INFLUENCE OF SEATING ARRANGEMENT, MOTIVATION AND ACADEMIC PERFORMANCE OF STUDENTS WITH VISUALLY IMPAIRED IN SPECIAL SCHOOLS IN BENUE STATE

Ameh, James Akor, PhD
Department of Educational Foundations,
Moses Orshio Adasu University,
Makurdi.
akorjamesameh@gmail.com
+2348038735323

Rachel Ehi Omudu
Department of Educational Foundations,
Moses Orshio Adasu University,
Makurdi.
ehiomudu@gmail.com
+2347061024296

Mariam Anyope Suleiman
Department of Educational Foundations,
Moses Orshio Adasu University,
Makurdi.
Anyope.777@gmail.com
+2348036228007

*Corresponding Author:
Ameh, James Akor, PhD
Department of Educational Foundations,
Moses Orshio Adasu University,
Makurdi.
akorjamesameh@gmail.com
+2348038735323

ABSTRACT

The study investigated theinfluence of seating arrangement and motivation on academic performance of students with visually impaired in special schools in Benue State. Two research questions guided and two hypotheses were formulated at 0.05 Level of significance. The study employed a descriptive survey research design. The population of the study was970 students from the existing 7 Government Grant-Aided Secondary Schools in Benue State. The sample consisted of 50 students from secondary school in Benue State. The instruments used was a researcher self-structured questionnaire titled: "Seating Arrangement and Motivation on Academic Performance Questionnaire (SAMAPQ). Descriptive statistics of mean scores and standard deviation were used to answer the research questions and Chi-square test at 0.05 level. It revealed that seating arrangement and motivation has influence on academic performance of visually impaired students in special schools in Benue State. It was concluded that seating arrangement and motivation has influence on academic performance of students with visually impaired in special schools in Benue State. It was recommended that special schools should ensure that seating arrangements are designed to maximize accessibility and engagement and teachers should incorporate motivational strategies such as praise, rewards, and interactive activities that encourage participation.

Introduction

The academic success of visually impaired students continues to pose substantial challenges worldwide, especially regarding effective classroom management (Musa, 2020). Key areas of concern include seating arrangements, communication strategies, time allocation, classroom motivation, and peer interaction. These difficulties are often rooted in the failure to meet the distinctive educational needs of these learners (Nwachukwu, 2021). A critical factor is the lack of accessible learning resources, such as adaptive textbooks and visual aids, which significantly hinder their engagement with standard curricula (Omale, 2019).

As a result, the classroom environment can become an isolating and frustrating space for visually impaired students. Without inclusive management practices, classrooms risk reinforcing barriers to active learning and equitable participation.

Classroom management refers to a comprehensive process focused on creating and sustaining a positive learning environment, where both teachers and students can thrive. It begins with the establishment of clear expectations that guide student behavior and learning outcomes. By fostering student engagement through interactive and inclusive activities, teachers can ensure that students are actively involved in their own learning (Sule, 2021). Effective classroom management also involves implementing consistent behavioral guidelines that students understand and respect, which helps maintain order and discipline (Marzano, 2003). Organizing the physical layout of the classroom to facilitate easy movement and interaction is crucial, as a well-arranged space can enhance both student focus and collaboration (Evertson & Emmer, 2017). Additionally, developing a structured daily schedule allows students to anticipate upcoming activities, reducing uncertainty and the likelihood of disruptive behavior. Proactive techniques, such as recognizing and addressing behavioral issues early, are also essential for preventing misbehavior. Ultimately, these strategies help create an environment in which students feel safe, respected, and motivated to engage fully in the learning process (Jones & Jones, 2016).

Academic performance refers to the extent to which a student, teacher, or institution has achieved their short or long-term educational goals (Onjeh, 2020). This performance is often measured through a variety of indicators, including grades, test scores, the completion of educational milestones, and the development of skills and knowledge over time (Akola, 2021). High academic performance typically reflects a strong understanding of the material, consistent study habits, and the ability to apply knowledge in various contexts. Conversely, low academic performance may indicate struggles with comprehension, motivation, or other external factors such as inadequate support or resources (Yusuf & Adigun, 2010). Academic performance is a key factor in determining future educational and career opportunities and is influenced by both individual effort and the quality of the learning environment (Sirin, 2005). Additionally, studies show that academic performance could be enhanced by seating arrangement and classroom design

Visually impairment, also known as vision impairment or vision loss, refers to a decrease in the ability to see to a certain extent. It can range from mild to severe and can be caused by various factors such as genetics, injury, or disease. According to the World Health Organization (WHO, 2020), visual impairment is defined as presenting visual acuity of less than 6/18, but equal to or better than 3/60, or corresponding visual field loss to less than 20 degrees in the better eye with the best possible correction. In educational settings,

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

seating arrangement plays a crucial role in supporting students with visual impairments. Strategically placing such students closer to the chalkboard or instructional area ensures better visibility and access to learning materials. An inclusive and well-considered seating plan helps reduce barriers to participation and enhances the academic performance of visually impaired learners by meeting their specific needs for clear line-of-sight and minimal visual distractions.

Seating arrangement in a classroom refers to the strategic placement of students' desks and chairs to optimize learning, engagement, and classroom management (Eze, 2020). Different arrangements, such as rows, clusters, circles, or U-shapes, are used depending on the instructional goals, class size, and activities planned. For example, traditional row seating is effective for lectures and individual work, while clusters or U-shapes promote group discussions and collaborative learning (Monday, 2022). The choice of seating arrangement can significantly influence student interaction, attention, and participation, as well as the teacher's ability to monitor and manage the class effectively (Wannarka & Ruhl, 2018). Seating arrangement in a classroom affects how students engage with the material, interact with peers, and focus on the teacher. Different seating configurations can either enhance or hinder these dynamics. For instance, traditional row seating often supports focus during lectures and individual tasks by reducing distractions and directing attention toward the teacher, thereby enhancing effective communication skills (Cheryan, 2019).Akola (2019), revealed that seating arrangements significantly impacted the academic performance of these students. Factors such as proximity to the teacher, access to learning materials, and classroom interaction were critical in promoting an inclusive learning environment that supports better academic outcomes for these students. To Okoro (2021), indicated that classroom management significantly influenced the academic performance of visually impaired students. Specifically, factors such as the organization of the classroom, the teacher's ability to maintain discipline, and strategies to suit visually impaired students were found to have a strong correlation with academic success.

Motivation in class may refer to the internal drive or external encouragement that compels students to engage with their studies, participate in activities, and strive for academic success (Ojo, 2014). It can be influenced by a variety of factors, including the relevance of the material, the teacher's enthusiasm, peer interactions, and the overall classroom environment. Motivated students are more likely to set academic goals, persist through challenges, and show interest in learning. Teachers play a crucial role in fostering motivation by creating engaging lessons, offering positive feedback, and providing support for students' efforts (Deci & Ryan, 2018) Motivated students tend to put more effort into their studies, leading to better

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

understanding and higher achievement. High levels of motivation can enhance concentration, improve retention of material, and encourage a proactive approach to learning (Aremu &Sokan, 2019). In contrast, low motivation can result in disengagement, poor academic outcomes, and a lack of persistence in the face of difficulties during interaction (Adeyemo, 2015). According to Ozra, Esmaelzadeh, Mahnaz, Mitra, Rahimzadeh, and Tehrani Zadeh (2017), revealed that effective classroom management has a positive impact on the academic performance of visually impaired students. Classrooms that were well-organized, structured, and inclusive contributed significantly to the academic success of these students. In particular, when teachers used effective classroom management techniques, visually ly impaired students were more likely to thrive academically. Another key finding was the importance of teacher-student interaction. To Ojo (2018), revealed a significant impact effective classroom management and the academic performance of visually impaired students. Students in well-organized and structured classrooms tended to excel academically, whereas those in poorly managed classrooms struggled to keep up

Statement of the Problem

The academic performance of visually impaired students remains a pressing concern across the globe, particularly when viewed through the lens of classroom management. A major challenge lies in the insufficient attention given to the specific educational needs of these students. Often, their learning is hindered by limited access to appropriate instructional tools and resources. As Audu (2019) rightly observed, without specialized materials such as tactile textbooks, braille resources, or screen-reading technology, visually impaired learners are unable to interact meaningfully with the curriculum, placing them at a significant disadvantage in their academic journey.

Beyond the lack of accessible learning materials, visually impaired students frequently encounter difficulties navigating the physical structure of the classroom. According to Yakubu (2019), factors such as disorganized seating arrangements, obstructed pathways, and the absence of orientation and mobility aids can turn a typical classroom into a confusing and isolating space. These environmental barriers not only limit their freedom of movement but also hinder their ability to engage socially and academically with their peers, further deepening the sense of exclusion.

Compounding these challenges is the issue of ineffective classroom management. When teachers do not incorporate inclusive teaching methods or fail to modify their instructional approaches to accommodate visually impaired students, the learning environment becomes less welcoming and more restrictive. As Okoro (2019) noted, such oversight contributes to a classroom culture that limits active participation and makes it difficult for these students to stay on par with their sighted classmates. Ultimately, the absence of inclusive

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

management strategies undermines the academic progress of visually impaired students and perpetuates educational inequality.

Purpose of the Study

The purpose of this study was to investigate the influence of seating arrangement, motivation and academic performance of students with visually impaired in special schools in Benue State. Specifically, the objectives the study set out to achieve includes to:

1. Investigate influence of seating arrangement on academic performance of visually impaired students with in special schools in Benue State
2. Determine the influence of motivation on academic performance of visually impaired students in special schools

Research Questions

The following research questions were raised to guide the study

1. What is the influence of seating arrangement on academic performance of visually impaired students in special schools in Benue State?
2. What is the influence of time management on academic performance of visually impaired students in special schools?

Hypotheses

The following hypotheses are formulated to guide the study and tested at 0.05 level of significance:

1. Seating arrangement has no significant influence on academic performance of visually impaired students in special schools in Benue State.
2. Motivation has no significant influence on academic performance of visually impaired students in special schools

Literature Review

Classroom management refers to the strategies and techniques employed by teachers to maintain an organized, focused, and respectful learning environment (Onjeh). It is essential in ensuring that instructional time is maximized, disruptions are minimized, and students remain engaged. Effective classroom management promotes not only academic success but also social and emotional development in students (Jones, 2016). By fostering a conducive learning atmosphere, teachers can better guide students in achieving their educational objectives.Classroom management encompasses the array of techniques and strategies that educators employ to foster an orderly, engaging, and productive learning environment. This involves

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

maintaining discipline, guiding student behavior, and structuring the physical and emotional atmosphere of the classroom (Emmer, 2015). As defined by Weinstein (2017), it is a pivotal element in creating a conducive space for both teaching and learning, directly influencing student success.

Visually impairment refers to a significant limitation in one's ability to see that cannot be corrected by standard means such as glasses or contact lenses. It encompasses a wide range of vision problems, from partial sight loss to complete blindness. The World Health Organization (WHO) classifies visually impairment based on the severity of vision loss, ranging from mild visually impairment to profound blindness (WHO, 2019). This condition can affect individuals of all ages, though its prevalence tends to increase with age due to factors such as age-related macular degeneration, cataracts, and glaucoma (Bourne, 2017).

As viewed by Aba (2019), students' academic performance refers to a measure of how effectively resources are combined and used to accomplish specific and desirable results. For students to perform academically well, issues relating to school sites, structures, workshops, laboratories, libraries, recreational facilities, learners' health, and all others that make up the school plant have to be considered seriously (Okafor, 2021). It can be deduced from the foregoing that students' academic performance is the sum total of the output or the extent to which a student or teacher in an institution has achieved their educational goals.

Seating arrangement refers to the specific placement of individuals or groups in a particular order or configuration, typically in a designated area such as a conference room, auditorium, or dining table (Usman 2019). This arrangement can be deliberately planned to facilitate communication, collaboration, or social interaction among participants, or to reflect hierarchical or cultural norms. The seating arrangement in classrooms significantly influences the academic performance of students, particularly those with visually impairments (Ojo, 2020). Visually impairments necessitate particular considerations for classroom setup to ensure accessibility and equal learning opportunities. Various studies highlight the positive impact of seating arrangements tailored to students' needs, improving both academic achievement and classroom engagement (Johnson, 2020). When students with visually impairments are placed in areas that reduce visually strain or are closer to teaching resources like boards and screens, their ability to participate fully is enhanced (Okoro, 2020). This strategic placement is crucial for their performance.Moreover, the seating arrangement affects classroom dynamics and interaction between students and teachers.

Motivation is a psychological construct that refers to the internal and external forces that drive individuals to pursue goals, engage in behaviors, and maintain effort over time (Deci & Ryan, 2019). It encompasses a range of factors, including intrinsic motivation, which arises from personal satisfaction

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

and interest in the activity itself, and extrinsic motivation, which is influenced by external rewards or pressures (Ryan & Deci, 2019).Motivation is a key factor in the learning process. For students with visually impairments, it can significantly impact their academic performance. According to Ogbonna and Okoye (2022), motivation helps students overcome the barriers posed by their visually impairment, encouraging them to engage more deeply with their studies. This engagement is essential for academic success, as motivated students are more likely to put in the effort required to excel. The educational system has been evolving to better support students with disabilities. However, these students often encounter various obstacles, including inadequate resources and accessibility issues (Ibrahim & Bello, 2023)

Methodology

This study adopted descriptive survey research design.The study area was Benue State. The population of the study is 970 students from the existing 7 Government Grant-Aided Special Secondary Schools in Benue State. The sample consisted of 50 students from secondary school in Benue State. The study employed multistage sampling technique for the selection of sample size.

Three instruments were used for this study. The researcher developed and used the Classroom Management Questionnaire (CMQ), Seating Arrangement Questionnaire (SAQ) and Motivation Questionnaire(MQ). Both instruments were based on a4-point Likert scale with the response options: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1).The structured questionnaires underwent a rigorous validation process which ensured content and face validity. Three experts two from the field of Guidance and Counselling and one from Science and Mathematics Education, all from the Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurd is crutinized the instruments. Descriptive statistics of mean scores and standard deviation were used to answer the research questions. Lower and upper boundaries of 0.01 – 1.00 = SD, 1.01-2.00 = D 2.01 – 3.00 = A, 3.01 – 4.00 = SA were used for decision making to answer the research questions. The Chi-Square was be used to test hypotheses at 0.05 confidence level

Results

Research Question One: Influenceof Seating Arrangement on Academic Performance of Visually Impaired Students

Table 1:
Mean and Standard Deviation of the Influence of Seating Arrangement on Academic Performance of Visually Impaired Students

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

Item No	Item Description	SA	A	D	SD	$\bar{x}$	Std	Decision
1	Seating close to the teacher enhances understandingof visually impaired students	43	5	1	0	3.86	0.40	SA
2	Seating arrangement that allows personal spaceenhances academic performanceof visually impaired students	29	15	3	1	3.50	0.71	SA
3	Visually impaired students perform better when seated in an organized classroom layout	40	7	3	0	3.78	0.48	SA
4	An accessible seating arrangement improves visually impaired students' concentration in the classroom.	22	26	1	0	3.43	0.50	SA
5	Adjustments in seating, such as specialized chairs improve visually impaired students' performance biology.	35	13	1	0	3.68	0.46	SA
	Average Mean and Standard Deviation					**3.65**	**0.51**	SA

Table 1 shows that the mean score of the five items are 3.86, 3.50, 3.78, 3.43, 3.68 with their corresponding standard deviation of 0.46, 0.71, 0.48, 0.50 and 0.46 indicating that the respondent strongly agreed that seating close to the teacher enhances understanding of visually impaired students, seating arrangement that allows personal space enhances academic performance of visually impaired students, visually impaired students perform better when seated in an organized classroom layout, an accessible seating arrangement improves visually impaired students and Adjustments in seating, such as specialized chairs improve visually impaired students' performance biology. The cluster mean of 3.65 and standard deviation of 0.51 shows that the responded strongly agreed that seating arrangement influences academic performance of visually impaired students.

Research Question Two: Influenceof Motivation on Academic Performance of Visually Impaired Students

Table 2:
Mean and Standard Deviation of the Influence of Motivation on Academic Performance of Visually Impaired Students

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

Item No	Item Description	SA	A	D	SD	$\bar{x}$	Std	Decision
16	Motivational support from teachers significantly improves the class work of visually impaired students	39	10	0	0	3.80	0.40	SA
17	Visually impaired students are more likely to succeed when they receive positive reinforcement.	21	28	0	0	3.43	0.50	SA
18	Regular encouragement from teachers enhances the engagement of visually impaired students.	38	11	0	0	3.78	0.42	SA
19	Lack of motivation from teachers negatively impacts the understanding of visually impaired students.	26	22	1	0	3.51	0.49	SA
20	Recognition of achievements encourages visually impaired students to perform better academically.	30	17	1	1	3.55	0.53	SA
	Average Mean and Standard Deviation					**3.61**	**0.47**	**SA**

Table 4 presents the mean scores for the five items are 3.80, 3.43, 3.78, 3.51, and 3.55, with corresponding standard deviations of 0.40, 0.50, 0.42, 0.49, and 0.53. These results indicate that respondents accepted that motivational support from teachers significantly improves the classwork of visually impaired students. They also agreed that visually impaired students are more likely to succeed when they receive positive reinforcement, and that regular encouragement from teachers enhances student engagement. Additionally, respondents recognized that a lack of motivation from teachers negatively impacts students' understanding, and that recognition of achievements encourages visually impaired students to perform better academically.The cluster mean of 3.61 and a standard deviation of 0.47 further confirm that motivation influences academic performance of visually impaired students.

Hypothesis One: Seating arrangement has no significant influence on academic performance of visually impaired students in special schools in Benue State.

Table 3:

Chi-Square Test of the Perceived Influence Seating Arrangement on Academic Performance of Visually Impaired Students

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square Cal	P. Value	Decision
Strongly Agree	33.8	12.5	3	0.05	76.96	0.00	Rejected
Agree	13.2	12.5					
Disagree	1.8	12.5					
Strongly Disagree	0.2	12.5					

Table 3 reveals chi-square (χ^2) =, at**76.96Df = 3**; **P = 0.00 < 0.05**. Since the probability value of **0.00** is less than the alpha level of **0.05**, this shows that the null hypothesis, which states that seating arrangement has no significant influence on the academic performance of visually impaired students in Benue State, is rejected. This implies that seating arrangement does have a significant influence on academic performance of visually impaired students.

Hypothesis Two: Motivation has no significant influence on academic performance of visually impaired students in special schools in Benue State.

Table 4:
Chi-Square Test of the Perceived Influence Motivation on Academic Performance of Visually Impaired Students

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square Cal	P. Value	Decision
Strongly Agree	30.8	12.5	3	0.05	86.74	0.00	Rejected
Agree	17.6	12.5					
Disagree	0.4	12.5					
Strongly Disagree	0.2	12.5					

Table4 reveals chi-square (χ^2) =, at**86.74Df = 3**; **P = 0.00 < 0.05**. Since the probability value of **0.00** is less than the alpha level of **0.05**, this shows that the null hypothesis, which states that motivation has no significant influence on the academic performance of visually impaired students in Benue State,

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

is rejected. This implies that motivation does have a significant influence on academic performance of visually impaired students.

Discussion of Findings

The discussion of major findings of the study was organized around the research hypotheses of the study for ease of reading and comprehension

The results from hypothesis one showed that seating arrangement has significant influence on academic performance of visually impaired students in special schools in Benue State. This implies that seating close to the teacher enhances understanding of visually impaired students, allowed personal space enhances academic performance of visually impaired students as well as perform better when seated in an organized classroom layout. This finding agreed with work of Akola (2019) who revealed that seating arrangements significantly impacted the academic performance of these students. Factors such as proximity to the teacher, access to learning materials, and classroom interaction were critical in promoting an inclusive learning environment that supports better academic outcomes for these students. The finding also agreed with the work of Okoro (2021) who indicated that classroom management significantly influenced the academic performance of visually impaired students. Specifically, factors such as the organization of the classroom, the teacher's ability to maintain discipline and strategies to suit visually impaired students were found to have a strong correlation with academic success.

The results from hypothesis two showed that motivation has significant influence on academic performance of visually impaired students in special schools in Benue State. This implies that motivational support from teachers significantly improves the class work of visually ly impaired students and visually impaired students are more likely to succeed when they receive positive reinforcement. This finding agreed with Ozra, Esmaelzadeh, Mahnaz, Mitra, Rahimzadeh, and Tehrani Zadeh (2017) who revealed that effective classroom management has a positive impact on the academic performance of visually impaired students. Classrooms that were well-organized, structured, and inclusive contributed significantly to the academic success of these students. In particular, when teachers used effective classroom management techniques, visually ly impaired students were more likely to thrive academically. Another key finding was the importance of teacher-student interaction. This finding also agreed with Ojo (2018) who revealed a significant impact effective classroom management and the academic performance of visually impaired students. Students in well-organized and structured classrooms tended to excel academically, whereas those in poorly managed classrooms struggled to keep up

@A Publication of the Department of Economics, ADSU, Mubi. ISSN- Print: 2550- 7869; ISSN-Online: 3043-5323. Journal homepage: https://ajaefm.adsu.edu.ng

Conclusion

The study found thatseating arrangement and motivation has influence on academic performance of students with visually impaired in special schools in Benue State. The key finding revealed that:

1. Seating arrangement has influence on academic performance of students with visually impaired in special schools in Benue State.
2. Motivation has influence on academic performance of students with visually impaired in special schools in Benue State.

Recommendations

1. Special schools should ensure that seating arrangements are designed to maximize accessibility and engagement. Desks and chairs should be arranged to provide clear paths for movement, proper lighting, and close proximity to instructional materials and teachers.
2. Teachers should incorporate motivational strategies such as praise, rewards, and interactive activities that encourage participation. Providing individualized support and recognizing student achievements can boost confidence and academic performance.

References

Aba, I. (2019). *Understanding academic performance in educational institutions*. Ibadan: Scholarly Press.

Adebayo, A., & Nwachukwu, R. (2021). Inclusive education and classroom management for visually impaired learners in mainstream schools. *International Journal of Special Education, 36*(2), 45–53.

Adeyemo, D. A. (2005). The influence of emotional intelligence on academic self-efficacy and achievement among university students. *Educational Research and Review, 1*(2), 34–38.

Akola, J. T. (2019). Seating arrangement and its effect on inclusive classroom engagement in Nigeria. Abuja: *GloryField Educational Publishers*.

Akola, J. T. (2021). Assessment of academic performance indicators among secondary school students in Nigeria. Ilorin: Harmony Educational Publishers.

Aremu, A. O., &Sokan, B. O. (2003). A multi-causal evaluation of academic performance of Nigerian learners: Issues and implications for national development. Ibadan: *Department of Guidance and Counselling*, University of Ibadan.

Audu, G. A. (2019). Barriers to inclusive education for visually impaired students in Nigeria. Abuja: Sunshine Educational Press.

Bourne, R. R. A. (2017). Global prevalence of visual impairment: *A systematic review*. The Lancet Global Health, 5(9)

Cheryan, S. (2019). Classroom design and student motivation: *How physical environment affects learning*. Seattle: Academic Perspectives Press.

Deci, E. L., & Ryan, R. M. (2018). Intrinsic motivation and self-determination in human behavior. New York: Springer.

Deci, E. L., & Ryan, R. M. (2019). *Intrinsic motivation and self-determination in human behavior*. New York: Springer.

Emmer, E. T. (2015). *Classroom management for middle and high school teachers* (10th ed.). Boston: Pearson.

Evertson, C. M., & Emmer, E. T. (2017). Classroom management for middle and high school teachers (10th ed.). Pearson.

Eze, N. A. (2020). *Effective classroom management and instructional strategies*. Enugu: Praise House Publishers.

Ibrahim, M., & Bello, S. (2023). Challenges facing students with disabilities in modern educational systems. *Nigerian Journal of Inclusive Education*, 8(2), 45-59.

Johnson, H. L. (2020). Effects of classroom design and seating arrangements on students with disabilities. *Journal of Educational Research*, 113(5), 305–316.

Jones, V. (2016). *Practical strategies for classroom management*. Boston: Houghton Mifflin.

Jones, V., & Jones, L. (2016). Comprehensive classroom management: *Creating communities of support and solving problems* (11th ed.). Pearson.

Marzano, R. J. (2003). Classroom management that works: *Research-based strategies for every teacher*. ASCD.

Monday, A. T. (2022). Innovative teaching methods and classroom seating arrangements in Nigerian secondary schools. Ibadan: Gracefield Educational Publishers.

Musa, T. A. (2020). Challenges of inclusive education for students with visual impairment in Nigeria. *Journal of Educational Research and Practice, 10*(1), 78–85.

Nwachukwu, R. (2021). *Classroom adaptation strategies for inclusive education in Nigerian schools*. Lagos: Nuel Education Publishers.

Ogbonna, C., & Okoye, A. (2022). The role of motivation in academic achievement of students with visual impairments. *Journal of Special Education Research*, 14(1), 77–90.

Ojo, M. (2020). The effect of seating arrangements on learning outcomes in inclusive classrooms. *Journal of Educational Innovations*, 7(2), 84–92.

Ojo, O. E. (2014). Teachers' influence on students' motivation and academic performance in Nigerian secondary schools. *Nigerian Journal of Educational Psychology, 12*(1), 101–111.

Ojo, O. E. (2018). *Impact of classroom management on special education students in Nigeria*. Lagos: EverBright Press.

Okafor, N. (2021). School infrastructure and its impact on student performance in Nigeria. *African Journal of Education and Development*, 11(3), 129–141.

Okoro, F. (2020). Adaptive classroom strategies for visually impaired students. *Inclusive Education Review*, 9(1), 55–66.

Okoro, M. O. (2019). *Inclusive instructional strategies and academic success of visually impaired learners*. Enugu: Bright Future Press.

Okoro, M. O. (2021). *Effective classroom management and performance of students with special needs*. Ibadan: HopeGate Publishers.

Omale, G. A. (2019). Accessibility and academic performance among visually impaired students in secondary schools. *African Journal of Educational Studies, 14*(3), 112–128.

Onjeh, B. (n.d.). Foundationsof effective classroom management (EDIS Publication No. WC381). Gainesville, FL: University of Florida IFAS Extension.

Onjeh, D. O. (2020). Understanding educational achievement: *A practical guide for Nigerian schools*. Makurdi: Benue Academic Press.

Ozra, R., Esmaelzadeh, M., Mahnaz, M., Mitra, R., Rahimzadeh, M., & Tehrani Zadeh, S. (2017). The effects of classroom management on academic performance of visually impaired students. *International Journal of Educational Innovation, 6*(2), 55–68.

Ryan, R. M., & Deci, E. L. (2019). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Press.

Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research, 75*(3), 417–453.

Sule, M. (2021). Strategies for effective classroom management in inclusive education settings. *Journal of Educational Methods and Practices, 9*(2), 145–153.

Usman, A. (2019). Spatial arrangements and their impact on communication and engagement in learning spaces. *Journal of Educational Psychology*, 101(3), 120–134.

Wannarka, R., & Ruhl, K. (2018). Seating arrangements that promote positive academic and behavioral outcomes: A review of empirical research. *Support for Learning, 23*(2), 89–93.

Weinstein, C. S. (2017). Elementary classroom management: *Lessons from research and practice* (6th ed.). Boston: McGraw-Hill.

WHO. (2020). *World report on vision*. Geneva: World Health Organization.

World Health Organization. (2019). *World report on vision*. Geneva: World Health Organization. https://www.who.int/publications/i/item/world-report-on-vision

Yakubu, A. B. (2019). *Physical learning environment and student engagement among visually impaired learners*. Kano: Vision Education Press.

Yusuf, A. M., & Adigun, J. T. (2010). *Impact of school environment on students' academic performance in secondary schools in Nigeria*. Ilorin: University of Ilorin Press.