

**KEYWORDS:**

Navigation, Poverty, Special Education Needs.

WORD COUNT:

111

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Navigating Special Education Needs in the Face of Poverty

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ABSTRACT

This article first provides a contextual framework of navigating special education needs in the face of poverty, this framework shows that there are certain negative (harmful) effects of poverty on special educational needs outcomes. A review of the empirical evidence suggests that the negative effects cause the most harm to the educational outcomes of the poor, girls, younger children, and children with more siblings. Therefore, to effectively and efficiently navigate special education needs in the face of poverty, educational interventions such as conditional cash transfer, school meal, fee reduction, media campaigns, block grants and teachers' motivation are likely to have the greatest effect if they are targeted towards these vulnerable groups.

HOW TO CITE

Denis E & Afuoh J. (2025). Navigating Special Education Needs in the Face of Poverty. *Educational Perspectives*, 13(2), 264-273.



Introduction

Over the years, there has been a cross-over between special education and poverty (destitution) frequently driving researchers to a hypothesis that neediness might hinder a kid's turn of events which correlates with Abraham Maslow's theory of needs that except the basic needs are met, higher level (school participation) would be difficult to achieve. Research has shown that learners in a special education are minority of the learners, who are bound to reside in poor families. "Being poor elevates openness to social dangers that compromise early turn of events and increment the requirement for extraordinary administrations" (O'Connor & Fernandez, 2006) as referenced by Auge (2021).

Today in the US north of 21% of kids younger than 18 are residing in a family underneath the government poverty line with another 21% presently residing in a family of bureaucratic destitution line (Yoshikawa, Aber, and Beardslee, 2012) as referenced by Auge (2021) in Nigeria 9 out of 10 people with disabilities live below the poverty line of \$1.90 a day as stated by the Borgen project. Poverty is a significant gamble factor for some psychological, close to home, and social problems in youngsters and youth. In the 2014-2015 school year, the quantity of learners getting special education administrations was 6.6 million or 13% of all public-school students in America (Wolf, Magnuson, and Kimbro, 2017) as referenced by Auge M.M (2021). Those understudies were ages 3-21 and qualified for a custom curriculum administration. Families can be influenced in various ways, for example, hunger, medical care, deferred mental turn of events, restricted relaxation amazing open doors, stuffed and messy homes, risky areas, expanded pressure, low-confidence, and family collaborations.

Neediness can restrict a youngster's capacity of learning. Hence, the need to make the debilitated, the less favored, the crippled in the general public, and those with special needs valuable to themselves and to the general public. This point subsequently

is coming during a period where the country we live in has become more difficult for majority who were thriving let alone those who have been in experiencing difficulty beforehand. Hence, the need for measures to be put in place to navigate special education needs in the face of poverty.

Basic Concepts

Navigation is the process or activity of accurately ascertaining one's position and planning and following. It connotes the act of going through or across. In a broader sense, it can refer to any skill or study that involves the determination of position and direction. In this context navigation refers to creating a path through which the success of special educations thrives. It connotes the success of going through special education needs in the face of poverty without or just with a little hitch.

Poverty: Poverty or destitution as some may call it, is the condition of one who misses the mark on normal or socially adequate measure of cash or material belongings. Poverty is said to exist when individuals miss the mark on means to fulfill their fundamental necessities. In this specific circumstance, the distinguishing proof of destitute individuals initially requires an assurance of what is essential necessities. These might be characterized as barely as "those fundamental for endurance" or as extensively as "those mirroring the common way of life locally." The primary model would cover just those individuals close to the fringe of starvation or demise from openness; the second would stretch out to individuals whose nourishment, lodging, and dress, however satisfactory to safeguard life, don't compare those of the populace all in all. The issue of definition is additionally compounded by the non-economic undertones that the word poverty or neediness has gained. Destitution has been related, for instance, with chronic frailty, low degrees of schooling or abilities, a failure or a reluctance to work, high paces of troublesome or misconduct, and improvidence. While these properties have



frequently been found to exist with destitution, their consideration in a meaning of neediness would will generally cloud the connection among them and the powerlessness to accommodate one's essential necessities. Anything definition one purposes, specialists and laypersons the same regularly expect that the impacts of destitution are hurtful to the two people and society.

In spite of the fact that poverty is a peculiarity as old as mankind's set of experiences, its importance has changed after some time. Under conventional (i.e., nonindustrialized) methods of monetary creation, boundless poverty had been acknowledged as unavoidable. The all-out result of labor and products, regardless of whether similarly dispersed, would in any case have been lacking to provide the whole populace with an agreeable way of life by winning principles. With the financial efficiency that came about because of industrialization, notwithstanding, this failed to be the situation — particularly on the planet's most industrialized nations, where public results were adequate to raise the whole populace to an agreeable level if the important rearrangement would be set up without unfavorably influencing yield.

Viewpoints on the term “Special Education Needs”

Education according to Encyclopedia Britannica is a discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various non formal and informal means of socialization (e.g., rural development projects and education through parent-child relationships). According to Socrates education is the bringing up of ideas of universal validity which are latent in the mind of every man. According to Aristotle education is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of the society. From the above perspective, education can be said to be gradual process of teaching and

learning that results in relatively permanent change in behaviour of the learner.

Special education (known as special needs education) is the act of teaching learners in a manner that obliges their singular distinctions, handicaps, and extraordinary necessities. This includes the independently arranged and methodically observed game plan of showing systems, adjusted hardware and materials, and available settings. These medications are intended to assist people with unique requirements accomplish a more elevated level of individual independence and progress in school and locally, which may not be accessible in the event that the learners were just given admittance to a regular study hall training. Throughout the years Specialists, guardians, and parents have been discussing the idea of "special education" for a long while. The Warnock Report began "special education needs" with an end goal to build agreeableness of individuals with disabilities and conceptualize custom curriculum in the Unified Realm (Lindsay et al., 2020). Preceding the utilization of this definition, it was normal for the administrative to utilize the term impaired. The term handicap and custom curriculum needs has been disagreeable and has started a great deal of conversation in the insightful writing throughout the long term. While different researchers have taken a more obnoxious position, guaranteeing that logical progression into a special education throughout recent many years has been the main change in instructive history considering the degree of regulative help it has acquired (Gersten and Woodward, 1994) as referenced by Auge (2021). It has influenced the incorporation of a custom curriculum and general schooling. Numerous researchers guarantee the expression "special education" was made to permit the school system to offer sufficient instruction to oblige students with incapacities. A restricting perspective is that the development of this special area of training has made concerns, owing by and large to the



confounded issues it presents and the test of precisely portraying the area (Lipsky and Gartner, 1997) as referenced by Auge M.M (2021).

Marshall contended that the expression "students with additional requirements" is a more fitting term than "special education needs" due it not being viewed as adversely affecting their youngster (Chase and Marshall, 2005) as referenced by Auge (2021). Another point is that the expression "special" builds up the student's feebleness as opposed to conceding them nobility. Scientists frequently keep thinking about whether another dialect would change the student's instructive way. With regards to the most reasonable language, numerous analysts trust that utilizing "unique requirements" to depict people with impedances will assist with limiting shame and underestimation. Initially, the custom curriculum terms "crippled" or "intellectually impeded" were utilized to depict individuals with incapacities, and these terms are occurrences of the shortfall model of handicap. The expression "custom curriculum" alludes to various weaknesses and remarkable highlights. Wording utilized for Handicaps throughout the long term Regardless of having unmistakable definitions in the realm of exceptional requirements have been reciprocally throughout the course of recent years. Wordings for people who need explicit types of tutoring have emerged, for example, "gifted understudies," "debilitated students," and "students with a custom curriculum need." These students are recognized as having mental, mental, physiological, or social disabilities, which require extra administrations to help them while getting sufficient training. It has been observed that it is vital to teach the general population on unambiguous phrasing to be more comprehensive for an individual with a handicap.

Arrangements throughout the years have been utilized like Crippled, Disability, and Advancement Issue. For example, "impaired" would make a hindrance in the manner in which the

world would see an individual with a handicap. A debilitated individual could be seen as unfit to achieve a task in a similar way or time span as an individual that doesn't have a handicap. As indicated by Harris, the importance of "disability," is a lower level of intelligence, cerebrum injury, visual deficiency, deafness, or gloom (Harris, 2010). The expression "hindrance" frequently puts a shame that they have a drawn out physical or mental incapacity that makes it trying for an individual to follow through with explicit responsibilities because of the individual's mental productivity. The expression "formative confusion" alludes to factors that weaken a kid's turn of events, either mentally or genuinely, or as a practical impedance in basic life exercises. This could shape a mark that people and their promoters consider to be disparaging or dehumanizing. These terms and definitions can frequently prompt an individual with an incapacity feeling like the general population is debasing and dehumanizing them as people. Research has shown it is essential to recognize that inability is socially and ecologically characterized to allude to how others decipher the singular's disability and make facilities and alterations to help the individual's requirements to feel like piece of society effectively.

The expression "incapacity" frequently makes an obstruction for how society will answer and treat an individual with a handicap. Students with unique instructive necessities are the people who are battling in school for different conditions, as well as the people who need additional help. In different terms, it alludes to how much instructive establishments change their educational plan, educational strategies, and hierarchical designs to assist these understudies with learning all the more proficiently and successfully. Important issues as per this depiction are conditions that incorporate issues with tuning in, perusing, counting, composing, composed language, penmanship, and syntax. Also, understudies with physical and social



constraints and additionally needs too ought to be incorporated. arrangements of understudies with unique requirements this portrayal stressed the way that characterization might be instructively valuable. The idea of unique instructive requirements has not eliminated arrangement from the schooling system because of a custom curriculum understudy requiring assets. It has been found that precise order can be valuable in depicting what is going on, recognizing an explanation, and gauging the drawn-out future. Therefore, conceivable classifying students as having formative handicaps, mental and conduct issues, or some other grouping will proceed. While these conversations have endeavored to resolve issues looked by, and discernments about, individuals with debilitation, this discussion mirrors the way that changes in the field of a custom curriculum have not been broadly embraced (Slee, 2013) as referenced by Auge (2021). It tends to be deduced that the objective of instructive organizations' mediation is to ensure that understudies with custom curriculum needs arrive at a degree of social acknowledgment and scholarly or professional schooling that meets their inability related prerequisites. As it tends to be seen from the portrayals above, a custom curriculum is an assortment of far-reaching instructive administrations that are utilized for individuals who qualify under unambiguous custom curriculum names and are not performing at a comparative social, physical, or scholarly level as their equivalent matured peers. The objective of these drives is to help them in accomplishing their maximum capacity, completely fostering their abilities, and adjusting to and effectively taking part in the structure of their local area. Relationship between youngster improvement and instructive results in a child experience growing up is the main time in a singular's life since it fundamentally decides the sort of individual somebody becomes from now on (Barrier, 2017).

This is because of the way that the mind grows quickly during youth and openness to destitution would mean impedance with the course of mental health. Youngster improvement can be portrayed as the efficient development of ward mental, sensorimotor, and social-expressive capacities, which is affected by the kid's actual prosperity, family foundation, and sweeping interpersonal organization. As per Dam (2017), school preparation is an expansive expertise that influences a youngster's capacity to learn in school. Engine skills, mental what's more, mental restraint, mental skills, correspondence abilities, interest and want to learn, actual medical services, and taking care of oneself are fundamental for the students' school status. Nonetheless, these previously mentioned parts are significantly affected with outer circumstances like neediness. Research has shown that youngsters who have experienced destitution in their youth will affect their improvement than teenagers who experience the ill effects of neediness further down the road. Besides, further examinations have related hardship to persistent pressure and wretchedness, which has been displayed to influence a small kid's initial cerebrum development (Engle and Dark, 2018). This eventually prompts enduring changes in the cerebrum's usefulness and design, antagonistically affecting the youngster's learning, conduct, and wellbeing. Dam (2017) guaranteed that hardship is related with diminished white and cortical dim matter, as well as diminished hippocampus and amygdala abilities. These cerebrum districts have been connected to the alleviation and retention of stress as well as close to home guideline. Effect of Neediness on Youngster Wellbeing Dejection can cause serious medical issues that could try and bring about death. High passing rates have been recorded among newborn children from unfortunate families as these families can't really deal with the baby's requirements. Neediness has been connected to an expanded number of kids being owned up to medical clinics accordingly prompting school non-attendance (Engle and Dark,



2018). Devastated kids have more complicated illness events because of lower chances of early mediation that has been liable for expanded dangers of wounds and disorder. effect of young life destitution on mental health

The pressure of experiencing childhood in a low-pay family not set in stone to influence a kid's mental health in different ways, same as those from misuse. Generally, manhandled kids display expanded degrees of stress. Notwithstanding, though ruined youngsters might achieve such feelings of anxiety, there is steady pressure in them that doesn't lessen. In addition, youngsters experiencing childhood in destitution are presented to other social issues that likewise trigger pressure chemicals (Dam, 2017). For example, Engle and Dark attest that neediness concurs with youth disregard, lack of healthy sustenance, and viciousness (Engle & Dark, 2008). The youth time frame, right off the bat, is vital for the advancement of dark matter substance in the parietal and cerebrum of the mind. This fills in as the control community and is answerable for overseeing mental capabilities, for example, critical thinking, arranging, controlling impulses, and centering. Research uncovers that kids living in neediness have fundamentally decreased measures of dim matter, which hugely blocks their learning limits even prior to joining kindergarten. Furthermore, the cerebrums of kids living in neediness show a significant crumbling of mental capacities related with memory, language, and perusing. This effect is, in any case, connected with different factors, for example, disregard and family stress (Engle and Dark, 2020) Plus, research lays out that kids living in neediness-stricken families possess brainpower with a surface region that is six percent not exactly those from well off families. Creating minds that are presented to neediness are uncovered to have decreased edges on the floor of every sidelong ventricle of the cerebrum in light of less providing care from the parent (Barrier, 2017). Research has shown that kids living in neediness are typically

malnutritional, and in this manner, their minds miss the mark on fundamental supplements and minerals answerable for their turn of events. Connection Between Schooling, Neediness and Handicap in Non-industrial Countries The contention for remembering impaired kids for standard training is much of the time made regarding common liberties, opportunity or equity. Nonetheless, there is a convincing financial case for teaching individuals with an inability. For all students, weakened and non-debilitated, an absence of proper schooling stays a significant gamble factor for hardship and segregation. Students with debilitations, then again, could be at a more serious gamble of destitution because of an absence of instruction than non - incapacitated students. Youngsters with hindrances who are not in the suitable instructive setting are practically prone to be distraught until the end of their lives staying in neediness and the lowest pay permitted by law occupations.

Most of public and worldwide improvement systems notice an incapacitated individual's freedoms to evenhanded instructive open doors with their partners. As a matter of fact, weakened student's enlistment rates and instructive accomplishment are far lower than their non-disabled partners. In created countries, the enlistment rate for students with handicaps is projected to be only 1-3 percent. Thus, the predicament of impaired youngsters and their families represents a critical formative obstruction (Embankment, 2017). Instruction decidedly affects everybody's life, except it moderately affects the existences of crippled youngsters particularly those from unfortunate foundations. The total expenses of bringing up a debilitated youngster essentially offset the inevitable advantages (Lynch, 2014). Enlistment of Kids with Handicaps in Instructive Conditions Enlistment information is trying to drop by since exact and dependable fundamental information on students with impedances and unique necessities is additionally unavailable. The



data in the accompanying examples, however country-explicit, give a sign of the extent of the issue. They show that students with hindrances enlist at an extent of the pace of non-debilitated students: figures differ from under 1% to 3%. Comprehensive Schooling The work organization has focused on it to increment consideration in training. It has been an objective to create accessible the open doors for understudies with an inability to approach similar training as their non-crippled peers. Comprehensive schooling involves endeavoring to teach all kids in a general public under a similar structure to the fullest degree conceivable. The Salamanca Articulation, carried out in 1996 at the Salamanca World Gathering on Exceptional Necessities Training, is the most complete meaning of comprehensive schooling accessible (Lyn2019). 29 "That large number of people whose conditions emerge from inabilities or scholarly incapacities" are alluded to as having unique instructive necessities. Kids and youngsters with unique instructive necessities ought to be included the instructive plans made for most of kids.

Comprehensive schools should comprehend and adjust to the various requirements of understudies, embracing all kinds of types and paces of learning and keeping up with quality training for everybody, all by means of powerful educational programs, hierarchical designs, informative techniques, asset utilization, and joint efforts with their networks (Ernar, 2019). In different terms, student's situation in a custom curriculum program should be reliably legitimate, not just concerning the instructive position's authenticity, yet additionally regarding the help's legitimacy and impact on their expertise (Smith and Hilton, 2014).

There are six distinct instructive settings for students with inabilities:

1. General Schooling class: The student or understudy will get most of their schooling in the overall training homeroom. The student will spend

under 21% of their school day getting custom curriculum administrations. The understudy will stay overall training with their companions with facilities and changes made or understudies will be overall schooling class with getting support in a custom curriculum beyond the overall instruction study hall.

2. Asset Room: The student will get custom curriculum support and related administrations beyond the overall instruction homeroom for over 21% of their day, but something like 60% of the school day. A few understudies might have parttime guidance in the overall training homeroom.

3. Separate Class: The student will get custom curriculum support and related administrations beyond the overall instruction homeroom for over 60% of the school day. The understudy could be put in an independent custom curriculum homeroom while going to parttime general training or be set in an independent (Setting III) specialized curriculum study hall all day in an overall training school.

4. Separate School: A student put in a school for education formation with handicaps getting custom curriculum and related administrations for over half of their school day.

5. Private Office: A learner put in a public or confidential private office to get training for over half of their school day.

6. Homebound or Medical clinic Climate: A learner getting custom curriculum backing or administrations in a medical clinic or at home (Documented: Instructive, 1995).

Special Education Needs and Poverty

Lack of adequate schooling choices, limited facility accessibility, long distances and transportation problems, school fees and uniform costs, and/or low anticipated returns to schooling for disabled children all deter families from enrolling their disabled children (UNESCO, 2020). As observed above by UNESCO the challenges faced by



families with special needs are enormous. However, some of this are highlighted below:

1. **Long distances and transportation problems:** owing to the fact that special education facilities are not easily accessible, it becomes challenging for families who have not even been able to feed well to afford transportation fare for their child(children) with the special education needs to meet up the education system, particularly in our today Nigerian economy where fuel subsidy have made transportation more challenging. The aftermath of this is not farfetched; street begging, road side hawking, tools for immoral activities to mention but a few.
2. **Inability of parents/guardians to bear the direct cost of fees and supplies:** the low-income rate of poor parents makes it difficult for parents to bear the direct cost of tuition fees, books, uniforms and all other supplies needed by the child for a hitch free academic section(s) as special education is more costly to fund. Consequently, the educational system is harmed as the child is either withdrawn from school or inadequately prepared for it.
3. **School enrolment:** enrolling students in special education institution at the initial stage is most demanding compared to the later cost of schooling due to facts that uniforms are to be purchased alongside text books and other writing materials and supplies similar to other education sector. This poses a direct challenge on to the parents/guardian which may result in non-enrolment of students into schools as at when due given the state of their economic status.
4. **Fall in School Quality:** During an economic crisis, data collection initiatives are halted, which makes it especially challenging for researchers to compare school quality before, during, and after an economic crisis. Despite such data issues, a handful of studies have addressed the impact of poverty on school quality by using school quality indicators (or proxies) such as governmental and parental contributions to schools, school expenditure, and staff attitudes and behavior (M. Najeeb Shafiq, 2010). The above statement is an indication that the level of educational standard may be altered resulting in the fall of the school quality as a result of economic meltdown (poverty).
5. **Poor Parenting:** This will particularly have a negative impact on students who have being enjoying parental guidance and tutorship as the growing need of earning sufficient wage to meet the need of poor homes may force the parents to work longer hours, which in turn reduces the time that parents can devote to assisting their child with homework, reading, and other educational activities.
6. **Child labour:** Child labour becomes an option in a poor economic system particularly in homes where the parent/guardian are not able to bear to cost of the child tuition fee, transportation fare and other needs arising from the school, the child would consequently be introduced into a trade or two to cushion the effect of the stress and demand on the parent in a bid to solving some of the financial challenges and having the child back in school.
7. **Students Inconsistency in School Attendance:** a child undergoing child labour and schooling can be distracting, as the child may either not want to attain school intentionally due to the interest that may have risen in the place of trade or the parent/guardian may occasionally refuse the child attending school due to the needs that are to be met. The result of the above would be evident on the child's termly



attendance which in turn have a negative outcome on the child educational outcome.

8. **Poor Attainment of Student:** According to Abraham Maslow, human needs are hierarchical ranging from the more pressing needs such as food, shelter to mention but a few which he termed basic needs to the most complex needs such as self-actualization. For a child whose basic needs have not being met as a result of the poor economy, attaining the height of curricular activities in school will be challenging due to inconsistency and irregularities for example, a child who has not eaten cannot find it leisureable to engage in an extracurricular activity.
9. **Low performance of student(s):** due to some of the above challenges pose by poor economy towards education as well as poor economic status of the parents, a child's performance is likely to drop resulting in low academic performance at the end of the session.

Navigating Special education needs in the face of poverty

To navigate in this context refers to creating a path or planning a safe way to effectualize special education needs amidst the challenges posed by poverty.

The followings are some of the ways of traversing special education needs in the face of poverty:

1. **Conditional cash transfer:** This is a kind of programme designed usually by the federal government in collaboration with the World Bank to deliver timely and accessible cash transfers to beneficiary households and sets particularly the poor and vulnerable to support development objectives and priorities, to achieve specific outcomes such as:
 - i. Improve household consumption.
 - ii. Increase in utilization of health and nutrition services.
 - iii. Improve school enrolment and attendance.

- iv. Improve environmental sanitation and management.
- v. Encourage household financial and asset acquisition.
- vi. Engage beneficiaries in sustainable livelihood

The timely execution of such programme would go a long way to in enhancing a hitch free special education.

2. **School Meal:** Feeding as earlier stated is a basic need according to Abraham Maslow and is at the bottom of the Maslow's hierarchy of needs indicating that it is most paramount and essential to survival. Be that as it may, in a distressed economy many students cannot but go to school with an empty stomach. Hunger affects their concentration and ability to learn. Introducing school meal which is feeding the students within the school environment becomes multisectoral game changing initiative that improve children's education, health and nutrition. More broadly, they support the whole community by providing an important safety net, and by strengthening food systems and economies. If this initiative is applied in the secondary schools as was once experienced in Lagos state primary schools in Nigeria it certainly will cushion the effect of hunger on the learners with special needs and enable focus more on education and other curricular activities at least when they are yet in schools
3. **Fee Reduction:** fee reduction is the act of reducing or decreasing the amount of professionally fixed charge of tuition to be paid by each student within the sector of education. Initiating fee reduction in a poverty-stricken economy will go a long way to bring smiles, enthusiasm and ease in special needs educational system as it will reduce or eradicate child labour or lack of



parental care due to extra hours of work for sizeable pay packet.

4. **Media Campaigns:** media campaign programmes such as “stay in school” directed at household and broader society should be initiated to enlighten as well as motivate the students and their parents to pull all stunts towards enhancing the progress of the secondary education despite the level of poverty.
5. **Block Grants:** A block grant is an annual sum of money that is awarded by the federal government to a state or local government body to help fund a specific project or program. If such grants are targeted to schools in times of distressed economy it would revitalize particularly the standard of school quality and teachers’ motivation.
6. **Teachers Motivation:** Teachers’ motivation is a way of encouraging the teachers by boosting their morals in such little ways as would spur them to effectively and efficiently discharge their duties and take full responsibilities of the students placed under their care. In a time of distressed economy, motivating the teachers would go a long way in discharging their responsibility and ensuring that they carry out their duty as teachers. This will in turn contribute a large extent to navigating special needs education in the face of poverty.

Conclusion and Recommendations

Conclusion

The empirical evidence presented earlier indicates that poverty caused the most harm to the special needs’ educational outcomes of the poor, girls, younger children, and children with more siblings. Therefore, to navigate special needs education in the face poverty, educational interventions are likely to have the greatest effect if they are targeted towards these vulnerable groups.

Recommendations

From the empirical evidence above the followings are recommended:

1. Bringing down the expense of social help and inevitable reliance will go a long way to creating a path for special education in the midst of poverty.
2. Decrease school reiteration and drop-out rates because of working on the general norm of essential instruction.
3. Authoritative and other repeating costs related with a special education needs and ordinary instruction should be diminished.
4. Lower transportation costs and regulatory expenses should be encouraged.
5. Offering equivalent instructive open doors to students with disabilities and different students without hindrance should be encouraged.

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