

Assessment of Special Education Service Delivery for Children with Physical and Health Impairment

Ugochi Nnenna Ndoh¹, Regina Ada Odiba² & Rufus Olanrewaju Adebisi^{*3}

*Corresponding author

E-mail: aderufus73@gmail.com

1. Department of Special Education & Rehabilitation Sciences, University of Jos, Jos, Plateau State, Nigeria.

2. Department of Education for Learners with Visual Impairment, Federal College of Education (Special) Oyo, Oyo State, Nigeria.

3. Department of Communication and Behaviour Disorders, Federal College of Education (Special) Oyo, Oyo State, Nigeria.

 10.46303/cuper.2024.6

How to cite

Ndoh, U. N., Odiba, R. A., & Adebisi, R. O. (2023). Assessment of Special Education Service Delivery for Children with Physical and Health Impairment. *Current Perspectives in Educational Research*, 7(2), 1-13.
<https://doi.org/10.46303/cuper.2024.6>

Copyright license

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International license (CC BY 4.0).

ABSTRACT

Proper implementation of special education service helps children with physical and health impairment in their academic performance. The purpose of this study therefore is to investigate the assessment of special education service delivery for children with physical and health impairment in Afijio local government, Oyo. The study adopted a descriptive survey design. The target population in this study was fifty respondents. The sample for the study was the same as the target population, as this number was manageable within the time available. The study was carried out in three different schools in Afijio Local Government Oyo State. The research instruments used for collecting data were mainly questionnaires. The data was analyzed using qualitative and quantitative methods. It was then presented in narrative passages and tables using simple percentage in analysis the demographic data and Mean and Standard Deviation for the responses. The findings indicated that special education service delivery plays a major role in the education of children with physical and health impairment Afijio local government, Oyo State. The study recommends that School, facilities and infrastructures for special needs students should be made available by the government and the NGO's, stigmatisation of special needs children should be stopped and government should put in place laws that will prevent people from having negative attitude towards physically challenged children, accessibility and availability of special schools for special needs children should be made available in every cities, towns and villages across Oyo State, government should make provision to train teachers that can handle special needs children, the government, NGO's and privilege individuals should try to support for special needs children in all ramifications.

KEYWORDS

Special education; service delivery; physical and health impairment; academic performance.

Introduction

The issues of persons with special disabilities in any community or society call for special attention. Special education, no doubt, provides the best platform to attend to the needs of these persons. The goal of special education is to equalize for its clients available opportunities in the society. It operates on the philosophy of 'catch them young', that is why it starts as soon as a child is detected to have special needs and it pursues this mandate through the early intervention programme (Ozoji, 2015). Many people do not understand persons with disabilities or appreciate them; sometimes they are stereotyped and discriminated against. According to Chukuka (2010), the able-bodied members of the family and community ordinarily consider themselves more privileged and superior to persons with disabilities. The author explains further that exclusion, disregard and hostility become regular reactions toward them. These groups of individuals suffer low or poor self-esteem as a result of the negative attitude of the society towards them and an assumed notion of their inability to meet parental and societal expectations (Eniola, 2017).

Disability refers to the physical or mental condition that means an individual cannot use a part of his body completely or easily or that he cannot learn easily. Examples of such persons are persons with visual impairment, hearing impairment, speech disorder, and the orthopedic among others. A disabled child is said to be one whose impairment or handicap reduces his ability to perform in certain tasks (Andzayi, 2012). Provision of special education in Nigeria began in the early 1950s. It was spearheaded by missionaries from the Sudan united Mission, Sudan Interior Mission, the Methodist Church, the Roman Catholic Mission, the Christian Missionary Society, the American Southern Baptists Convention (Olaribigbe, 2011). The goal of these missionaries was to extend special education service delivery to persons with disabilities in Nigeria so as to give them access to quality education and services which the general education framework hitherto could not afford. Sequel to the initiatives of the missionaries, several vocational rehabilitation centers and special schools for persons with disabilities were established across the country to enhance their educational attainment.

Education is very important for every person regardless of his/her age, gender, race, economic status, as well as physical ability or disability. People, particularly students with physical and health impairment are usually perceived by societies as disadvantaged groups (Block, 2012). Hence they are in a position of missing some economic, political and social benefits including the right to access equitable and quality education. This is in line with Doolittle (2014) who points out that, students with physical and health impairment experience personal limitations in school environments that affect their social, psychological and academic spheres that may likely affect their academic performances at school. Some of the limitations can be alleviated with parental, community and government support. People with physical and health impairment have experienced narrow chances to enjoy school environments or practices due to fewer priorities given by educational providers to issues that may support the disabled especially in developing countries in areas such as curriculum, teaching and learning materials, infrastructure, special programs such as sports and games, environmental issues and the general quality of education. According to the Education for All (EFA) Global Monitoring Report 2010 reaching the marginalized children with disabilities remains one of the main problems leading to wide exclusion of the group from quality education (McLean, 2014).

The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities (Mifflin, 2013). People with physical disabilities, also known as disabled people or physically disabled people, have a physical impairment which has a substantial and long-term effect on their ability to carry out day-to-day activities. Someone with a moderate physical disability would have mobility problems, for example, unable to manage stairs, and need aids or assistance to walk. Someone with a severe physical disability would be unable to walk and dependent on a care for mobility. Siebers (2018) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss. People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance (Johnstone, 2011).

Special education is a specially design instruction that meets the unique needs of a student with disability. Kirk and Gallagher (2012), describe special education as any form of education specially designed for exceptional students. These are students who are not able to respond to and benefit from programmes in regular school and must be given special consideration and assistance. They therefore see special education as those additional services over and above the regular school programme that are provided for exceptional children to assist in the development of their potentialities and or amelioration of their disabilities. In the same vein, Okyere and Adams (2013) reported Heward and Orlansky (2012) as saying that special education is designed to respond to the unique characteristics of children who have needs that cannot be met by the regular school instructional programming and practice. According to them, special education is individually planned systematically and carefully evaluated instruction to help exceptional learners achieve the greatest possible personal self-sufficiency and success in present and future environments. Pecchak (2017) on the other hand regards special education as those additional services over and above the regular programme that are provided for exceptional children to assist in the development of their potentialities and or the amelioration of their disabilities.

In 2016, an international disability movement took a bold step with the adoption of the Convention on the Rights of Persons with Disabilities. The United Nations really work to change the attitudes and approaches of the society and governments of all nations to special needs education issues towards ensuring that persons with physical and health impairment have full equality and participation in public and social lives. This design of the convention of the United Nations has the intention to break all barriers facing special needs education and its beneficiaries. It is also a human rights instrument that contains development dimension, which is intended to realize equality and participation of persons with special needs in all development processes.

Very recently, the united nation General Assembly has emphasized that the genuine achievement of Millennium Development Goals (MDGs), Education For All (EFA) and other globally agreed development goals, needs the integration and inclusion of the rights and opinion of persons with special needs in all endeavours at national, regional and international levels. The General

Assembly, in realizing this goal, convened high level meeting of disability in 2011 at the level of Head of Government to discuss the way forward towards 2015 and beyond. The aim of this target as adopted as an action – oriented document that provides policy guidance that will assist in translating the international commitment for a disability – inclusive society and strengthen global effort to ensure accessibility for inclusion of persons with special needs in all areas of development. Looking at the effort of the UN in the Convention, its laudable intention is to promote accessibility, remove or break all kinds of barriers and to achieve the full and equal participation of persons with special needs in our society.

The trend in social policy in many countries of the world during the past three decades in the special needs education has been on promoting inclusive programmes and how all barriers facing person with special needs are removed, and to combat exclusionary and discriminatory practices (Disabled People International, DPI, 2015; Lindsay, 2017; Mittler, 2010). The fundamental principle of special needs education is that all children with special needs learn in a least restrictive environment, regardless of any difficulties and differences they may have (UNESCO, 2013). But, throughout the world, children with special needs are often marginalized within or, indeed, even sometimes excluded from the scheme of things (Ross & Joanna, 2018).

Statement of the Problem

It has been acknowledged that student with physical and health impairment encounter major difficulties in achieving their great potentials if the necessary services are not made available for them and it has been proven that they perform very poorly academically as it is obvious that most of their teachers are not specialist and therefore do not offer the right kind of educational programme and services required. Furthermore, most of the educational programme provided in the schools for physical disabled child lack the skills of supportive service such as hospital bound instruction required for the exceptional children lack, the itinerant teacher in which special needs children receive specialized additional teaching at certain period by visiting specialist such as vocational rehabilitation, community-based rehabilitation, medical rehabilitation, home/hospital based services. Therefore, the statement of the problem is an assessment of special education service delivery for children with physical and health impairment in Afijio local government, Oyo.

Purpose of the Study

The general purpose of this study is assessment of special education service delivery for children with physical and health impairment in Afijio local government, Oyo state. While the specific purpose includes the following:

- To examine the special education service delivery system for children with physical and health impairment.
- Find out the extent special education service delivery will enhance the learning among students with physical and health impairment.
- Find out the possible correlation between special educations service delivery and the education of students with physical and health impairment.
- To examine the effect of special education service delivery in relation to the academic performance of students with physical and health impairment?

Research Questions

This study sought to answer the following research questions:

- What are the special education service delivery system for children with physical and health impairment?
- To what extent will special education service enhance the learning among students with physical and health impairment?
- What is the correlation between special education service delivery and the education of students with physical and health impairment?
- What is the effect of special education service delivery in relation to the academic performance of students with physical and health impairment?

Methodology

Design

This study used descriptive survey research design to examine the assessment of special education service delivery for children with physical and health impairment because in this study no variable was manipulated but the relationship among the variables was observed and data were collected from the subjects in their natural settings

Population and Sample

The sample of the study consisted of fifty (50) respondents randomly selected from the three Secondary Schools in Afijio local governments area in Oyo, which were randomly selected using hat and drawn. The three schools randomly selected are: Akinmoorin Grammar School, Akinmoorin, St. Peter Anglican Secondary School, Community Grammar School Jobele. Twenty (20) respondents were selected from Akinmoorin Grammar School while fifteen (15) each were selected from the two other schools.

Instrument for Data Collection

The instrument proposed for data collection was a structured questionnaire. The questionnaire consisted of two sections. Section A and B. Section A based on personal data of the respondents. While the second Section, section B contained 20 structured questions to seek opinion on assessment of special education service delivery for children with physical and health impairment.

The research instrument was validated by experts in the field of special education to ensure that the contents validity of the instrument are accurate. To ensure the reliability of the instrument, a test-re-test method was employed with the index of .089 using chrombach alpha.

Method for Data Collection

The researchers personally administer the questionnaire to the students. The questionnaire was given to fifty (50) respondents in the selected schools in Afijio local government of Oyo state, after the questionnaire was filled by the participants, it was retrieved by the researchers for analysis.

Method of Data Analysis

The responses from the respondents were presented in tables and. Each table was closely followed by the discussion of findings. Mean and Standard Deviation were used in analyzing the collected data.

Results

Research Question 1: What are the special education service delivery system for children with physical and health impairment?

Table 1. *What are the special education service delivery system for children with physical and health impairment*

S/N	ITEM	SA	A	D	SD	TOTAL	SD	$\bar{X}$	Remark
1.	Materials to support teachers in teaching pupils with physical and health impairment are not provided.	25	10	08	07	50	3.06	1.75	Accepted
2.	Furniture and other equipment for teaching physical and health impaired students are always available in our school	22	07	18	03	50	2.96	1.72	Accepted
3.	Physical and health impairment students have no access to manipulate equipment due to inadequate provision of resources.	25	13	08	04	50	3.18	1.78	Accepted
4.	Medical services are available in our school to help in taking care of physical and health impairment students.	11	09	13	17	50	2.28	1.50	Rejected
5.	Trained and qualified teachers are available in our school to teach physical and health impairment	06	11	13	20	50	2.06	1.44	Rejected

From table 4.5, item number 1 should be accepted, this is because the calculated mean of 3.06 is greater than the theoretical mean of 2.5, that means from findings materials to support teachers in teaching pupils with physical and health impairment are not provided, also item number 2 should be accepted, this is because the calculated mean of 2.96 is greater than the theoretical mean of 2.5, that means from findings furniture and other equipment for teaching physical and health impaired students are always available in our school, also item number 3 should be accepted, this is because the calculated mean of 3.18 is greater than the theoretical mean of 2.5, that means from findings physical and health impairment students have no access to manipulate equipment due to inadequate provision of resources, also item number 4 should be rejected, this is because the calculated mean of 2.28 is lesser than the theoretical mean of 2.5, that means from findings medical services are available in our school to help in taking care of physical and health impairment students, likewise, item number 5 should be rejected, this is because the calculated mean of 2.06 is lesser than the theoretical mean of 2.5. that means from

findings Trained and qualified teachers are available in our school to teach physical and health impairment.

Research Question 2: To what extent will special education service enhance the learning among students with physical and health impairment?

Table 2: *To what extent will special education service enhance the learning among students with physical and health impairment?*

S/N	ITEM	SA	A	D	SD	TOTAL	$\bar{X}$	SD	Remark
6.	Materials to support teachers in teaching pupils with physical and health impairment are not properly used.	05	10	25	10	50	2.2	1.48	Rejected
7.	Poor implementation of equipment will affect pupils with physical and health impairment in teaching and learning process.	21	17	08	04	50	3.1	1.76	Accepted
8.	All learners with physical and health impairment perform at same pace in academic performance due to proper implementation of materials by the teachers.	27	13	06	04	50	3.26	1.80	Accepted
9.	Pupils with special needs should handle by trained special education teacher.	31	07	05	07	50	3.24	1.8	Accepted
10.	The use of instruction materials in teaching pupils with physical and health impairment has added a new dimension to promote teaching and learning.	21	11	12	06	50	2.94	1.71	Accepted

From table 4.6, item number 6 should be rejected, this is because the calculated mean of 2.2 is greater than the theoretical mean of 2.5, that means from findings materials to support teachers in teaching pupils with physical and health impairment are not properly used, also item number 7 should be accepted, this is because the calculated mean of 3.1 is greater than the theoretical mean of 2.5, that means from findings poor implementation of equipment will affect pupils with physical and health impairment in teaching and learning process, also item number 8 should be accepted, this is because the calculated mean of 3.26 is greater than the theoretical mean of 2.5, that means from findings all learners with physical and health impairment perform at same pace in academic performance due to proper implementation of materials by the teachers, also item number 9 should be accepted, this is because the calculated mean of 3.24 is greater than the theoretical mean of 2.5, that means from findings pupils with special needs should handle by trained special education teacher, likewise, item

number 10 should be accepted, this is because the calculated mean of 2.94 is greater than the theoretical mean of 2.5. that means from findings the use of instruction materials in teaching pupils with physical and health impairment has added a new dimension to promote teaching and learning.

Table 3: *What is the Correlation between special educations service delivery and the education of students with physical and health impairment?*

S/N	ITEM	SA	A	D	SD	TOTAL	$\bar{X}$	SD	Remark
11.	Time allocated for teaching of physical and health impairment are not enough.	26	17	05	02	50	3.34	1.82	Accepted
12.	Unwillingness of the part of parents to provide their children with necessary materials for learning have negative effect on students.	33	08	03	06	50	3.36	1.83	Accepted
13.	Teachers with no knowledge of special education service can also handle pupils with special needs.	08	12	17	13	50	2.3	1.51	Rejected
14.	Lack of teachers' experience in special education service can hinder effective acquisition of learning.	22	18	03	07	50	3.1	1.76	Accepted
15.	Provision of conducive working environment will influence teaching and learning positively	24	08	11	07	50	2.98	1.72	Accepted

From table 4.7, item number 11 should be accepted, this is because the calculated mean of 3.34 is greater than the theoretical mean of 2.5, that means from findings time allocated for teaching of physical and health impairment are not enough, also item number 12 should be accepted, this is because the calculated mean of 3.36 is greater than the theoretical mean of 2.5, that means from findings unwillingness of the part of parents to provide their children with necessary materials for learning have negative effect on students, also item number 13 should be rejected, this is because the calculated mean of 2.2 is lesser than the theoretical mean of 2.5, that means from findings teachers with no knowledge of special education service can also handle pupils with special needs also item number 14 should be accepted, this is because the calculated mean of 3.1 is greater than the theoretical mean of 2.5, that means from findings lack of teachers' experience in special education service can hinder effective acquisition of learning, likewise, item number 15 should be accepted, this is because the calculated mean of 2.98 is greater than the theoretical mean of 2.5. that means from findings provision of conducive working environment will influence teaching and learning positively.

Table 4: *What is the effect of special education service delivery in relation to the academic performance of students with physical and health impairment?*

S/N	ITEM	SA	A	D	SD	TOTAL	$\bar{X}$	SD	Remark
16.	Students acquired more knowledge through proper implementation of instructional resources.	28	12	03	07	50	3.22	1.79	Accepted
17.	When instructional materials are systematically designed, reproduced, used and evaluated, it will increase teaching and learning process in the classroom	15	28	06	01	50	3.12	1.76	Accepted
18.	No meaningful teaching/learning can take place without the use of special education service delivery.	12	24	06	08	50	2.8	1.67	Accepted
19.	All students in Afijio local government enjoys special education service delivery.	05	15	10	20	50	2.1	1.44	Rejected
20.	Special education service delivery caters for Individualized Education Plan for each Child with disability	12	14	11	13	50	2.5	1.58	Accepted

From table 4.8, item number 16 should be accepted, this is because the calculated mean of 3.22 is greater than the theoretical mean of 2.5, that means from findings students acquired more knowledge through proper implementation of instructional resources, also item number 17 should be accepted, this is because the calculated mean of 3.12 is greater than the theoretical mean of 2.5, that means from findings when instructional materials are systematically designed, reproduced, used and evaluated, it will increase teaching and learning process in the classroom, also item number 18 should be accepted, this is because the calculated mean of 3.18 is greater than the theoretical mean of 2.8, that means from no meaningful teaching/learning can take place without the use of special education service delivery, also item number 19 should be rejected, this is because the calculated mean of 2.1 is lesser than the theoretical mean of 2.5, that means from findings all students in Afijio local government enjoys special education service delivery, likewise, item number 20 should be accepted, this is because the calculated mean of 2.5 is equal to the theoretical mean of 2.5. that means from findings special education service delivery caters for Individualized Education Plan for each Child with disability.

Discussion

The study showed that most of the special education service delivery system for children with physical and health impairment in Afijio local government are poor, teachers of children with physical and health impairment are moderately satisfied with the quality of special education services

provided to their children, such as there is no much availability of services for children with physical and health impairment, there are no adequate facilities, and that their children learning environment is not too conducive.

The study showed that generally, people in Afijio local government are moderately satisfied with the quality of special education services provided to their children, such as the availability of services for children with disability, the adequate facilities, and that their children have a safe learning environment. The results of this study agree with the results of studies that have focused on the assessment of special education programme, both in special education centers (Al-Khatib, 2012; Crimmins, 2011) and inclusion in schools (Baarat & Zureiqat, 2012). A number of the participants from both settings expressed many issues associated with the current study themes mentioned above, which limits the effectiveness and quality of these programmes, and which have been confirmed by a number of other studies (Duweish, 2016). These include not having accurate diagnosis tools, implementing assessments, teaching by one or two individuals, and focusing on education services which sometimes are less important than the children's level, and using traditional methods and a lack of teaching aids. There is also little interest in behaviour modification, counselling services, speech and language therapy, nurse services, computer skills, independence skills, and device support. These results are similar to those of previous research regarding the use of traditional strategies, and the lack of some support services needed, such as behaviour modification, occupational therapy, and speech therapy (Abdullah, 2003; Alwan, 2006).

Large numbers of participants from the selected schools disagreed that materials used for special education services for learners with physical and health impairment are not properly used and also there is poor implementation of special education service for children with physical and health impairment in Afijio local government area. Conversely, some participants noted that the academic programmes provided for their children are not effective in terms of the focus on skills that are below the level of their children, and the use of traditional methods. It was reported that the most schools used textbooks designed for younger children without any modification, and employed ineffective teaching strategies. This result is consistent those of other studies (Abdullah, 2003), which have indicated a lack of diversity in teaching methods. This may explained by the opinion of the participants about the need to train teachers on how to teach this group of children. Some of the resource room teachers in Afijio are from different backgrounds and have trained for a year in how to deal only with children with physical and health impairment, yet recently some regular schools have started accepting children with other types of disabilities, such as children with a mild ID and ASD. Consequently, most resource room teachers, as well as regular classroom teachers, are not familiar with these children, and need more training and skills to work effectively with these children in inclusive education.

It was also revealed in the study above that the time allocated for teachers in delivering special education services in schools are not adequate and also most parent turn on negative act to provision of education needs for their children with physical and health impairment. This result is similar to that of Wong (2019) which found that parents do not participate actively in their children's special education programme. This could be interpreted as there being no clear mechanism in these programmes for involving parents in the services provided. In order for special education service to be well delivered, enough time should be allocated and parent should be ready to meet the needs

their children, also the school have professionally trained special educators and a conducive environment for learning. Because the educational environment plays a significant role in the growth of children, this environment must be designed in a way that serves the goals to be achieved with these children. The current study showed that about most of the participants mentioned that the buildings and educational tools were appropriate. However, other participants pointed out the lack of outdoor space and small classrooms at the centres, as well as crowded classrooms in regular schools. This result may be due to some centres residing in rented buildings, and this was confirmed by Hadidi and Al-Khateeb (2015).

Conclusion

Educating children with disabilities remains a challenge to most countries, and education targets are not being attained. Many children with special needs do not have access to any kind of school, much less regular education that develops their talents and capabilities in the fullest potential. Protecting the rights of children with special needs requires us to see the whole child not just the disability. It requires us to respect their capabilities, protect their dignity and worth, and include them as part of society. But beyond that, it requires us to shed light on the truly shadowy areas where children with special needs are most vulnerable-in education, protection from harm and exploitation. This paper has been able to critically assess the performance of special education in service delivery to persons with disabilities. Optimal performance in service delivery in special education will take into cognizance the range of services offered, the efficiency in the delivery of these services, and the geographical spread or access of disabled persons to such services. It is the view of this paper that the challenges inhibiting the efficient delivery of special education services to persons with disabilities must be promptly addressed so as to enhance the optimum performance of special education in line with global expectations.

The author concludes that if all the challenges discussed in this paper like, school facilities, stigma, accessibility and availability of special needs schools for special children, inadequate number of special education trained teachers, lack of support for special needs children, transition of special needs children to regular schools, lack of adequate guidance services for the special needs children and their parents, begging among physically challenged children and that most of special needs schools are located in the urban areas are properly handled and reduced to barest minimum or completely put to halt the physically children will live comfortable and self-dependent life.

Recommendations

Based on the findings of the study, the following were recommended:

- School Facilities and Infrastructures for Special Needs Students should be made available by the government and the NGOs.
- Stigmatisation of Special Needs Children should be stopped and government should put in place laws that will prevent people from having negative attitude towards physically challenged children.
- Accessibility and Availability of Special Schools for Special Needs Children should be made available in every cities, towns and villages across Oyo state.
- Government should make provision to train teachers that can handle special needs children.

- The government, NGOs and privilege individuals should try to support for special needs children in all ramifications.
- Guidance counsellors training institutions should train their students on counselling of guidance services for special needs children and their parents so as to better their lives and be able to live a fulfill life.
- The special education experts should also make sure that the interest of students with special needs should be bore in mind and they seek for assistance for these children from relevant authorities.

References

- Abdullah, M. (2003). Individual educational plan for children in mainstream schools and institutes of education in intellectual areas of southern Saudi Arabia. *Journal of Arab Children*, 5(17), 37-49.
- Al-Khatib, F. (2012). *Competent to organize educational services to children with mental disabilities in institutions and day centers in Jordan*. Ph.D. thesis, unpublished, Saint Joseph University, Beirut, Lebanon.
- Alwan, A. (2006). *Evaluation of educational programs and therapeutic for children with autism in Jordan*. Unpublished MA Thesis, Amman Arab University, Amman.
- Andzayi, C.A. (2012). Introduction to programmes and services for children with special needs in Nigeria. Deka publications.
- Baarat, M., & Zureiqat, I. (2012). The degree of satisfaction of parents for their children mainstreaming into regular schools and its relationship to gender and scientific qualification and the number of family members. *Journal of Association of Arab Universities and Educational Psychology* 10 (3), 229-250.
- Blocks, N. (2012). Quality of early childhood programs in inclusive and non inclusive settings. *Exceptional Children*, 65, 301-314.
- Chukuka, B.U. (2010). Family and community influence on the development of self-esteem in persons with disabilities. *The Journal of Advocacy and Rehabilitation in Education (JARSE)*, 8, 22-25.
- Crimmins, D. (2011). *Autism program quality indicators: A self-review and quality improvement guide for schools and programs serving students with autism spectrum disorders*. New York State Education Department.
- Doolittle, A. (2014). *Perception a proposal for the development of school administrations thereto special education programs in the light of some contemporary global trends*. Unpublished PhD Thesis, University of Imam Muhammad bin Saud Islamic University, Saudi Arabia.
- Duweish, A. (2016). *Perception a proposal for the development of school administrations thereto special education programs in the light of some contemporary global trends*. Unpublished PhD Thesis, University of Imam Muhammad bin Saud Islamic University, Saudi Arabia.
- Eniola, M.S. (2017). Social skills training, cognitive restructuring and their effect on selfesteem of visually impaired adolescents. *Journal of Special Education*, 21-26, University of Ibadan.
- Heward N. M., & Orlansky, T. T. (2012). Inclusion education and students without special education needs. *Education Research*, 52(4), 351-390.

- Hickey, A. (2014), effective method of combating street begging in Nigeria as perceived by panhandlers. Department of counselling Psychology: Delta State University, Abraka, Delta State, Nigeria. *Stud. Home Comm.Sci*, 4(2), 109-115.
- Johnstone (2011). Improving Service Quality in Special Education Institutions: Servqual Scale. *Global Business and Management Research: An International Journal*, 6(2), 169-184.
- Kirk, S.A., & Gallagher, J.J. (2012). *Educating the exceptional children (5th edition)*. Boston: Houghton Mifflin Company.
- Lenjani (2016). A national sample of preschoolers with autism spectrum disorders: Special education services and parent satisfaction. *Journal of Autism and Developmental Disorders*, 38, 1509-1517.
- Lindsay, S., (2017). Educators' Challenges of Including Children with Autism Spectrum Disorder in Mainstream Classrooms. *International Journal of Disability, Development and Education*, 60(4), 347-362.
- McLean, M. (2014). Qualitative research in early intervention/early childhood special education. *Journal of Early Intervention*, 25(2), 129-136.
- Mifflin, N. P. (2013). School readiness and academic achievement of children with hearing impairment: A South African exploratory study. *South African Journal of Childhood Education*, 11(1), 1-7.
- Okyere D. Y., & Adams N. (2013). Response to intervention: A research-based summary. *Theory Into Practice*, 50(1), 4-11.
- Olaribigbe, O.O. (2011). Special education in Nigeria: Historical development and problems. In T. Ajobiwe and P.I. Osuorji (Eds), *Globalization and special needs education (6368)*. National Centre for Exceptional Children (NCEC).
- Ozogi, E.D. (2015). *Special needs education and rehabilitation for beginner professionals*. Jos: Deka publications.
- Pecchak, V., T. (2017). What do you like/dislike about treatments you're currently using?: A qualitative study of parents of children with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities*, 27(1), 51-60.
- Ross, S.& Joanna, A. (2012) The home-education of children with special needs or disabilities in the UK: views of parents from an online survey. *International Journal of Inclusive Education*, 14(1), 67-86.
- Siebers, F. (2018). *The prevalence of street begging in Cross River State: Implication for counselling and vocational counselling*: Paper presentation at the CASSON Conference 2007. 5-12.
- UNESCO Institute for Statistics (2011). *Pupil-teacher ratio*. <http://indexmundi.com/facts/ghana/pupil-teacher-ratio>.
- Unesco. (2013). The Salamanca Statement and Framework for action on special needs education: Adopted by the World Conference on Special Needs Education; Access and Quality. Salamanca, Spain, 7–10 June 1994. 5 United Nations Educational, Scientific and Cultural Organization
- Wong, D., Pearson, V., Ip, F., & Lo, E. (2019) A slippery road to equality: Hong Kong's experiences of unplanned integrated education, *Disability and Society*, 14(6), 771-789.