

## Editorial: Fostering Inclusive Education and Psychological Well-being for Students with Intellectual Disabilities in Nigeria

This special issue presents a multifaceted examination of the educational and psychological experiences of students with intellectual disabilities in southern Nigeria. The featured research articles span critical themes such as digital inclusion, emotional intelligence, substance use, and pedagogical strategies. Each of these articles contributes to the growing discourse on how best to support this vulnerable yet capable population in both academic and personal development.

We open the issue with "Exploring the Use of Assistive Digital Resources in Enhancing Learning for Students with Intellectual Disabilities in Cross River and Akwa Ibom States, Nigeria," which offers a state-specific perspective. It examines localized practices and barriers, illustrating how assistive technologies are being adapted to meet the needs of learners in distinct socio-educational environments.

The second article, "Emotional Intelligence as a Predictor of Research Skills Acquisition Among University Students with Intellectual Disabilities in Calabar, Nigeria," highlights the emotional competencies that support academic engagement among university students with intellectual disabilities in Calabar, Nigeria. The study bridges the psychological and cognitive realms, underscoring the role of emotional regulation in educational achievement.

Next, "Self-Correction vs. Lecturer-Correction: Effects on Research Achievement and Alcohol Use in Intellectually Disabled Undergraduates in Federal Universities of Southern Nigeria" offers an innovative perspective on teaching strategies and behavioral outcomes. It provides evidence of how feedback mechanisms not only influence academic outcomes but also moderate risky behaviors such as alcohol use.

Continuing this behavioral focus, the fourth article, "Psychological Implications of Recreational Drug Use Among Students with Intellectual Disabilities in Nigeria," delves deeper into substance use, providing insight into risk factors, coping deficits, and the need for targeted interventions.

The fifth article; "Utilization of Digital Resources for Learning by Students with Intellectual Disabilities in Southern Nigeria," is a regional-level study that lays a comprehensive foundation for understanding the availability, usage, and challenges of digital tools in special education settings. This work provides essential context for more focused investigations.

Together, these articles present a compelling body of research that emphasizes inclusion, empowerment, and holistic support for students with intellectual disabilities. By addressing both systemic and individual-level challenges, the issue makes a significant contribution to educational reform and mental health advocacy within the Nigerian context.

**Dr. John Edwin Effiom**

*Guest Editor*

Department of Social Science Education,  
Faculty of Educational Arts and Social Science Education,  
University of Calabar,  
Calabar, Nigeria