



CHALLENGES FACED BY SPECIAL EDUCATION TEACHERS IN SOUTH-WEST NIGERIA

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Abstract:

Special education has undergone a remarkable transformation from a past where individuals with special needs were often ostracized and mistreated to a field passionate about providing tailored learning for these individuals. In Nigeria, early efforts from religious and voluntary organizations have evolved into formal government policies. However, despite improvements in policy formation, a persistent gap exists between formulation and implementation. This study aimed to identify the specific challenges faced by special education teachers in South-Western Nigeria, assess their impact on education quality, evaluate existing policies, and propose solutions. Employing a descriptive survey design, we obtained data from 69 special education teachers in government-owned schools across Lagos, Ogun, Oyo, and Ondo states using a structured questionnaire. Our findings highlighted widespread challenges, including low salaries (61%), lack of resources (55%), and limited professional development (51%), as well as inadequate government and parental support, and high rates of burnout. These challenges significantly impair teaching efficacy and impact the quality of special education received by students. Our findings reveal that current policies, while conceptually sound, suffer from operational weaknesses, necessitating structural and cultural reforms to bridge these gaps and improve education quality for special needs students.

Keywords: special education teachers, special education, challenges, policy implementation, South-West Nigeria

1. Introduction

Special Education has a long and evolving history, emerging from a time when individuals with special needs were often regarded as less than human and excluded from society. In past times and in many areas of the world, these individuals were often killed, abandoned, used as jesters in Kings' courts, isolated, drowned, put into facilities for the mentally unstable, seen as unfit to behave in accordance with societal norms, locked up, stigmatized, abused and generally treated appallingly (Sands, Kozleski and French, 2000; Peterson and Hittie, 2003; Winzer, 1993, 1998). The earliest efforts to educate these individuals can be traced to the 1500s and 1600s and are credited to philosophers seeking knowledge and a more egalitarian society (Winzer, 1993). Individuals like John Wallis, who published a book that served as an essential guide significantly contributed to the provision of academic opportunities for individuals with hearing impairments (Hoolihan, 1985; Winzer, 1993); Michael Charles de l'Épée, was instrumental in the development and use of written characters and sign language for the hearing impaired (Winzer, 1998); Valentin Haüy established a school for the visually impaired in Paris and also worked out a system of raised print and embossed books for their education; Louis Braille developed the Braille system which also provided individuals with visual impairment the opportunity to read materials (Koestler, 1976); Thomas Gallaudet

established the first institution for the hearing impaired in 1817, in the United States of America (Osgood, 2005). Many others are renowned for their pivotal contributions to the advancement of Special Education. Their collective efforts ensured that countless individuals with disabilities gained access to learning opportunities that were tailored to their needs and also laid the groundwork for inclusivity.

Before 1975, the education of individuals with disabilities in Nigeria was primarily managed by religious and voluntary organizations. Missionaries played a significant role, establishing the first school for children with disabilities, the Gindiri School for the Blind in Plateau State, in 1953; Pacelli School for the blind and Partially Sighted Children, established in 1962, in Lagos by the Catholics; the Wesley School, established by the Methodist church in the year 1958 and a host of others. The Nigerian government began to play a more active role in special education with the inclusion of Section 8 in the Nigerian National Policy of Education in 1977, which was revised in 1981 to make provisions for special education within regular schools (Nigeria National Policy of Education, 1981).

Special Education has been conceptualized by many authors over the years, and notable among these definitions are those by Hallahan and Kaufman (1978), who defined Special Education to mean “*specially designed instruction which meets the unusual needs of an exceptional student*”. Heward (1996) defined it as “*individually planned, systematically implemented and carefully evaluated instruction to help exceptional children achieve the greatest possible personal self-sufficiency and success in present and future environments*”.

The Nigerian National Policy on Education (2004) defined Special Education as:

“Education of children and adults who have learning difficulties because of the different kinds of handicaps - blindness, partial-sightedness, deafness, hardness of hearing, mental retardation, social maladjustment, limb deformation etc., due to circumstances of birth, inheritance, social position, mental and physical health patterns, or accident later in life. As a result, such children and adults are unable to cope with regular school class organizations and methods.”

These definitions identify the need to provide education in special ways to individuals with disabilities, which include but are not limited to visual disabilities, hearing impairment, speech-language disorders, intellectual disabilities, physical disabilities, learning disabilities and giftedness (Oladejo and Oladejo, 2011). These ways include a wide range of instructional practices, support systems, and specialized programs aimed at helping individuals with disabilities reach their fullest potential. Special Education ensures that these individuals receive the education they need and also makes sure that they are fully integrated as much as possible into the same environment as their peers, while providing them with the additional help they might require for self-sufficiency, academic achievement and future contributions to their community (Mintz and Wasserman, 2020).

Despite the advancements in this field and numerous policy reforms to better cater to the needs of individuals with disabilities, there remains a wide gap between formulation and implementation. One of such gaps affects one of the core stakeholders in special education: the Special Education Teachers (SETs). SETs are professional educators who are specifically trained to work with students who have a wide range of physical, mental, emotional and learning disabilities (Smith and Tyler, 2021). They adapt general educational lessons and modify them to meet the unique learning needs of individuals with disabilities. They are also equipped to teach basic and daily living skills to those with severe disabilities that can make them dependent (Friend and Cook, 2016). Some of the roles they play include assessing students' abilities and developing Individualized Education Programs (IEPs) to cater to the students' needs; adapting and modifying the curriculum to accommodate students' needs; and collaborating with other special educators, administrators, parents, and other professionals like occupational or speech therapists to ensure a well-rounded service delivery model (National Center for Education Statistics, 2020) among others.

Notwithstanding the crucial roles they play, SETs are faced with several challenges that hinder their effectiveness and affect the quality of service they deliver to the students they work with. Some of the challenges include high levels of stress and burnout, lack of fully qualified professionals and the wide gap that exists between theoretical frameworks available in the field and actual classroom practices (Westling, Cooper-Duffy, Prohn, Ray and Herzog, 2005); lack of proper training and support, insufficient resources, poor learning environments, lack of stakeholders' support, lack of proper assistive technologies and negative societal attitudes (Allam and Martin, 2005). These issues, among others, contribute to teacher shortages and early departures from the profession (Westling et al., 2005).

In recent years, Special Education in Nigeria has seen some improvements, especially in the area of policy formulation aimed at addressing the specific needs of individuals with disabilities, as evidenced by the policy reforms, with the most recent reform issued by the Federal government in 2015. However, there still remains a significant gap between policy formulation and implementation, leading to inconsistencies in this field (Obi, 2007). An important area where this inconsistency is evident is in the effectiveness of Special Educators in delivering high-quality services to special needs individuals (U.S. Bureau of Labor Statistics, 2024). Special Education Teachers play so many integral roles in order to ensure that their students are able to benefit educationally and also fit into the society, therefore it is discouraging that despite the important position they hold, they face innumerable challenges that, more often than not, make them unable to carry out their specified role to the best of their abilities which in turn means that their students are at the receiving ends of whatever challenges they face.

A study carried out by Ayannuga and Ogwazu (2024) in Lagos identified some practical challenges that teachers face in inclusive classrooms, including managing a wide range of learners, a lack of resources and support, and insufficient knowledge in

special education. They recommended enhanced professional training and differentiated assessment strategies to better support special needs pupils. Another research by Olusile et al. (2020) reported high rates of psychological distress and significant burden among special education teachers in Nigeria, with stress linked to anxiety, depression, and social dysfunction. Longer teaching experience was found to be protective against distress, demonstrating the need for psychosocial support for these teachers. Some other challenges, such as inadequate teacher training, insufficient funding, negative societal attitudes, and lack of teaching resources, all of which hinder access to quality education for students with special needs, were also highlighted by Odo and Obera (2019) in their study on the challenges that people with special needs face in accessing education in Nigeria.

It is imperative that the specific challenges that these teachers face be identified and addressed early; otherwise, the quality of education that students with special needs get will continue to decline, which would in turn limit the opportunities for independence, employment and societal participation.

The study aimed to identify the specific challenges faced by special education teachers in Nigeria, particularly in the states of Ogun, Oyo, Lagos and Ondo; assess the impact of these challenges on the quality of education provided to students with special needs; evaluate existing policies and frameworks governing special education in South-West Nigeria and identify gaps that exist, especially in policy implementation and areas for improvement; and develop practical solutions and recommendations for policymakers, educational institutions, and stakeholders so as to address the identified challenges and improve the special education system.

2. Method

2.1 Participants

The study population comprised 69 SETs currently employed in special schools across South-West Nigeria. Participants were recruited from Lagos, Oyo, Ogun, and Ondo states. Despite efforts to achieve comprehensive regional coverage, no data were obtained from Osun and Ekiti states due to difficulties in accessing special schools in these locations. The sample included teachers working in both private and public special education institutions, with varying levels of experience and educational qualifications. All participants were actively engaged in teaching students with special needs at the time of data collection.

2.2 Materials

Data collection was conducted using a structured questionnaire specifically developed for this study to examine the challenges faced by special education teachers in South-West Nigeria. The questionnaire was hosted on Google Forms and comprised six main sections:

- **Section 1 (Demographic Information):** Comprised of five items to collect data on age, gender, teaching experience, educational qualifications and type of school employment.
- **Section 2 (Training and Professional Development):** Three items assessing formal training in special education, types of training received and perceived adequacy of training.
- **Section 3 (Resource Availability):** Two items evaluating the availability of educational resources and identifying specific resource deficits.
- **Section 4 (Support Systems):** Four items examining school-level support, types of institutional support received, government support availability and specific government support types.
- **Section 5 (Challenges Faced):** Three items identifying primary challenges (inadequate training, lack of resources, inadequate administrative support, inadequate government support, and low salary), assessing the impact of challenges on teaching effectiveness and coping strategies employed.
- **Section 6 (Suggestions for Improvement):** Two items soliciting recommendations for additional support needed and open-ended suggestions for improving special education services.

The questionnaire employed multiple response formats, including multiple-choice questions, Likert-type scales, multiple-response items (select all that apply), and open-ended questions to capture both quantitative and qualitative data.

2.2 Procedure

This study employed a descriptive survey design to systematically identify and analyze the challenges faced by special education teachers in South-West Nigeria. Participants were contacted through professional networks and institutional channels, and were provided with a link to the online questionnaire hosted on Google Forms. Prior to data collection, informed consent was obtained from all participants, ensuring voluntary participation while maintaining strict confidentiality protocols.

The online survey format allowed for convenient participation across multiple states and facilitated data collection from locations that might have been readily inaccessible. Participants completed the questionnaire at their convenience, with the online platform automatically recording responses and timestamps.

Data analysis employed descriptive statistical methods appropriate for the categorical nature of most variables. Frequency counts and percentages were computed for multiple-choice and multiple-response questions to identify trends in demographic characteristics, challenges faced, impact on instructional effectiveness, and suggested interventions. Responses to open-ended questions were subjected to thematic analysis to capture qualitative insights into teachers' experiences and perspectives, providing a deeper understanding of the quantitative findings.

3. Results

Table 1: Socio-demographic Characteristics of Special Education Teachers (n=69)

Characteristics	<i>n</i>	%
Age		
20-30	14	20.3%
31-40	18	26.1%
41-50	23	33.3%
> 50	14	20.3%
Gender		
Male	20	29%
Female	49	71%
Years of Teaching Experience		
Less than 1 year	3	4.3%
1-5 years	15	21.7%
6-10 years	16	23.2%
11-15 years	13	18.8%
> 15 years	22	31.9%
Highest level of Education		
Diploma	5	7.2%
NCE	12	17.6%
Pre-Degree	1	1.4%
Bachelors	35	50.7%
Masters	15	21.7%
Doctorate	1	1.4%
Type of School		
Private Special Education school	8	11.6%
Public Special Education school	59	85.6%
Public Inclusive school	1	1.4%
Public mainstream school	1	1.4%
Location of School (State)		
Lagos	8	11.6%
Oyo	9	13%
Osun	0	-
Ogun	34	49.3%
Ondo	18	26.1%
Ekiti	0	-

Note: NCE = Nigeria Certificate in Education, a professional teaching qualification in Nigeria.

The socio-demographic characteristics of participating SETs (n = 69) revealed samples across multiple dimensions (Table 1). The majority of participants were in the 41-50 age range (33.3%, n = 23), followed by those aged 31-40 years (26.1%, n = 18). The sample was predominantly female (71.0%, n = 49), reflecting the gender composition typical of the teaching profession. Regarding teaching experience, the largest proportion of participants had more than 15 years of experience (31.9%, n = 22), while only 4.3% (n = 3) had less than one year of experience. Educational qualifications varied considerably, with half of the participants holding bachelor's degrees (50.7%, n = 35), followed by those with

master's degrees (21.7%, $n = 15$) and NCE qualifications (17.6%, $n = 12$). The vast majority of participants (85.6%, $n = 59$) worked in public special education schools, with a smaller representation from private special education institutions (11.6%, $n = 8$). Geographically, participants were concentrated in Ogun State (49.3%, $n = 34$) and Ondo State (26.1%, $n = 18$), with representation from Lagos (11.6%, $n = 8$) and Oyo (13.0%, $n = 9$) states, while no participants were recruited from Osun or Ekiti states.

3.1 Challenges Faced by Special Education Teachers

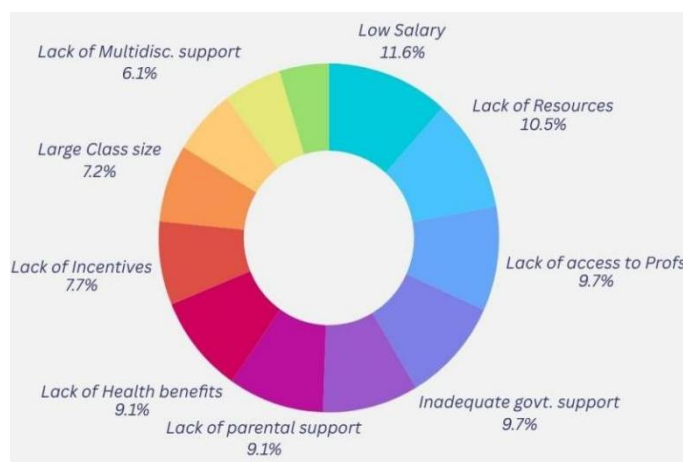


Figure 1: Challenges Faced by Special Education Teachers

Figure 1 is a donut chart illustrating the primary challenges that SETs face in their diverse school settings. The data presents 12 key challenges ranked by percentages, with low salary appearing as the most significant concern and inadequate support from school admins ranking the lowest.

The results from the questionnaire revealed a wide range of interrelated challenges, reflecting deep systemic problems. *Low salary* ranked as the highest challenge, with approximately 61% of the respondents citing it as a significant challenge. This was closely followed by a *lack of resources*, with 55% and *limited access to professional development opportunities*, with 51%. Teachers also highlighted *inadequate support from the government* (49%), *inadequate training*, *poor provisions for health and wellness support*, *lack of parental support* (48%), *absence of incentives* (41%), and *large class sizes* (38%) as part of the challenges that they faced. Notably, a considerable number of teachers, about 29% reported experiencing *job burnout*, a phenomenon often linked to chronic occupational stress and insufficient institutional support; 32% expressed dissatisfaction with the lack of *multidisciplinary team support*, such as therapists or specialized aides, essential for managing the needs of the students they work with.

3.2 Impact of the Challenges on Teaching Effectiveness

Based on responses to a key survey question, where teachers indicated how the challenges they faced affected their ability to teach effectively. Respondents categorized

the impact as *slightly*, *moderately*, or *significantly*. Although quantitative distributions could not be fully visualized, thematic analysis was performed based on the qualitative descriptions provided alongside the ratings obtained.

The majority of the respondents indicated that the challenges they faced had either a *moderate* or *significant* impact on their teaching efficacy. A smaller proportion reported only a slight impact, and this response was found among those who indicated access to external resources or stronger institutional support.

Teachers who reported a *significant impact* cited multiple adverse effects, including diminished capacity for lesson planning, reduced emotional resilience and inability to provide differentiated instruction as dictated by individual student needs. Among educators who reported a *moderate impact*, challenges such as resource scarcity and large class sizes created frequent, though manageable, barriers to quality teaching. These teachers often rely on personal funds or external support to bridge gaps, but still reported that their students' educational experiences were lacking in consistency, quality, and individualization. Teachers reporting only a *slight impact* were few and typically worked in better-resourced urban centers such as Lagos, or possessed advanced qualifications and longer professional experience, enabling them to navigate challenges more effectively.

3.3 Policy Gaps in Special Education

Despite significant policy efforts in Nigeria to foster inclusive education, large implementation gaps remain, particularly affecting special education delivery in the South-West region. By cross-referencing current national policies such as the National Policy on Inclusive Education (2023), the National Policy on Special Needs Education (2015), and the National Policy on Education (2013) with the field data from 69 special education teachers, critical gaps between policy intentions and educational realities were identified. Findings showed persistent challenges in resource allocation, infrastructural adequacy, teacher training, and societal attitudes, suggesting that extensive and regionalized reforms are urgently needed.

Although policies mandate the availability of assistive technologies and specialized instructional resources, survey findings reveal that over 55% of teachers cited a lack of teaching aids and learning materials as a core challenge. Many of the schools lack basic necessities such as Braille texts, speech synthesis devices, mobility aids, and sensory rooms, suggesting insufficient funding or mis-allocation of educational budgets. Despite the commitment to "*safe and accessible learning environments*" under the 2023 policy, many respondents indicated that physical infrastructure remains deficient. Classrooms lack ramps, accessible restrooms, or adaptive furniture, particularly in public schools outside Lagos.

While national frameworks emphasize the training of teachers to handle diverse needs, the survey revealed that access to continuous professional development remains limited. Many teachers rely on outdated methods and are ill-prepared to incorporate individualized education plans (IEPs) or adaptive strategies, hindering inclusive

education. Existing policies offer minimal mechanisms for robust monitoring, evaluation, and accountability at the school or state level. Teachers reported that even when infrastructural upgrades or resource provisions were promised, they were inconsistently implemented and rarely followed up with audits or assessments.

4. Discussion

The findings from this study reveal significant challenges within Nigeria's special education setting, particularly in the South-West region. The prevalence of these challenges reflects broader issues within the Nigerian educational system and aligns with global patterns observed in poorly resourced educational environments.

The socio-demographic characteristics of the respondents provide important context for understanding the challenges they face in South-West Nigeria. The predominance of experienced educators (over 50% with more than 10 years of experience) suggests that the identified challenges can be attributed more to systemic issues within the special education sector than to professional inexperience. The female majority in the sector (71%) aligns with global trends in special education staffing and may reflect gendered expectations about caregiving roles in educational settings. Notably, the concentration of participants in public special education schools (85.6%) highlights the critical role of government institutions in providing special education services in the region, making their operational challenges particularly significant for policy considerations. The geographic distribution, with nearly half of the participants from Ogun State, may reflect variations in special education infrastructure development across South-West Nigeria, potentially influencing the types and severity of challenges experienced.

4.1 Analysis of Primary Challenges

Low salaries not only depress teacher morale but also indirectly exacerbate other issues: they limit the teachers' ability to pursue additional certifications, invest in classroom materials, or maintain personal well-being. This low compensation, combined with a **lack of institutional support**, fuels **burnout**. The **lack of teaching resources**, from assistive technologies to specialized instructional materials, further undermines the teachers' efforts to deliver inclusive and effective education. When teachers lack appropriate tools, they are forced to adopt generalized, often ineffective, instructional strategies, thereby putting students with complex or specific needs at a disadvantage. This in turn fosters feelings of professional inadequacy and job dissatisfaction.

Inadequate training and professional development opportunities compound these issues. Without access to up-to-date knowledge on new teaching methods or behavioral management strategies, teachers might find it difficult to adapt to changes in special education. This ultimately impacts students who require flexible, individualized approaches, negatively. **Social support structures**, such as **parental engagement** and **multidisciplinary teams**, are practically non-existent too. Parents are crucial partners in

special education, providing essential home-based reinforcement and emotional continuity for students. Their absence isolates teachers, forcing them to shoulder most of the educational responsibilities alone. Similarly, the lack of speech therapists, occupational therapists, and psychologists within schools leaves teachers to manage students' needs without specialist support. Similarly, the situation in South-West Nigeria reflects findings from other areas with little to no resources in special education systems globally, such as in parts of rural India and sub-Saharan Africa, where a shortage of funding creates widespread professional hardships (UNESCO, 2022).

4.2 Impact on Student Outcomes

Students' educational outcomes are directly and significantly influenced by the challenges that their teachers face. Teaching students with special needs requires extraordinary levels of personalized attention, flexibility and emotional investment, far more so than in mainstream education. When teachers face low wages, excessive workloads and a lack of assistance, their capacity to meet these demands deteriorates. Teachers overwhelmed by large classes and insufficient resources reported resorting to generalize teaching strategies and were unable to provide specialized instruction based on individualized education plans (IEPs) or learning assessments. As a result, students with cognitive, sensory, or physical impairments are deprived of access to educational interventions that are essential for their academic and developmental progress.

Emotional fatigue and job burnout also compromise the interpersonal aspects of teaching. In special education, the teacher-student relationship often serves as the foundation for building communication skills, emotional regulation, and social interaction. Teachers suffering from chronic stress are less likely to invest emotionally in their students, leading to poorer behavioral outcomes and decreased student engagement. Curriculum delivery also becomes rigid and basic when teachers lack access to updated materials, assistive technologies, or ongoing training. Innovative, multi-sensory, and interactive teaching methods, crucial for special needs populations, are abandoned in favor of repetitive, standardized instruction out of sheer necessity, further deepening educational inequity.

4.3 Regional Disparities and Policy Implementation

State-level disparities also influence impact severity. Teachers in Ogun and Ondo states, where challenges were most acute, reported the highest rates of significant teaching impairment. Conversely, teachers in Lagos State, where infrastructural and policy support were relatively better, reported milder impacts, while still acknowledging structural issues. The domino effect is clear: teacher deprivation leads directly to student deprivation. Without systemic investment in teacher support, students with special needs are consigned to substandard educational experiences that foster cycles of social exclusion and economic disadvantage.

Nigeria's commitment to inclusive education is supported by several key frameworks. The National Policy on Inclusive Education (2023) emphasized equal access,

non-discrimination, reasonable accommodation, and quality learning environments. The National Policy on Special Needs Education (2015) advocated for barrier-free access, individualized instruction, and the maximization of learner potential. The National Policy on Education (2013) also mandated the integration of learners with special needs into mainstream schools where such practice is feasible, with differentiated curricula tailored to various special needs. However, these policy ideals have yet to materialize meaningfully across many institutions, particularly within the South-West region.

Also, despite policies about inclusive values, societal attitudes toward disability in Nigeria remain largely negative. Teachers reported frequent instances of parental disengagement, peer exclusion, and administrative indifference toward special needs students. The policies largely overlook concrete strategies for community sensitization and public attitude reform, thereby failing to address the socio-cultural roots of exclusion.

4.4 Policy-Practice Gap Analysis

The findings suggest that the primary weakness of Nigeria's special education policy environment is not conceptual but operational. Policies themselves are generally well-aligned with international best practices and inclusive education principles. However, the implementation ecosystem is fragmented, poorly resourced, and poorly enforced. Without a robust financing mechanism, the mandates of inclusive education policies remain aspirations rather than actions. Similarly, without mandatory pre-service and in-service special education training for all teachers, educational innovations may fail to reach classrooms. The lack of infrastructural audits and accessibility certification further undermines physical integration efforts, while societal stigma continues to sabotage community and parental cooperation.

In many ways, the South-West states reflect a microcosm of the national situation. Lagos, benefiting from stronger political will and higher revenue, shows partial success in policy implementations. Conversely, Ogun, Ondo, and Oyo states lag significantly behind, highlighting the critical need for state-level customization and implementation frameworks rather than a one-size-fits-all national model. Bridging these gaps requires not only technical adjustments but structural and cultural transformation. Future policies must include specific, enforceable mechanisms for funding, auditing, training, and public engagement if the vision of inclusive education is to move from paper to practice.

4.5 Proposed Solutions by Special Education Teachers

SETs across South-western Nigeria proposed a range of strategies that they believe can be instrumental in alleviating some of the challenges that hinder quality service delivery. A predominant recommendation was the call for increased government funding and prioritization of special education, particularly for infrastructural development, inclusive learning materials and assistive technologies. Respondents emphasized that many schools lacked the foundational tools necessary for effective teaching, urging for resource provision at both the state and federal levels.

Another was the need for continuous professional development and training. Teachers noted the importance of being exposed to modern and globally acceptable, evidence-based teaching strategies, behavioral management techniques and the use of assistive devices. Several educators advocated for the establishment of dedicated training institutes or certification programs in special education.

A notable number of suggestions highlighted community and parental sensitization. Teachers expressed frustration over low levels of awareness and societal stigma and recommended mass advocacy, awareness campaigns, and school-community engagement programs to shift societal attitudes and foster inclusive mindsets.

Teachers also stressed the importance of recruiting more specialized staff including psychologists, speech therapists, and classroom aides, to reduce workload and provide personalized support to students. Some proposed policy enforcement mechanisms, such as supervisory bodies, are to ensure the actual implementation of inclusive policies. A few responses touched on mental health support for special educators themselves, noting how emotional burnout is made worse by systemic neglect. Other suggested solutions included counseling services, peer support structures, and improved welfare packages to sustain teacher motivation and psychological resilience.

5. Conclusion

The advancements in special education, both globally and in Nigeria, is a testament to humanity's evolving understanding of inclusivity and the right to education for all. This study, however, highlights the severe challenges facing special education teachers in South-Western Nigeria, revealing issues like low salaries, resource scarcity, and limited professional development. Beyond these, our study underscores the urgent need for interventions such as increased funding, comprehensive teacher support, and robust policy execution to improve the quality of education received by individuals with special needs in Nigeria and the world at large. Our research provides a background for future studies to explore the long-term impact of these challenges and the efficacy of targeted solutions on both teacher well-being and student outcomes.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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