical training needs required by physically challenge person for employment in automobile firm in Anambra state

				$N_1 = 79$	$N_2 = 21$		
S/No	**ITEMS**	$\bar{X}_1$	**SD_1**	$\bar{X}_2$	**SD_2**	**t-cal**	**Rmks**
1	Diagnose and troubleshoot automobile repairs.	3.72	.505	3.86	.359	-1.154	**NS**
2	Training in performing as an automobile repair assistant vehicles general maintenance, body work, and rebuilding engines.	3.77	.576	3.90	.301	-1.016	**NS**
3	Serving as auto paint mixer for body spraying	3.78	.547	3.81	.512	-0.186	**NS**
4	Training in rewiring, lights and instrument panel and abs brake system	3.65	.556	3.81	.402	-1.265	**NS**
5	Training in performing general automotive maintenance and troubleshooting	2.72	1.395	1.43	.926	4.01	**NS**
6	Training in servicing automobiles (tires, oil changes, belts, hoses, and air conditions)	2.99	.840	2.00	.447	5.184	**NS**
7	Perform service work such as oil change	3.78	.547	3.90	.301	-0.964	**NS**
8	Training in performing services that included tire/wheel installation and front-end repairs/alignment.	2.97	1.025	2.95	.498	0.096	**NS**
9	Training in performing vehicle alignments, complete oil changes.	3.57	.673	3.76	.768	-1.129	**NS**
10	Training in specializing in electronic and mechanical fuel injection system (foreign and domestic).	3.63	.603	3.81	.680	-1.161	**NS**
11	Received training in electrical and electronic controls and vehicle computer systems testing and diagnosis through schematic reading.	3.70	.648	3.81	.602	-0.723	**NS**
12	Training in explaining technical diagnosis and needed repairs to non-mechanical individuals	3.67	.674	3.76	.768	-0.534	**NS**

	which may include other teammates and customers as required.						
13	Have experience and knowledge of reading electrical schematics and repair of complex electrical systems, some hydraulic experience	3.73	.548	3.81	.602	-0.549	**NS**
14	Training in assisting the lead mechanic in maintenance, parts replacement, and repair of vehicles.	3.65	.600	3.86	.478	-1.493	**NS**
15	Training in working with customers to identify maintenance needs and made recommendations for repairs and preventive maintenance.	3.61	.649	3.86	.478	-1.645	**NS**

Key:

N: 100

DF: 98

N1: No. of automobile lecturers

N2: No. of management staff in automobile firm

$\bar{X}_1$: Mean of automobile lecturers

SD_1: standard deviation of Automobile Lecturers

$\bar{X}_2$: Mean of management staff in automobile firm

SD_1: Standard deviation of management staff in automobile firm

NS: Not significant

The data in table 4.4 above shows the t-test analysis of the mean responses of automobile lecturers and management staff in automobile firm on the technical training needs required by physically challenge person for employment in automobile firm in Anambra state.

It can be seen that the calculated t-values (t-cal) of all the 15 items were less than the t-table value of 1.96 at 0.05 level of significance and 98 degree of freedom. This means that the opinion of the automobile lecturers and management staff in automobile firm did not differ significantly on all the items. On this basis, the null hypothesis is upheld for all the items. It can therefore be stated that there is no significant different in the response of automobile lecturers and management staff in automobile firm.

Hypothesis 2:

H_{O2}: There is no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state.

Table 4.5: t-test analysis of mean responses of automobile lecturers and management staff in automobile firm on the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state

			N_1 =79		N_2 = 21		
S/NO	**ITEMS**	$\bar{X}_1$	**SD_1**	$\bar{X}_2$	**SD_2**	**t-cal**	**Rmks**
1	Ability to identify Lunch x431	3.72	.479	3.76	.625	-0.321	**NS**
2	Ability to identify Autobus V30	3.72	.619	4.00	.000	-2.054	**NS**
3	Ability to identify necessary cables and adapters for both Lunch x431 and Autobus V30	3.86	.473	3.48	.680	3.001	**NS**
4	Ability to differentiate Lunch x431 from Autobus V30	3.70	.515	3.48	.680	1.621	**NS**
5	Ability to identify the Data Link Connection (DLC) in OBD II compliant vehicles	2.44	1.356	3.43	.870	-3.155	**NS**
6	Ability to use Lunch x431 to diagnose and read Digital Trouble Codes	2.68	.777	3.67	.483	-5.51	**NS**
7	Ability to use Lunch x431 to clear Digital Trouble Codes	3.87	.404	3.57	.746	2.492	**NS**
8	Ability to use Lunch x431 to read data streams	2.84	.926	3.48	.814	-2.887	**NS**
9	Ability to use Lunch x431 to create repair files and access maintenance data via internet	3.53	.798	3.67	.577	-0.725	**NS**
10	Ability to use Lunch x431 to analyse OBD II compliant vehicles systems	3.68	.631	3.62	.590	0.422	**NS**
11	Ability to use Lunch x431 to tune OBD II compliant vehicles systems	3.75	.630	3.48	.873	1.606	**NS**
12	Ability to use Lunch x431 to access the complete vehicle, including: drive line, chassis, body, and the networking/communication modules	3.65	.817	3.52	.680	0.627	**NS**
13	Ability to use Lunch x431/Autobus V30 to print out diagnosis details for clients using OBD II compliant vehicles	3.76	.582	3.67	.483	0.671	**NS**
14	Ability to use lunch x431/Autobus V30 to make interact with real technicians oversees	3.68	.611	3.67	.483	0.117	**NS**
15	Ability to use lunch x431/Autobus V30 to access powertrain, chassis, body systems	3.54	.797	3.76	.436	-1.201	**NS**
16	Ability to use lunch x431/Autobus V30 to perform Electronic Control Unit (ECU) coding/programming	3.53	.596	3.67	.483	-0.957	**NS**
17	Ability to use lunch x431/Autobus V30 to carry out updating operations of the windows operating system in-built	3.15	.557	3.57	.507	-3.124	**NS**
18	Ability to interpret live data graphic display using lunch x431/Autobus V30	3.29	.787	3.29	.845	0.028	**NS**

19	Ability to use Autobus V30 Original Equipment Manufactures' (OEM)	3.76	.512	3.76	.436	-0.02	**NS**

Key:

N: 100

DF: 98

N1: No. of automobile lecturers

N2: No. of management staff in automobile firm

$\bar{X}_1$: Mean of automobile lecturers

SD_1: standard deviation of Automobile Lecturers

$\bar{X}_2$: Mean of management staff in automobile firm

SD_1: Standard deviation of management staff in automobile firm

NS: Not significant

The data in table 4.5 above shows the t-test analysis of the mean responses of automobile lecturers and management staff in automobile firm on the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state.

It can be seen that the calculated t-values (t-cal) of all the 19 items were less than the t-table value of 1.96 at 0.05 level of significance and 98 degree of freedom. This means that the opinion of the automobile lecturers and management staff in automobile firm did not differ significantly on all the items. On this basis, the null hypothesis is upheld for all the items. It can therefore be stated that there is no significant different in the response of automobile lecturers and management staff in automobile firm.

Hypothesis 3:

H_{O3}: There is no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the challenges faced by physically challenge person for employment in automobile firm in Anambra state.

Table 4.4: t-test analysis of mean responses of automobile lecturers and management staff in automobile firm on the challenges faced by physically challenge person for employment in automobile firm in Anambra state.

				N_1 =79	N_2 = 21		
S/No	**ITEMS**	$\bar{X}_1$	**SD_1**	$\bar{X}_2$	**SD_2**	**t-cal**	**Rmks**

1	Negative attitude of physically challenged persons due to health issues	3.71	.484	3.90	.436	-1.68	**NS**
2	Difficulty in practical activities due to health issues of the challenged persons	3.80	.563	3.86	.359	-0.46	**NS**
3	Inadequate number of special technical teachers	3.84	.541	3.62	.498	1.654	**NS**
4	Inadequate number of special technical colleges for physically challenged persons	3.68	.544	3.67	.483	0.129	**NS**
5	Negative employers' attitude towards the recruitment of physically challenged persons in technical related occupation	3.16	1.006	3.71	.463	-2.431	**NS**
6	Inadequate funding of TVET programmes by the government	2.54	.797	3.67	.483	-6.144	**NS**
7	Inadequate support from family members	3.85	.509	3.67	.483	1.468	**NS**
8	Very high TVET training fees	2.76	.923	3.76	.436	-4.823	**NS**
9	Poor dissemination of information by government	3.58	.744	3.76	.436	-1.056	**NS**
10	Lack of support in accessing assistive devices	3.65	.661	3.81	.402	-1.082	**NS**
11	Lack of employment after training	3.77	.619	3.57	.676	1.295	**NS**
12	Lack of wheelchair accessibility equipment	2.66	.766	3.67	.483	-5.725	**NS**
13	Lack of adaptive driving equipment	3.85	.509	3.67	.483	1.468	**NS**
14	Licensing for disabled drivers	2.76	.923	3.76	.436	-4.823	**NS**
15	Narrow pathway (doorways) in the automobile firms	3.58	.744	3.52	.814	0.314	**NS**
16	Inability to access heavy doors (metal doors and strong doors) in the automobile firms	3.63	.664	3.81	.402	-1.161	**NS**
17	Lack of hand controls that allow a person to operate the throttle and brake pedal with hands instead of feet	3.77	.619	3.43	.870	2.064	**NS**
18	Automatic or manual ramps that facilitate easy entry and exit via wheelchair	3.68	.726	3.43	.978	1.325	**NS**
19	Securement systems that keep wheelchair users secured whether they are drivers or passengers	3.77	.576	3.67	.483	0.769	**NS**
20	Modified vehicle floor height	3.71	.602	3.62	.498	0.628	**NS**
21	Kneeling systems that can lower and raise the vehicle	3.59	.743	3.62	.740	-0.132	**NS**

Key:

N: 100

DF: 98

N1: No. of automobile lecturers

N2: No. of management staff in automobile firm

$\bar{X}_1$: Mean of automobile lecturers

SD_1: standard deviation of automobile lecturers

$\bar{X}_2$: Mean of management staff in automobile firm

SD_1: Standard deviation of management staff in automobile firm

NS: Not significant

The data in table 4.4 above shows the t-test analysis of the mean responses of automobile lecturers and management staff in automobile firm on the challenges faced by physically challenge person for employment in automobile firm in Anambra state.

It can be seen that the calculated t-values (t-cal) of all the 21 items were less than the t-table value of 1.96 at 0.05 level of significance and 98 degree of freedom. This means that the opinion of the automobile lecturers and management staff in automobile firm did not differ significantly on all the items. On this basis, the null hypothesis is upheld for all the items. It can therefore be stated that there is no significant different in the response of automobile lecturers and management staff in automobile firm.

Findings of the study

The following are the main findings of the study; they are prepared based on the research questions and hypothesis tested.

Technical training needs required by physically challenge person for employment in automobile firm in Anambra state

- Diagnose and troubleshoot automobile repairs.
- Training in performing as an automobile repair assistant vehicles general maintenance, body work, and rebuilding engines.
- Serving as auto paint mixer for body spraying
- Training in rewiring, lights and instrument panel and abs brake system

- Training in performing general automotive maintenance and troubleshooting
- Training in servicing automobiles (tires, oil changes, belts, hoses, and air conditions)
- Perform service work such as oil change
- Training in performing services that included tire/wheel installation and front-end repairs/alignment.
- Training in performing vehicle alignments, complete oil changes.
- Training in specializing in electronic and mechanical fuel injection system (foreign and domestic).
- Received training in electrical and electronic controls and vehicle computer systems testing and diagnosis through schematic reading.
- Training in explaining technical diagnosis and needed repairs to non-mechanical individuals which may include other teammates and customers as required.
- Have experience and knowledge of reading electrical schematics and repair of complex electrical systems, some hydraulic experience
- Training in assisting the lead mechanic in maintenance, parts replacement, and repair of vehicles.
- Training in working with customers to identify maintenance needs and made recommendations for repairs and preventive maintenance.

Soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state

1. Ability to identify Lunch x431
2. Ability to identify Autobus V30
3. Ability to identify necessary cables and adapters for both Lunch x431 and Autobus V30
4. Ability to differentiate Lunch x431 from Autobus V30
5. Ability to identify the Data Link Connection (DLC) in OBD II compliant vehicles
6. Ability to use Lunch x431 to diagnose and read Digital Trouble Codes

7. Ability to use Lunch x431 to clear Digital Trouble Codes
8. Ability to use Lunch x431 to read data streams
9. Ability to use Lunch x431 to create repair files and access maintenance data via internet
10. Ability to use Lunch x431 to analyze OBD II compliant vehicles systems
11. Ability to use Lunch x431 to tune OBD II compliant vehicles systems
12. Ability to use Lunch x431 to access the complete vehicle, including: drive line, chassis, body, and the networking/communication modules
13. Ability to use Lunch x431/Autobus V30 to print out diagnosis details for clients using OBD II compliant vehicles
14. Ability to use Lunch x431/Autobus V30 to make interact with real technicians oversees
15. Ability to use lunch x431/Autobus V30 to access Powertrain, Chassis, Body Systems
16. Ability to use lunch x431/Autobus V30 to perform Electronic Control Unit (ECU) coding/programming
17. Ability to use lunch x431/Autobus V30 to carry out updating operations of the Windows Operating System in-built
18. Ability to interpret live data graphic display using lunch x431/Autobus V30
19. Ability to use Autobus V30 Original Equipment Manufactures' (OEM)

Challenges faced by physically challenge person for employment in automobile firm in Anambra state

1. Negative attitude of physically challenged persons due to health issues
2. Difficulty in practical activities due to health issues of the challenged persons
3. Inadequate number of special technical teachers
4. Inadequate number of special technical colleges for physically challenged persons

5. Negative employers' attitude towards the recruitment of physically challenged persons in technical related occupation
6. Inadequate funding of TVET programs by the government
7. Inadequate support from family members
8. Very high TVET training fees
9. Poor dissemination of information by government
10. Lack of support in accessing assistive devices
11. Lack of employment after training
12. Lack of wheelchair accessibility equipment
13. Lack of adaptive driving equipment
14. Licensing for disabled drivers
15. Narrow pathway (doorways) in the automobile firms
16. Inability to access heavy doors (metal doors and strong doors) in the automobile firms
17. Lack of hand controls that allow a person to operate the throttle and brake pedal with hands instead of feet
18. Automatic or manual ramps that facilitate easy entry and exit via wheelchair
19. Securement systems that keep wheelchair users secured whether they are drivers or passengers
20. Modified vehicle floor height
21. Kneeling systems that can lower and raise the vehicle

Discussion of the findings

Table 4.1 Reveal the result on the findings on technical training needs required by physically challenge person for employment in automobile firm in Anambra state. The findings of the studies among others reveal that diagnose and troubleshoot automobile repairs, training in performing as an automobile repair assistant vehicles general maintenance, body work, and rebuilding engines, serving as auto paint mixer for body spraying, training in rewiring, lights and instrument panel and abs brake system, training in performing general automotive maintenance and troubleshooting, training in servicing automobiles (tires, oil changes, belts, hoses, and air conditions), perform

service work such as oil change, training in performing services that included tire/wheel installation and front-end repairs/alignment, training in performing vehicle alignments, complete oil changes, training in specializing in electronic and mechanical fuel injection system (foreign and domestic), received training in electrical and electronic controls and vehicle computer systems testing and diagnosis through schematic reading, training in explaining technical diagnosis and needed repairs to non-mechanical individuals which may include other teammates and customers as required, have experience and knowledge of reading electrical schematics and repair of complex electrical systems, some hydraulic experience, training in assisting the lead mechanic in maintenance, parts replacement, and repair of vehicles, training in working with customers to identify maintenance needs and made recommendations for repairs and preventive maintenance. The findings shows that physically challenged persons require adequate technical skills in order to be able to fit in to the automobile industry for employment. The findings of the study is inline with Helen *et al.* (2021) who noted that physically challenged person must possess technical know-how skills in other to have gainful employment into the automobile industry.

The result of the hypothesis on the technical training needs required by physically challenge person for employment in automobile firm in Anambra state shows that there was no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the technical training needs required by physically challenge person for employment in automobile firm in Anambra state.

Table 4.2 Reveal the result of the findings on the Soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state. The findings of the study among other reveal the ability to identify Lunch x431, ability to

identify Autobus V30, ability to identify necessary cables and adapters for both Lunch x431 and Autobus V30, ability to differentiate Lunch x431 from Autobus V30, ability to identify the Data Link Connection (DLC) in OBD II compliant vehicles, ability to use Lunch x431 to diagnose and read Digital Trouble Codes, Ability to use Lunch x431 to clear Digital Trouble Codes, ability to use Lunch x431 to read data streams, ability to use Lunch x431 to create repair files and access maintenance data via internet, ability to use Lunch x431 to analyse OBD II compliant vehicles systems, ability to use Lunch x431 to tune OBD II compliant vehicles systems, ability to use Lunch x431 to access the complete vehicle, including: drive line, chassis, body, and the networking/communication modules, ability to use Lunch x431/Autobus V30 to print out diagnosis details for clients using OBD II compliant vehicles, ability to use Lunch x431/Autobus V30 to make interact with real technicians oversees, ability to use lunch x431/Autobus V30 to access Powertrain, Chassis, Body Systems, ability to use lunch x431/Autobus V30 to perform Electronic Control Unit (ECU) coding/programming, ability to use lunch x431/Autobus V30 to carry out updating operations of the Windows Operating System in-built, Ability to interpret live data graphic display using lunch x431/Autobus V30, ability to use Autobus V30 Original Equipment Manufactures' (OEM). Soft skills are needed by the physically challenged person because most of the activities carried out in the automobile industry are tedious which the physically challenged persons may not be able to carry out. The findings also revealed that soft skills is very important for gainful employment into the automobile industry. The findings of the study is inline with Kamaruzaman, *et al.* (2019) who stated that more than one third (36%) of all jobs across all industries are expected to require complex problem-solving as one of their core skills, compared to less than 1 in 20 jobs (4%) that will have a core requirement for physical abilities such as physical strength or dexterity.

Also Almeida and Packard (2018) also noted that employers value all skill sets basic cognitive, technical, advanced cognitive, and socio-emotional they especially value the latter two skill sets by wide margins.

The result of the hypothesis on the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state shows that there was no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state.

Finding on the Challenges faced by physically challenge person for employment in automobile firm in Anambra state is shown in table 4.3. The findings study among others reveal the Negative attitude of physically challenged persons due to health issues, Difficulty in practical activities due to health issues of the challenged persons, Inadequate number of special technical teachers, Inadequate number of special technical colleges for physically challenged persons, Negative employers' attitude towards the recruitment of physically challenged persons in technical related occupation, Inadequate funding of TVET programmes by the government, Inadequate support from family members, Very high TVET training fees, Poor dissemination of information by government, Lack of support in accessing assistive devices, Lack of employment after training, Lack of Wheelchair Accessibility Equipment, Lack of Adaptive Driving Equipment, Licensing for Disabled Drivers, Narrow pathway (doorways) in the automobile firms, Inability to access heavy doors (metal doors and strong doors) in the automobile firms, Lack of Hand controls that allow a person to operate the throttle and brake pedal with hands instead of feet, Automatic or manual ramps that facilitate easy entry and exit via wheelchair, Securement systems that keep wheelchair users secured

whether they are drivers or passengers, Modified vehicle floor height, Kneeling systems that can lower and raise the vehicle. The finding of the study is inline with O'Toole (1991) in Olabiyi (2016) who noted that one of the problems militating against effectiveness of skill development programme is that, the accurate number of disabled persons in Nigeria is not known. According to O' Toole the major problem faced in this area is that special needs learners individuals are not identified and appropriate educational and medical intervention are not organised and provide for them.

The result of the hypothesis on the challenges faced by physically challenge person for employment in automobile firm in Anambra state shows that there was no significant difference in the mean responses of automobile lecturers and management staff in automobile firm on the Challenges faced by physically challenge person for employment in automobile firm in Anambra state.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMEDATIONS

5.1 Summary of the Study

The main focus of this research study was to find out the training needs of physically challenge person for employment in automobile firm in Anambra state.

Chapter 1 of the study discussed the background of the study, which examines automobile firm, physically challenged and training needs. The statement of problem, purpose, significance, scope and the research questions were all stated and discussed for the conduct of this research.

The review of related literature looked into Concept of Disability, Technical training for empowering physically challenged persons in automobile trade, Soft skills training for empowering physically challenged persons in automobile trade, Training and Employment of Persons with Disabilities, Constraints to effective Development in Automobile trade among people with disability, Problems Faced by Students with Disabilities towards skill acquisition in Automobile trade**,** Strategies for Improving Skill Development in Automobile trade, Gagne Theory of Learning. Various views of different authors concerning the topic were harmonized in a comprehensive literature review and empirical studies.

A survey approach was used to developed instrument for the study; the respondents identified as the population of the study were the automobile lecturers and management staff in automobile firm. The total population of the study was 100. The entire respondents were used. A number of 100 questionnaires were administered. The instrument used was analysed using frequency count, and mean scores. The research

questions were discussed base on the findings from the responses and results of the instrument used.

Implication of the study and conclusions were also drawn from the findings discussed. Recommendations and suggestions for further study were formulated and stated according to the findings of the study.

5.2 Implication of the Study

The findings of the study had implications for government, automobile lecturers and physically challenged person. From the outcome of the study, it implies that:

The findings of this study have very important implication for government and their agencies to plan, restructure and implement contents of automobile trades in such a way that physically challenged persons would be able to develop necessary competence to enable them become productive to their immediate environment either for self-employment or private employment. The contents needs to continually be updated to suit technological changes in knowledge and skills. Thus, government and curriculum planners are expected to be conversant with training needs of physically challenges persons.

On the suitability of instructional methods, the implication of this result is that teaching automobile lecturers in technical and vocational institutions will be of good standard if their teaching methods are conform to the modern science of teaching. However, the suitability of teaching methods depends on lecturer's proficiency. Therefore, there is

need for teachers to develop themselves so as able to adopt methods that will promote effective teaching and learning.

The implication for physically challenged persons is that preparation for useful skill development requires readiness, interest and determination to be able to succeed, which should encompass all the three domains.

5.3 Contribution to Knowledge

1 Modern equipment's should be provided to automobile firms in Anambra state for the training of physically challenged persons.

2 Upgrade of automobile workshops into standard automobile firms to carry out the trainings needed for physically challenged persons for employment in Anambra state.

3 Government should be able to grant loan to private investors in automobile firms so they can engage physically challenged persons into automobile training.

4 Supervision should be made regular to make sure automobile firms engages physically challenged for training.

5.4 Conclusion

Based on the findings of the study, the following conclusions were drawn: Lack of technical and soft skills among physically challenged persons is attributed to various constraints militating against effective skill development and also hinders gainful employment into the automobile industry. Therefore, there must be proper training needs by the physically challenged persons. Also Skill development programmes

offered to physically challenged persons in vocational institutions need to be improved in order to develop the capacities of physically challenged persons to meet the challenges of disability and contemporary living.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Lecturers should employ instructional methods that involve technical skills, soft skills and exploratory in nature. Seminars, workshop and professional conference must be organised for Lecturers, to improve Lecturers' proficiency.
2. Training facilities, tools and equipment, health clinic, transport facility, generating set, electronic learning materials and library should be functional in order to sustain the interest of physically challenged person.
3. Government should encourage partnership between automobile industries and technical and vocational industries in order to enhance skill acquisition of physically challenged persons

5.6 Suggestion for Further Study

The following are suggested for further studies:

1. Strategies for enhancing collaboration between automobile industries and TVET institution in Anambra state.
2. Human resources management for effective skill development programs offered by physically challenged persons.

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Appendix A

QUESTIONNAIRE

FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGER STATE

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION

A QUESTIONNAIRE FOR AUTOMOBILE LECTURERS AND MANAGEMENT STAFF IN AUTOMOBILE FIRM ON THE TRAINING NEEDS OF PHYSICALLY CHALLENGE PERSON FOR EMPLOYMENT IN AUTOMOBILE FIRM IN ANAMBRA STATE.

INTRODUCTION: Please kindly complete this questionnaire by ticking the column that best present your perception about the topic. The questionnaire is for research purpose and your view will be confidentially and strictly treated in response to the purpose of the research work.

SECTION A

PERSONAL DATA

Automobile Technology Lecturers: ☐

Management staff in automobile firm: ☐

Note: A four (4) point scale is used to indicate your opinion, tick the options which best describe your agreement as shown below:

Highly Needed (HN)	=	4 points
Needed (N)	=	3 points
Moderately Needed (MN)	=	2 points
Not Needed (NN)	=	1 point

Section B: What are the technical training needs required by physically challenge person for employment in automobile firm in Anambra state?

S/N	Items	Scales			
		HN	N	MN	NN
1	Diagnose and troubleshoot automobile repairs.				
2	Performed as an automobile repair assistant vehicles general maintenance, body work, and rebuilding engines.				
3	Conducted diverse types of automobile repairs, including exhaust brake				
4	Serving as auto paint mixer for body spraying				
5	Rewired, lights and instrument panel and abs brake system				
6	Re-lined and adjusted brakes and aligned front end.				
7	Repaired and adjusted brake systems service disc brakes, troubleshooting activities on parts including air brake systems and hydraulic				
8	Performed general automotive maintenance and troubleshooting				
9	Air brake and hydraulic brake systems proficiency and knowledge of Military Technical Publications				
10	Serviced automobiles (tires, oil changes, belts, hoses, and air conditions)				
11	Perform service work such as oil change				
12	Performed services that included tire/wheel installation and front-end repairs/alignment.				
13	Perform vehicle alignments, complete oil changes.				
14	Specialized in electronic and mechanical fuel injection system (foreign and domestic).				
15	Worked in there fleet department repairing and diagnosis on all emergency apparatuses				
16	Received training in electrical and electronic controls and vehicle computer systems testing and diagnosis through schematic reading.				
17	Explain technical diagnosis and needed repairs to non-mechanical individuals which				

	may include other teammates and customers as required.				
18	Have experience and knowledge of reading electrical schematics and repair of complex electrical systems, some hydraulic experience				
19	Assisted the lead mechanic in maintenance, parts replacement, and repair of vehicles.				
20	Worked with customers to identify maintenance needs and made recommendations for repairs and preventive maintenance.				

Section C: What are the soft skills training needs required by physically challenge person for employment in automobile firm in Anambra state?

S/N	**Items**	**Scales**			
		HN	**N**	**MN**	**NN**
1	Ability to identify Lunch x431				
2	Ability to identify Autobus V30				
3	Ability to identify necessary cables and adapters for both Lunch x431 and Autobus V30				
4	Ability to differentiate Lunch x431 from Autobus V30				
5	Ability to identify the Data Link Connection (DLC) in OBD II compliant vehicles				
6	Ability to use Lunch x431 to diagnose and read Digital Trouble Codes				
7	Ability to use Lunch x431 to clear Digital Trouble Codes				
8	Ability to use Lunch x431 to read data streams				
9	Ability to use Lunch x431 to create repair files and access maintenance data via internet				
10	Ability to use Lunch x431 to analyse OBD II compliant vehicles systems				
11	Ability to use Lunch x431 to tune OBD II compliant vehicles systems				

12	Ability to use Lunch x431 to access the complete vehicle, including: drive line, chassis, body, and the networking/communication modules				
13	Ability to use Lunch x431/Autobus V30 to print out diagnosis details for clients using OBD II compliant vehicles				
14	Ability to use Lunch x431/Autobus V30 to make interact with real technicians oversees				
15	Ability to use lunch x431/Autobus V30 to access Powertrain, Chassis, Body Systems				
16	Ability to use lunch x431/Autobus V30 to perform Electronic Control Unit (ECU) coding/programming				
17	Ability to use lunch x431/Autobus V30 to carry out updating operations of the Windows Operating System in-built				
18	Ability to interpret live data graphic display using lunch x431/Autobus V30				
19	Ability to use Autobus V30 Original Equipment Manufactures' (OEM)				

Section D: What are the challenges faced by physically challenge person for employment in automobile firm in Anambra state?

S/N	**Skill Items**	**Scale**			
		HN	**N**	**MN**	**NN**
1	Negative attitude of physically challenged persons due to health issues				
2	Difficulty in practical activities due to health issues of the challenged persons				
3	Inadequate number of special technical teachers				
4	Inadequate number of special technical colleges for physically challenged persons				
5	Negative employers' attitude towards the recruitment of physically challenged persons in technical related occupation				
6	Inadequate funding of TVET programmes by the government				
7	Inadequate support from family members				
8	Very high TVET training fees				

9	Poor dissemination of information by government				
10	Lack of support in accessing assistive devices				
11	Lack of employment after training				
12	Lack of Wheelchair Accessibility Equipment				
13	Lack of Adaptive Driving Equipment				
14	Licensing for Disabled Drivers				
15	Narrow pathway (doorways) in the automobile firms				
16	Inability to access heavy doors (metal doors and strong doors) in the automobile firms				
17	Lack of Hand controls that allow a person to operate the throttle and brake pedal with hands instead of feet				
18	Automatic or manual ramps that facilitate easy entry and exit via wheelchair				
19	Securement systems that keep wheelchair users secured whether they are drivers or passengers				
20	Modified vehicle floor height				
21	Kneeling systems that can lower and raise the vehicle				