



Research Article

© 2024 Mohamad Ahmad Saleem Khasawneh.
This is an open access article licensed under the Creative Commons
Attribution-NonCommercial 4.0 International License
(<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 15 March 2024 / Accepted: 29 April 2024 / Published: 5 May 2024

The Level of Availability of Environmental Facilities in Public Schools and Their Role in the Academic Performance of Students with Disabilities

Mohamad Ahmad Saleem Khasawneh

Dr., Assistant Professor,
Special Education Department,
King Khalid University,
Saudi Arabia

DOI: <https://doi.org/10.36941/jesr-2024-0061>

Abstract

This study explored the level of availability of environmental facilities in public schools and their role in the academic performance of students with disabilities in public schools in Irbid, Jordan, to make appropriate adjustments in light of the feedback that will be provided by the responses of students with disabilities. The study implemented a descriptive survey method and designed a questionnaire to evaluate the environmental facilities available in public schools in Irbid, which consisted of (13) self-report items. The study sample was randomly selected from 30 teachers who deal daily with students with disabilities. The findings of the study showed that teachers' views were related to the availability of suitable tools such as benches and tables in scientific class laboratories that are prepared to suit the students' needs. The findings also revealed the difference in the teachers' views according to gender, as male teachers think that students can access facilities faster than female students. The findings also showed that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the evaluation of the environmental facilities provided to students with disabilities in public schools in Irbid attributed to the academic level.

Keywords: environmental facilities, safety, students with disabilities, public schools, teachers' views

1. Introduction

The philosophy of integrating persons with disabilities into special education emerged in light of extensive field experiences. This philosophy called for the including people who have different types of disabilities in society and the preservation of their rights in practical life by providing environmental facilities and removing barriers to the greatest extent possible (Bennett et al., 2019). This reflected positively on the independence and self-sufficiency of people with disabilities and their families. Based on this philosophy, international documents, covenants, and national legislation emphasize the importance of enabling those with disabilities to acquire access to natural resources and services and to participate effectively in all aspects of life by identifying barriers and obstacles that prevent, block, or limit the participation of persons with disabilities, access and use of facilities, services, and goods, empowering and supporting individuals, taking measures and actions by States to remove obstacles, obstacles and barriers that prevent or limit the participation of persons with disabilities (Ackah-Jnr & Danso, 2019). The States also have the responsibility towards the

international community and the general public of persons with disabilities to make progress towards improving legislative, environmental, and cognitive conditions that make the environment possible, developing policies, adopting legislation, formulating programs, providing resources, training cadres and the permanent involvement of organizations of persons with disabilities in the formulation of strategies, implementing programs and monitoring and evaluating their success (Los Santos et al., 2019).

Disabled people, as a category of society, have the right to benefit from educational services, which are provided to them within their schools without obstacles, and the difficulties they face will result in disrupting the process of educational work, including inside the institution, outside it, in halls, libraries, laboratories, resource rooms, and schools (Chiu et al., 2019). The ability to practice financial and non-financial activities, through which children may receive their education. Special education schools that positively interact with students with special needs. Accordingly, the necessary reform of the school for students with special needs in its spaces, and quality facilities, in line with the requirements of the times, will reflect positively on students, and schools will be more attractive to them, and graduate generations of high-quality students who live in modern liberations. In the school, there are justifications and assignment requirements available in the decision to provide the current curriculum for students with disabilities (auditory, visual, and mental), in light of which they can reach a new, new school facility, to provide indicators that can secure their rights (Taneja-Johansson et al., 2023).

Accordingly, the school environment must be designed in such a way that it will respond functionally to the objectives of the subject in more and more ways, and any change in the justification structure or its objectives must be increased in the justification so that the student can continue to benefit from it (Gottfredson et al., 2020). Curriculum, changes, academic curricula, and optimally practicing activities are indispensable for completing the educational process within the system. School buildings and facilities are among the important inputs that contribute to it, and they also have an impact on educational efficiency. Attention should be given to school buildings and facilities and improving their conditions in terms of quantity and quality, which will help improve the efficiency of the educational process (Leung et al., 2019). Environmental preparation services, or what is known as “accessibility,” are not a new topic. After World War II, the number of people with disabilities increased, which required providing services to them. European countries established residential complexes and provided job opportunities for them that were appropriate for their disabilities, in addition to health, social, and recreational services (Avnet et al., 2019). However, people with disabilities felt isolated from society and it harmed them, which created the idea of constructing buildings for people with disabilities within the community and preparing all facilities to suit their circumstances (DeMatthews et al., 2020). These constructions and roads began to be designed within sound engineering standards to ensure the safety of people with disabilities.

1.1 Problem statement

Environmental facilities are one of the main services provided by educational institutions to students with disabilities to facilitate access to knowledge and gain experiences that qualify them to engage in society, and facilitate their integration with their peers. It is the most basic of their rights to advance in their lives easily. The researcher noted some of the challenges faced by students with disabilities. During their movement around the schools' facilities to reach their classes places or public facilities, their freedom of movement is restricted as a result of some challenges imposed by the nature of their disability on the one hand and the existence of challenges imposed by the nature of the buildings, corridors, and courtyards on the schools on the other hand. There are no binding laws for institutions to provide special services and facilities specifically for this category. Based on the above, this study came to reveal the level of availability of environmental facilities in public schools and their role in the academic performance of students with disabilities in public schools in Irbid, Jordan, to make appropriate adjustments in light of the feedback that will be provided by the responses of students with disabilities.

1.2 Questions of the study

- 1- What is the level of availability of environmental facilities in public schools and their role in the academic performance of students with disabilities in public schools in Irbid?
- 2- Are there apparent differences in the evaluation of environmental facilities in public schools by teachers of students with disabilities due to the variables of gender and academic level?

1.3 Significance of the study

This study sheds light on the current reality of the environmental facilities available to people with visual, hearing, and mobility disabilities in public schools in Irbid, Jordan. It presents educational literature and previous studies that illustrate some successful experiences of integrating and rehabilitating people with disabilities in society. These experiences can be used in dealing with the environment to make it suitable for a group of community members. The results of this study benefit educational institutions in improving environmental accommodation and facilities for people with disabilities and also benefit the educational administration in universities in monitoring their material resources and determining their needs for appropriate environmental facilities for students with disabilities. The results of this study reflect the real needs of people with disabilities because they are the study members who expressed their needs from the teachers' point of view.

1.4 Study limitations

Human limits: This study included 30 teachers from both genders. These teachers are directly involved with students with disabilities.

Spatial limits: This study was applied in public schools in Irbid, Jordan.

Time limits: This study was implemented during the 2022/2023 academic year.

2. Literature Review

Viewpoints on environmental facilities differ depending on time and the economic level of the environment in which the individual with disabilities lives. They are services provided to individuals with disabilities by preparing buildings, public facilities, and service areas that already exist or are under construction, and within normal conditions that all individuals receive so that the individual with disabilities can move around and use them safely (Peters, 2022). Environmental safety includes facilities related to building locations and public facilities such as restaurants and personal offices, as well as those related to providing suitable places to work and how to access them by modifying the work location, reorganizing work, and training in it (Hines et al., 2020). They also include housing and building services by removing obstacles, evaluating the dwelling, and identifying the needs that must be provided within it, such as sanitary services, heating, appropriate floors, walls, doors, and windows (Stone, 2019). Schools should have facilities related to educational buildings, such as universities, colleges, schools, and kindergartens, and facilities related to health buildings, such as clinics, health centres, and hospitals. The schools also may include facilities related to commercial buildings and service buildings, such as banks, post offices, commercial markets, and the like, and facilities related to transportation for individuals with disabilities, and how to modify them according to each disability (Marongedza et al., 2023).

The differing views on the level and diversity of environmental facilities provided to individuals with disabilities have created standards that are relied upon when assessing the level of facilities provided by states or institutions (Savoie-Roskos et al., 2023). These standards have been called the "building code." They are standards, foundations, and controls established to obtain the special requirements that must be met to be available in public buildings and facilities to facilitate their use by individuals with disabilities (Al-Amrat & Khasawneh, 2022). Equal access to the built environment,

transportation, information, and communications, as well as public facilities and services, is a goal of the building code, which aims to make it possible for people with disabilities to live independently and take part in all parts of life (Shater et al., 2023).

Under international legislation and standards, countries must recognize the basics of equality in educational opportunities at the basic, secondary, and university levels, within integrated frameworks for children, youth, and adults with disabilities, and ensure that this is an integral part of the educational system (Schaffer et al., 2023). This requires the provision of many preconditions, such as preparing the school environment, removing barriers and obstacles, providing translation services into sign language, and other appropriate support services, and providing access to educational services (Los Santos et al., 2019). For the educational institution to be free of barriers and obstacles, it must meet several conditions. These conditions include ease of access to the building: streets and sidewalks leading to the university, university location, external entrances, parking lots, corridors, and external ramps. Accessibility is important through ramps, stairs, entrance halls, and information signs and the possibility of use: interior corridors, drawers, floors, walls, doors, windows, and bathrooms (Chiu et al., 2019). The school should have qualified and trained staff, prepared buses, book and paper holders, tie belts, educational games, and an image projector.

Organizing the classroom to take into account individual differences among students will increase opportunities for acquiring skills and motivate students to learn. Although the regular classroom environment is the appropriate educational environment for people with motor disabilities, there is a need to organize it to suit their needs (Shater et al., 2023). In addition to coming to class like their regular classmates, they bring with them their tools, such as wheelchairs, canes, crutches, and other tools that they need and are indispensable. Therefore, the classroom must be appropriately prepared to allow the student to move, sit, and perform school assignments with the least number of difficulties and obstacles. It can be said that this also applies to the school in general, as removing barriers from the school building, such as erecting ramps that facilitate their entry into the building without assistance, and expanding bathrooms are among the main factors in providing an appropriate educational environment (DeMatthews et al., 2020).

The interest in environmental facilities for individuals with disabilities stems from the importance of these facilities in integrating them into society and facilitating their adaptation to life. Some studies have shown that people with disabilities face more restrictions in social participation and that limiting daily activities and social interactions often results from obstacles and barriers (Gottfredson et al., 2020). The environment present in society, therefore, some studies have analyzed the impact of the environment on social participation in a comprehensive manner, and the limited availability of information and evidence about the relationship between environmental factors and social participation can be justified by the fact that discussions on this issue are relatively recent (Leung et al., 2019). The methods used to evaluate the impact of the environment on social participation focused on the restrictions imposed by architectural, material, and environmental barriers. Environmental barriers have negative effects on the social participation of people with disabilities, represented by a lack of assistance and social support, limited access to services, health care, education, and rehabilitation, and health problems such as obesity, social isolation, psychological problems, and lack of participation in sports and recreational activities (DeMatthews et al., 2020).

Previous studies

Berman et al. (2018) explored 158 urban schools' performance on the Maryland School Assessment in terms of students' reading and math ability at the grade level, as well as their attendance and chronic absences (defined as missing 20 days or more). Conditions of the school buildings, the number of highways in the area, and an industrial air pollution index were all aspects of the surrounding environment. A School Climate Survey was utilized to gather perspectives on the sense of safety, the quality of education, and the overall atmosphere of the institution. A decline in reading was linked to every ten-unit shift in the facility condition index, which indicates worse quality buildings; nevertheless, chronic absences rose by 0.75 percentage points. A tendency of rising

absenteeism was identified ($p < 0.06$), but no connection was found with academic success, as the EPA's Risk Screening Environmental Indicator (RSEI) value for industrial risks increased by one log. Results were held after controlling for factors such as racial composition, FAFSA eligibility, community poverty, and crime rates at the school level. School attendance and performance are influenced by factors such as building quality and the danger of harmful substances in the area. These data support this idea.

Maciver et al. (2018) raised questions about the most effective means of accommodating students with impairments in response to the rising enrollment of these students in mainstream classrooms. It is nevertheless vital to define and describe the assistance offered to these learners, notwithstanding the focus on inclusion and participation in policy and practice. The 125 school personnel and educators who participated in focus groups and interviews for this multi-site, mixed-method collective case study on high school students with disabilities cover a wide variety of issues. Our main focus was on the participants' actions, their perceptions of success, and the "best" practices that they had developed. Practice descriptions were detailed, intricate, and full of subtlety. After sorting through more than 200 "strategies," we were able to distill the data into eight subthemes and two overarching themes. The significance of considering all possible impacts and consequences on youth when developing support is emphasized, and we examine the findings within the framework of an ecological viewpoint.

Lazarus (2020) investigated how kids with learning difficulties fared in reading comprehension tests based on demographic information such as gender, school type, and social milieu. A correlational design was used in the study. The research included 123 first-year students with learning difficulties from 6 different secondary schools in Oyo State, Nigeria. These schools were public and private institutions. Multiple Regression and t-test statistics were applied to the results obtained from three scales given to the participants: the Test of Reading Comprehension, the Comprehensive School Climate Inventory (adapted), and the Pupil Rating Scale (Revised). Findings showed that gender ($r=0.185$) and school social environment ($r=0.214$) were the two strongest predictors of reading comprehension success among children with learning difficulties. Students with learning difficulties had a considerably lower reading comprehension score while controlling for gender, school type, and social environment. While gender and school type were not independent predictors of reading comprehension success among learning-disabled kids, school social environment was. The results also demonstrated that male and female students with learning difficulties performed significantly differently when it came to reading comprehension.

Prasetiyo et al. (2020) explored the cultivation of an environmentally conscious character through the implementation of the Adiwiyata Green School program, specifically focusing on how schools may cater to the needs of kids with special requirements. The study employed the CIPP (context, input, process, product) assessment approach, which involved the utilization of semi-structured interviews, observations, and document analyses as a means of data gathering. The findings demonstrate that the curriculum effectively conveyed motivation and environmental consciousness to both children with special needs and typical pupils, establishing a basis for long-term progress. This study enhances the theoretical discussion and practical implementation of character development in environmental care by taking into account the requirements and advantages of students.

Brink et al. (2021) presented the findings of a systematic literature review that attempted to identify the factors affecting the quality of instruction and students' performance in higher education institutions (i.e., colleges and universities) as a result of four indoor environmental parameters: thermal, lighting, indoor air, and acoustic. The Cochrane Collaboration Method was used to systematically search different databases to find relevant scientific information. The screening method yielded 21 publications that met the criteria for high relevance and quality. Students' short-term academic performance and the quality of their learning can be positively impacted by indoor environmental quality, according to the data collected. Still, it is not possible to say how each characteristic affects classroom instruction and students' final grades. Because students' optimal

performance in various IEQ situations varies by task, it stands to reason that classrooms that offer a range of IEQ settings would be the most effective for a variety of learning objectives.

3. Methodology

The descriptive survey approach was used for the study due to its appropriateness in light of the study's nature. The method relies on gathering facts and data, sorting them, processing them, and analyzing them thoroughly and accurately to draw conclusions or generalizations about the phenomenon being studied. It expresses the phenomena in a quantitative way that shows its amount and size, and it is based on studying phenomena as they exist in reality.

3.1 Sampling

The study sample was randomly selected from 30 teachers who deal daily with students with disabilities at public schools in Irbid, Jordan. The teachers' consent was obtained before conducting the study for ethical considerations. Table 1 shows the distribution of the research sample according to demographic factors.

Table 1. Information on the study sample

Variable	Category	Frequency	Percentage %
Gender	Male	19	63.3
	Female	11	36.6
Academic level	Masters	8	26.6
	Bachelor	24	80
Total		30	%100

3.2 Instrument of the study

The study developed a questionnaire to evaluate the environmental facilities available in public schools in Irbid and collect data from the study sample. The questionnaire consisted of (13) self-report items, corresponding to a four-way rating. The questionnaire was developed after reviewing the literature related to the subject of the study, and a review of research, studies, and books that investigated the evaluation of environmental facilities for students with disabilities. The researcher modified some paragraphs and formulated paragraphs in light of the educational literature in a manner appropriate to students with disabilities. The questionnaire consisted of two parts. Part includes primary information about the study individuals, and the second part includes questionnaire items.

To check the validity of the questionnaire, it was presented to a group of specialized judges to ensure the correctness of the linguistic formulation of the questionnaire paragraphs, the veracity of the paragraphs in measuring facilities for students with disabilities, and the comprehensiveness of the questionnaire paragraphs regarding facilities. The questionnaire paragraphs were modified in light of the opinions of the arbitrators. A percentage of (0.75) of the arbitrators' agreement was adopted as the percentage for accepting the amendment.

To verify the reliability of the questionnaire for evaluating environmental facilities, it was applied to a survey sample other than the study sample, consisting of 13 male and female teachers. Then the instrument's reliability coefficient was extracted, using Cronbach's Alpha equation, as shown in Table 2.

Table 2. Reliability coefficients for the questionnaire

Paragraph number	Cronbach's Alpha coefficient	Paragraph number	Cronbach's Alpha coefficient
1	0.78	8	0.87
2	0.69	9	0.88
3	0.82	10	0.89
4	0.91	11	0.94
5	0.68	12	0.89
6	0.73	13	0.76
7	0.86		

It is clear from Table (2) that the values of the correlation coefficients of the items of the questionnaire for evaluating environmental facilities in schools with the total score of the questionnaire using the Cronbach alpha equation ranged between (0.68-0.94), which are appropriate reliability values for this study, and the reliability coefficient of the overall questionnaire reached (0.83).

3.3 Data analysis

The study used the mean scores and standard deviations for the questionnaire items and the T-test to detect the effect of gender and academic level. Internal consistency using Cronbach's Alpha equation to calculate the reliability of the questionnaire for evaluating environmental facilities in schools.

4. Results and Discussion

4.1 Results of the first question

For the questions about public school environmental amenities, we calculated the average scores and standard deviations, and then we sorted the results by arithmetic mean, from highest to lowest. Table 3 displays the outcomes.

Table 3. The mean scores and standard deviations for the items in the questionnaire

Number	Rank	Item	Mean score	Standard deviation	%
1	1	The students can reach class locations easily.	3.10	0.96	77.50
2	8	The students can reach the school canteens and the main restaurant easily.	2.90	0.80	72.50
3	5	The school's chairs and tables are configured to suit the student's needs.	2.87	0.63	71.67
4	10	The students can use the public library to prepare their research easily and conveniently.	2.73	1.01	68.33
5	4	The students can easily enter the admission and registration office to review the registrar when needed	2.73	0.45	68.33
6	2	There are health facilities suitable for the student's needs when entering the school.	2.70	0.65	67.50
7	6	The Disability Computer Lab has software for students' needs.	2.67	0.99	66.67
8	13	Sign language interpretation is available for all classes and exams.	2.65	0.32	66.32
9	9	The safe road helps students move around the school easily.	2.63	0.89	65.83
10	3	It is easy for students to visit the clinic to obtain the required treatment when needed.	2.80	0.66	70.00
11	7	The students can reach places where extracurricular activities are held at the school easily	2.63	0.72	65.83
12	11	The students can print academic books or record them in audio at the school.	2.27	0.98	56.67
13	12	There are special places to park the car near the lane for people with mobility disabilities when the students are being delivered to school.	1.80	1.00	45.00
Total score			3.10	0.96	77.50

Table 3 reveals that the total score for evaluating the environmental facilities of the public schools from the point of view of teachers of students with disabilities obtained a high response rate, as the mean score was (3.10), with a standard deviation of (0.96), and a response rate of 77.5%. It is also clear from Table (3) that the item “The students can reach class locations easily” came in first place with a mean of (3.10), while the item “There are special places to park the car near the lane for people with mobility disabilities when the students are being delivered to school” came in last place with an arithmetic mean of (1.80). It also appears that the items that received high response scores were those related to topics such as benches and tables in scientific college laboratories that are prepared to suit the student’s needs.

The study attributes this result to schools' efforts to make facilities accessible for students with disabilities, while the old buildings did not take into account the accessibility of all facilities for students with disabilities. Different schools in Irbid City are built on hills, which means there are slopes, columns, and stairs, and there are buses and taxis near the entrances, in addition to the entrances themselves being uneven. Therefore, the majority of access facilities within these schools were high. It is also noted that the schools keeping pace with technology for facilities for people with disabilities are low, for example, audio printing, because part of the schools' buildings are old, and the schools have plans to develop their material resources and introduce information systems and an electronic management system in its facilities.

4.2 Results of the second question

To examine the effect of the gender variable on the teachers' evaluation of environmental facilities in public schools, the study used an independent sample t-test, and the results were as shown in the following Table 4.

Table 4. Results of the t-test to detect differences according to the gender variable

Variable	Standard deviation	Mean score	Number	T value	Significance
Male	.294190	2.8000	20	4.68	*0.000
Female	.040250	2.3583	10		

• Statistically significant at the level ($\alpha = 0.05$)

The results in Table 4 clearly show that there are statistically significant differences ($\alpha = 0.05$) in the evaluation of environmental facilities by teachers of students with disabilities in public schools based on gender, with a t-value of 4.68 at the 0.00 level of significance. The disparities favored male educators.

The researchers attribute this result to the physical structure of males, which allows them to move around within the schools and to learn about the facilities the university provides. The researchers also attribute that male teachers believe that male students are more daring to use the facilities than females, as the researchers noted that the bathrooms at the university are narrow and do not contain places for showering or changing clothes. The researchers attribute this result to the fact that females are less daring than males in taking risks and being exposed to the possibility of falling among students, so the presence of disabilities restricts their movement, while for males, taking risks and being exposed to the possibility of falling is less embarrassing for them.

The effect of the teachers' academic level on their opinions on the levels of environmental facilities in public schools was also checked using the t-test evaluation. The following table presents the results.

Table 5. Results of the t-test to detect differences according to the academic level variable

Variable	Standard deviation	Mean score	Number	T value	Significance
Bachelor	1.19	3.247	16	9.252	0.005
Masters	0.85	2.952	4		

Table 5 above shows that the value of (t) reached (9.252) at the significance level of 0.005), which means that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the evaluation of the environmental facilities provided to students with disabilities in public schools in Irbid attributed to the academic level, and the differences tend to favour the bachelor's degree category. This is because teachers who have a master's degree are aware of some of the student's rights and the schools' duties towards facilitating access to university facilities and are more aware of the standards of access and facilities than students in the bachelor's category, so their evaluations are more stringent than those of students in the bachelor's category.

5. Conclusion

This study investigated the level of availability of environmental facilities in public schools and their role in the academic performance of students with disabilities in public schools in Irbid, Jordan, to make appropriate adjustments in light of the feedback that will be provided by the responses of students with disabilities. The findings of the study showed that teachers' views were related to the availability of suitable tools such as benches and tables in scientific class laboratories that are prepared to suit the students' needs. The teachers believe that schools need to be equipped with the latest technologies and tools to create a safe and encouraging environment for students with disabilities. The findings also revealed the difference in the teachers' views according to gender, as male teachers think that students can access facilities faster than female students. The findings also showed that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the evaluation of the environmental facilities provided to students with disabilities in public schools in Irbid attributed to the academic level.

6. Recommendations

Public schools should develop legislation for environmental facilities according to mandatory standards, similar to the municipal decree that stipulates the unification of sidewalks according to the building code. The study recommends cooperation between various government and private agencies to combine efforts to implement the private building code at the schools and in the city in general. It is recommended to conduct research and field studies that clarify the current reality and facilities and develop an action plan to solve problems related to environmental facilities. Including student voices in future research could further enrich our understanding of the challenges and barriers they face in accessing educational environments.

7. Acknowledgments

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small Research Groups under grant number (RGP.1 / 356 /45).

References

- Ackah-Jnr, F. R., & Danso, J. B. (2019). Examining the physical environment of Ghanaian inclusive schools: how accessible, suitable and appropriate is such environment for inclusive education? *International Journal of Inclusive Education*, 23(2), 188-208
- Al-Amrat, M. G. R., & Khasawneh, M. A. S. (2022). Students with Special Education Disabilities' Spatial Skills. *Journal of Positive Psychology and Wellbeing*, 6(1), 3185-3194. <https://journalppw.com/index.php/jppw/article/view/5190>
- Avnet, M., Makara, D., Larwin, K. H., & Erickson, M. (2019). The Impact of Parental Involvement and Education on Academic Achievement in Elementary School. *International Journal of Evaluation and Research in Education*, 8(3), 476-483.

- Bennett, R., Vijaygopal, R., & Kottasz, R. (2019). Attitudes towards autonomous vehicles among people with physical disabilities. *Transportation research part A: policy and practice*, 127, 1-17.
- Berman, J. D., McCormack, M. C., Koehler, K. A., Connolly, F., Clemons-Erby, D., Davis, M. F., ... & Curriero, F. C. (2018). School environmental conditions and links to academic performance and absenteeism in urban, mid-Atlantic public schools. *International journal of hygiene and environmental health*, 221(5), 800-808.
- Brink, H. W., Loomans, M. G., Mobach, M. P., & Kort, H. S. (2021). Classrooms' indoor environmental conditions affecting the academic achievement of students and teachers in higher education: A systematic literature review. *Indoor air*, 31(2), 405-425.
- Chiu, Y. C. J., Chang, H. Y. V., Johnston, A., Nascimento, M., Herbert, J. T., & Niu, X. M. (2019). Impact of Disability Services on Academic Achievement among College Students with Disabilities. *Journal of Postsecondary Education and Disability*, 32(3), 227-245.
- DeMatthews, D., Billingsley, B., McLeskey, J., & Sharma, U. (2020). Principal leadership for students with disabilities in effective inclusive schools. *Journal of Educational Administration*, 58(5), 539-554.
- Gottfredson, D. C., Crosse, S., Tang, Z., Bauer, E. L., Harmon, M. A., Hagen, C. A., & Greene, A. D. (2020). Effects of school resource officers on school crime and responses to school crime. *Criminology & Public Policy*, 19(3), 905-940.
- Hines, E. M., Moore III, J. L., Mayes, R. D., Harris, P. C., Vega, D., Robinson, D. V., ... & Jackson, C. E. (2020). Making student achievement a priority: The role of school counselors in turnaround schools. *Urban Education*, 55(2), 216-237.
- Lazarus, K. U. (2020). Socio-Demographic Factors Affecting Reading Comprehension Achievement among Secondary School Students with Learning Disabilities in Ibadan, Nigeria. *IAFOR Journal of Education*, 8(1), 145-157.
- Leung, W. T. V., Tam, T. Y. T., Pan, W. C., Wu, C. D., Lung, S. C. C., & Spengler, J. D. (2019). How is environmental greenness related to students' academic performance in English and Mathematics?. *Landscape and Urban Planning*, 181, 118-124.
- Los Santos, D., Bain, S., Kupczynski, L., & Mundy, M. A. (2019). Determining Academic Success in Students with Disabilities in Higher Education. *International Journal of Higher Education*, 8(2), 16-38.
- Maciver, D., Hunter, C., Adamson, A., Grayson, Z., Forsyth, K., & McLeod, I. (2018). Supporting successful inclusive practices for learners with disabilities in high schools: a multisite, mixed method collective case study. *Disability and rehabilitation*, 40(14), 1708-1717.
- Marongedza, L., Hlungwani, P. M., & Hove, P. (2023). Institutional constraints affecting secondary school student performance: A case study of rural communities in Zimbabwe. *Cogent Education*, 10(1), 2163552.
- Peters, S. J. (2022). The challenges of achieving equity within public school gifted and talented programs. *Gifted Child Quarterly*, 66(2), 82-94.
- Prasetyo, W. H., Ishak, N. A., Basit, A., Dewantara, J. A., Hidayat, O. T., Casmana, A. R., & Muhibbin, A. (2020). Caring for the environment in an inclusive school: The Adiwiyata Green School program in Indonesia. *Issues in Educational Research*, 30(3), 1040-1057.
- Schaffer, G. E., Faber, A. J., Shafaie, S. M., & Stageberg, D. (2023). Perceived obstacles and strategies to academic success for autistic and nonautistic high school students. *Psychology in the Schools*.
- Shater, A., AlMahdawi, A. J., & Khasawneh, M. A. S. (2023). The Digital Learning of Disabled Students: Perceptions of Teachers in Public Schools. *Inf. Sci. Letters. Int. J*, 12, 879-887.
- Savoie-Roskos, M. R., Hood, L. B., Hagedorn-Hatfield, R. L., Landry, M. J., Patton-López, M. M., Richards, R., ... & Mann, G. (2023). Creating a culture that supports food security and health equity at higher education institutions. *Public Health Nutrition*, 26(3), 503-509.
- Stone, D. H. (2019). The least restrictive environment for providing education, treatment, and community services for persons with disabilities: Rethinking the concept. *Touro L. Rev.*, 35, 523.
- Taneja-Johansson, S., Singal, N., & Samson, M. (2023). Education of children with disabilities in rural Indian government schools: A long road to inclusion. *International Journal of Disability, Development and Education*, 70(5), 735-750.