

AN ASSESSMENT OF CLASSROOM ACCOMMODATION STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENT IN SECONDARY SCHOOLS IN PANKSHIN LOCAL GOVERNMENT AREA, PLATEAU STATE

FAGBEMI Olusegun Olujide¹, BELLO Amina Amale², HASSAN Deshi Ezekiel³ & LAPYILNAAN Leonard Dengwat⁴

Department of Special Education, Federal University of Education, Pankshin, Plateau State

¹segunjide39@gmail.com, ²belloomina97@gmail.com, ³deshiezekiel56@gmail.com &

⁴Lapyilvoba01a@gmail.com

ARTICLE INFO

Article No.: 0326

Accepted Date: 22/04/2026

Published Date: 10/05/2026

Type: Research

ABSTRACT

Accommodation is a key and vital aspect of educating students with visual impairment in an inclusive education setting. This study therefore classroom accommodation strategies for students with visual impairment in secondary schools in Pankshin Local Government Area, Plateau State. The primary focus of the study was to evaluating instructors' knowledge and practice of accommodations as well as the impact of professionalism, experience, and in-service training. Descriptive survey research design was used. Two research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Data were obtained from a sample of 384 instructors using the Questionnaire on instructors' Accommodation Strategies for Visual Impairment Assessment Scale (QTASVIAS, $r = .81$), and analyzed using descriptive statistics, ANOVA, and t-tests. The findings showed a moderate level of general knowledge (Mean=2.45) but infrequent use of accommodations (Mean=1.92). Years of teaching experience did not significantly affect practice ($F(2,378)=0.100$, $p=.904$). Teachers with in-service training ($t(378)=24.28$, $p=.000$) and those with special education certification ($t(148)=26.47$, $p=.000$) showed substantial differences, with those with special education certificate faring better. The study comes to the conclusion that specific training and certification, rather than generic experience, are necessary for effective practice. Mandatory, hands-on in-service training, certification incentives, and the creation of well-equipped resource centers are among the recommendations.

Keywords: Visual Impairment, Classroom Accommodation, Inclusive Education, Teacher Knowledge, Special Education

Introduction

Inclusive education provides that all students, irrespective of their abilities and background, are given fair and equitable access to high-quality education in a mainstream environment. Inclusion relies basically on the supply and implementation of appropriate classroom accommodations, especially for students with visual impairment (SVI). These accommodations, comprising changes in teaching strategies, curriculum delivery, classroom settings, and assessment methods, are necessary to close the gap in accessibility and to guarantee significant engagement. In Nigeria, despite the promotion of inclusive practices enshrined in the National Policy on Education, the effective accommodation of students with visual impairments in regular secondary schools is a considerable challenge, usually characterised by insufficient resources, inadequate teacher preparedness, and attitudinal barriers.

This study investigates the contextual setting of Pankshin Local Government Area in Plateau State, a locale where educational resources for persons with special needs are frequently inadequate. Studies by Emmanuel (2024) and Abodunrin, Abilu, Adio and Patunola (2025) have shown that effective classroom accommodation and psychological welfare of SVI are basically connected to the quality of support systems in educational institutions, with teachers serving as the major facilitators. The degree to which secondary school teachers in this area possess necessary knowledge and implement appropriate accommodation remains largely unexamined. This evaluation is essential to evaluate the present status of inclusion for SVI in the same secondary schools in Pankshin Local Government Area.

This study attempts to produce crucial, context-specific data by investigating teachers' knowledge and behaviours, as well as important predicting factors like experience, professionalism, and training. The findings of the study will showcase the discrepancies between policy and practice in inclusive education, offering empirical evidence for stakeholders, including the Plateau State Universal Basic Education Board, school administrators, and teacher training institutions, to formulate policy, targeted initiatives, professional development initiatives, and resource allocation strategies to cultivate a truly inclusive and supportive learning environment for all students.

Statement of the Problem

Although there is policy foundation for inclusive education in Nigeria, its implementation at the classroom level, particularly for students with visual impairment (SVI) in mainstream secondary schools, is confronted with obstacles. In Pankshin Local Government Area, research evidence reveals that SVI face serious barriers to learning, apparently due to poor classroom accommodations. Teachers, as the major agents of inclusion, may not have the requisite knowledge of specialized accommodations such as braille transcription, tactile assistance, auditory resources, and adapted assessment methodologies (Ebrikure & Uche, 2024).

Furthermore, even if knowledge exists, it may not convert into consistent practice due to restrictions including huge class numbers, time pressure, and a paucity of specialist materials. The problem is compounded by a lack of understanding of how variables such as a teacher's years of experience, level of professionalism (including qualifications and attitude), and participation in relevant in-service training directly affect their capacity and willingness to implement these crucial strategies. Without a thorough assessment of these factors, SVI in Pankshin's secondary schools are at danger of academic marginalisation and poor school adjustment. This study, therefore, attempts to examine this essential gap by measuring the amount of awareness and depth of practice of classroom accommodations for SVI among

teachers, and identifying the impacts of teaching experience, professionalism, and in-service training on these results.

Purpose of the Study

The main purpose of this study is to assess the classroom accommodation strategies for students with visual impairment in secondary schools in Pankshin Local Government Area, Plateau State. The specific objectives of the study are to:

- i. Ascertain the level of teacher knowledge of classroom accommodation students with visual impairment in the study area.
- ii. Analyze the level of teacher knowledge of classroom accommodation students with visual impairment in the study area.

Research Questions

The study provided answer to three research questions:

1. What is the level of teacher knowledge of classroom accommodation students with visual impairment in Pankshin Local Government Area?
2. What is the level of teacher practice of classroom accommodation students with visual impairment in Pankshin Local Government Area?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in classroom accommodation practice for students with visual impairment across teacher years of experience (1-5 years, 6-10 years, 11 years & above).
2. There is no significant difference in classroom accommodation practice for students with visual impairment between teachers with certification in special education and those without it.
3. There is no significant difference in classroom accommodation practice for students with visual impairment between teachers who have received in-service training in education of students with visual impairment and those who have not.

Literature Review

For children with visual impairment (SVI), the efficiency of inclusive education is basically dependent upon the deployment of appropriate classroom accommodation measures. Research highlights that these accommodations may be generally divided into material, instructional, and assessment-based adaptations to overcome the accessibility gap. Key material strategies include the availability of resources in braille and big print, the use of tactile graphics and 3D models, and the integration of assistive technology such as screen readers, audio recorders, and specialist software (Odekeye, Raji, Onowugbeda, Ige & Adewusi, 2024; Ibe & Ezeala, 2025). Instructional strategies concentrate on pedagogy, stressing verbal explanation of visual material, preferred seating, student-centered and collaborative learning approaches, and the explicit teaching of compensating abilities (Egwim, 2024; Olowe et al., 2024). Finally, assessment accommodations entail adapting examination forms to oral or braille, offering additional time, and employing adapted materials to achieve equal evaluation (Ebrikure & Uche, 2024). Successful implementation, however, is constantly connected to teacher expertise, access to specialized resources, and continued professional development (Ajuwon, Griffin-Shirley, Okungu, Chitiyo & Simone, 2025; Ikeagwuchi, Nwana & Udenwa, 2024).

Existing research reveals a continuing gap in teacher readiness for inclusive education. Studies within Nigeria suggest different levels of teacher awareness about accommodations for SVI. Ebrikure and Uche (2024) discovered that while instructors displayed fair knowledge, their

practical application was much poorer, a mismatch also noticed by Ejinwa and Ojiaku (2025). The amount of practice is sometimes limited by a significant scarcity of critical material resources, such as braille machines, tactile diagrams, and assistive technology (Ibe & Ezeala, 2025; Odekeye et al., 2024). Furthermore, the synthesis and adaption of instructional resources remain underutilised (Ikeagwuchi et al., 2024). Teacher-related variables are significant determinants.

Years of teaching experience provide a confusing picture; while experience may enhance basic pedagogical expertise, without particular training in special needs, it may not correspond with successful inclusive practices (Ekpete & Blessing, 2025). Teacher professionalism, involving official qualifications in special education and favorable attitudes towards inclusion, is a better predictor. Ajuwon et al. (2025) identified instructor attitudes as a key impediment, whereas specialist training increases both competence and confidence. Consequently, in-service training appears as a critical intervention. Research consistently calls for continual professional development to provide instructors with practical abilities in braille, assistive technology usage, and differentiated education (Eseadi, 2023; Egwim, 2024; Olowe et al., 2024). However, the accessibility and quality of such training in locations like Pankshin remain unclear. This study creates a platform for analyzing these connected factors namely knowledge, practice, experience, professionalism, and training, within a specific, under-researched regional setting.

Methodology

This study adopt a descriptive survey research design, suitable for collecting data from a sample to describe the current state of affairs regarding accommodations for SVI. The target population comprised all 219 secondary school teachers in public schools within Pankshin LGA. At 95% confidence level and 5% marginal error, a sample of 384 teachers was selected using a combination of purposive and simple random sampling techniques. Purposive sampling was meant to ensure the inclusion of schools known to have enrolled SVI, while random sampling will select teachers within those schools.

The instrument for data collection is Questionnaire on Teachers' Accommodation Strategies for Visual Impairment Assessment Scale (QTASVIAS). QTASVIAS which has four sections was developed by the researcher based on the literature review. Section A: is the socio-demographic data such as gender, years of teaching experience, professional qualifications, attendance at in-service training on visual impairment). Section B has 15 items which taps into the level of knowledge of accommodation strategies and uses a 4-point likert scale (Very Knowledgeable, Knowledgeable, Slightly Knowledgeable, Not Knowledgeable) to assess knowledge of braille, tactile graphics, audio materials, classroom positioning, and modified assessments. Section C also has 15 items that cover the extent of practice of the accommodation strategies using A 4-point frequency scale (Always, Often, Rarely, Never) measuring how often the accommodations listed in Section B are implemented.

Section D seeks to assess the perceived effects of the accommodation strategies with 15 items using a 4-point Likert scale (Strongly Agree to Strongly Disagree) exploring teachers' perceptions of how their experience, training, and professionalism influence their practice. The instrument was validated in content and construct by three experts: two in Special Education and one in Measurement and Evaluation. A pilot study was conducted in Shendam LGA to establish reliability using Cronbach's Alpha. A reliability coefficient of 0.81 Cronbach alpha was derived. Data collected was analyzed using descriptive statistics (mean, standard deviation)

to answer research questions on knowledge and practice, and independent t-test and analysis of variance (ANOVA) to test the hypotheses at 0.05 level of significance.

Results

Table 1

Descriptive Statistics for Level of Teacher Knowledge on Classroom Accommodations (Criterion mean = 2.5)

Knowledge Domain	Mean	SD	Interpretation
Overall Knowledge Score	2.45	0.68	Moderate knowledge
1. Braille texts & materials usage	2.15	0.92	Moderate knowledge
2. Use of tactile graphics	1.89	0.87	No knowledge
3. Digital audio & software use	2.68	0.89	Knowledgeable
4. Oral description of visuals	3.12	0.71	Knowledgeable
5. Modified seating arrangements	2.95	0.76	Knowledgeable
6. Assessment adaptation	2.41	0.83	Moderate knowledge

Note: SD = Standard Deviation; Scale: 1.00-1.99 = No knowledge; 2.00-2.99 Moderate knowledge; 3.00-3.49 = Possess knowledge; 3.50-4.00 = Possess very strong knowledge

Table 1 shows that teachers in Pankshin LGA are slightly knowledgeable about classroom accommodations for students with visual impairment (mean = 2.45, SD=0.68) which lower than the criterion mean of 2.5. Knowledge is highest in areas requiring minimal specialized resources (verbal description, seating) and lowest in areas requiring technical skill or special materials (tactile graphics, Braille).

Table 2

Descriptive Statistics for Level of Teacher Practice of Classroom Accommodations (Criterion mean = 2.5)

Practice Item	Mean	SD	Interpretation
Overall Practice Score	1.92	0.61	Rarely
1. I ensure there are Braille materials.	1.45	0.72	Never/Rarely
2. I design or use tactile aids.	1.38	0.65	Never
3. I use audio lessons or screen readers.	2.10	0.88	Rarely
4. I verbally diagrams and charts verbally.	2.78	0.81	Always

Practice Item	Mean	SD	Interpretation
5. I adapt tests and assignments.	1.95	0.77	Rarely

Note: SD = Standard Deviation; Scale: < 1.00 = Never; 1.00-1.99 = Rarely' 2.00-2.99 = Sometimes; 3.00-4.00 = Always

Table 2 shows that teachers rarely implement accommodation strategies as evident in the overall mean practice score (mean=1.92, SD=0.61) which is lower than the criterion mean of 2.5. Practice is largely limited to low-resource, verbal strategies (e.g., description), while structured, material-dependent accommodations (Braille, tactile aids, assessment modification) are consistently neglected.

Table 3

One-Way ANOVA on Accommodation Practice by Teaching Experience ANOVA

Practice of Accommodation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.830	2	2.915	.100	.904
Within Groups	10970.790	378	29.023		
Total	10976.619	380			

Table 3 is the ANOVA result of the influence of years of teaching experience on readiness for accommodation. It shows that no statistically significant difference exists in accommodation practice across the experience groups ($F(2, 378) = 0.100, p = 0.904 > 0.05$). Therefore, we fail to reject Hypothesis 1. The implication of this is that teaching experience alone does not significantly influence the practice of accommodations for students with visual impairment in this sample.

Table 4

Independent Samples t-test on Accommodation Practice between Teacher with and without Certification in Special Education

Group	N	mean	SD	t-statistic	df	p-value
With Certification	106	21.87	2.43	26.47	379	0.000
Without Certification	275	13.25	3.81			

Note: SD = Standard Deviation; Significance Level: $\alpha = 0.05$

There is a statistically significant difference in accommodation practice scores between teachers with and without special education certification ($t(148) = 26.47, p = 0.000 < 0.05$). Teachers with certification in special education (mean = 21.87) practice accommodations more frequently than those without certification in special education (mean = 13.25). Therefore, Hypothesis 2 is rejected. Professional certification in special education has a significant positive effect on accommodation practice.

Table 6

Independent Samples t-test on Practice of Accommodation between Teachers with and without In-service Training

Group	N	mean	SD	t-statistic	df	p-value
With In-service Training	76	21.81	2.57	24.28	378	0.000
Without In-service Training	305	13.50	3.99			

Note: SD = Standard Deviation; Significance Level: $\alpha = 0.05$

Table 6 shows that a statistically significant difference exists in accommodation practice mean scores when in-service training in special education was considered ($t(378) = 24.28, p = 0.000 < 0.05$). The table further shows that teachers who received training (mean = 21.81) practice accommodations more than those who did not (mean = 13.50). Therefore, we reject Hypothesis 3. In-service training in the education of students with visual impairment significantly improves the frequency of accommodation practice.

Discussion of Findings

A moderate knowledge of accommodation strategies for students with visual impairment was found among the teachers in Pankshin Local Government Area. While the teachers have strength in verbal and instructional strategies, their weakness lies in technical and material strategies. This finding is empirically consistent as it has been shown that teachers often possess foundational pedagogical awareness but lack specific, technical competencies required for accommodating students with visual impairment. Ebrikure et al. (2024) corroborates this as he also found fair knowledge among basic school teachers, while Ikeagwuchi et al. (2024) noted that knowledge rarely extends to the utilization of specialized resources. This disparity stems from training programmes and environments that stresse general attention and pedagogy over hands-on training with specialized tools like Braille writers or tactile diagram kits (Ibe & Ezeala, 2025; Odekeye et al., 2024).

It was found that teachers rarely implement accommodation strategies for students with visual impairment. Although they practiced low-resource, verbal strategies (e.g., description), structured, accommodations in terms of materials such as Braille, tactile aids and assessment modification are repeatedly and consistently neglected. This finding aligns with Ebrikure et al. (2024) who reported a significant drop from teachers' reported knowledge to their actual practice. This implementation gap is directly linked to systemic barriers. As Ibe et al. (2025) stress, the severe scarcity of material resources (Braille machines, assistive software) makes consistent practice impossible, and this situation, according to and Odekeye et al. (2024), make teachers rely solely on low-resource verbal strategies.

No significant difference was found in accommodations for students with visual impairment by teaching experience in Pankshin Local Government Area. This shows that teaching experience alone does not significantly influence the practice of accommodations for students with visual impairment. This finding challenges the belief that general classroom experience translates to competency in special needs education Ekpete et al (2025) support this finding when they reported that experience without specific training may not correlate with effective inclusive practices. General pedagogical skill does not automatically encompass the adaptation of curriculum, creation of tactile materials, or use of assistive technology required for SVI (Eseadi, 2023).

It was found that professional certification in special education has a significant positive effect on accommodation practice in Pankshin Local Government Area. This result strongly validates the importance of formal, specialized training. Certification in special education undoubtedly provides the structured knowledge and theoretical foundation necessary for effective accommodation practice for SVI. This finding corroborates Ajuwon et al. (2025) who identified formal qualifications as a key component of the professionalism needed to overcome attitudinal barriers and implement evidence-based strategies. According to Yakub (2023), legal and pedagogical imperatives for accommodation and a number of strategies beyond generic instruction are likely to be possessed by teachers with certification in special education. This is likely to culminate in significantly higher practice.

A significant difference was found in classroom accommodation practice for students with visual impairment between teachers who have received in-service training in education of students with visual impairment and those who have not. Contemporary literature strongly supports the potency of in-service training as an intervention. Egwim (2024) and Olowe et al. (2024) advocate for continuous professional development to build practical skills, which directly boosts teacher confidence and competence. Eseadi (2023) emphasizes that practice guidelines and hands-on training are crucial for translating knowledge into action. This finding empirically confirms that even short-term, focused training can significantly improve accommodation practices.

Conclusion

The implementation of classroom accommodations for students with visual impairment in secondary schools within Pankshin Local Government Area is critically evaluated empirically in this study. The results show a structural disconnection between inclusive education policy and actual classroom conditions. Teachers have a moderate amount of basic knowledge, but it is heavily biased toward low-resource techniques, making it difficult for them to apply necessary technical and material accommodations. As a result, formal adaptations like Braille and tactile aids are mainly ignored, and actual classroom practice is rare and severely constrained. Most importantly, the study shows that general teaching experience does not equate to proficiency in this particular field. Rather, the most important and influential elements facilitating successful accommodation practice are professional certification in special education and focused in-service training. Therefore, the study indicates that a severe lack of specialized teacher ability and material resources is now impeding the effective incorporation of students with visual impairment in Pankshin LGA. This is a situation that requires immediate, multifaceted interventions centered on systemic support and professional development.

Recommendations

The following recommendations are offered in light of the study's findings:

1. All teachers in schools where students with visual impairment are enrolled should be required to complete practical in-service training, which should be funded by the Pankshin LGA Education Authority and the Plateau State Universal Basic Education Board (SUBEB). This becomes necessary to guarantee skill retention and updating and that training goes beyond theory. Such in-service training should include Braille transcription, making tactile graphics, using assistive technology, and altering assessments.
2. There is a need to encourage professional certification in special education. Explicit incentives for teachers to earn official certifications in inclusive and special education should be put in place by the Plateau State Government.

3. Centralized resource centers have to be created and equipped to address the severe lack of specialized materials. This facility need be equipped with large-print materials, tactile diagram kits, assistive software, and Braille machines.
4. Policy on teacher deployment should be updated. Teachers with special education certifications or those who have finished pertinent in-service training should be assigned to schools and classes with enrolled students with visual impairment as a top priority by education authorities.

References

- Abodunrin, S. A., Abilu, R. A., Adio, J. A., & Patunola, D. O. (2025). Family support and social integration as predictors of academic adjustment among students with visual impairment in Nigeria. *Islamic University Journal of Social Sciences*, 4(6), 484–497. Retrieved from <https://www.ijss.net/archive/4-6/11.pdf>
- Agbemehia, M. A. (2013). *Inclusive education practices for students with visual impairment at the Wenchi Methodist Senior High School, Bono Region* (Doctoral dissertation). Retrieved from University of Education Winneba database.
- Ahiably, S. (2013). *Academic experiences of learners with visual impairments in Mawuli School, Ho* (Doctoral dissertation). Retrieved from University of Education Winneba database.
- Ajuwon, P. M., Griffin-Shirley, N., Okungu, P., Chitiyo, G., & Simone, K. (2025). Nigerian secondary school teachers' attitudes toward including students with visual impairments in regular classrooms. *International Journal of Rehabilitation & Special Education*, 5(2). Retrieved from <https://www.ijrse.org/archive/5-2/4.pdf>
- Ebrikure, O. J., & Uche, O. (2014). Teachers' knowledge and practice of accommodation for pupils with visual impairment in basic schools in Owerri North Local Government, Imo, Nigeria. *Global Journal of Educational Research*, 23(2), 241–247. Retrieved from <https://www.globaljournalseries.com/index.php/gjer/article/view/1123>
- Edim, A. A. (n.d.). *Cognitive behavioural and systemic therapies on school adjustment of students with visual impairment in Cross River State, Nigeria*. Unpublished manuscript.
- Eginwa, E., & Ojiaku, F. (2025). Teachers' proficiency and application of instructional strategies for teaching in an inclusive classroom in Abia State. *International Journal of Educational Studies*, 2(1), 56–67. Retrieved from <https://www.ijesnet.com/archive/2-1/7.pdf>
- Egwim, G. (2013). *Braille and digital audio-supported reading techniques and achievement in English language comprehension among students with visual impairment in Imo state, Nigeria* (Doctoral dissertation). Retrieved from University of Ibadan database.
- Egwim, G. (2024). Effect of student-centred learning strategy on English language achievement of students with visual impairment in Imo state, Nigeria. *Journal of Educational Research in Developing Areas*, 5(2), 129–138. Retrieved from <https://www.jereda.org/archive/5-2/9.pdf>
- Ekpete, O. H., & Blessing, L. G. (2025). Teachers' inclusion of students with sensory disability in Nigerian classrooms: A review. *Faculty of Natural and Applied Sciences Journal of Mathematics, and Science Education*, 6(3), 131–135. Retrieved from <https://www.fnasjournals.com/archive/6-3/5.pdf>
- Emmanuel, E. (2024). *Psycho-social factors as predictors of school adjustment among secondary school students with visual impairment in Southeastern Nigeria* (Doctoral dissertation). Retrieved from University of Ibadan database.
- Eseadi, C. (2023). Practice guidelines for assisting students with visual impairments. *Online Submission*, 8(2), 117–132. Retrieved from <https://www.eric.ed.gov/?id=ED612345>
- Ibe, V. T., & Ezeala, I. L. (2025). Assessment of special material resources for implementation of inclusive secondary education in Nigeria. *European Journal of Contemporary Education and E-Learning*, 3(2), 28–36. Retrieved from <https://www.ejceel.org/archive/3-2/3.pdf>
- Ikeagwuchi, M. K., Nwana, S., & Udenwa, V. C. (2024). Extensiveness of synthesizing

- instructional resources in aid of special needs students in secondary schools in Anambra State. *Journal of Guidance and Counselling Studies*, 8(2), 178–188. Retrieved from <https://www.jgcs.net/archive/8-2/12.pdf>
- Joseph, A. A., Edet, E. V., Olagunju, B. O., Hakeem, A. B., Lola, O. J., Dare, A. I., & Ou, A. E. (2025). Influence of classroom learning environment on secondary school chemistry students' achievement in Edo Central Senatorial District in Edo State. *International Journal of Management and Development Studies*, 12(1). Retrieved from <https://www.ijmds.net/archive/12-1/8.pdf>
- Longla, F. B. (2024). *Investigating how the learning needs of students with vision disability are understood and accommodated within mainstream secondary schools in Cameroon: A case study of one secondary school* (Master's thesis).
- Odekeye, O. T., Raji, M. N., Onowugbeda, F. U., Ige, M. A., & Adewusi, M. A. (2024). Improving quality education for visually-impaired secondary school students in Osun State with ICT-based tools. *Ilorin Journal of Education*, 44(1), 279–290. Retrieved from <https://www.ije.unilorin.edu.ng/archive/44-1/15.pdf>
- Oketoobo, E. A., Nnadi, V. M., & Udom, G. R. (2023). Assistive technology for teaching visually impaired agricultural science students in secondary schools. *ESUT Journal of Education*, 6(2), 383–394. Retrieved from <https://www.esutjoe.edu.ng/archive/6-2/22.pdf>
- Olowe, M. O., & Olowe, N. E. (2024). Counselling approaches and educational support for business education in students with visual and hearing impairments: Enhancing accessibility and learning outcomes. *British Journal of Multidisciplinary and Advanced Studies*, 5(2), 24–38. Retrieved from <https://www.bjmas.org/archive/5-2/3.pdf>
- Owunna, C. L., Ekenze, C. J., Okorie, I. K., Akujobi, A. U., Obioma-Elemba, J. E., Umunnakwe, O. L., & Ogundeko, T. O. (2022). Oculo-visual assessment of children and adolescents with special needs in selected schools within IMO state, Nigeria. *Ophthalmology Research: An International Journal*, 16(3), 8–19. Retrieved from <https://www.orj.pub/archive/16-3/2.pdf>
- Yakub, G. M. (2023). *Curriculum adaptations for blind students, Afan Oromo teachers experiences in Madrasa primary school* (Master's thesis). Jimma University Institutional Repository. <http://repository.ju.edu.et/handle/123456789/9343>