Perceived Effect Of Family And School Environmental Factors On Students With Special Needs In Nnamdi Azikiwe University Awka

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Abstract: Despite the launch of educational programmes, studies show that most higher institutions still remain poor in terms of infrastructures and personnel needed in for service delivery for students with special needs. Hence, this study examined the perceived effect of family and school environmental factors on students with special needs in Nnamdi Azikiwe University Awka. Descriptive survey research design was adopted for the study with fifty (50) students participated in the study. Three research questions were formulated and used for this study. A self-designed instrument tagged" perceived effect of family and school environmental factors on students with special needs "The data collected through the research instrument for the study were analysed using ANOVA and Regression Analysis. The study found out that there was a significant perceived effects of family on students performance (F value (8/42)= 267.783, Pro=0.000 < 0.05), results reveals that there was a significant contribution of learning environment (instructional materials, lecturers' attitude and infrastructures) on students with special needs(F(3/47)=463.347, p<0.05) and it shows that there was a significant joint contribution effects of family and school environmental factors on Students with Special Needs (F(2/48)= 1322.208, p<0.05). Therefore, it is recommended that Government should employ/recruit lecturer's with sound academic qualifications and adult facilitators to ensure efficient management of students with special needs, Government , colleges and other institutions of higher learning are required to provide friendly environment to enable students with special needs have access to buildings, roads and other social amenities and assistive devices and other equipment to promote their mobility, Government and institutions of higher learning should provide adequate learning materials/strategies for improvement and development of students with special needs academic performance,

Keywords: Perceived Effect, Family and School Environmental Factors, Students with Special Needs

I. INTRODUCTION

The right to education is a fundamental human right for everyone including persons with special needs. This is in line with the United Nations pronouncement on persons with disabilities in which Nigeria is a signatory. Education opens opportunities for career development, self-actualization and community living for persons with special needs. Access to higher levels of education for persons with special needs means better chances for them to integrate into society in general and to employment in particular so that they might sustain themselves financially and with dignity. (Laron report, 2015).

Education is a character-building process which enhances ones personality and makes one rational, capable, responsive and intelligent (Edwin-Ezeoka & Obidike, 2020). Education is also widely regarded as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, and the foundation of social equity (Edwin-Ezeoka et al. In the view of Nuhu (2015) education is a process by which an individual acquires physical and social capabilities demanded by the society in which they are born into in order to be useful to themselves and contribute to the development of the society at large. These definitions corroborate Itulua-Abumere (2013), who posits that education is the process of teaching, training and learning in school or college to improve knowledge and develop skills. From what

has been viewed as education by different scholars, the researcher can say that education involves training a child through processes of teaching and learning which equips him with desired knowledge and skills required for effective living. Education begins from the family and formally in the school environment. The research available on learning and environmental conditions confirms the importance of adequate family functioning, as well as the existence of a satisfactory home environment to the children's correct academic development (Barkauskiene, 2009; Campbell & Verna, 2007). Specifically, studies suggest that pupils whose families help them and functionally interact with them, use effective educational styles and where there are few arguments and low levels of stress, do better at school and learn more easily (Bodovski & Youn, 2010; Guoliang, Zhang , & Yan, 2005; Halawah, 2006; Heiman, Zinck, & Heath, 2008).

The learning environment comparable to the school environment is that environment where learning takes place. Booth & Okely (2015), also defined learning environment as the physical environment (e.g. facilities and equipment), school policies (e.g. time allocated for physical and health education sports) and school practices regulating physical education and sports banners to participation and strategies to promote participation in learning process. Similarly, Odeh, Oguche and Ivagher (2015), defined the learning environment as the environment equipped with educational facilities formally used in teaching and learning. In the context of this study, the learning environment encompasses all components which facilitates teaching and learning. These components include the school building, furniture, equipment, instructional materials, teachers, and peers, play-ground, and other infrastructural facilities involved development of a persons with special need in the school. These facilities especially in the tertiary institution should be of immense benefit to both students without special needs and students with special needs.

Students with special needs is defined as one who has a physical or mental disability which has an effect on their ability to carry out normal day-to-day activities (Itulua-Abumere, 2013). Therefore, for a child to be designated special needs in education, it involves the situation where a child is engaged with learning activities but finds it difficult to learn. Obiozor, Onu and Ugwoegbu (2016), also defined special needs as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does apply to individuals who have learning problems that are primarily the result of physical or mental disabilities, behavioral disorder, or environmental, cultural, or economic disadvantage.

Similarly, the Encyclopedia of Early Childhood Development (2017), viewed a child with special needs as one with problems that affect the child's ability to receive, process, analyze or store information. The World Report on Disability (2017) by the World Health Organization (WHO) and the World Bank estimates that approximately 15% of the world's population live with some form of disability. The report

estimates further that approximately 13 million or about 0.7% of the world's children are severely disabled. The report pinpointed the disproportional effects which disability has on people and children in particular from lower income countries. The report continued to say that nowhere else is this reflected than in the sphere of education where these children are less likely to start or finish school than their non-disabled peers. For this paper, definitions have been established to create a cohesive understanding of the research topics studied. Special needs are defined as including all students who require specialized programming or services to benefit from elementary and secondary education (The Auditor General's Report on Special Needs Education, 2012; VanWalleghem & Lutfiyya, 2013). The term special needs families refers to families who have at least one special needs child as a part of the family unit.

Inadequate learning facilities makes it difficult for the students with special needs to read, write, spell or solve arithmetic problems. This calls for urgent attention especially in schools where children with special needs are enrolled in this case our tertiary institutions. By right, universities with such students are to equip their learning environment, with special human and material resources to assist students with diverse special needs. It is important that the learning environment is well equipped to aid the education of students with special needs. Some of the instructional materials that will help in teaching students with special needs are interactive whiteboard, computers among others. The interactive whiteboard in the learning environment is not just a presentational device; it provides method of multisensory teaching that are recommended for dyslexic learners, learners who are deaf etc. Walker and Logan (2019), posit that digital creativity can play a key role in unlocking the interest of particular learners, drawing on different abilities in an incidental way. Again, the various ICT's like tablet's/Hand-held touch screen computers, audio and visual cassettes can play significant role in helping children with learning difficulties such as providing sounds that could help the child spell out words, identify alphabets and objects. This is achieved when appropriate software is installed in the computer and used for such instruction. Dwight (2013), identified Voice Dream as an app that can help students with reading disabilities such as dyslexia, blindness and low vision. It can even be effective with Attention Deficit Syndrome (ADD)/Attention Deficit Hyperactivity Disorder (ADHD). Voice Dream is an eBook, pdf and text to speech reader. The app reads text aloud and also highlights current word selection so that readers can keep track of location, using both auditory and visual stimulation to deepen learning. When reading passages presented on a device with TTS (Text To Speech), a nonjudgmental learning environment is created, where a student can reread the same passage with a fluent model as frequently as needed (Silver-Pacuilla & Ruedel, 2014).

It is interesting to note that another feature of the learning environment is its surroundings. When the bushes and grasses are well cut, students with special needs can easily participate with their peers during physical education (Nwamuo, 2016). A student who finds it difficult to learn through classroom activities may find play as a pleasurable way of learning. The learning environment when fully equipped with teacher

specialist and special educational facilities has the tendencies to significantly influence the special needs child to be active in lessons. Influence here means the effects, repercussion, and retaliation of something. Muogbo (2013), defined influence as the effects or repercussion of an event, a process or that of a detailed experiment. Gina, Melinda and Jeanne (2019), asserts that facilities like videos, computers, picture books and audio materials help students with special need remain active than passive during lessons. Gina, Malinda and Jeanne (2019) also recommended the use of activity-based learning strategy, use of memory games & flashcards and studying with music to educate these set of students in the learning environments. The essence of the learning environment according to World Bank Report on Disability (2017), is to help students with special needs receive good quality education. Thus, an equipped learning environment should have meaningful influence on education of students with special needs especially in universities.

Unfortunately, the nature of most universities learning environment in Nigeria is nothing to write home about. These have affected the level of education received by students with special needs in universities. Recent observations show that there is decay of infrastructures needed for students with special needs and little or no effort by appropriate authorities to fix up these decays. Odeh, Oguche and Ivagher (2015), posited that several learning environmental factors such as epileptic power supply, poor classrooms and bad nature of lectures halls, offices and buildings are the problems affecting education of the students in higher institution. Asenath (2015), enumerates factors such as teachers' attitude to students with special needs, poor use of instructional facilities and lack of training among teachers, shortage of trained personnel to handle students with special needs, insufficient fund, inadequancies of materials and poor policy or legislation.

All parents have desires and aspirations for their youngsters' lives, but parents with special needs children have a harder time meeting these goals (Hanvey, 2002; Janus, Kopechanski, Cameron, & Hughes, 2007; Morinaka, 2012; Reio & Fornes, 2011). Parents take on many responsibilities with raising a special needs child, such as caring for the child's physical requirements because of disability, helping the special needs child to create and maintain relationships, and creating a place in the community for the special needs child to belong (Hanvey, 2002). Special needs families often experience higher levels of stress than non-disabled families (Gottfried & McGene, 2013). These higher stress levels are created by various factors that influence a special needs family. Special needs families are often in a lower income bracket due to the need for one parent to become the primary caregiver of the special needs child (Hanvey, 2002; Moriwaka, 2012). When that aspect is compounded with the high financial necessities for a special needs child, the situation can create even greater stress for the family unit (Hanvey, 2002). Families with special needs children also experience higher levels of breakdown in the family unit, resulting in divorce and single parenting (Daire, Dominguez, Carlson & Case-Pease, 2014; Hanvey, 2014). These various factors intensify anxiety levels, creating a situation in which high numbers of parents with special needs children report being discouraged, stressed out, and exhausted

(Gottfried & McGene, 2013; Hanvey, 2002; Reio & Fornes, 2011). This has a spill-over effect on the family as a whole unit and influences the health and well-being of all family members (Gottfried & McGene, 2013; Hanvey, 2002; Orfus & Howe, 2008; Van Haren & Fiedler, 2008). The health of the family depends on the well-being of the entire household unit (Orfus & Howe, 2008).

According to Usman (2016), learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, as an ecology is the combination of living things and physical environment (Balog, 2018). Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Orlu, 2013).

Learning environment is composed of some components. These components according to Balog (2018) include; people; teaching materials, technical tools, and learning resources; curriculum, training, and instruction, and physical environment/learning space. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the highly advanced tools or other instructional resources that are aligned with the curriculum as a part of student learning support. The curriculum, training, and instruction are the core foundations of the learning process. They influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it (Balog, 2018). Likewise, MondaL (2012) learning environment include classrooms, textbooks, equipment, school supplies, and other instructional materials.

Productive learning environments are crucial to students' academic, emotional and social success in school. Becton (2017) posited that a conducive learning environment doesn't just happen on their own or by chance. They should be created through conscious procedures like interacting with students in a positive manner, exhibiting positive behaviors etc that would promote learning activities in the learning environment.

According to the United Nations Convention on the Equal Rights of Persons with Disabilities (2012), special needs students can be defined as those students who have physical, sensory or chronic health impairment which hinder them from their full, active participation in the society on equal basis with the others.

Students with special needs cannot benefit fully from learning instructions in the regular settings and require appropriate adaptations and modifications on the curriculum content, mode of delivery as well as the physical amenities. These adaptations can be referred to as educational accommodations. Leblanc (2014) defines Special Needs

Education (SNE) as the educational requirements of a student suffering from any range of physical disabilities, medical conditions, intellectual difficulties and emotional problems, while the Balal (2012) defines it as the individual educational requirements of a person with a disadvantaged background or a mental emotional or physical disability. Further, Maingi-lore (2016) opined that a student with special needs is one who has a disability of an intellectual, sensory, physical, emotional or behavioral nature or has exceptional gifts or talents. Special Needs Education (SNE) is the special educational requirements of those with learning difficulties, physical disabilities, emotional or behavioral problems. A person is termed to have a special educational need if their capacity to participate in and benefit from education is restricted due to enduring physical, sensory and mental health or learning disability (Citizens Information Board, 2012).

Special Needs Education is a broad term that incorporates the need for some type of educational accommodation so that the student with disabilities can benefit fully from the school curriculum. Students with special needs may have one or a combination of disabilities. The Persons with Disabilities Act (2003) defined disability as a physical, sensory, mental or other impairment, including any visual, hearing, learning or physical incapability, which impacts adversely on social, economic or environmental participation. Special education also known as special-needs education, aided education, exceptional education, exceptional student education, special ed., SEN, or SPED is the practice of educating students in a way that provides accommodations that address their individual differences, disabilities, and special needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community, which may not be available if the students were only given access to a typical classroom education. Special education is separate from a 504 plan. Bowel(2017) posited a 504 plan which allows students with disabilities to participate in the general education classroom, while special education services involve a special classroom (or a resource room) that has a class of students only with disabilities that receive special education services. Some students with an IEP go into a special classroom, and some students with an IEP can participate in general education classes with accommodations and/or modifications.

Special education aims to provide accommodated education for students with disabilities such as learning disabilities (such as dyslexia), communication disorders, emotional and behavioral disorders (such as ADHD), physical disabilities (such as osteogenesis imperfecta, cerebral palsy, muscular dystrophy, spina bifida, and Friedreich's ataxia), and developmental disabilities (such as autistic spectrum disorder and intellectual disabilities) and many other disabilities. Special Needs Students Order (2007) opined that students with these kinds of disabilities are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, a resource room, or a separate classroom.

THEORY

Social Cognitive Theory by Albert Bandura (1986) emphasizes on self-belief as critical elements in human behavior and motivation. This theory is particularly relevant to special needs students who by the very nature of the physical differences, often view themselves as lesser than others generally suffer from a low self-esteem which greatly impacts their academic performance. More often than not societal reactions and attitudes towards them tend to reinforce this negative view. According to Social Cognitive Theory, self-efficacy beliefs provide the foundation for human motivation, well-being and personal accomplishments. Unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties.

Bandura (1986) says that individuals form self-efficacy beliefs by interpreting information primarily from four sources; Mastery experience, vicarious experience, social persuasion and physiological reactions. Mastery experience is the interpreted result of one's action or performance. Success raises self-efficacy while failure lowers it. Vicarious experience is the observation of others" performance while the verbal messages and social perceptions received from others, whether intentional or accidental also influence us. Physiological and emotional states such as stress or anxiety also affect our self-efficacy.

Equivalency Theory as proposed by Simonson (1995), proposes that appropriate application of distance education should provide equivalent learning experiences for all students so as to provide equivalent outcomes of the educational experience. Simonson (1995) goes on to point out that the design of distance education instruction should be geared towards providing appropriate learning experiences for each student based on their unique needs. Equivalency theory emphasizes that students should have learning experiences designed and made available to them specifically tailored for the environment and situation in which they find themselves.

According to CDLP (2013), Distance education increases access to learning opportunities. A well organized and designed distance education program should accommodate all learning styles and should be able to serve learners who for one reason or the other are unable to attend or benefit from traditional classroom setting. Burgstahler (2016) points out that the design of most distance education programmes do not allow the full participation of students with disabilities. She goes on to say that distance learning courses must be made available to people with disabilities that are eligible to take the class.

THEORETICAL STUDIES

According to Hart and Williams (2015) students with disabilities on average express concerns related to the physical barriers within the college environment. Johnson (2014) goes on to elaborate that students with disabilities often encounter physical barriers in the postsecondary environment which remain a concern that has not been addressed by these institutions. Johnson (2014) explains that providing accessible environments across campuses is sometimes restricted by

architectural and budgetary constraints and post-secondary institutions often do not consider the immediate individual needs of students with disabilities. Johnson (2014).

The Persons with Disability Act (2003) cites that persons with disabilities are entitled to a barrier free and disability friendly environment to enable them have access to buildings, roads and other social amenities and assistive devices and other equipment to promote their mobility. Handicapped students should therefore not be excluded from participation in a programme because facilities are inaccessible or unusable by persons with disabilities. Colleges and other institutions of higher learning are required to operate each programme or activity so that, when viewed in it's entirely, it is readily accessible to disabled students. Each facility must be made accessible to and useful by persons with disabilities. New constructed facilities must be made readily accessible while alterations must be done to existing facilities as the students are often limited to where they reside on campus and what functions they may attend (Singh, 2013).

Accommodating students with disabilities requires careful examination of the learning areas in order to make everything accessible and safe. Some barriers that can be found in the built environment include doors that are too narrow for wheelchairs to go through, steps leading to buildings, impassable pathways that are too slippery and narrow, vehicles that are too high or steep, showers and toilets without grab bars, non-slip, surfaces and seats. Others include light switches that are too high or low, inaccessible places of worship, shops or other public places. Such physical barriers lead to frustration to the students with special needs because they make them dependent on others for their survival (Maingi-lore, 2016).

Kiat (2014) proposes that classrooms/lecture halls should be arranged in such a way that the students can move around easily, with interconnecting areas between buildings to allow for seamless movement. He goes on to say that use of non-slip materials and floor finishes for enhanced safety and mobility as well as accessible car parks and special toilets for the disabled are recommended. Agarwal (2014) contributes by saying that ramps at the entrances of buildings, classes located at ground level floors and availability of accessible toilets can make an institution accessible to the disabled student. She adds that small interventions in the conception and design of a campus can not only create access to persons with locomotor limitations but also those with sensory (vision or hearing impairment) and temporary ailments as well.

EMPIRICAL REVIEWS

Edwin-Ezeoka & Obidike (2020) conducted a study on school environment and its influence on education of children with learning disabilities in Awka South L.G.A. The study adopted a survey design and was guided by two research questions. The population of the study comprise of 665 public primary school teachers among the 45 public primary schools in Awka South L.G.A. The study adopted simple random sampling for this study. The instrument for the study was questionnaire. Cronbach Alpha was used to compute score on this and a reliability value of 0.72 proved the reliability of the instrument. Mean was used to analyze the data collected.

Findings from the study reveals among others that the school environment really has an influence on the education of the learning-disabled child. Based on these findings, it was recommended among others that both governmental and non-governmental agencies should also ensure that basic schools are stocked with needed educational materials needed for the academic needs of children with learning disabilities.

Maingi-Lore (2016) conducted a research whose main thrust was to investigate the factors influencing the academic performance of students with special needs in middle level colleges in Machakos County. The study was guided by the following four objectives: To establish how family background influences the academic performance of students with special needs, to establish how attitudes of students with special needs influence their academic performance, to investigate how infrastructural facilities influence the academic performance of students with special needs and to determine how instructional strategies influence the academic performance of student with special needs in middle level colleges in Machakos County. A Survey research design was used to gather data from the two inclusive middle level colleges. The sampled population of the study included 79 students with special needs and 72 tutors from the two institutions, a total of 151 respondents. The research instruments used for collecting data were mainly questionnaires. The questionnaires were piloted by the use of split-half method. Collected data was analyzed using the Statistical Package for Social Sciences (SPSS) version2.0 and reported in form of frequency tables and percentages. Regression analysis was carried out to test the hypotheses. The findings indicated that family background, adapted classrooms and extra notes and hand-outs influence the academic performance of students with special needs in middle level colleges in Machakos County. The study recommends that Lecturers and support staff be given mandatory basic training on disability training and that library contents be availed in electronic formats as well as braille.

Mpofu & Shumba (2012) conducted a research to determine perceived challenges faced by visually-impaired students in Open and Distance Learning centres in Zimbabwe. A descriptive survey approach was used in this study. A purposive sample of 102 students with visual impairments in 5 Open and Distance Learning (ODL) tertiary institutions in Zimbabwe was used in this study. Data were collected using questionnaires and interviews. Quantitative data were analysed using percentages and qualitative data were analysed using themes derived from research questions. The study found that ODL modes of delivery were exclusionary in nature and lacked suitable facilities catering for students with disabilities. Implications of the findings are presented in detail in the study.

Adoyo & Odeny (2015) conducted a research on children with special needs in Kenya which they opined that for many years they were not given adequate attention with regard to their education. These children like their counterparts, have a right to free and compulsory basic education as provided for in international conventions to which Kenya is a signatory as well as in legal and policy frameworks in Kenya. Providing education for children with special needs is therefore one way of ensuring that their right to basic education is protected. This

will in turn promote national development by providing a secure environment that enhances good health to allow people with special needs participate in social and political activities. It is against this backdrop therefore, the researcher tends to determine the perceived effects of learning environmental factors on students with special needs in Nnamdi Azikiwe University, Awka of Anambra State

STATEMENT OF THE PROBLEM

Higher education greatly improves the chances of students with special needs in job market thereby empowering them by imparting the necessary skills and knowledge to effectively participate in development, decision-making and the democratic process. Education in Nigeria as observed over decades, has been engulfed with numerous problems ranging from lack of suitable human resource personnel to insufficient material resources. In higher institutions for instance, the case is not different. These observed problems led to seeking of help from the Federal Government of Nigeria which had spurned the launch of different educational programmes to help (Asenath, 2015).

Despite the launch of these educational programmes, studies show that most higher institutions still remain poor in terms of infrastructures and personnel needed in for service delivery. This seems to have negatively influenced inclusive education and thus, making it difficult for students with special needs to gain much in terms of academics. The researcher observed that most higher institutions in Nigeria are not fully stocked with books for both the physically abled and visually impaired, ICT's and charts, lecture halls and buildings which are special needs accessible, which are among core materials needed for effective education for both physically abled and students with special needs are lacking. However, as a result of these observations the researcher, therefore, aims to examine the perceived effects of learning environment on students with special needs in Nnamdi Azikiwe University, Awka of Anambra State.

PURPOSE OF THE STUDY

The general purpose of this study is to examine the perceived effects of learning environment on students with special needs in Nnamdi Azikiwe University, Awka of Anambra State. Specifically, this study seeks to; examine the perceived effects of family on students with special needs; examine the perceived effect of learning environment viz a viz instructional materials, lecturers' attitude and infrastructures on students with special needs

RESEARCH QUESTIONS

RQ1. What are the perceived effects of family on students with special needs in Nnamdi Azikiwe University Awka?

RQ2. What are the perceived effect of learning environment viz a viz instructional materials, lecturers' attitude and infrastructures on students with special needs in Nnamdi Azikiwe University Awka?

RQ3. Is there any joint and relative effects of family and school environmental factors on Students with Special Needs in Nnamdi Azikiwe University Awka?

II. METHODOLOGY

DESIGN

The study adopted a descriptive research design of the survey type. The research is descriptive because it gives accurate description of existing situation on "perceived effect of family and school environmental factors on students with special needs in Nnamdi Azikiwe University Awka.

VARIABLES OF THE STUDY:

The variables in this study are: Independent Variables: (i) Family factor, (ii) learning environment viz a viz instructional materials, lecturers' attitude and infrastructures. Dependent Variable: Student performance

POPULATION

The population of this study comprises all the special needs students in Nnamdi Azikiwe University Awka, the population spread across all the 14 faculties in Nnamdi Azikiwe University Awka.

SAMPLE AND SAMPLING TECHNIQUES

50 special needs students in Nnamdi Azikiwe University Awka constituted the sample of the study obtained at a multi-stage level. In stage one, purposive sampling was used to select 5 large faculties from the 14 faculties in Nnamdi Azikiwe University Awka. In stage two, simple random sampling was used to obtain 10 special needs students from each of the selected faculties. This brought the total sample size to 50 students, who formed the sample of the study. No stratification was done because gender did not constitute in moderator variable of the study.

INSTRUMENT

Questionnaire titled ""Family and learning environment and it's perceived effects on the students with special needs (FALESSNQ)" was used to collect data for the study. The questionnaire consists of two sections (A & B). Section A is to elicit demographic information on the respondents. While section B on the other hand, consisted of statements/items based on the research questions of the study to which respondents meant to indicate their level of agreement or disagreement based on the 4-point Likert type scale. The 4-point Likert scale adopted as follows: SA - Strongly agree, A-Agree, D - Disagree SD - Strongly disagree. The face and content validity of the instrument were ascertained by giving the instrument along with the title, purpose of the study and the research questions to two experts in the Department of Educational Foundations in Nnamdi Azikiwe University, Awka. The experts were requested to assess the instrument

with regard to the study. Based on the observation of these experts, the research instrument was modified appropriately. To ascertain the reliability of the instrument, the instrument was administered to 15 special needs students from Odumegwu Ojukwu University, Igbariam, Anambra state who were not part of the sample. They did not have problem responding to the items. The Cronbachs alpha will be used in the collection of data

PROCEDURE FOR DATA COLLECTION

The data for the study was collected with the aid of questionnaire. The questionnaire was administered to the respondents manually by the researcher with the help of some research assistants. The collection was done with the aid of two research assistants who are to be recruited by the researcher. Who are to be briefed on the objectives of the study and how to successfully collect data.

METHODS OF DATA ANALYSIS

The data collected was analyzed using descriptive statistics to test the three hypotheses with Analysis of Variance (ANOVA) and Regression Analysis was used for data analysis. The null hypotheses was tested at $p<0.05$ level of significance. The reason for adopting this method of data analysis is to establish if there is any significant influence of the independent variables on the dependent variable.

III. RESULTS

This study investigated perceived effect of family and school environmental factors on students with special needs in Nnamdi Azikiwe University Awka. Research questions were formulated and used for the study. The data were analyzed using Means and Standard Deviation and t-test Analysis. The summary of data analysis shall be discussed under the sub-headings of analysis of research questions.

RESEARCH QUESTIONS

RQ1: Is there a significant difference between perceived effects of family factor and academic performance of students with special needs in Nnamdi Azikiwe University Awka?

Variable	N	Mean	SD	df.	t-Cal	t-Crit	P
Academic performance of students with special needs	51	21.45	3.035	50	42.205	1.960	0.000 (p<0.05) It Significant
Perceived effects of family factor	51	17.18	2.455				
Total	313						

Table 1: T-test of difference between perceived effects of family factor and academic performance of students with special needs in Nnamdi Azikiwe University Awka

Table 1 revealed that there was a significant difference between perceived effects of family factor and academic performance of students with special needs in Nnamdi Azikiwe University Awka. It was observed that the t-Calculated value was greater than t-Critical values (t-Cal= 42.205 > t-Crit =1.960), (P<0.05). There was a significant difference. Also the mean difference shows that Academic performance of students with special needs has high mean value of 21.45 than Perceived effects of family factor mean value of 17.18. Therefore it was concluded that, there a significant difference between perceived effects of family factor and academic performance of students with special needs in Nnamdi Azikiwe University Awka.

RQ2. Is there any significant difference between effects of school environmental factors and Students with Special Needs in Nnamdi Azikiwe University Awka.?

Variable	N	Mean	SD	df.	t-Cal	t-Crit	P
Academic performance of students with special needs	51	21.45	3.035	50	54.791	1.960	0.000 (p<0.05) It Significant
Effects of school environmental factors	51	62.71	7.915				
Total	313						

Table 2: T-test of difference between perceived effects of school environmental factors and Students with Special Needs in Nnamdi Azikiwe University Awka

Table 2 revealed that there was a significant difference between effects of school environmental factors and Students with Special Needs in Nnamdi Azikiwe University Awka. It was observed that the t-Calculated value was greater than t-Critical values (t-Cal= 54.791 > t-Crit =1.960), (P<0.05). There was a significant difference. Also the mean difference shows that Effects of school environmental factors has high mean value of 62.71 than Academic performance of students with special needs mean value of 21.45. Therefore it was concluded that, there a significant difference between effects of school environmental factors and Students with Special Needs in Nnamdi Azikiwe University Awka.

IV. RECOMMENDATION

In view of the finding of this study, the researcher put forward the following recommendation:
✓ Government should employ/recruit lecturers with sound academic qualifications and adult facilitators to ensure efficient management of students with special needs.
✓ Government, Colleges and other institutions of higher learning are required to provide friendly environment to enable students with special needs have access to buildings, roads and other social amenities and assistive devices and other equipment to promote their mobility.
✓ Government and institutions of higher learning should provide adequate learning materials/strategies for improvement and development of students with special needs academic performance.

✓ Both the government and non governmental agencies in order to achieve functional levels of inclusion of special needs students in mainstream classes, it is imperative that certain modifications and adaptations be made in existing educational resources/materials and learning environment to enable these learners maximize their participation in the earning activities.

V. CONCLUSION

Based on the findings of the study, it was concluded that lecturer's attitude towards students with special needs in Nnamdi Azikwe University Awka has significant influence to a high extent. Inadequate instructional materials on students with special needs in Nnamdi Azikwe University Awka also proved significant to a high extent. It was further concluded that there were perceived effects of inadequate lecture halls, building and offices on students with special needs in Nnamdi Azikwe University Awka.

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