

The Educational Challenges Of Students With Special Needs In The Study Of Health Education In The Public Secondary Schools In Dunukofia Local Government Area Of Anambra State

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Abstract

This paper examined the educational challenges of students with special needs in the study of Health education in the public secondary schools in Dunukofia Local Government Area of Anambra State. The literature was reviewed under conceptual studies and empirical studies. Among the concepts reviewed include the concept of special needs and special needs education and Health education. It further examined the benefits of special needs education and objectives of Health education. There are many educational challenges of students with special needs. The researcher found out that teaching normal students is less stressful compared with when teaching students with special needs. Children with special needs are faced with enormous challenges even placed in special school but the fact remains that in the larger society, there is no special markets, no special jobs, no special environment and also no special university for them. The significance of teachers perception of special needs were also revealed that teachers are often overwhelmed because the necessary resources to educate children with special needs in the regular education classroom are not in place. Thus review of literature has contributed to the knowledge about special need, how it is perceived by teachers in many countries and environment. This paper concluded that it is important that the teachers give the clear ideas about various issues and challenges of special need like human resource deficit, lack of collaboration between special teachers and regular school teachers, and the most significant is inappropriate the training programmes in special need. Some recommendations were made among others that government at all levels should make special need compulsory in all schools and colleges to avoid discrimination against persons with special needs in quest of their educational pursuit.

Keywords: Education, Special Needs, Special Needs Education and Health Education

Introduction

Special need is a term used to describe individuals that may need help with communication, movement, and other functions. The term Special Needs is a short form of Special Education Needs and is a way to refer to students with disabilities, in which their learning may be altered or delayed compared to normal students. Malone, Gallagher and Long (2021) noted that the term Special Needs in the education setting comes into play whenever a child's education programme is officially altered from what would normally be provided to students through an Individual

Education Plan which is sometimes referred to as an Individual Programme plan. Special Education aids to the students learning environment, to create a uniform system for all children. It is designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme (Beattie, 2017). Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. Educational programmes in special needs

education may follow a similar curriculum as that offered in the parallel regular education system, however they take individuals' particular needs into account by providing specific resources (e.g. specially trained personnel, equipment, or space) and, if appropriate, modified educational content or learning objectives (Malleshappa, Krishana and Nandino, 2021). These programmes can be offered for individual students within already existing educational programmes, or be offered as a separate class in the same or separate educational institutions.

Health education is a revolutionary introductory science curriculum developed at Princeton, intended for students considering a career in science. By breaking down traditional disciplinary barriers, a year-long course taken in the freshman year provides students with first-rate preparation for a major in any of the core scientific disciplines, and in such a way that helps retain the connections to the other disciplines. The curriculum is founded on the expectation that much of the most important science of the future, though based on the classical disciplines, will lie in areas that span two or more of them (National Policy on Education, 2019). The Health education sequence is suitable for any undergraduate considering concentrating in the sciences or engineering at Princeton. The core training is perfect preparation for a very broad range of careers, both within and outside science. The curriculum is especially valuable for students interested in bridging the traditional barriers between the biological and the physical sciences (Malone, Gallagher & Long, 2021). Health education is a revolutionary programme provided by many universities of the world. The programme is devoted to providing a wide range of knowledge in various fields of science. There are no exclusive rights for this programme, and every institution can provide its own explanation. Orakwue (2021) also noted that Health education is the developed version of science education. Every institution may provide its own definition

of health education course. It can be a one-year programme for freshmen, or it can be full undergraduate bachelor programme. Nevertheless, the roots of health education are hidden in traditional science education.

Health education experienced financial constraints in teaching special needs students. Individuals with disabilities in Health education were often shunned or kept in isolation in mental hospitals or institutions due to insufficient materials needed in teaching special education classes in health education, limited support from the stakeholders, inadequate delegate assignments and chairmanship to the special education by Health education teachers, disseminating information is not on time and limited knowledge on the Special Education Curriculum. In some countries, the special needs children in Health education were seen as an embarrassment to society, often facing punishments of torture and even execution (Ferguson, 2015). UNECSO (2019) identified the objectives of teaching Health education to include:- Knowledge of science academic discipline; to acquire the skills of scientific method; having clear explanations for societal issues through increasing interest, science literacy and societal goals; for personal needs and for career awareness.

Students with special needs in public secondary schools often face unique challenges when studying health education. These challenges can stem from various factors, including learning difficulties which noted that students with special needs may require adapted teaching methods, accommodations, or modifications to access the curriculum, accessibility barriers explained that educational materials, facilities, or technologies may not be accessible or inclusive for students with disabilities, stigma and social barriers viewed that students with special needs may experience social isolation, stigma, or bullying, which can impact their engagement and motivation in the classroom (Osuorji, 2021). The

challenges can stem from various factors, also including limited resources stated that public secondary schools may lack the necessary resources, support staff, or training to effectively support students with special needs in health education, curriculum adaptation which noted that health education curricula may not be tailored to meet the diverse needs of students with special needs, potentially limiting their ability to fully participate and benefit from the instruction. These challenges can hinder students with special needs from fully accessing and benefiting from health education, potentially impacting their overall well-being and future opportunities (Ozoji, 2023).

Malone, Gallagher and Long (2021) noted that educational challenges of students with special needs include experienced teachers, financial constraints and insufficient materials for teaching and learning purposes. Instructions are affected due to other tasks like coaching in special events. Special needs education teachers have experienced difficulties in preparing lesson plans, limited support from the stakeholders, delegate assignments and chairmanship to the special education needs teachers, not disseminating information on time and limited knowledge on the special needs education curriculum. Also, teachers are perceived to be integral to the implementation of special need education. Infrastructure not catering for the disabled, lack of resources and non-inclusive curriculum, teachers lack competence to deal with learners experiencing challenges, teachers have negative attitude towards teaching learners with disabilities and learning challenges and teachers assigned in special education is not their specialization. This paper communicates the view that teachers are the key to the success of special needs education programmes, as they are viewed as one of the key players in the process of including students with disabilities or children with special needs into regular classes. Thus, special need can only be effective if teachers

perception on special needs education is reviewed and considered. Hence, this paper investigate into the educational challenges of students with special needs in the study of Health education in the public secondary schools in Dunukofia Local Government Area of Anambra State.

Conceptual Studies

Special Needs

Special needs is an umbrella term for a wide array of diagnoses, from those that resolve quickly to those that will be a challenge for life and those that are relatively mild to those that are profound. Children with special needs may have developmental delays, medical conditions, psychiatric conditions, and/or congenital conditions. According to Green (2021) the term special need is used to describe educational policies that uphold the right of students with disabilities to belong within mainstream education. Lewis and Doorlag (2015), on other hand, assume that special needs education is sometimes used to describe the mainstreaming process, and they highlight that the advocate of full special needs education maintain that the general education classroom is the most appropriate fulltime placement for all students with disabilities including those with severe disabilities.

Thus, the high point of special needs education lies in its emphasis on restricting of the entire school programmes and practices. Here the content, the process and the environment of the mainstream programme are restructured “in order to accommodate a wider range of ability. For Lons florain”, “Special needs education of all children in the mainstream school is part of an international agenda which calls for the full special needs education of all children with disabilities, into all aspect of life” fully inclusive school, which are rare, no longer distinguish between “general education” and “special education” programmes instead the school is restructured so that all children learn together

(Ferguson, 2015).

Special Needs Education

Special needs education refers to the “full-time placement of children with mild, moderate and severe disabilities in regular classroom” Salmon and Eaton (2024). The special needs education movement believes that children with special needs should be placed in the regular school classroom which they would have otherwise attended, if they had been normal children. In other words, each child belongs to the regular classroom and therefore, there should be no condition imposed, to him/her from that environment. Special needs education is a step further in mainstreaming, as it presents a means “by which a school attempts to respond to all children as individuals, by reconsidering and structuring its curricular organization and provision and allocating resources to enhance equality of opportunity (D'Alonzo & Giordano, 2017). Special needs education is based on the assumption that the original place of the child with special needs is in the regular classroom. Therefore, no condition should be allowed to remove him/her from that environment. All children have the right to learn and play together special needs education is thus a fundamental human right. For instance the Nigerian constitution makes a provision for suitable education for all children. Denying opportunity to children to learn under the same roof with other children is devaluing and discriminatory. Exclusion is inhuman and indefensible.

Special needs education has sub-type; the first is sometimes called regular special needs education or partial and the other is full special needs education. “Inclusive practice” is not always inclusive but is a form of integration. For example, children with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day (Mezieobi, 2018). Whenever possible, the children receive

any additional help or special instruction in the general classroom, and the child is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if these service require special equipment or might be disruptive to the rest of the class (such as speech therapy), and children are pulled out of the regular classroom for these service (Stuber, 2019).

Benefits of Special Need Education

There are many positive effects of special needs educations of special need education where both the children with special needs along with the other children in the classroom benefit. Research has shown positive effect for children without disabilities include the development of positive perception and the perception of persons with disabilities enhance social status with nondisabled peers. Several studies have been done on the effect of special needs education of children with disabilities in general education classrooms. A study on special needs education compared integrated and segregated special education only for preschool children; the study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed (Ajuwon, 2018).

Aukamidis (2022) study shows the effect on special needs education in grades 2 to 5. The study determined that children with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving children. Specific learning disabilities children also showed an improvement in self-esteem and in some cases improved motivation.

Special Need Education in Nigeria

It is a matter of fact that no concrete step has been taken with regard to special need education in Nigeria. Even at policy level, integrated remains the focus of planning special

education programmes. However, professional associations concerned with the educations of people with special needs have been addressing the issue of special need in the country. For instance, special need was one of the major issues examined at the 12th annual national conference of the national council for exceptional children held at Minna, Niger State, in August, 2012. In the keynote address presented at the conference, Tim Obani (2023) one of the pioneer in special education in the country, argued, "the old special education system with its restrictive practices cannot successfully address these problems of special needs children). The answer lies in special needs education or inclusive schooling, in changing and recognizing the entire school system to accept all children and cater to their varied "special" or "ordinary", learning needs and difficulties.

As alluded earlier, the education of people with special needs has received wide attention at policy level, even though it is otherwise at the level of implementation. The following problems have been identified with special education in Nigeria.

- Inadequate plans for the identification of handicapped children
- Lack of adequate guidance services for the parents and the nature and extent of special education facilities available for the children.
- Most special schools are located in urban centres
- Begging, which is fast assuring the status of an occupation among adult person with disabilities, as well as other adults who have children with disabilities?

There is also the usual problem of attitude towards persons with handicap, which in most cases is far from being favourable. The local culture, is a great influence on perception of disability and the resulting attitude towards it. There is also a poor awareness about special education and about the fact that some children

with disability can also have an education.

Beside this, the over spreading problem of illiteracy and its management is more important and therefore more often than not, to take priority over special needs education. For example most intervention programmes carried out by International Agencies and International Non Governmental Organizations are in the area of literacy and non formal education. Even the recently launched Universal Basic Education (UBE) programme of the federal government, laid more emphasis on basic education, most especially on regular primary education and literacy education where attention is focused on special needs education, it is mostly in the area of basic education for the nomadic groups and the girl-child. Little or no special consideration is given to the education of children with disabilities (D'Alonzo & Giordano, 2017).

Concept of Health Education

Health

The term health has been defined in different ways by authors giving it the meaning they perceive of it. The most popular definition of health is the one given by the World Health Organization (2016) viz; Health is the state of complete physical, mental (spiritual) and social wellbeing and not merely the absence of diseases or infirmity. Even the above definition is subject to controversy and serious debate especially the word complete contained in it. Some see it as an unattainable status because it is very difficult for an individual to attain an all-round fitness or healthy condition physically, mentally and socially.

Abdulahi (2020) defined health as "the quality of life that renders the individual fit to live most and to serve best. By implication, Abdulahi is saying despite inevitable shortcoming whether physical, mental or social, provided one can live at a maximum level of health, hence performing a this best, then the individual can be considered

healthy. Parson (2018) defines health to mean the optimum capacity of an individual for the effective performance of his social roles. This means that if one can attain such a high level of health as to be able to carry his personal responsibilities without hindrance can be seen as a healthy individual. Brenda (2019) defines health as a state of a person that is characterized by soundness of the mind and body.

Education

Education to a layman is simply a matter of training the mind and character of children and youths in schools. For others, it is the transmission of accumulated knowledge or cultural heritage of a people over generations. Still, others would opt for the list of generalization of defining education in its widest sense as a lifelong process of enculturation (Lindberg, Santeli, & Desai, 2016). Etymologically, education is derived from two Latin words namely “educere” and “educare”. The first word “educere” means to lead forth or to draw out. Scholars who saw education from this point of view were Socrates and Plato (Anyaogu, 2021). To Socrates, education was all about drawing out what was already inside the learner. This is because, he believed that ideas are innate from cradle and as such, the function of any educator or teacher is to help the child bring out what he already has.

For Hornby (2020), “Education is a process of teaching, training and learning especially in schools and colleges, to improve knowledge and develop skills.” Offorma (2020) defines education as the “process of providing information to an inexperienced person to help him or her develop physically, mentally, socially, emotionally, spiritually, politically, and economically.” Maple (2021) sees education as “the bedrock for national development. It is a globally vital element for social development and economic growth.” In the same vein, Anyaogu

(2021) views education as “the instrument that transforms the totality of the individual into a functional citizen.”

Health Education

Health education is defined as, a process of learning experiences through which an individual is informed or develops skills and self-awareness for intellectual health action or behaviour. The world health organization (2016) defines health education as the act of giving simple, accurate and scientific facts in a way they are to be understood, believed, accepted and practiced. The Federal Ministry of Health (2020) defines health education in two ways:

1. A process of transferring knowledge, attitude and skills that will bring about positive change toward healthy living
2. A process of obtaining information, which encourages a change in attitude and behaviour towards healthy living. It is a process of persuading people to accept measures which will improve health and to reject those that will have adverse effect.

Health education is aimed to make individuals aware of the negative consequences of risky behaviour. Different researchers have defined health education among which is the Joint Committee on Terminology (2020) definition that health education as any combination of planned learning experiences based on sound theories that provide individuals, group and communities the opportunity to acquire information and the skills needed to make quality health decisions. Owie (2018) opined that health education is a systematic process that persuades people to adopting behaviours that are beneficial and rejection of those behaviours that are detrimental to their health. Green and Kreuter (2021) further described health education as any planned combination of learning experiences designed to predispose, enable and reinforce voluntary behaviour conducive to health in individuals,

groups and communities.

Challenges Confronting the Special Needs Education in Nigeria

Though Health education has been of great value both to individuals and society globally, students have been performing poorly in the subject especially in Benue State (Ochu & Haruna, 2019). This poor performance might be because of the following challenges:

Health education Teacher Challenge: The teacher as the curriculum user has been identified as the most important factor in curriculum delivery. His/her level of competence and teaching strategies is very important. It is because of this that a lot of blames on the poor performance of students in health education have been put on the health education teachers. Ogunleye (2019) and Balogun (2015) in their research gathered that teachers agreed that students should be actively involved in the teaching-learning processes, but this is not reflecting in their teaching. In most cases lecturing, note-giving and taking predominate their lessons.

Students: One of the most striking challenges in the teaching of health education is lack of interest in health education among students. It is well known that learning is an activity which the learner must personally engage in (Ivowi, 2019). And in order for success to be achieved, the students must develop interest in the activity. This lack of interest in science (Ivowi, 2019) causes students not to make efforts for learning to occur.

Medium of Instruction: Communication is the medium of instruction in the teaching of health education. On this issue, it is observed that many science teachers cannot speak fluently or loud nor express themselves clearly. This makes students to get more confused and lose important information and consequently dislike the subject.

Eriba (2019) supports this expression where he said that inexperienced teachers always sound complicated above the comprehension of the students during their lesson delivery.

The challenge of infrastructure: The issue of non-availability of infrastructure in Nigerian schools is a great challenge to the teaching of health education at the upper basic level. The modern system of education (health education) in Nigeria today is the one that is to equip students with knowledge and skills to strive well in the present society (Wushishi & Kubo, 2021).

Due to lack of materials and infrastructure in Nigerian schools, it has been observed that in most schools candidates who enter for science subjects enter the laboratories only when their schools got instructions for practical examination bodies (Ozoji, 2023). The author further lamented that even the teachers of these subjects including health education did not know the use of most laboratory equipment and chemicals until the practical examination..

Significance of Teachers Perceptions of Special Need

Perceptions are predispositions which have developed through long and complex process. Anasasi (2020) defined perception as “a tendency to react favorably or unfavourably towards a designed class of stimuli”, it is evident that perception cannot be directly observed. But must be inferred from avert behaviour, both verbal and non verbal. Teachers are perceived to be integral to the implementation of special needs education (Haskell, 2020). Research communicates the view that teachers are the key to the success of special needs educational programmes (Cant, 2017) as they are viewed as linchpins in the process of including children with disabilities into regular classes. Other studies acknowledge that special need can only be successful if teachers are part of the term driving

this process (Malone, Gallagher & Long 2021).

It is important to examine the perception of teachers on benefits and problems of special needs education of children with disabilities into regular settings as their perceptions may influence their behaviour towards and acceptance of such children. The success of an special needs educational program may be at risk if regular classroom teachers hold negative perceptions toward the special needs education of children with disabilities. Negative perceptions of special need may become obstacles as general education teacher attempt to include children with disabilities.

The following section presents an investigation of some of the factors that may influence a teacher attitude toward the special needs education of children with disabilities into mainstream settings. (The Society for Disability Studies, 2020).

Problems of Special Need

Critics of full and partial special needs education include educators, administrators and parents. Gickling and Theobald (2021) state that teachers may resist inclusive practices on account of inadequate training; teachers perceive themselves as unprepared for special needs because they lack appropriate training in this area. Special needs are commonly defined by what a child *can't* do—milestones unmet, foods banned, activities avoided, or experiences denied. These hindrances can hit families hard and may make special needs seem like a tragic designation. Some parents will always mourn their child's lost potential, and some conditions become more troubling with time. Other families may find that their child's challenges make triumphs sweeter and that weaknesses are often accompanied by amazing strengths.

Each Family Has Different Concerns: Pick any two families of children with special needs and

they may seem to have little in common. A family dealing with developmental delays will have different concerns than one dealing with chronic illness. These families will have different anxieties than one dealing with mental illness, learning problems, or behavioural challenges. Special needs are a very broad term and every situation is unique. Families should focus on seeking the help and guidance needed for their particular concerns(Odu, 2021).

Medical Issues: Medical issues for children include serious conditions like cancer, heart defects, muscular dystrophy, and cystic fibrosis. It also includes chronic conditions like asthma and diabetes, congenital conditions like cerebral palsy and dwarfism, and health threats like food allergies and obesity. A child may need frequent medical testing, hospital stays, equipment, and accommodations for disabilities. Establishing a good support system is very important when dealing with uncertainty and any medical crises

Behaviour Issues: Children with behaviour issues may not respond to traditional discipline. Diagnoses like ADHD, fetal alcohol spectrum disorder (FASD), dysfunction of sensory integration, and Tourette's syndrome require specialized strategies that are tailored to their specific needs. Behaviour issues can increase the risk of problems at school. □ As a parent, you will need to be flexible, creative, and patient.

Developmental Issues: Developmental disabilities can change your visions of the future and provide immediate difficulties in caring for and educating your child. Diagnoses like autism, Down syndrome, and intellectual disabilities often cause children to be removed from the mainstream. Quite often, parents become fierce advocates to make sure their children receive the services, therapy, schooling, and special needs education they need and deserve.

Learning Issues: Children with learning

disabilities like dyslexia and auditory processing disorder (APD) struggle with schoolwork regardless of their intellectual abilities. They require specialized learning strategies to meet their potential and avoid self-esteem problems and behavioural difficulties. Parents of learning-challenged kids need to be persistent. This includes working with your child at home as well as teachers and schools to ensure they get all the help they need.

Mental Health Issues: Realizing that your child suffers from anxiety or depression or has attachment difficulties can be unexpected. Again, every child will be different, yet these can leave your family dealing with a roller coaster of mood swings, crises, and defiance. It's important that parents find the right professionals to help. One will also need to make decisions about therapy, medications, and, possibly, hospitalization(Stuber, 2019).

Theoretical Studies

The scientific management theory and classical theory fitted in this study. In terms of the implementation of special education, it focused on improving the efficiency of each individual in the organization. The major emphasis is on increasing the production through the use of intensive technology, and the human beings are just considered as adjuncts to machines in the performance of routine tasks. Besides, the scientific management theory basically encompasses the work performed on the production floor as these tasks are quite different from the other tasks performed within the organization. Such as, these are repetitive in nature, and the individual workers performing their daily activities are divided into a large number of cyclical repetition of same or closely related activities. Also, these activities do not require the individual worker to exercise complex-problem solving activity.

In terms of administration and supervision, teacher responsibilities regular

classroom teachers view the learner as a total person, assess the behavioural signs of disorders/difficulties, provide varied activities for a wide range of individual differences, provide a setting for, and expect achievement of the learner, provide strategies that help the learner develop concepts meaningful to himself and provide first-hand challenges, obtain assistance in the form of constructive consultation and specialized materials and equipment, and confer regularly with the special education teacher.

In order to establish good special education classes, special education coordinator plays a vital role. Special education coordinators shall maintain all school records for special education learners, assist in the recruitment of prospective learners and special education teachers, assist/initiate/organize training programs for special education innovative programs and projects for both learners and teachers, monitor/evaluate classroom instruction and related activities in special education, integrate and implement new and existing policies and guidelines of the special education Program, demonstrate leadership in resourcing appropriate educational facilities/instructional aids.

Cognitive Load Theory was developed in 1998 by psychologist John Sweller, and the School of Education at New South Wales University released a paper in August of 2017 that delved into theory. (I've linked to the study three times and the URL has been moved three times so you'll have to search to find it if you want to access it directly.) The paper has a great overview—and even stronger list of citations—of the theory. They also, obviously, define and explain it: 'Cognitive Load Theory is based on a number of widely accepted theories about how human brains process and store information (Gerjets, Scheiter & Cierniak 2019). These assumptions include: that human memory can be divided into working memory and long-term memory; that information

is stored in the long-term memory in the form of schemas; and that processing new information results in 'cognitive load' on working memory which can affect learning outcomes.'

Although, there have been professional with both opposing and supportive opinions. Special needs education is not only a placement of children with special needs with their non-disabled peer group or the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences including people who have a disability or other disadvantages but it provides a quality education and sharing of responsibility of teacher educators and professionals in providing appropriate program.

Empirical Studies

Morsillo and Prilleltensky (2019) stated that the implementation of special need at the secondary school teachers are needed to apply knowledge and application based on involuntary. Therefore, it is important that the teachers give the clear ideas about various issues and challenges of inclusive education like human resource deficit, lack of collaboration between special teachers and regular school teachers, and the most significant is inappropriate the training programmes in special need. Kwetha (2021) noted that experience of teachers has no significant influence on the attitude of secondary school teachers towards special need.

Henrik (2016) and Onno (2021) asserted that inclusive settings help different professionals, such as-teachers, psychologist, social worker and teacher educators etc. to work together for execution and formulation of educational programmed. Also, the findings of El-Agrody (2010) revealed that an inclusive curriculum includes locally relevant subjects and contributions by marginalized and alternative groups. It avoids binary narratives of good and bad, and allows adapting the curriculum

to the learning styles of children with special education needs. Bowe (2023), who that regular special needs education, but not full special needs education is a reasonable approach for a significant majority of children with special needs. Ferguson (2015) also says that for some children, notably those with severe autism spectrum disorders or mental retardation, as well as many who are deaf or have multiple disabilities, even regular special needs education may not offer an appropriate education.

Khan (2021) supported that secondary school teachers have mostly favorable or supportive attitudes towards special need for children with special educational needs. This study also concludes that most of the secondary school teachers had positive feelings about the special needs education of such children in the mainstream classes. Stainback and Stainback (2021) who assert that special need is the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving equal educational opportunities for all.

Conclusion

Special need is one of the most educational programmes in education system. It gives equal opportunity to all children in regular class room. So this result indicates that the implementation of inclusive education at the secondary school teachers are needed to apply knowledge and application based on involuntary. Therefore, it is important that the teachers give the clear ideas about various issues and challenges of special need like human resource deficit, lack of collaboration between special teachers and regular school teachers, and the most significant is inappropriate the training programmes in special need.

Fundamentally, Special needs education aids to the students learning environment, to create a uniform system for all children. It is

designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. The paper strongly believes that special need is a process of enhancing the capacity of the education system in any country to reach out to diverse learners. The basis of special needs education is that special needs pupils have a right to the benefits of a full school experience, with needed modifications and supports, alongside their peers without disabilities who receive general education.

Recommendations

Based on the study of this paper, the following recommendations are put forward:

- The implementation of special needs education in Nigeria will inevitably create new and increased demands on special educators, as well as other stakeholders.
- Education should be seen by the government as a basic human right and the foundation for a more just and equal society.
- Government at all levels should make special need compulsory in all schools and colleges to avoid discrimination against persons with special needs in quest of their educational pursuit.
- Teachers in both government and private should update their knowledge in the field of special need, this will go along way making them more relevant.
- The need for availability of manpower, funding and adequate instructional materials is necessary as it will ginger or motivate teachers and the learners within the system.
- Government should set up a committee that will be charged with the responsibility of putting the necessary machineries together in attaining the goals of special

need for persons with special needs.

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