UNIVERSITY OF EDUCATION, WINNEBA

METHODS TEACHERS USE IN TEACHING DAILY LIVING SKILLS TO LEARNERS WITH INTELLECTUAL DISABILITIES AT YUMBA SPECIAL SCHOOL IN TAMALE METROPOLIS

FUSEINI ABUDU

MASTER OF PHILOSOPHY

2021

UNIVERSITY OF EDUCATION, WINNEBA

METHODS TEACHERS USE IN TEACHING DAILY LIVING SKILLS TO LEARNERS WITH INTELLECTUAL DISABILITIES AT YUMBA SPECIAL SCHOOL IN TAMALE METROPOLIS

FUSEINI ABUDU
(200027950)

A thesis in the Department of Special Education
Faculty of Educational Studies, submitted to the School of
Graduate Studies, in partial fulfillment
of the requirement for the award of the degree of
Master of Philosophy
(Special Education)
in University of Education, Winneba

MARCH, 2022

DECLARATION

STUDENT'S DECLARATION

I, Fuseini Abudu hereby declare that this dissertation with the exceptions of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own work, and it has not been submitted, either in part or whole, for another degree elsewhere.

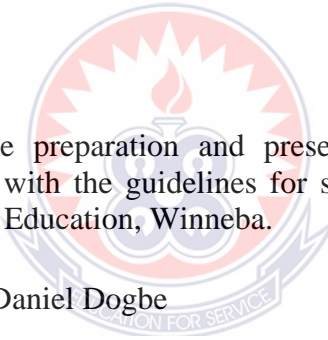**Signature**: …………..………………………

Date: …………………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Supervisor's Name: Dr. Daniel Dogbe

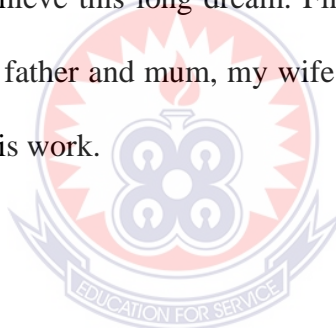**Signature: …………..………………………**

Date: …………………………………………

iii

DEDICATION

To my family for their unwavering support and understanding.

ACKNOWLEDGEMENTS

The success of this study could not have been achieved without the corrections, suggestions and constructive criticisms from other people. I therefore, wish to express my profound gratitude to Dr. Daniel Dogbe of the Department of Special Education whose questions, directions and suggestions have helped shape my work. I wish to also acknowledge all the lecturers in the Department of Special Education, University of Education Winneba for their love, care, hard work and encouragement given me throughout my study. I want to thank my respondents for their time, patience and tolerance without which this study would not have been completed. I am also thankful to all friends whose suggestions, corrections and above all, constructive criticisms made me to achieve this long dream. Finally, I am highly indebted to my family especially my late father and mum, my wife and my brothers for their support and prayers throughout this work.

v

TABLE OF CONTENTS

ABSTRACT

The purpose of the study was to find out the methods teachers use in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled. The study was qualitative and adopted a case study design. The method for data collection was interviews. The purposive sampling technique was used to select the sample size of 10 participants for the study. Data were analysed thematically. The results revealed that cooperative method, direct method,interactive method and peer tutoring were methods teachers used in teaching daily living skills to learners with intellectual disabilities. Additionally, teachers mainly concerntrated on few areas of daily living skills such as basic self-care skills, social skills and community use skills.The results of the study also revealed challenges teachers face in teaching daily living skills which included, inadequate provision of teaching and learning resources, large class sizes, inadequate trained personnel and lack of motivation. The researcher recommended that teachers in the school should make use of other methods such as, demonstration method, one-on-one method, and activity method which are very practical to facilitate the understanding of learners. Moreover, in- service courses should organise to teachers in the school to improve on the methods in teaching daily living skills to these learners. It was also recommended that the school should include the other aeras of daily living skills in the curriclum. The school administration should ensure that learning/teaching resources needed in teaching daily living skills are available in these schools. Finally, it was recommended that government should provide enough funds for construction of adequate classrooms to help reduce the challenges.
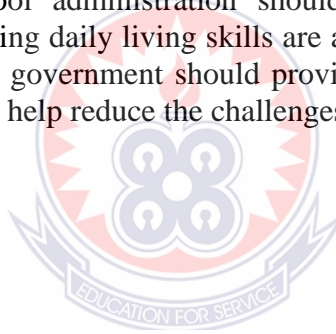
CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

American Psychiatric Association (APA, 2013), defined daily living skills as practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of one and to interact with other people. These skills might seem to come naturally to most adults however, those with intellectual disabilities tend to have some difficulties in their acquisition. These learners often times, are dependent on their caregivers to do simple daily living tasks that typically developing children do independently (Yekple, 2008). Friend (2008), also viewed daily living skills as home and community living skills that allow individuals to deal with current and future day to day demands and responsibilities. These skills enable the individual to learn to be independent and responsible.

The skills involve personal care and hygiene, clothing-dressing, laundry process, shoe and shoe care, food preparation, eating, money, transportation, job skills, home and kitchen management, time management, leisure and recreation. Acquisition of daily living skills will assist learners with intellectual disabilities to increase autonomy, co-dependence and nurturing problem-solving in the home, school and in the community as a whole (Lombardi, 2011). Reynold and Zupanic (2011) postulated that the acquisition of daily living skills by learners with intellectual disabilities will allow them to deal with current and future day to day demands and responsibilities and this will make them to be independent and responsible. He added that education for learners with intellectual disabilities is aimed at helping them acquire daily living skills for independent living. Rainforth, York and Macdonald (1997), is of the view

1

that a desirable future is the one in which a person with disability is a participating member of a family and integrated community. Wolery, Jones, Ault and Doyle (1992) supported this statement by adding that the primary goal of teaching is to enhance learner's future quality of life by promoting skill acquisition which will enable learner's to live, function and participate in the community work to bring about the needed development.

In views of Macdonald, the importance of daily living skills acquisition to learners with intellectual disabilities is critical and because of the difficulties they face in performing them, teachers need to employ variety of teaching methods that are appropriate to teach these skills to them. Kaur (2005), asserted that learners with intellectual disabilities can progressively acquire daily living skills once exposed to conducive environment, trained personnel and effective use of teaching methods. Teachers need to use the right type of teaching method which will be appropriate for teaching them daily living skills. Teaching methods include all approaches that a teacher may take to engage learners in the learning process actively.

These methods drive a teacher's instruction as they work to meet specific learning objectives and ensure that their learners are equipped with the tools needed to be successful. Effective teaching methods meet all learning styles and the developmental needs of all learners. Teachers must be equipped with effective teaching methods to maximize their effectiveness and to increase learners learning opportunities. Variety ensures that learners are never bored. It also ensures that learners are exposed to methods that align with their preferred individualized learning styles. Learners enjoy being taught with a variety of teaching methods and are likely to stay engaged longer. Ultimately, a teacher should align the teaching methods he or she is using with the learners they are serving and the content they are teaching. Not every teaching method

2

will be the perfect fit for every situation, so teachers must become adept at evaluating which method will be the best fit.

Meeting the educational needs of children with disabilities in special schools has been a primary focus in Ghana. Section 18 of the 2006 Persons with Disability Act (Act 715, p.6) provides for the establishment of special schools for people with disabilities who by reason of their disability cannot be enrolled in formal school. One can trace the history of special schools in Ghana to the primary initiative of Reverend Haker. In 1936, he provided education for two people with visual impairment. The initiative of Reverend Haker developed and became the first special school in 1946 (Avoke, 2004).

The history of education for individuals with intellectual disabilities in Ghana started in 1968 (Avoke, 2004). Before this period, many children with intellectual disabilities were 'kept' in a psychiatric institution in Accra. In 1971, the Castle Road or Hospital School was set up at Asylum Down, Accra. The government established Dzorwulu School for the 'Mentally Handicapped' in 1972. This school became the first boarding school and educational centre for children with intellectual disabilities. The establishment of the Sekondi Twin City Special School and Kumasi Garden City Special School took place in 1976 and 1977, respectively. The government-established special schools did not dominate the educational landscape for children with intellectual disabilities. In 1972, a private actor established New Horizon Special School at Cantonments in Accra. Later in 1994, the Catholic Church established the Three Kings Special School at Bator. Other schools include Shalom Special School in Nkoranza, Father John Unit School at Winneba and Tamale YumbaSpecial School. There are units for children with intellectual disabilities at Schools for the Deaf at Hohoe in the Volta Region, Koforidua in the Eastern Region and Wa in the Upper

West Region of Ghana. The Kpandu Community School in the Volta Region also provides for the educational needs of children with intellectual disabilities and other forms of disabilities. The structure of special school education is similar to that for general education in Ghana.

The structure is six years of primary education, three years of Junior High School, three years of Senior High School and four years of University education (Kassah, Kassah, & Philips, 2017). Also, special schools use the same curriculum as general education, but with slight modifications to suit categories of disability (Mprah, Opoku, Owusu, Badu&Torgbenu, 2015). All pupils have to take the Basic Education Certificate Examination at the end of the ninth year before proceeding to a Senior High School, Technical or Vocational school. The average age for admission into special schools in Ghana is around 10–12 years (Kniel&Kniel, 2008). In Ghana, the 1961 Educational Act assigned the responsibility of providing for the educational needs of children with intellectual disabilities to the Ministry of Labour and Social Welfare (Anthony &Kwadade, 2006). The Ministry of Education took over the affairs of special education in the late 1960s (Anthony &Kwadade, 2006).

American Association on Mental Retardation (2002) defines intellectual disability as a condition characterized by significant limitations in both intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills and originates before age 18. Children with intellectual disabilities have existed in all societies for a long time with their problems not being attended (Pilusa, 2006). The reason for this lack of concern has been due to the fact that members of most societies have tended to see persons with intellectual disabilities as economically handicapped (Rashid, 2012).

4

 People with intellectual disabilities have been seen by such societies as having little to contribute to the welfare of the society (Olson, 2003). United Nations Education Scientific and Cultural Organization (UNESCO, 1994) expressed the views that parents of the handicapped children tended to feel ashamed. Such children were therefore, hidden away from the society. Intellectual disability can range from mild to severe but the only difference among the children with a different range of disability is that, the severity of the disability, the more troublesome it will be to learn and become an independent person. Intellectual disability is identified with the help of intelligent quioent test score. The score around 70-75 means the person is having a mild disability (APA, 2018). A score below 70 indicates that moderate intellectual disability is present in the child.

 According to Okyere and Adams (2003), intellectual disability is classified under mild, moderate, severe and profound. The lower the score, the more severe the condition will be. These individuals experience deficits in daily living skills which affect their overall quality of life negatively and limit their independent functioning with natural settings (Parmenter, 2011). Intellectual disability basically affects the mind and adaptive functioning capabilities of a person. The children with intellectual disability face trouble in understanding, speaking, thinking logically, remembering things, and solving problems (APA, 2018; Räty, Kontu &Pirttimaa, 2016). These children can take a considerable amount of time in learning even the basic daily living skills such as dressing, bathing, teeth brushing, shirt buttoning, shoe lacing, talking, and many more.

Adunola (2011) indicated that in order to bring desirable changes in learners such as the mild and moderate learners with intellectual disabilities, teachers teaching these

learners must use the appropriate teaching methods to enable learners understand skills taught to them before they can acquire the skills for their independent living. The search for methods in educating learners with intellectual disabilities began more than 200 years ago. Heward (2006) asserted that Jean Mark Itard showed that intensive systematic intervention could result in significant gains if a learner thought to be incapable of learning. Itard application of intensive systematic method to Victor who was believed to be intellectually disabled, revealed that learners with intellectual disabilities are capable of learning if teachers employ appropriate methods when teaching them. These methods drive a teacher's instruction as they work to meet specific learning objectives and ensure that learners are equipped with the tools needed to be successful. Effective teaching methods meet all learning styles and the developmental needs of all learners. Teachers must be equipped with effective teaching methods to maximize their confidence in lesson delivering and to increase learners learning opportunities. Variety of teaching methods used by teachers ensures that learners are never bored during teaching and learning process.

Besides the teaching methods, teaching and learning materials also contribute to effective teaching and learning in facilitating the acquisition of basic learning skills. These materials or resources cultivate motivation among learners and make them active participants in the learning process. Teaching and learning materials capture and maintain learners attention, help them to understand what is being taught and learn new skills. However, it seems little attention is given to the use of these teaching and learning resources when teaching daily living skills to learners with intellectual disabilities atYumba Special School. The school lack the appropriate materials need to teach the adaptive skills. According to Yekple (2008), adults have always had conceptions of how children should look or appear among their peers and what kind

6

of skills children need in order to live on their own. Lack of skills in the basic and appropriate daily living skills make most children with intellectual disabilities look awkward which make room for humiliating comments from the 'normal' peers. Heward (2006), stated that children with intellectual disabilities generally lack age appropriate environmental values; they are not able to interact with their nondisabled counterparts in the society. Friend (2008), asserted that selection, adaptation and development of educational learning materials for learners with intellectual disabilities should be guided by the ability level of the learner, age, educational needs, interest, activity to be done and also the objective of the activity.

Besides the teaching and learning resources, teachers are face with challenges when teaching daily living skills to learners with intellectual disabilities. These challenges include: inadequate teaching and learning resources, large class sizes, low teacher motivation among others. In spite of the importance and need to teach daily living skills to learners with intellectual disabilities, it appears not much is known about the teaching methods those teachers atYumba Special School for the Intellectually Disabled use in teaching daily living skills.

Ruteere (2009), conducted a study on effectiveness of teaching methods for daily living skills to learners with intellectual disabilities in special units in schools in Kasarani a sub county of Kenya. The purpose of her study was to find out the effectiveness of teaching methods on acquisition of daily living skills to learners with intellectual disabilities in special units in primary schools in Kasarani Sub County, Nairobi County. The results of her study revealed that there was lack of adequately trained teachers (in special needs education), lack of teaching/learning resources, and

7

poor curriculum delivery in the special units leading to poor acquisition of daily living skills among learners with intellectual disabilities in the units.

Makumi (2010), conducted a study on challenges teachers face getting learning resources in Primary Schools and units for intellectually disabled learners in Kimbu District. She opined that the equipment and supplies should be adequate and available to enable teachers and pupils achieve success in the teaching and learning process. Lack of resources, both human and material, is a major constraint in curriculum implementation. When resources are scarce human resources development becomes poor (Makumi, 2010). The findings of the study were that there were inadequate provision of appropriate teaching/learning materials for special needs education because most of the materials available in the market were mainly developed for regular curricular and regular learners. Similarly, Nyakondo (2000), also conducted a study on problems teachers face in teaching the intellectually disabled children in Kisii County, Kenya.

The study was conducted in Kisii Special School for the Intellectually Disabled. He has recommended rewarding as a way of motivating learners with intellectual disabilities. The researcher opines that Nyakondo did not look at the curriculum content which should include adaptive behavior skills as a way forward for learners with intellectual disabilities to cope with their daily living. Therefore, the major concern in this study was to find out the teaching methods, areas of daily living skills, teaching and learning resources and inherent challenges faced by teachers in teaching daily living skills acquisition to learners with intellectual disabilities atYumba Special School Tamale, in the Northern Region of Ghana.

8

1.1Statement of the Problem

The ability to access daily living skills independently is a major component in helping learners with intellectual disabilities take the right steps along their journey into adulthood, both in the educational realm and in life. Daily living skills assist learners with intellectual disabilities in gaining much needed self-esteem within their daily lives because without them, learners might fall prey to poor self-esteem and other psychological issues that may cause distress later on in life (Bakker &Brightman, 1997; Nieuwenhuijezen &Vriens, 2001; Siperstein, Norins & Mohler, 2007).

However, in Yumba Special School where learners with intellectual disabilities are admitted, it seems learners with intellectual disabilities tend to have difficulties in demonstrating appropriate daily living skills such as good personal hygiene, good eating habits among other skills. It appears teachers in the school do not use appropriate methods in teaching daily living skills. Furthermore, there seems to be many areas of daily living skills that teachers teach to learners with intellectual disabilities but very little is known about the specific areas teachers at Yumba Special School for the Intellectually Disabled teach learners with intellectual disabilities in the school.

Additionally, teaching learners with intellectual disabilities require appropriate use of teaching and learning resources. But it seems the school lacks resources needed by teachers to effectively teachers to teach daily living skills to learners with intellectual disabilities. Finally, it appears teachers face challenges in teaching daily living skills to learners with intellectual disabilities but it is not clear the specific challenges

9

teachers at Yumba Special School for the Intellectually Disabled face in teaching daily living skills to learners with intellectual disabilities.

1.2 Purpose of the Study

The purpose of the study was to find out methods teachers use in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled, Tamale.

1.3 Objectives of the Study

The objectives of the study were to:

- Find out what teaching methods teachers use in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled.

- Identify the areas of daily living skills that teachers teach learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled.

- Find out the teaching/learning resources teachers need to use to enhance the teaching of daily living skills to learners with Intellectual Disabilities.

- Find out any inherent challenges teachers face in when teaching daily living skills to learners with Intellectual Disabilities.

1.4 Research Questions

The following research questions were raised to guide the study:

1. What teaching methods do teachers use in teaching daily living skills to learners with intellectual disabilities atYumba Special School in Tamale?

2. What areas of daily living skills do teachers teach learners with intellectual disabilities atYumba Special School for the Intellectually Disabled?

10

3. What teaching and learning resources do teachers need to use to enhance the teaching of daily living skills to learners with intellectual disabilities at Yumba Special School in Tamale?

4. What inherent challenges do teachers face in when teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled?

1.5 Significance of the Study

The results of the study would help in revealing the methods teachers use in teaching daily living skills to learners with intellectual disabilities atYumba Special School for the Intellectually Disabled. This would enable the Ghana Education Service to organize in-service training and workshops for teachers to improve upon their teaching methods for daily living skills acquisition among learners with intellectual disabilities.

Additionally, the results of the study would help in finding out the areas of daily living skills that teachers teach learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled. This would enable teachers to assess to find out their specific needs in daily living activities and focus on their teaching to the learners.

Furthermore, the results of the study would help in finding out the type of teaching learning resources that teachers would need to use to enhance the teaching of daily living skills to learners with intellectual disabilities. This information enable policy makers like the ministry of education and school administrators to provide adequate funding to the special schools to help in the provision of the needed teaching learning

11

resources to support the practical lessons of teachers in teaching daily living skills to learners with intellectual disabilities.

Also, the results of the study would further help in revealing challenges teachers face in teaching daily living skills to learners with intellectual disabilities. This would also enable school administrators to find ways of addressing the challenges teachers face in order to improve upon their teaching of daily living skills to these children. Additionally, it would make Ministry of Education realize the need to train more teachers for handling learners with intellectual disabilities. Again, Government, School Authorities and other Stake holders in Education would understand and appreciate the nature of the challenges facing teachers and provide the needed support to assist teachers in teaching learners with intellectual disabilities to acquire daily living skills for independent living.

Finally, the results of the study would add to the existing literature for any researcher who may be interested in similar studies.

1.6 Delimitation of the Study

Even though, there are many special schools for children with intellectual disabilities, this study was carried out in Yumba Special School in Tamale and focused on finding out the teaching methods teachers use in teaching the of daily living skills to learners with intellectual disabilities. The school was selected because it was the only school for learners with intellectual disabilities, in Tamale and the teachers were those who were trained in teaching learners with intellectual disabilities. The focused of the study was on the teaching methods used by teachers in teaching daily living skills to learners with intellectual disabilities, the areas of daily living skills teachers teach to learners with intellectual disabilities, teaching and learning resources available for

12

teachers to use to enhance the teaching of daily living skills, and finally inherent challenges teachers face in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled, Tamale in the Northern Region of Ghana.

1.7 Limitation of the Study

The sample size was limited to 10 participants. This made the findings unlikely to be generalized to a wider population especially because the number of teachers of learners with intellectual disabilities in the study was very small. The study may have generated other findings if a larger number of participants were involved. In addition, it was difficult getting the teachers to collect data because of the closure of schools as a result of the global pandemic of corona virus. The researcher managed this challenge when finally schools got reopened in the early part of the beginning of the year by visiting the teachers in the school of study for the data collection.

1.8Operational Definition of Terms

Daily Living Skills: Skills that enable the learner with intellectual disability to live independently such as dressing, personal care, self-hygiene, functional academics, money and time.

Deficit in Adaptive Behavior: Deficits in social skills, self-care, home living, leisure, self-direction, functional academics, use of community facilities and work.

Learners with intellectual disabilities: These learners exhibit significant sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior, and is manifested during developmental Period (18years). It affects a child's educational performance.

13

Teaching/Learning Resources: These are materials which enhance teaching and acquisition of given skills during learning.

Teaching Methods: Approaches that teachers use to engage learners to actively participate in the teaching and learning processes.

Teaching Strategies: Styles used by teachers to enhance quick or easier grasp of concepts by learners.

1.9 Organisation of the Study

The study was presented in five chapters. Chapter one comprised the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, limitations, operational definition of terms and general layout of the study. Chapter two focused on the literature review and the theoretical framework of the study. Chapter three dealt with the methodology with the focus on the research approach, research design, population, sample size, sampling techniques, instrumentation, trustworthness, data collection procedures, data analysis as well as ethical considerations.Chapter four covers the results of the study and discussion of the findings. Finally, chapter five focused on the summary of findings, conclusions and recommendations, and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature reviewed for the study. The review first covered the theoretical framework, followed by the review on the key themes raised in the research questions such as:

- Theoretical framework

- Teaching methods teachers use in teaching daily living skills to learners with intellectual disabilities.

- Areas of daily living skills teachers teach learners with intellectual disabilities.

- Instructional/teaching and learning resources that teachers use to enhance teaching daily living skills to learners with intellectual disabilities.

- Inherent challenges teachers face in teaching daily living skills to learners with intellectual disabilities.
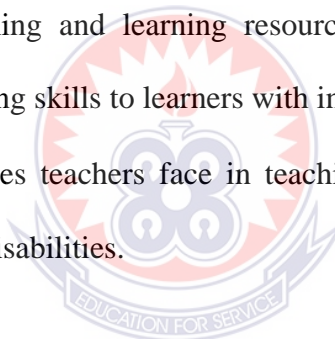
2.1 Theoretical Framework

The study was guided by Albert Bandura's Social Learning Theory (1977). Bandura explained that human beings are influenced by their environment. This means that learning a skill involves the use of external and internal reinforcements. Teachers used varieties of methods to demonstrate skills to be learnt by learners. Learners would pay attention to demonstrations with high status, high competences, and expertise which the learners believed their teachers have. Social Learning Theory involves demonstrations that are rich and well understood by learners. Social Learning by Bandura consisted of demonstration (demonstration at the learning pace of learners, remembering what had been learned, and motivation, i.e., the ability to

15

perform skills learnt independently (Kirk & Gallagher, 1989). Teachers are therefore expected to provide conducive environment for learners. Another important aspect of social learning that Kirk and Gallagher identified was self-efficacy. Self-efficacy, according to the authors, refers to peoples' judgment of their capabilities to organize, execute and accomplish certain performances. It is the teachers' responsibilities to ensure self-efficacy for their learners by guiding them with child-centered teaching methods, verbal prompts and emotional arousal that assist learners to acquired skills with ease. With these conducive environment provided by teachers, learners with intellectual disabilities would acquire daily living skills to become independent.

The implication of Bandura's (1977) Social Learning Theory on methods teachers use to teach daily living skills is that, teachers must use methods that are appropriate to the learning needs of learners with intellectual disabilities. Therefore, teachers must place learners with intellectual disabilities first in teaching daily living skills. Also, teachers must demonstrate some competences and expertise in teaching daily living skills. Furthermore, teachers need to motivate learners with intellectual disabilities so that they can learn. This theory was found appropriate for the study because learners with intellectual disabilities learn better when there is something that provokes their enthusiasm which will make them deal with activities related with thinking and knowing. Therefore, the study sought to find out the teaching methods used for daily living skills acquisition among learners with intellectual disabilities atYumba special school, Tamale.

2.2 Methods teachers use in teaching daily living skills to learners with intellectual disabilities.

Teaching methods comprised of strategies which teachers use for instruction; they are about the different ways teachers can teach a topic in the classroom (Johnson, 2001).Teaching methods are ways in which the teacher engage and support learners to encourage questions, set formative assessments, provide constructive feedback, relate new knowledge to what learners already know, build interaction, and putting educational theory into practice. Teaching methods provide a well-balanced programme of activities and opportunities for learners to make decisions and develop creative abilities. The methodology use by teachers during teaching and learning is important to learners most especially learners with mild and moderate intellectual disabilities toward the acquisition of daily living skills (Pelech & Pieper, 2010). This is because learners with mild and moderate intellectual disabilities level of understanding differs from one learner to the other and so it is very necessary for teachers to use different and appropriate methods of teaching to develop a better understanding during teaching and learning process for easy comprehension to all learners. In line with this, Bornman and Rose (2010) suggests that teachers are required to be creative in the use of variety of teaching methods to teach all learners including the mild and moderate intellectually disabled. Davis and Florrian (2004) assert that a combination of teaching approaches yield more powerful effect than a single method.

Additionally, in Kenya, Ruteere (2009) conducted a study on effectiveness of teaching methods for daily living skills to learners with intellectual disabilities in Special Units Schools and found out that using the right methods at a slower space, learners with intellectual disabilities can learn better. In a similar studies conducted by

17

Kinuthia (2011) also in Kenya, it was revealed that teachers factor like poor teaching methods were found to affect acquisition of daily living skills negatively. Teaching of daily living skills as practical skills to learners with mild and moderate intellectual disabilities aimed at making them acquire personal and independent skills. To achieve this, teachers have to identify and used teaching methods which are effective for teaching daily living skills. Some of the methods that can be used in the Special Schools include: Cooperative Teaching, Direct Instruction/Teacher-Directed Teaching, Peer Teaching, Interactive Teaching,and Team Teaching.

Cooperative Teaching

This is a teaching method aimed at improving academic achievement and social acceptance of learners with mild and moderate intellectual disabilities. It involves arranging learners into cooperative learning groups. Rather than competing against one another for grades, group members share the responsibilities for helping each other learn. The emphasis within each group is cooperation and shared responsibility. Cooperative learning arrangements promote increased academic achievements for learners with mild and moderate intellectual disabilities. Cooperative teaching is considered a promising instructional approach (Turnbull, Turnbull &Wehmeyer, 2007).

Cooperative learning can be used with any subject area; however, it requires careful planning and consideration of the needs and abilities of each member. Learners with disabilities may require special preparation and support in order to allow for their maximum participation and benefits. Cooperative learning benefits all learners, contributes and enhances the self-esteem of individual with special needs and increase the acceptance of individuals with disabilities (Smith, 2008). It is a method in which

small heterogeneous groups of learners are actively involved jointly in accomplishing an activity or assignment. The teacher structures the task such that each learner significantly contributes to the completion of the activity according to his/her ability (Gargiulo, 2006).

Slavin (1995) also refered to cooperative learning as instructional method in which students work together in small groups to assist one another to learn. They stay together as a group for a short or long period of time working together. Cooperative learning creates the atmosphere for students to increase their academic achievement as they learn social skills, such as resolving disputes on their own, helping newcomers feel welcome, taking turns, listening to others, contributing ideas, explaining oneself clearly, encouraging others, and criticizing ideas not people. The reason for improved academic achievement is that students are more active participants (Lord, 2001).

Cooperative learning is particularly suited to reduce anti-social behavior in schooling adolescents. In educating learners with special learning needs, Slavin (1991), found cooperative learning to be effective for learners with disabilities. Cooperative learning had been found effective to teach coping strategies, academic, social, and life skills to anti-social adolescents. It has been shown to substantially improve behavior and reduce recidivism rates (Brier, 1994). Shaddock, Giorcelli and Smith (2007) explain that co-operative learning is a process whereby learners work together, especially in solving problems, in making projects and in reading. Teachers include learners who are good in each group so that they can assist those who experience barriers or difficulty during learning. Learners are free to share ideas and to interact with each other in the mainstream classroom.

Co-operative learning occurs when learners share responsibility and resources, as well as when they work towards common goals. Teachers walk around to guide learners, facilitate and also to control discipline. Teachers provide the right environment and opportunity for all to learn actively (Mastropieri& Scruggs, 2007). According to Avoke, Hayford and Ocloo (1999), the classroom is basically a place of learning and as a result should be organized in a way to enhance learning. In the general classroom setting in the regular school system, material organization could be done using the consent and learning characteristics of the learners.

 Quinn (2002) in a study examined the effectiveness of using cooperative learning to increase appropriate behaviors of young boys identified as being at risk for the development of anti-social behavior patterns. The students received a six-week cooperative learning intervention using peer role models to teach interpersonal problem-solving skills through the combined use of cognitive and behavioral techniques. The results revealed a significant increase in academic performance. This shows that when teachers implement cooperative learning appropriately in the classroom, it could improve learners understanding of basic skills which would enable them to live independent lives.

Direct Instruction

Direct instruction focuses on the teaching process, offering special educators powerful methods for improving the academic achievement of their learners with mild intellectual disabilities. Teachers ensure that individual learners receive assistance depending on their needs. The teacher maintains a strong academic focus and almost all available instructional time intensity. The teacher also ensures that he/she chooses appropriate tasks for his/her learners, as well as monitoring their progress .Most

learners with intellectual disabilities do not require knowledge at first instance but need clear and more emphasize instruction.

Under this strategy of teaching no assumption is made for the set of strategies of teaching and the materials to be studied are keenly evaluated and instructed step by step. Teachers put forward and vividly elaborate the content to be taught and how it should be taught. The hard part of tasks is keenly presented to guarantee an opportunity of it going through and the teacher provides immediate response in correction and encouragement (Westwood, 2007). To Westwood, the systematic direct method provides opportunities to record success, which in turn motivates learners and helps to keep them on the learning task.

The direct instruction approach is a teacher-centered instruction and, in this approach, teachers are responsible for instruction of all students. The essential point of this intervention approach is to reward students' proper behaviors in the learning process and to show students how to display skills properly when they are inadequate. Skill instruction is repeated once or twice a week in 15- or 20-minute teaching sessions, and after a few weeks another skill instruction is taught. The teacher observes whether or not each skill learned is used in the classroom or school and rewards children who display the skill properly (Sucuoglu & Kargin, 2006).

 Hundret and Hougton (1992), also reported that disabled students studying in general education classrooms increased their social interaction after receiving the teaching program, which was provided for the skills of inviting others to join them in playing games, sharing and giving a compliment, and included the skills of acting as a model, giving feedback, rewarding and adult help. Matson, Fee, Coe and Smith (1991), conducted a study, which was based on the direct instructional approach, with

21

twenty-eight 4 and 5year-old learners with developmental retardation, and the researchers determined that learners increased their social skills after the instruction for skills of greeting, asking for permission and initiating a game.

Direct instruction offers chances to record success, which subsequences motivates learners and assists them to keep on the task. Direct instruction will focus on the teaching process, offering special educators powerful methods for improving the academic achievement of their learners with mild and moderate intellectual disabilities. Teachers will ensure that individual learners receive assistance depending on their needs. The teacher maintains a strong academic focus and almost all available instructional time intensity. The teacher will also ensure that he/she chooses appropriate tasks for his/her learners, as well as monitoring their progress.

Direct instruction seems to be the most common form of teaching and it can also be referred to as the lecturing method of teaching. Many teachers use this teaching method almost exclusively, as it is considered the simplest, and one can cover large amounts of material in a short period of time. However, this is not the most effective teaching method to teach all learners, especially those with mild and moderate intellectual disabilities who often need a more engaging, hands-on strategy in order to learn effectively. In addition, it is hard for teachers to tailor instruction to students at different levels. Direct instruction is a scientifically-based instructional approach that has proven results for students with disabilities. The direct instruction approach uses detailed teaching procedures that are presented in a specific order (Tarver, 1999). It is built around the concept that every child can learn if we teach them carefully and teachers can be successful with effective instructional delivery techniques.

In direct instruction, it is the teacher who is responsible for the child learning. A common phrase that refers to direct instruction is, "If the learner has not learned, the teacher has not taught" (Tarver, 1999). There are three main components to the design and delivery of direct instruction which include programme design, organisation of instruction, and teacher/student interactions (Marchand-Martella, Slocum, &Martella, 2004). Programme design focuses on careful content design that allows learners to make generalizations about a topic.

The wording and timing are important part of clear communication in instruction. Sequencing of information taught is important in building upon information the learner should already know. Teachers need to focus on basic skills before moving to more advanced ideas. All information taught using direct instruction should be repeated multiple times to ensure a concrete understanding of information from learners. Direct instruction encourages clear instructional formats that provide specific directives of teacher and learner dialogue.

The organization of materials should include groups of information based on current skill levels. Teacher flexibility with regards to timing allows learners to perform for longer periods of time with a higher success rate. Assessments of this success aremeasured continuously. Teacher-/learner interactions include immediate learner response, choral responses from learners, and timed signaling from the teacher. The pacing of instruction is crucial in successful teaching. The focus of direct instruction is on student mastery of information that is taught by the teacher. Direct instruction follows a specific correction procedure where the teacher models the procedure, leads the class in instruction, provides an assessment, and re-tests the information presented

23

in each lesson (Marchand-Martella et al., 2004). Direct instruction has been proven in the largest educational study to date called Project Follow Through.

Direct instruction was first developed by preschool teacher Siegfried Engelmann. He began research and experimentation with direct instruction in 1963. He first began using his strategies with his 3year old twin sons. When his sons were age four, Siegfried had taught them multi-digit multiplication, addition of fractions with like and unlike denominators, and basic algebraic concepts using only 20 minutes a day. Seeing his son's rapid achievement, Siegfried thought he might be able to accomplish the same results with any child, especially children with special educational needs. He theorized that children would quickly improve performance levels by using carefully engineered instruction, rather than waiting for them to learn through random experience.

Peer Tutoring

Peer tutoring is an instructional method where students assist one another to learn and consequently learn by teaching. In this method an older pupil acts as tutor while teaching. This method consists of well-defined academic and social gains meant for the teachers the learner (Fuchs & Fuchs, 1998). This style of teaching has done a lot in promoting enthusiasm and social interaction (Bagley &Mallick, 1996). Carter and Hughes (2005) facilitated and examined interactions between students with disabilities and students without disabilities. The results of this study revealed that students with disabilities benefit from social interaction with their same-age peers. Nawaz and Reman (2017) contended that peer tutoring is a teaching method in which the class is organized in pairs of two or more learners of different abilities to act as tutors and tutee in the learning process in order to get maximum benefits from each

24

other. This implies, peer tutoring as a method would best meet the needs of heterogeneous group of learners participating in a classroom learning process.

Furthermore, Goodlad (1998) noted that peer tutoring is seen as a teaching method that enriches the educational experiences for all learners regardless of academic ability. Additionally, peer teaching allows learners more opportunity for interaction and feedback from one another (Pierangelo& Giuliani, 2008). To ensure success of peer tutoring programs, the teacher must remain actively involved. Teachers facilitate the learning by ensuring that relevant daily living skills are practiced. Teachers also monitor the performance of both tutors and tutees. Peer tutoring has a potential of improving academic achievement of learners but it does not necessarily improve the self-concept of learners with mild intellectual disabilities. Peer tutoring as a learning method allows learners to share information, develops study skills, resolves specific problems as well as encourage independent learning (Falchikov, 2001; Goodlad, 1998).

Hammond, Bithell, Jones and Bidgood (2010) also reported that peer tutoring method of learning has shown enhanced increased in personal development, motivation and self- confidence among learners. Additionally, Peer tutoring has to do with instructional method where learners are taught by their peers, who had been trained and supervised by the classroom teacher. It involves having learners work in pairs with another learner of the same age or grade. It can be used to aid in the instruction of a few specific learners or on a class wide basis. The method is used as supplement to teacher-directed instruction in the classroom.

Many reasons had been put forward why teachers now prefer peer tutoring. Learners are less likely to engage in behaviors that are disruptive or problematic. It provides

25

learners with valuable opportunities to practice their social skills in a structured environment. The teacher can then directly monitor social interaction. It provides favorable conditions for a learner to become an active, self-regulated learner. O'Donnell (1999), documented that it is an effective method of instruction. According to her, reported outcome sizes have ranged from 0.4 to 2.3 SD (standard deviation) units when tutored learners are compared to classroom instruction or other control groups. It provides chances for learners to interact verbally and non-verbally with each other. This can be in form of physical assistance, or verbally guiding another's performance of acceptable social skills.

Learners learning pairs are of significant interest because they manipulate the reward and task dimensions of classroom organization. In a study conducted to assess the effectiveness on academic outcomes of peer tutoring method on learners with anti-social behavior, Spencer, Scruggs, and Mastroprieri (2003) as well as Franca, Kerr, Reizt and Lambert (1990), found out that peer tutoring is an effective method for improving academic achievement of learners with anti-social behaviors. Cooperative learning creates the atmosphere for students to increase their academic achievement as they learn social skills, such as resolving disputes on their own, helping newcomers feel welcome, taking turns, listening to others, contributing ideas, explaining oneself clearly, encouraging others, and criticizing ideas not people.

The reason for improved academic achievement is that students are more active participants (Lord, 2001). They care about the class and they are more personally engaged. Other advantages include nurturing students, self-confidence, responsibility, growth of organizational skills, decision-making, experimenting, exploring, expressing feelings, empathizing, and motivation. These skills are very important in

26

the classrooms and later in life because no matter what kind of work students later engage in life, they must work with others. Also, the students like the subject and college better (Lord, 2001).

Peer tutoring can be described as an instructional system in which students teach other students (Harris, 2002). It is the process by which a competent pupil with minimal training and with a teacher's guidance helps one or more students at the same grade level to learn a skill or concept (Thomas, 2000).They are more likely to make friends in class. Teachers have successfully used peer tutoring in urban, suburban, rural, and multi-cultural settings. Peer tutoring engages all students involved in the activity and decreases off-task behavior. Students involved have increased opportunities to learn are actively engaged in the learning process, have increased practice time and a direct interaction with the learning task, and have achieved greater gains in academic achievement (Reddy, Utley, Delquadri, Mortweet, Greenwood & Bowman, 1999).

In a different study by Reddy et al., (1999), learners with mild mental retardation in Grades I and 2, in an elementary self-contained classroom, were peer tutored their health and safety curriculum in an inclusive classroom. At the end of the study, Reddy et al found out that the students with disabilities increased their knowledge, with an average gain of 90%-100% when compared to their level of knowledge of health and safety topics at the beginning of the study. Greenwood, Carte and Maheady (1991) found out that two years after peer tutoring was stopped, the learners who had received it were still making more progress on some parts of basic skills test than learners who had not been in classrooms for peer tutoring. Peer tutoring works best when learners of different ability levels work together (Kunsch, Jitendra&Sood, 2007). Peer tutoring helps students have higher academic achievements, improved

27

relationships with peers, improved personal and social development, and increased motivation. The teacher then has more opportunity for individualized instruction and increased facilitation of inclusion and opportunities to reduce anti-social behaviors (Topping, 2008).

Team Teaching

In this method of teaching, staff members combine their specialized skill areas to team-teach the learners in the unit. In addition to staff members, other various professionals and paraprofessionals can be part of the teaching team. Each of the team members contributes according to his/her specialty areas. Pierangelo and Giuliani (2008) posit that utilization of team-teaching provides the child with ongoing, consistent and individualized focus in all daily living skills. This approach enables the learner to get the right skills from the specialist teacher.Team teaching approach allows for more interaction between teachers and learners. This method also improves the quality of teaching as various experts approach the same topic from different angles.

Team teaching can be defined as an effective strategy of co-teaching models and an equal partnership characterized by educators with different levels who have total shared responsibilities for assessing, planning, teaching, grading, evaluating together, and administrative support in clinical areas as well as in the classroom (Thousand, Villa &Nevin, 2006). It has a number of benefits including: a greater collegial exchange of strategies between educators, availability of help is greater and decreased burnout for educators. Team teaching can be defined as a group of two or more teachers working together to plan conduct and evaluate learning activities for the same group of learners.

Team teaching can therefore, be viewed as team work between two qualified instructors who, together, make presentations on an audience (learners). Team-teachers sharing, to some degree, responsibility for a group of learners(Wenger &Hornyak, 1999). Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers set goals together for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results of the teaching and learning process.

According to Yusuf (1996), team teaching is a method whereby sections of a class under a number of teachers are jointly responsible for the instruction. The aim of this method as viewed by him is to make teacher perform better, their, pro subject matter. The use of team teaching in the classroom has been used for many years with encouraging results. Students do not all learn at the same rate, periods of equal length are not appropriate for all learning situations. Schools are moving toward the inclusion of a whole dimension of learning which transmits to every member of the society things that has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable. The presence of more than one instructor in the classroom increases the occasions for student-teacher interaction (Wadkins, Miller& Wozniak, 2006).

Team teaching improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context. Other researchers have found that team teaching results in significant gains in student attitude and modes of thinking, (Carpenter, Crawford& Walden, 2007).

Yellowley and Farmer (2006), also found out that team teaching resulted in improved student process in problem-solving. However, several researchers found no gains in student learning or attitude in their study of team teaching (Dugan & Letterman, 2008; Wadkins, Miller& Wozniak, 2006). Team teaching benefits the teachers, working closely with one or two colleagues enable teachers overcome the isolation inherent in teaching. By working together, team teachers can teaching policies and come up with improved solutions. Team teaching cuts teaching burdens and boosts morale of both teachers and students. The presence of another teacher reduces student-teacher personality problems. In an emergency one team teacher can attend to the problem while the class goes on.

Sharing in decision-making boost self-confidence, as teachers discuss issues relating to learners such as behavioral expectations, learners motivation and see the quality of teaching and learning improves their self-esteem increases introspection and self-evaluation of an individual teacher. Team teaching can expose learners to accepting more than one opinion and to acting more co-operatively with others. It can provide educational benefits such as increasing the learners' level of understanding and retention as well as enabling the learners to obtain higher achievement. The varieties of teaching skills, method and approaches used by the team teachers can also bring about new ideas, change in behavior and thoughts as well as greater learning styles.

The cooperation that the learners observe team teachers serve as a model for teaching learners'positive team work skills and attitudes. Learning is made more permanent through team teaching and the learners are exposed to improved interpersonal skills. Team teaching encourages cooperative efforts among teachers, it facilitates inter-personal relationship among teachers and students, it provides opportunity for

30

experimenting different roles, it encourages each specialist teacher to contribute his/her quota, and it also helps in joint development of teaching to facilitate learners acquisition of basic skills to enable them live independent life.

Interactive Teaching

This is a method of teaching where learners are involved in different activities during the lesson. For instance, some learners would be involved in distributing materials, others in arranging tables, while others too will be doing other class activities (MoE, 2001). The involvement will make them active and attentive. It will also make them feel appreciated. That method is important because it will assist the learners to avoid being engaged in other types of behavior that would make them withdraw from the learning situations. (Turnbull, Turnbull &Wehmeyer, 2007). Interactive method of teaching focuses on learners needs, abilities, and interest and also ensures full participation of learners in the learning process. Furthermore, interactive method of teaching encourages learners to search for relevant knowledge through critical thinking which is effective in improving learners' academic performance.

In interactive learning learners are motivated to express themselves, their ideas and their opinions during the learning process. The learners have better opportunity to interact among themselves as peers as well as the teacher which ultimately help them gain self-confidence for public speaking. It also gives teachers the chance to make effective use of classroom learning resources. Besides, teachers are able to analyse and evaluate their learners learning capacity easily and can get immediate feedback from the learners.

Encouraging interactive learning among both learners and teachers is one of the most effective ways for teachers to learn creative methods to solve complex problems

31

(Darling-Hammond & McLaughlin, 1995). Teachers, like learners, can effectively improve their learning skills by frequently discussing the dynamics of their classroom with peers experiencing the same challenges. Good teachers are highly motivated to improve the content of their curricula for their students and the quality of their interactions with parents and administrators. They will take the time to communicate with others when they see the value in the communication; they will promptly commit to educational activities they think will help them improve their instruction (Bakkenes, De Brabander&Imants, 1999).

2.3Areas of daily living skills teachers teach learners with intellectual disabilities

Daily living skills are home and community living techniques that allow individuals to deal with current and future day to day demands and responsibilities. These skills enable the individual to learn to be independent and responsible. The skills are; personal care and hygiene, clothing-dressing, laundry process, shoe and shoe care, food preparation and eating, money, transportation, job skills, home and kitchen management, time management, leisure and recreation (Friend, 2008).Daily living skills involve a broad category of skills that encompass the aptitudes needed for home and community living. The extent to which a person lives independently depends on the acquisition of these skills and the availability of supports and resources in the community (Wehman &Targett, 2004).Based on the definition above, the following are some of the areas of daily living skills teachers atYumba Special School teach learners with intellectual disabilities.

Basic Self-Care Skills

These include hygiene, dental care, medical care, grooming, dressing, toileting, and feeding one's self. In hygiene the child taught to wash hands before meals, use of bathroom, food preparation and use of cleaners and other chemicals. Toileting, eating, dressing and personal hygiene are the most critical self-care areas (Gatimu, 2010). Toileting skills may need to be adapted depending on environmental demands; for instance, potty seats on toilets, a small child's potty chair (Webber &Scheurmann, 2002). Dental care includes brushing, caring for one's teeth and visiting the dentist as recommended.

Medical care includes taking care of one's body and avoiding injuries in exercises. In grooming, the child can be taught how to select cloths for different occasions, how to clean shoes among others (Ndichu, 2002). Independent living skills and self-care skills are components of personal independence and social responsibility within the domain of adaptive behavior. Grossman (1995) discussed the functional definition for adaptive behaviour as the effectiveness and degree to which the individual meets the standard of personal independence and social responsibility expected of his or her age and cultural group. Because of this expectation, parents and teachers have been focused on ensuring that the children they care for achieve independence through adaptive skills. Teachers are teaching learners adaptive skills through evidence-based practices. Evidence-based practices are research-vetted techniques that have been tested by researchers and proven to be effective (U.S. Department of Education, 2003).

Using these techniques ensures that the learner is taught effectively through the use of strategies and techniques that have been tested multiple times in order to help

33

students gain mastery of these important skills. According to the American Psychiatric Association (2013), daily living skills (Adaptive skills) are defined as practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and to interact with other people. These skills might seem to come naturally to most adults; however, those with intellectual disabilities tend to have a more difficult time with them. These students often times are dependent on their caregivers to complete simple daily tasks that typically developing children complete independently (Grossman, 1995).

Social Skills

A social skill is broadly defined as any response that is interactive with another person (Browder & Spooner, 2011). Social skills are the skills that help in maintaining interpersonal relationships, understanding emotions and social cues, understanding fairness and honesty, and obeying rules and laws. Social skills are those skills or behaviors that are perceived and positively reinforced by others as socially acceptable and then therefore, lead to the avoidance of socially awkward situations (Johns, Crowley &Guetzloe, 2005). Social skills help learners with intellectual disabilities to interact effectively and smoothly with others. Good social skills are important tools for day-to- day living with others. Social skills enable individuals with intellectual disabilities to live and behave appropriately in social set ups. This means that, it allows the child to interact freely with other peers.

Social skills also help individuals with intellectual disabilities in the enhancement and the development of other daily and self-care skills (Hardman, Drew& Egan, 1999). Hardman etal, further noted that social skills training emphasis the importance of

34

physical appearance, proper manners, appropriate use of leisure time and appropriate sexual behaviors. Learners with intellectual disabilities exhibition of good social skills paves way for the child to be viewed attractively and better-accepted compatriot by the non-handicapped. Above all, it enables the child to learn and understand legal, moral, and social values of community living.

In teaching social skills to learners with intellectual disabilities, the child can be taught how to make friends, how to maintain relationship and how to obey class rules and school regulations (Ndichu, 2002).These individuals experience difficulties with day-to-day activities, to an extent that reflects both the severity of their cognitive deficits and the type and amount of assistance they receive. Social skills are behaviors that help people interact with others. In school, the interaction may be with classmates, teachers, and other school staff. In later life the interaction may be with coworkers, supervisors, friends, and others that a person may meet. Children and adolescents with disabilities sometimes have behaviors that unacceptable in social interactions.

Community Use

Community use skills include, shopping, using public transportation, and community services. The skills students need to succeed independently in the community often have to be taught in the community. These skills include using public transportation, shopping, making choices in restaurants, and crossing streets at crosswalks. Too often parents, with the desire to protect their disabled children, over-function for their children and unknowingly stand in the way of allowing their children to acquire the skills they need (Grossman, 1995).According to Carnahan, Hume, Clarke and Borders (2009), independence is essential in order for individuals to successfully integrate into

the community and employment. Independence skills can be taught across disciplines. Teachers actively engage students with disabilities in the planning of their futures in order to help them recognize, analyze and generalize information. Therefore, educational agencies, through the application of functional skills, teach students with disabilities at an early age to learn to think and function independently (Carnahan et al., 2009).

The Individuals with Disabilities Education Improvement Act (IDEIA, 2004) ensures that all children with disabilities have access to a free and appropriate education, along with special education services that prepare them for further education, employment, and independent living. It further stated that, transition planning should help students enter vocational education, postsecondary education, community participation, adult services, independent living, integrated employment, and/or continuing and adult education. Therefore, schools provide transition services in order to prepare students with disabilities for adulthood (IDEIA, 2004).

Often these transition services are taught through community involvement. Therefore, community involvement is a key addition to instruction in functional skills, including functional academics. Through community involvement, students are provided with hands-on- opportunities to learn skills necessary for a successful adulthood. Gerhadt (2007), stated that learners with disabilities should be exposed to jobs in order to learn the skills necessary to be successful. Individuals with disabilities will need to learn through experiences on a job to know what skills and conditions are needed in order to successfully gain and sustain employment. When learners with disabilities are provided vocational opportunities through experiential learning and functional academics, they can learn firsthand the skills that can be generalized into other environments and settings. Vandercook (1991) concluded that recreation and leisure

36

skills also should be taught within the context of community involvement in functional academics. When recreation skills are taught as a component of functional skills instruction, students are able to effectively generalize those skills into other environments with peers without disabilities. These skills help individuals with disabilities adapt in social situations through community involvement.

2.4 Teaching and learning resources that teachers need to use to enhance the of teaching daily living skills

Teaching and learning resources are materials which assist teachers to make their lessons explicit to learners by the transmitting information, ideas and notes to learners (Ijaduala, 1997). Teaching and learning materials are important in the teaching and learning process because the use of teaching and learning materials enhance the acquisition of knowledge and skills of all learners. They become more importance in teaching daily living skills which are practical skills to learners with intellectual disabilities.

Teachers, who believe in learner-centered instruction, prefer to teach using teaching and learning materials and rely heavily on practical activities among others to encourage active participation of learners in class (Garrett, 2008). Learner-centered teaching is rooted in constructivist teaching philosophy, which advocates that learners learn by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit knowledge (Brown, 2008).Slunt and Giancarlo (2004), opined that the learner-centered teaching style provides the opportunity for learners to take control and responsibility of their learning by being actively involved in the learning process rather than simply passively receiving information from instructors.

In another study, Udoba (2014), investigated challenges teachers face in teaching students with developmental disabilities at Mogoro, Tanzania. This qualitative study purposively sampled four teachers for the study. Semi-structured interviews and informal observation of participants were employed to collect data for the study. Findings were that, teachers face challenges with inadequate teaching and learning materials. Similar findings of inadequate teaching and learning material for teaching learners with disabilities were revealed in a study conducted in Tanzania by Maguga(2013) which employed quantitative approach and randomly sampled 100 secondary school teachers for the study.

Ruteere (2013), also conducted another studies in Kenya on the challenges teachers encountered when teaching daily living skills to learners with intellectual disabilities. Purposive sampling technique was used to sample 84 respondents. The mixed method study used semi-structured questionnaires and observation checklist as instruments for data collection. The study was carried out in special units in public primary schools in Kenya. The researcher found out that learners with intellectual disabilities were not taught daily living skills effectively. The results of the study revealed lack of teaching learning materials as one of the numerous factors that hinder the learning of daily living skills by children with disabilities. This clearly shows that children with intellectual disabilities could learn daily living skills from teachers if they are provided with appropriate teaching and learning materials. It was recommended that government should provide enough funds to purchase adequate teaching and learning materials for teaching daily living skills.

In a similar study, Anini (2011) posited that every person learns by receiving information through the sense organs such as the ears, eyes, nose, tongue and skin. He

38

added that teaching and learning materials are needed to create an appropriate environment for effective learning. While much teaching has traditionally relied on the pupils' hearing and seeing, the modern trend emphasizes the use of all the senses – hearing, seeing, and smelling, tasting and touching. Anini (2011), indicated that, any teaching and learning materials used in the classroom should provide the pupils with the opportunity to learn through all or some of the five senses. Learners with intellectual disabilities can learn very well where visual aids, audio aids, and other concrete or real material are used. They include pictures, charts and graphs, dresses, drawings, brooms, drums, soap, brushes, balls, spoons and many more.

Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Visual aids are those instructional aids which are used in the classroom to encourage teaching learning process. As Singh (2005), stated that: "Any device which by sight and sound increases the individual s' practice, outside that attained through read labeled as an audio visual aids". Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating. The material like models, charts, film strip, projectors, radio, television, maps among others are called instructional aids (Rather, 2004). Visual aids are effective tool that "invest the past with an air of actuality." Visual aids distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels.

They demand to the mind through the visual auditory senses. When we use visual aids as teaching aid, it is one of the aspects which root participation of students in the lesson because when students look at visual model or aid, it is measured as a kind of contribution. Also the uses of visual aids encourage the body movement and it may

strengthen the control (Jain, 2004). There is famous Chinese proverb "one sighted is worth, a hundred words" it is fact that we take knowledge through our intellects. There is another maxim that" if we hear we forget, if we see we remember, and if we do something we know it" so it means that use of visual aids make teaching learning process more effective. As Kishore (2003) said "visual aids stimulated thinking and cognize." The use of visual aids in teaching learning process has multifarious values (Mohanty, 2001).

Visual aids give chance to teachers to make a more professional and consistent performance. Using visual aids in teaching is one mode to enhance lesson plans and give students additional ways to process subject information (Kunari, 2006). Visual aids are devices present unit of knowledge through auditory of visual stimuli both with a view to aid learning. They concretize the information to be obtainable and help in making learning practice apple real, active and vital. They supplement the work of the teacher and help in the research of the text books.

The great educationist Comenius has well said: The foundation of all learning consists in representing clearly to the senses and sensible objects so they can be appreciated easily (Singh, 2005). Brown (2000) summarized the role of teaching and learning materials as follows: a. It promotes meaningful communication, hence effective learning b. It ensures retention, thus making learning more permanent. c. It helps to overcome the limitation of   classroom by making the inaccessible accessible; this is especially true of films, filmstrips and so on d. They provide a common experience upon which other learning can be developed. They encourage participation especially if learners are allowed to manipulate materials used and this stimulates and motivates students to learn.

40

Fisher and Meyer (2002) stated that the adequate use of resources when teaching could make a big difference to school and the learner. Fisher and Meyer further noted that teachers of learners with intellectual disabilities should not just settle for good enough but seeks to do better by ensuring adequate and effective use of teaching and learningresources. Availability and adequacy of wide variety of instructional resources and from many sources can stimulate the interest and active engagement of learners with intellectual challenges (Heward, 2000). In the views of Edgington(1998), making a wide range of equipment as possible for children to choose from every day is the best way of encouraging sharing and turn taking which brings about active learners participation in class.

Friend (2008), asserted that selection, adaptation and development of educational learning materials for learners with intellectual disabilities should be guided by ability level of the learner, age, educational needs, interest of the learner, activity to be done and also the objectives of the activity. He further noted that, learners with intellectual disabilities may require materials which they can touch, feel, see and even play with over and above what is already being provided by the school to enhance their practical understanding in the acquisition of basic skills for independent living. Moreover, they need concrete materials for concept formation which will reflect their functional curriculum and therefore, such themes as personal care, home management skills, social skills, food selection and preparation, safety and security, recreation and leisure, money, health and HIV/ AIDS.

Learning materials may be expensive, shop-bought equipment or can be made from locally available materials. The question of adequacy and appropriateness in teaching daily living skills to learners with intellectual disabilities is not supposed to arise.

41

Most of these materials are very expensive and others are not locally available, it is uncertain that special schools have appropriate materials for all learners. It is also likely that lack of appropriate teaching and learning materials may affect the effectiveness of teaching methods use by teachers in teaching daily living skills acquisition for learners with intellectual disabilities (MoE, 2001).The current study used the case study design to investigate, among other objectives, the materials teachers use in teaching daily living skills to learners with intellectual disabilities.

2.5 Challenges teachers face in teaching daily living skills to learners with intellectual disabilities

Teachers of learners with special needs face challenges in the teaching and learning processes because these learners with special needs have their unique needs that must be addressed. Udoba (2014), indicated that learners with special needs including learners with intellectual disabilities present challenges to special needs education teachers. Udoba identified some of the challenges special educators face in teaching learners with special needs asinadequate teaching material, lack of enough class space to practice activities and lack of teacher trained in special needs education.

 A study conducted by Odera, Makoriomoke and Odongo (2016) employed a qualitative approach to examine the role played by teachers in the teaching of activities of daily living skills especially to learners with intellectual disabilities . The case study used focus group discussions, and document analysis for data collection. Purposive sampling techniques were used to sample 19 participants, comprising 5 head teachers, 8 teachers, and 6 education officers. Among the findings of the study were: (a) teachers faced difficulties such as lack of teaching learning materials in

teaching daily living skills to learners, (b) poor remuneration/teacher commitment and (c) lack of funds.

Instructional teaching and learning resources for teaching daily living skills

Teaching and learning materials are important in the teaching and learning processes and the use of teaching and learning materials enhance the acquisition of knowledge and skills of all learners. They become more importance in teaching daily living skills which are practical skills to learners with intellectual disabilities. Teachers who believe in learner-centered instruction prefer to teach using teaching and learning materials and rely heavily on interactive teaching method among others to encourage active participation of learners in class (Garrett, 2008). Learner-centered teaching is rooted in constructivist teaching philosophy, which advocated that learners learn by doing and experiencing rather than depending on the teacher's wisdom and expertise to transmit knowledge (Brown, 2000). Slunt and Giancarlo (2004) espoused on this view by commenting that the learner-centered teaching style provides the opportunity for learners to take control and responsibility of their learning by being actively involved in the learning process rather than simply passively receiving information from instructors.

Ruteere, Mutia, Mwoma and Runo (2015), conducted a study in Kenya on the challenges teachers encountered when teaching daily living skills to learners with intellectual disabilities. Purposive sampling technique was used to sample 84 respondents. The mixed method study used semi-structured questionnaires and observation checklist as instruments for data collection. The study was carried out in special units in public primary schools in Kenya. The researchers found out that learners with intellectual disabilities were not taught daily living skills effectively.

43

The results of the study further revealed challenges such as lack of funds, negative attitudes of teachers, lack of trained personnel and inadequate teaching and learning materials. The study recommended that the government should develop cost-effective training for teachers to curb the problem of under-staffing and ineffective teaching. It also recommended that schools with special units should be headed by teachers who are specialists in the area of intellectual disabilities because they can understand the needs, abilities and interests of learners with intellectual disabilities and provide appropriate learning environments, as well as offering necessary support to the teachers in the unit.

Also in a similar study, Rutere (2013), employed the mixed method approach to explore among others how teaching/learning materials enhance the teaching of daily living skills to learners with intellectual disabilities in Kasrani district, Kenya. Data were collected from 84 respondents. The instruments used for data collection were questionnaire and observation checklist. Findings indicated that, there was lack of teaching and learning materials for teaching daily living skills to learners with intellectual disabilities. It was recommended that government should provide enough funds to purchase adequate teaching and learning materials for teaching daily living skills. Children with intellectual disabilities could learn daily living skills from teachers if they are provided with appropriate teaching and learning materials.

In another study, Udoba (2014) investigated challenges teachers face in teaching learners with intellectual disabilities at Mogoro, Tanzania. This qualitative study purposively sampled four teachers for the study. Semi-structured interviews and informal observation of participants were employed to collect data for the study. Findings were that, teachers face challenges with inadequate teaching and learning materials. Similar findings of inadequate teaching and learning material for teaching

44

students with disabilities were revealed in a study conducted in Tanzania by Maguga (2013), which employed quantitative approach and randomly sampled 100 secondary school teachers for the study. Majority of studies conducted in Africa have revealed inadequacy of teaching and learning materials for teaching students with disabilities as one of the major challenges face by teachers who teach these students.

McMary and Sarah, (2005) posited that learners with intellectual disabilities require concrete learning materials to make learning situation real for concept formation. Edgington (1998), making as wide range of equipment as possible available for children to choose from every day is the best way of encouraging sharing and turn taking. The scholar argues that in class where staff limits the activities on offer or time available to use equipment, there is often an air of desperation about children who know that if they do not get a turn now, they may not get one at all before the equipment is taken away. Makumi (2010) conducted a study on challenges facing teachers in getting learning resources in Primary Schools and units for intellectually disabled learners in Kimbu District. She opined that the equipment and supplies should be adequate and available to enable teachers and pupils achieve success in the teaching and learning process. Lack of resources, both human and material, is a major constraint in curriculum implementation. When resources are scarce human resources development becomes poor (Makumi, 2010).

Larger Class Sizes

Generally, the number of pupils in a class influences how well a teacher is able to attend to individual needs. The teacher-pupil ratio in special schools need to be low considering the compensatory skills and expanded core curricular skills learners need to acquire. In Kenya, the teacher-pupil ratio in the special schools and units was as

45

low as eight pupils to one teacher (MoE, 2001). In another study by Chacha and Zani (2015), to assesse the impact of free primary education on pupil-to-teacher ratio in Kuria East Constituency, Kenya. The study adopted a mixed method research approach. Closed-ended questionnaire was used to collect quantitative data from 68 head teachers, and 63 teachers in all the sixty-eight public schools. Chacha and Zaani used purposive sampling technique to select the schools and participants. The result showed that 26% of the schools sampled had large pupil-to-teacher ratio, precisely, between fifty pupils to one teacher (50: 1) to fifty-five pupils to one teacher (55:1) in the year 2012. Additionally, sixteen percent (16%) schools had large pupil-teacher ratio of between 56 pupils to one teacher (56:1) and 61 pupils to one teacher (61:1). The authors recommended that, government should set a threshold of pupil to teacher and to employ more teachers to meet the shortfall.

Also in a similar study, Renatus (2013) used a quantitative research approach to investigate the influence of class size on achievement outcomes in primary schools in Bukombe District Council. The study employed the survey research design and randomly selected the participants for the study. Data were collected by using achievement outcome analysis and SPSS 16.0 was used to analyze the data collected. The results of the study revealed large pupil-to-teacher ratio which affected the achievements of pupils. Renatus recommended that school authorities must recruit more qualified primary school teachers to solve problem of teacher-to-student ratio in the primary schools.

Additionally, Avoke, Hayford and Ocloo (1999) noted that larger classes were noisier and presented formidable challenges to teachers. Large class size therefore makes it impossible for teachers to work with all learners including those with mild and

moderate intellectual disabilities in the classrooms. Asamoah-Gyimah (2002), opined that larger classes prevents teachers from developing close relationship with pupils thus progress is hindered as they are unable to assist pupils who need more attention, affect the number of objectives stated by teachers as well as the variety of tasks teachers give to pupils in the classroom, because teachers consider the time for supervising while pupils work, marking, processing and filling of records of pupils.

Asamoah-Gyimah (2002), further reported that teachers felt larger classes impinged on teaching and learning processes. Hayford (2013), noted that many basic school teachers manage classes with 35 or more pupils. In practice, the direct consequence of this phenomenon is work overload and difficulty in managing pupils especially learners with intellectual disabilities.

In the current study, a qualitative approach and case study designs were used to examine the challenges teachers face in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled. Large class size impinges on teachers' classroom practices in terms of teaching and learning process particularly creating additional time to work with learners with mild and moderate intellectual disabilities.

Inadequate Trained Personnel

Inadequate knowledge of teachers is also a challenge that teachers experienced when teaching daily living skills to learners with intellectual disabilities. Teachers who are not trained in the area of intellectual disabilities lack adequate knowledge and skills to understand their learners' characteristics hence do not apply teaching methods or even strategies effectively. In extreme cases, ignorance concerning disability can result in quite damaging prejudice, hostility and rejection (Friend, 2008). This is even more

47

serious in the case of learners with intellectual disabilities because of its characteristics of deficits in both adaptive behavior and sub-average in intellectual functioning.

But on the contrary, Davis and Florian (2004) argued that some of the trained personnel may even have much knowledge required to teach children with intellectual disabilities but may not have the confidence to do so thereby making learners with intellectual disabilities to experience difficulties when it comes to daily living skills acquisition. Koech Report (1999) summarized the challenges encountered in teaching daily living skills when he asserted that 'there is nothing more unequal than the equal treatment of unequal. The report asserts that the quality of the service for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment, specialized personnel, inappropriate curriculum, insufficient institutions and programmes, lack of coordination and unity of purpose between and among service providers, inadequate support staff, an absence of clear policy guidelines, lack of legal status on special education, provisions, laxity on the side of government to fund special education materials among others.

Teachers' Commitment

Lack of morale and commitment among some teachers due to low salary has caused many special education teachers to work in private entities where they are paid more as compared to the government sector such as the special schools. This becomes a serious challenge when it comes to the teaching of pupils with intellectual disabilities in the unit special schools (Landsberg, Kruger&Nel, 2006). Mmbaga (2002), noted that teachers lack commitment because their salary is low and therefore most of them prefer to be committed to private tuition than normal class teaching and as a result of

48

these, the teachers leave the special schools and move to teach in the private schools to earn additional income.

Negative Attitudes

McMary and Sarah (2005), observed that negative attitudes from both teachers and school administration play a significant role in the teaching of daily living skills to learners with intellectual disabilities. Negative attitudes make the teacher feel detached from the learners. This limits their attachment and interest in learners with intellectual disabilities and therefore do not teach them well to be able to acquire the daily living skills for independent living, hence learners continue being dependent on other people.

2.6 Summary of Literature Review

In this chapter, the researcher reviewed the literature related to the study. Attention was given to the following issues: the theoretical framework of the study, methods teachers use in teaching daily living skills to learners with intellectual disabilities, areas of daily living skills taught by teachers to learners with intellectual disabilities, teaching/learning resources that enhance the teaching of daily living skills to learners with intellectual disabilities and finally, the inherent challenges teachers face in teaching daily living skills to learners with intellectual disabilities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology for the study. The areas covered are: Research approach, research design, population, sample size, sampling techniques, instrumentation, procedure for data collection, data analysis and ethical considerations.

3.1 Research Approach

The study adopted a qualitative research approach to find out the methods teachers used in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled in Tamale in the Northern Region Ghana. Qualitative research refers to inductive, holistic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic subjective approach used to describe life experiences and give them meaning (Willig, 2013). Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. Qualitative investigation is the collection, analysis, and interpretation of comprehensive narrative and visual; that is, non-numerical data to gain insights into a particular phenomenon of interest (Hayford, 2007; Gay, Mills & Airasian, 2009). Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merrian, 2009).

Qualitative research involves an interaction between the researcher and the researched in the socio-cultural context of participants of a study (Kusi, 2012). Creswell (2012),

50

explained that a qualitative research method is used in research to explore participants' behaviours, approaches used to teach daily living skills, as well as organization functioning. In qualitative research, Bryman (2008) and Creswell (2003) suggested that participants are expected to give detailed rather than general information on the features of the specific phenomenon under investigation. Qualitative research approach considers collecting information from participants in order to understand the phenomenon under the study from the perspectives of those involved in the research (Ary, Jacobs & Sorensen, 2010). De Vaus (2002) noted that qualitative methods are often regarded as providing rich data about real life people and situations, being more able to make sense of behavior and to understand the behavior within its wider context. He added that qualitative research is a form of naturalistic inquiry based upon the different views of individuals being studied and the ways in which they perceive and interpret their lived experiences.

Cole (2006) maintained that the thing that dichotomizes the data in a qualitative study from those generated in a quantitative designed study is a set of assumptions, principles and values about truth and reality. He stated that qualitative researchers are more concerned about uncovering knowledge about how people feel and think in the circumstances in which they find themselves, than making judgments about whether those thoughts and feelings are valid. The qualitative approach was appropriate for the study because the study was to find out the methods teachers use in teaching daily living skills, areas of daily living skills, teaching and learning resources that enhance teaching those skills and inherent challenges teachers face in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled. Findings of the study were derived from analyses of interview data from the participants. The choice of this approach was to enable the researcher

51

make an in-depth study of the teaching methods special education teachers employ to achieve the general objectives of the subject through interviews in order to improve the quality of teaching of daily living skills to the mild and moderate learners with intellectual disabilities in the classroom. The researcher felt that in other to get the right data that can be trusted, there was the need to have a personal interaction with the respondents in order to be sure that the data was provided from the right source. This was to avoid any doubt as to whether it was really those who matter who answered the questions or they were further given to anybody at all to provide answers to them. As a result, the researcher went to the field and collected the data directly from the respondents through face-to-face interviews.The current study, therefore, sought to use a qualitative approach, in order to have a detailed account of the methods teachers use to teach daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled in Tamale.

3.2Research Design

The researcher employed case study design to find out the methods teachers used in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled. McMillan and Schumacher (2006), asserted that it is the procedure for conducting the study including when, from whom and under what conditions the data will be obtained. It is also a general plan of how the research is set up, what happens to the subjects and what methods of data collection are used. Creswell (2008), contended that research design is a distinguishing feature used by the researcher to collect, analyze and interpret data using either a qualitative or quantitative approach.

Creswell (2013) described case study design as an in-depth description of a single case in a real-life contemporary setting.

Gall, Gall and Borg (2007), also maintains that case study is an in-depth study of one or more instances phenomenon in its real- life context that reflects the perspective of the participants involved in the phenomenon. Avoke (2005) further view a case study as the development of comprehensive and interactive knowledge about a single case or a small number of related cases. Furthermore, Stake (2008) also opined that case study as an intensive analysis of an individual unit (as a person or community) stressing developmental factors in relation to environment. According to Stake, the decisive factor in defining a study as a case study is the choice of the individual unit of study and the setting of its boundaries. Ary, Jacobs and Razavieh (2002), stated that a case study investigates a single individual or a single discrete social unit such a family, club, social institution, community or gaining in depth.

The qualitative case study design was determined by the research questions that guided the study and the phenomenon experienced by a group of individuals. Qualitative case study also helps the researcher to investigate specific, in-depth information from a limited number of participants (Yin, 2014). Creswell (2014), pointed out that conducting a qualitative study helps researchers ask questions that lead to answers that may lead deeper into more questions. Therefore, it helps the researcher gain a deeper understanding of topic at hand. By talking to participants more than once, a researcher can develop a sense of understanding.

Based on all these explanations, the researcher adopted the case study as an appropriate design to provide opportunities for in-depth analysis of the methods teachers use to teach daily living skills in the classroom settings atYumba Special

53

School for the Intellectually Disabled. Again, the researcher chose the case study design because it allowed the researcher to obtain information through data collection technique including interviews. Case study therefore was considered appropriate because it helped the researcher in finding out special education teachers' knowledge in using appropriate methods to teach daily living skills to learners with intellectual disabilities to enable them live independent atYumba Special School in the Tamale South Metropolis.

3.3Setting of the Research

The study was carried out at Yumba Special School for the intellectually disabled in Tamale in the Northern Region of Ghana. Yumba Special School is found at Wamale-Sanzierigu along the Yendi-Salaga road, located in the Tamale South Metropolis and is about six kilometers from the Tamale township. It is the only special school that serves all communities in the Tamale township and other neibouring villages in and around the Northern Region. The population of the school at the time the researcher was conducting this study was (210) children with intellectual disabilities. The school has staff enrolment of 10 teachers who are professionally trained to teach learners with intellectual disabilities within the Tamale South Metropolis. The researcher found the location appropriate enough for him to conduct the study mainly because of the fact it is the only special school in the area that deals with learners with intellectual disabilities. Additionally, from the studies reviewed, it seems very little research has been carried out to examine the teaching methods used for teaching the acquisition of daily living skills among learners with intellectual disabilities at Yumba Special School. Finally, the choice of the location was appropriate enough for the researcher to conduct the study since he is familiar with the town and the school needed for the study.

3.4Population

A Population in research refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Christensen, Johnson& Turner, 2012). Neuman (2007), asserted that population is the unit being sampled, the geographical location, and the temporal boundaries. It can be a person, organization, a written document or a social action. Creswell (2005) stated that a population refers to group of humans selected for a study. Frankiel and Wallen (2003) noted thata population in a research refers to the large group of people with common observable features to which one hopes to apply the research results. In this study, the target population constituted of all teachers and learners with intellectual disabilities atYumba Special School. This comprised 10 teachers, and 210 pupils making a target population of 220.

3.5 Sample Size

Slavin (1997), observed that due to limitation in time, funds and energy, a study could be carried out from carefully selected sample size to represent the entire population. The situation was applicable to this study.The samplesize for the study wasten(10) respondents. These comprised three(3) females and seven(7) male teachers from Yumba Special School. These ten teachers were the only teachers teaching learners with intellectual disabilities atYumba Special School, which is the only school for learners with intellectual disabilities in the Northern Region of Ghana. The rationale for only selecting ten special education teachers was to ensure that data were obtained from teachers who teach learners with intellectual disabilities and could provide relevant information to answer the research questions raised. According to Yin (2015), generalization to a larger population is not the intent of qualitative research, and therefore a small sample size is feasible.

Additionally, Creswell and Poth (2018), posited that the selection of a sample size depends on the type of qualitative design being used in a study. They added that the case study design required about four to five respondents; hence the choice of the sample for the study. Moreover, these were the teachers who were willing and ready to be interview and since the researcher believed that the teachers were the only ones involved in teaching learners with intellectual disabilities and they could provide the required information on teaching methods, areas of daily living skills, teaching/learning resources, and challenges experienced when teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled in the Tamale South Metropolis.

3.6 Sampling Technique

Sampling technique refers to the process of selecting a portion of the population to represent the entire population (Fraenkel &Wallen, 2000; Muijs, 2004). The purpose of sampling is to obtain a group of respondents who will be representative of the larger population or will provide specific information needed to address the questions raised (Hayford, 2013).The researcher used purposive sampling technique to select the participants for the study. The teachers were purposively sampled because the researcher focused on only teachers who have been teaching learners with intellectual disabilities in the school. Fraenkel and Wallen (2009) explained that purposive sampling is a technique in which researchers use their judgment to select a sample that they believe, based on prior information, will provide the data they need. In purposive sampling the researcher deliberately chose the participants because they suit a certain criterion that the study is interested in exploring (Gay, 1992; Orodho, 2009).

56

The purposive sampling technique was used to select the teachers because the researcher wanted to target those teachers involved in teaching learners with intellectual disabilities in the school because they were to have knowledge in the teaching methods, areas of daily living skills taught, teaching/learning resources to use, as well as inherent challenges affecting the teaching of daily living skills. Additionally, the selected teachers were also in position to tell their experiences so far as the uses of teaching methods for teaching daily living skill to learners with intellectual disabilities were concerned. The selection of this technique was therefore, nothing more than a case on the basis of convenience; hence the choice of the researcher for teachers teaching learners with intellectual disabilities was to obtain much information from all the respondents concerning the research topic (Teaching methods teachers used in teaching daily living skills acquisition to learners with intellectual disabilities atYumba Special School for the Intellectually Disabled in Tamale).
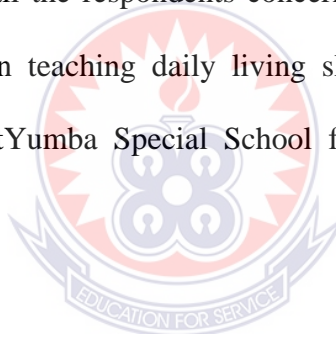
3.7 Instrumentation

Avoke (2005), noted that interviews are ways of verbally interacting with participants or respondents in conducting research. The instrument for the study was an interview guide (Appendix B). The interview guide was divided into five parts. Part one elicited information on demographic data of respondents. Part two elicited information on teaching methods that teachers use in teaching daily living skills to learners with intellectual disabilities. Part three elicited information on the areas of daily living skills taught to learners with intellectual disabilities. Also, part four elicited information on the use of teaching and learning resources to enhance teaching of daily living skills to learners with intellectual disabilities. Finaly, part five elicited

57

information on the inherent challenges teachers face when teaching daily living skills to learners with intellectual disabilities.

Semi-structured interview guide

The researcher employed a semi-structured interview guide to gather data. Schostak (2006), noted that an interview is an extendable conversation between partners that aims at having in-depth information about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. Also, Bailey, Hennink and Hutter (2011), maintained that interview is a verbal conversation between two people with the objective of collecting relevant information for the purpose of research. It allows respondents to speak out their opinions, feelings, beliefs, insights, attitudes and experiences about a problem in question through the use of probing questions. Patton (2002), described the purpose of interviewing as a tool to explore a participant's inner world and perspective, in a manner that cannot be obtained using any alternative approach. Marshall and Rossman (2010) also noted that open-ended interviews are often the hallmark of qualitative studies. Advantages of interviews in case study research include generating insight from program participants and the ability to solicit targeted information (Yin, 2009). Limitations associated with interviews include potential response bias from participants, poor recall of past events and experiences, and limited information due to poorly constructed interview questions (Yin, 2009). Another disadvantage of the interview method is that if it is a large number of participants, it can be time consuming (Ary, Jacobs & Sorensen, 2010).

 In the current study, a semi-structured interview guide elicited content as participants responded to demographic questions, knowledge questions, opinion questions, and

feelings questions (Patton, 2002). A general interview guide was used in order to ensure consistency of questioning, to guarantee that the exact areas of data are gathered from every participant (Seidman, 2013). Information from The interviews offered the researcher the opportunity to gather data about various methods teachers use to teach daily living skills. Creswell (2012) and Hancock (2002), explained that in using case studies, the primary measuring instrument that can give the participants the opportunity to express their candid opinions about what they feel about a phenomenon is interview.

Fraenkel and Wallen (2009), noted that interview is one of the main techniques used to collect data in qualitative research. In this study, therefore, the researcher employed semi-structured interview as the instrument in order to assist the participants to freely express their views about methods teachers use to teach daily living skills to learners with intellectual disabilities. In the interview guide, the researcher included probes and prompts to aid further exploration of his own line of questioning. The probes and prompts helped to explore and develop views of respondents and to prevent respondents from going off the main line of questioning (Rodgers, 1999).With semi-structured interview method, it was possible to ask follow-up questions in order to get richer information. Respondents were available to clarify immediate concerns and unclear statements (Gall, Gall & Borg, 2007). The interview questions were formulated on the basis of the main research questions. To Blaxter, Hughes and Tight (2006), it is worthwhile doing interviews because it offers researchers the opportunity to uncover information that is probably not accessible using techniques such as questionnaires and observations. McNamara (1999) added that interviews may be useful to follow-up with individual respondents after questionnaires; to further investigate their responses. The researcher use the semi- structure interview guide so

as not to suggest certain kinds of answers to respondents and to allow unusual responses to be derived so that both eminent and immanent themes were explored (Bryman, 2004 cited in Adzahlie-Mensah,Agordah, Gyamfuaa- Abrefa, 2014).

3.8 Trustworthiness of the Instrument

In order to maintain the trustworthiness of this study, the researcher engaged in various strategies so as to logically represent the findings. This study attempted to establish its trustworthiness by maintaining the credibility, transferability , dependability and confirmability of the results.This is in line with the four criteria used to measure trustworthiness of data as described by Holloway (2005) in qualitative research.

Credibility

The credibility criterion involves establishing that the results of qualitative research are credible or believable from the perspective of the participants in the research (Willig, 2013). Since from this perspective, the purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes, the participants are the only ones who can legitimately judge the credibility of the results. In this study, the researcher ensured credibility of the results by reading through all the interviews regarding the experiences of teachers working with children with intellectual disability. Furthermore, the researcher exposed the research work to peer review from an academic colleague for constructive criticism.

Transferability

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings (Willig, 2013). From a qualitative perspective transferability is primarily the responsibility of the scholar who does the generalizing. Bitsch (2005) noted that the researcher facilitates the transferability judgment by a potential user through thick description and purposeful sampling. For this study, transferability was ensured by providing sufficient descriptive data to allow for comparison.

Dependability

Dependability is concerned with whether we would obtain the same results if we could observe the same thing twice. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the respondents of the study (Cohen, Manion &Morison, 2011; Tobin & Begley, 2004). The idea of dependability emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these changes affected the way the researcher approached the study (Willig, 2013). In this study, the researcher ensured dependability of the results by reporting the process within the study in detail, thereby making it possible for another future researcher to replicate the study.

Confirmability

The results of any study must be verifiable and must reflect the perspectives of its participants. This is referred to as confirmability. Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the

inquirer's imagination, but are clearly derived from the data (Tobin & Begley, 2004). The general methods and procedures of this researcher have been clearly described in detail. The researcher was also aware of personal assumptions, biases and subjectivity that could easily affect the final result of the research. As a result, the researcher placed himself on an emphatically neutral ground, seeing his respondents as autonomous beings in order to obtain correct data devoid of biases.

3.9 Procedure for Data Collection

Data collection is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observation, focus group discussion, narratives and case histories (Greenstein, Roberts & Sitas, 2003). Cohen, Manion and Morrison (2000) are of the view that when a research proceeds ethically, it does not affect the validity of the research endeavor. Ethical issues may stem from the kinds of challenges investigated by researchers and the methods they use to obtain valid and reliable information. Various ethical considerations concerning data collection were adhered to. The researcher sought permission from the head teacher at Yumba Special School for the Intellectually Disabled with an introductory letter from the Department of Special Education, Winneba (Appendex A).

The head teacher referred the researcher to apply for permission from the Metro Directorate before gaining access to collect the data from his school. The researcher went to the Metro Directorate with an application with a copy of an introductory letter from the Department of Special Education to seek for permission officially from the Metro Director of Education, Tamale. The researcher received permission letter from the Metro Director of Education from which a copy of the letter was brought back to

62

the head teacher of Yumba Special School where final permission was granted for the data to be collected. Creswell (2012) noted that it is important to respect the site where a research takes place. This respect, according to Creswell, is shown by gaining permission before entering the site. The purpose of the study was explained to the participants. Participants were asked to give their consent to participate in the study. Each participant was interviewed individually at a negotiated time.

The interview was conducted during school hours in one of the rooms at a quiet place. Participants were assured of the necessary confidentiality of information to be gathered. Each interview session lasted between 35 to 45 minutes, and the interview was tape recorded with the permission of participants to be transcribed for analysis. Tape recording was used because it ensured the continuity of the interview, and speeded up the interview session and thereby saving time (Cohen, Manion & Morrison, 2007; Gall, Gall& Borg, 2007; Gay, Mills &Airasian, 2009). In all, ten teachers were interviewed and these were the only teachers handling learners with intellectual disabilities in the school. The interview was conducted using a semi-structured interview guide (Appendix B). Also, participants could express themselves without any pressure on them. The audio-taped interview was transcribed. Before analysis of the data, the researcher scheduled another meeting with the teachers and the transcripts were read to the participants to confirm that the transcripts represented the views they shared.

3.10 Data Analysis

Analyzing qualitative data requires understanding of how to make sense out of the text and images so that one can form answers to research questions. Qualitative data analysis can be described as the process of making sense from research participants'

63

views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen, Manion & Morrison, 2007). Creswell (2014) also sees qualitative data analysis as both inductive and deductive and establishes patterns or theme. Data analysis is the process of organizing the data collected for example into categories (Kothari, 2008).

In this study, the method of analysis chosen for this qualitative case study was thematic coding. Thematic coding is common qualitative approach used to analyze interviews. Thematic coding is a method used for identifying, analyzing, and reporting patterns (themes) within the data (Alhojailan, 2012). Thematic coding was chosen for this study because I was able to check if consistency existed between the data collected and the research questions in order to provide sufficient information. After collecting data through individual interviews and notes taken during the individual interviews, data analysis began within one week of all data transcription. Qualitative data analysis is a continued course of action that involves managing data and understanding the evidence through anecdotic or illustrative records (Ritchie, Levis, Nicholls &Ormstom, 2013) analysis of the interview data were guided by key themes that were based on the research questions raised. The process started with transcribing all interviews and highlighting words, sentences, and thoughts that served as units for more detailed coding. Using the interview transcriptions, the data were analyzed using a three-tiered procedure for open, axial, and selective coding processes. Coding is the process of marking segments of data with symbols, descriptive words, or category names (Burke & Larry, 2000). Miles and Huberman (1994) cited in Burke and Larry (2000) explained that codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. The analytic coding method was used because it allowed interview

data to be put into smaller segments that were subsequently organized by key dimensions that emerged from the research questions (Strauss & Corbin, 1998).

In this study, the names of the respondents were all coded into letters. The three levels of coding were used simultaneously throughout the analysis process. In the first tier of analysis; responses were categorized and aligned with the theme that emerged from each of the research questions by reading interview transcripts line by line, writing words and phrases related to the topic, and identifying patterns in the data. Constant comparison was at the heart of this coding process. Burke and Larry (2000), noted that open coding is the initial stage in data analysis. It begins after some initial data have been collected, and involves examining the data (usually reading transcripts line-by-line) and naming and categorizing discrete elements in the data. Axial coding follows open coding. During the axial coding, the researcher develops the concept into categories (slightly more abstract concepts) and organizes the categories (Burke & Larry, 2000). The final tier of analysis involved selective coding; this involves rechecking the theory with the data to make sure that no mistakes were made (Burke & Larry, 2000).

3.11 Ethical Considerations

Ethics refers to a set of statements which describe how one is expected to behave in a certain situation (Rubin & Rubin, 2005). Conducting any kind of research requires addressing aspects of ethics and these ethical issues according to Punch (1998), may arise at each stage of the research process in both qualitative and quantitative approaches and must be taken into account. Bell (2005) also maintained that research ethics is about being clear about the nature of agreement a researcher has entered into with the research participants. To Bell, ethical research involves getting the informed consent of the participants to be interviewed, questioned and observed or take

materials from. He added that it involves reaching agreement about the uses to which the data collected will be put.

According to Bailey, Hennink and Hutter(2011), ethical issues have the following considerations:

1. **Informed consent.** Individual should be provided with sufficient information about the research, in a format that is comprehensible to them and make a voluntary decision to participate in a research study.

2. **Self-determination.** Individuals have the right to determine their own participation in research including the right to refuse participation and also pull out at any time.

3. **Minimization of harm.** Researchers should not do any harm to participants or put them at risk.

4. **Anonymity**. Researchers should protect the identity of research participants at all times.

5. **Confidentiality**. Researches should ensure that all data records are kept confidential at all times.

From the considerations above, official permission was sought from the Head teacher in the school. The purpose of the study and the process of data collection were discussed with the Head teacher. The Head teacher then called the teachers to listen to what the research was all about. The teachers gave verbal approval to that effect and anopportunity was given to me to explain the purpose of the study and the process of data collection to the teachers. The aim was to seek their consent, ensure voluntary participation and provision of information, as well as giving respondents the free room to withdraw from the research participation any time they wished (Bryman, 2008). I told respondents that the research was not intended to find fault with the

school but to collect data for academic purpose. Respect for the rights and dignity of the respondents were seriously considered in study. The time and place for the interview was suggested by the respondents and also their consent were sought before recording them during the interview session. The audio recordings were played and transcribed to the hearing of respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS OF FINDINGS

4.0 Introduction

This chapter presents the data analysis and discussion of findings. The analysis are presented in two sections: Section one presents the demographic data of respondents. It analyses the transcriptions of data generated from the interview conducted with the teachers who teach learners with intellectual disabilities. The analysis reflected on the themes that emerged from the data collected. Data from the interview were analysed in relation to the research questions raised and findings presented based on the following major themes.

- Teaching methods use by teachers to teach daily living skills to learners with intellectual disabilities.

- Areas of daily living skills teachers teach learners of intellectual disabilities.

- Instructional/ teaching and learning resources that enhances teaching daily living skills to learners with intellectual disabilities

- Inherent challenges teachers experience when teaching daily living skills to learners with intellectual disabilities

Prior to the analysis of the presentation of results in relation to the research questions and objectives formulated to guide the study, it is apparent to take notice of the demographic data of the respondents who were interviewed. In all 10 teachers teaching learners with intelletual disabilities were interviewed.

Demographic characteristics of Respondents

The demographic information of respondents were discussed under the following sub-headings: Academic qualification, professional qualification, area of specialization, in-service training attended and teaching experience. This was done to examine teachers' knowledge and competencies in employing the appropriate methods to teach daily living skills to learners with intellectual disabilities atYumba Special School.

Academic Qualification

To ascertain what happens in the teaching of Special Education for effective achievements of its objectives, academic qualifications of teachers were focused on. The motive behind this was that teachers academic background do have bearing on the teaching of a particular subject as it enables the teachers to choose the appropriate teaching method to be used in the classroom. The data collected from respondents in the face to face interview on their academic qualification revealed that all the ten respondents representing 100% hold bachelors degree. This signifies that teachers teaching Special Education had the minimum requirement in terms of academic qualification to teach in the Special School. This is in line with Darling-Hammond (1999) when she said that the highest quality teachers are those capable of assisting their learners to learn to bring about changes in their attitudes and values.

Professional Qualification

Respondents were asked to state whether they had been trained in special education. The interview findings revealed that three of the respondents which represent 30% had their masters in special education for learners with special needs while seven of the remaining respondents representing 70% also had their Bachelors' degree in special education for teaching learners with intellectual disabilities. The implication

69

is that all the respondents are well qualified to teach learners with intellectual disabilities. This finding is in line with that of Mbae (2015) who noted that training of teaching personnel is vital because lack of training may lead to poor perception and negative attitudes towards learners with disabilities. This was by Aggarwal (2000) that professional training is an important requirement for the teachers in their various field of study. It is therefore relevant that special education teachers should have a sound academic and professional training.

Area of Specialization

For teacher specialization, it was deduced from the findings that 3 of the respondents representing 30% had specialized in intellectual disabilities whiles 7 of the other respondents representing 70% had specialized in different areas including hearing impairment and early childhood education. This means that not all the teachers had knowledge in special education in terms of selecting teaching methods, areas of daily living skills to be taught and the teaching/learning resources to teach daily living skills to learners with intellectual disabilities. This view is supported by Aggarwal (1990) who noted that the aim of teaching any subject is to be able to select meaningful content and appropriate methods because they are the key of the entire process of teaching and learning.

In-Service Training Courses Attended

With regard to teachers' knowledge of teaching methods to use in teaching daily living skills to learners with intellectual disabilities, in-service training is seen as an essential tool to improving the quality and skills of the special educationteacher. Mbae (2015), supported that special education training is important to educators since it helps them to handle learners with diverse needs including learners with intellectual

70

disabilities. Mbae further stated that the idea behind this is that in-service training is necessary for providing effective teaching to all learners. He concluded that in-service training assist teachers to gain skills and knowledge needed to perform their duties assigned to them. Information gathered from the interview showed that all ten respondents had attended in-service training courses on methods of teaching daily living skills to learners with intellectual disabilities.

Teaching Experiences of Respondents

Teacher experience in teaching daily living skills could improve the performance of learners. So an attempt was made by the researcher to find out from teachers teaching daily living skills the number of years they had taught the subject in the school. The results indicated that four of the respondents had taught daily living skills in the Special School for twelve years, followed by three respondents who had taught daily living skills in the school for eight and finally, the other three respondents had taught daily living skills for six years. The findings indicated that all teachers had some years of teaching experiences that should contribute towards better teaching of daily living skills, but it seems learners had not acquired daily living skills because of factors such as inappropriate methods use by teachers, negative attitudes of teachers, inadequate teaching and learning resources, large class sizes among others mentioned in the literature. This finding is in line with (Cimbriz, 2002), who noted that teacher experience is a key variable that has great influence on learners learning outcome. This showed that all the teachers had teaching experience in daily living skills and thereby may be familiar with the methods and instructional techniques of teaching daily living skills to influence learners with intellectual disabilities attitudes, values and skills in the classroom.

71

Results

4.1. Research question one:What methods do teachers use in teaching daily living skills to learners with intellectual disabilities atYumba Special School for the Intellectually Disabled?

The first research question of the study was geared towards finding from respondents the methods they use in teaching daily living skills to learners with intellectual disabilities. As part of this, teachers were asked to express their views on issues regarding the following teaching methods:

Peer tutoring

Concerning the use of peer tutoring to teach daily living skills, below are comments made by some teachers:

One teacher said this:

> *I have noticed the learners themselves have been assisting each other to learn some daily living skills and I always encourage them to do so in order to build supportive relationships. I normally allow learners who have mastered a skill to help the weak ones in class and I am seeing this method as very helpful to the weak learners because they will try their best to perform the skill being learned (Averbatim expression by a teacher)*

Another teacher remarked this:

Sometimes you see these learners demonstrating to each other about how they learn certain skills for their colleagues to learn from it. It is really interesting to watch them do so because it helps them to maintain good friendships and build on their confidence (A verbatim expression by another teacher)

72

Another teacher stated this:

> *I use peer tutoring by bringing learners who are good in a skill to help those who are slow or not good at all, so that they can also help them to learn the skill. The learners are many in the class and I cannot have time for all of them, but through the support of the good ones, I am able to attend to every learner in the class because their colleagues are around to assist them (A verbatim response from a teacher).*

Another teacher said this:

> *I use peer tutoring by bringing learners who are good to help those who are slow or not good at all, so that they can also help them to read. The learners are many in the class and I cannot have time for all of them, but through the support of the good ones, I am able to attend to every learner in the class because their colleagues are around to assist them (A verbatim response from a teacher).*

A teacher also said this:

> *During classroom learning I put learners into groups, ask them to share ideas, discuss them and even guide them to narrate the answers in their own in order to know their understanding on it (A response from a teacher).*

The analyses from the teachers' interaction during the face- to- face interview, revealed that teachers use peer tutoring as a method in teaching daily living skills. These findings support a study conducted by Frederickson and Cline (2002), who noted that peer tutoring is a practice that can allow classroom teachers to cater for diverse needs within an inclusive context and there is a wide range of studies supporting its effectiveness. Peer tutoring and cross-age tutoring are teaching methods in which learners help each other to learn, and in turn learn by teaching. One learner acts as the tutor while the other is the learner or tutee. Peer tutoring involves learners of the same age helping their peers.

This approach has well documented academic and social benefits for both the tutor and the learner (Fuchs & Fuchs, 1998) as cited in Hayford, 2013). It has also been shown to improve self-esteem and social interactions (Bagley &Mallick, 1996) as

cited in Hayford, 2013). Still from the analyses, it was evident that the peer tutoring method offered learners the opportunity to assist each other to learn some daily living skills which help them to live independent lives. The use of peer tutoring method always encourages learners to build supportive relationships. This support a study by Nawaz and Reman (2017) whichrevealed that peer tutoring is a teaching method in which the class is organized in pairs of two or more learners of different abilities to act as tutors and tutee in the learning process in order to get maximum benefits from each other. This implies, peer tutoring as a method would best meet the needs of heterogeneous group of learners participating in a classroom learning process. Furthermore, a study conducted by Goodladand Loritt (1993) also revealed that peer tutoring is seen as a teaching method that enriches the educational experiences for all learners regardless of academic ability. Additionally, the results agreed with Utley and Mortweet (1997) studies where peer tutoring is viewed as a method that employ peers as one-on-one teachers to provide individualized instruction, practice, clarification, and repetition of concepts during learning. This means that peer tutoring is an involvement of other learners as instructional aides. Learners with mild intellectual disabilities can serve as tutors for younger peers. Peer teaching allows learners more opportunity for interaction and feedback from one another (Pierangelo & Giuliani, 2008).

Cooperative method

Concerning the used of cooperative teaching method, the following comments were made by teachers during the interview interaction.

A teacher made this remarked:

> *I use this method to teach my learners because the method aimed at improving academic achievement and social acceptance of learners with and without special needs. What I do using this cooperative teaching is that, I put the learners into small groups and guide the learners to do the activity for learning to take place (A verbatim response by a teacher).*

Another teacher said this:

> *I use the cooperative method to teach my learners during class activitives so that it will encourage learners with varying strengths and abilities to work together to achieve a common goal (A verbatim expression by a teacher).*

A teacher again made this comment:

> *I use cooperative teaching to teach in class because I always want to have the attention of my learners. This method allows the learner to learn to understand each other by accepting their own views during an activity and this make learners to develop friendship relations (A verbatim response from a teacher).*

Analyses of data from the interaction of the teachers further revealed that, the cooperative method was used to teach daily living skills to learners. The teachers agreed that the use of the cooperative teaching method increases the academic achievements of learners and also promote social acceptance of the learners. The teachers also indicated that, as learners work together in small groups to perform an activity it makes them to be actively involved in accomplishing the task. This findings support studies by Turnbull, Turnbull, and Wehmeyer (2007) who noted that cooperative teaching method promotes increased academic achievements of learners with mild and moderate intellectual disabilities and therefore, is considered as a promising teaching method. Additionally, studies conducted by Aziz and Hossain(2010) reported that cooperative learning promotes and develop better relationships among gifted, average and below average learners, enhance their self-esteem and improve their attitude towards learning a task.

Another teacher made this remarked:

> *I normally use teaching methods that help me to get the attention of my learners. I use pictures and sometimes demonstration. I also divide my learners into small groups and use physical material that my learners can see and feel(A verbatim expression by a teacher).*

A teacher also said this:

> *This is a serious problem we face when teaching, our teaching materials are made locally thus the methods are difficult when you have unclear teaching material. As a teacher I always struggle with my teaching methods. I at times use dramatization though not common by using simple activities to enable learners understand or repeat and follow the steps in an activity in the class. I also use demonstration to teach a skill to learners and after that I give them an opportunity to perform the skill as others are watching (A verbatim response from a teacher).*

From the analyses, it was realised that teachers use different methods to teach daily living skills to learners with intellectual disabilities.

Another teacher commented that:

> *I normally use teaching method that will make me achieve my objectives. I use the lecture, talk and chalk method to teach activities of daily living skills to learners with intellectual disabilities in class(A verbatim expression by a teacher).*

A teacher said this:

> *I normally use the chalk and talk method as well as the demonstration to teach learners in class. This method gives me time to explain to my learners the skill expected of them to achieve during learning in class (A verbatim response from a teacher).*

Two of the teachers also remarked this to say:

> *I use discussion method to teach my learners. I normally asked my learners questions and base on their responses, l will understand what they do not know about skill and this will inform me what to teach my learners (A verbatim response from a teacher).*

Another teacher said this:

> *I use observation as a teaching method in teaching learners in class. This is where the learner is trained on an activity for example washing of the face and brushing of the teeth. After taking the learner through the training the learner is ask to practice what was learned till the learner get used to the activity (A verbatim response by a teacher).*

From the analyses, it was evident that teachers use various teaching methods to teach activities of daily living skills to enable learners with intellectual disabilities to acquire skills to help them live independent life at school and in the home.

Another teacher said this:

> *I use question and answer method as well as discussion method in teaching my learners in class. With the question and answer method, I usually ask learners question about a skill I want to teach in class. For example, if am going to teach bathing as a skill, l asks my learners question like, what did you do before coming to school? I can also ask them uses of water. Some of the learners will respond correctly while some may not. This will provide a baseline for me to teach the skill for them to understand (A verbatim response from another teacher).*

One teacher also said this:

> *I use peer tutoring where learners learn from peers by emulating what others are doing. With this method, I normally allow learners who have mastered a skill to assist the weak ones in class and I am seeing this method as very helpful to the learners because learners themselves have been assisting each other to learn some daily living skills and I always encourage them to do so in order to build supportive relationships. Even sometimes you see these learners demonstrating to each other about how they learn certain skills from their colleagues which is really interesting to watch them do so because it helps them to maintain good friendships and build on their confidence (A verbatim expression by a teacher).*

From the analyses, it is clear that teachers do not use only one method but rather use different teaching methods in teaching daily living skills to learners with intellectual disabilities in the special schools most especially Yumba Special School for the Intellectually Disabled in Tamale in the Northern Region.

4.3 Research Question 2: What areas of daily living skills do teachers teach to learners with intellectual disabilities?

The research question 2 had the primary intent of knowing from respondents the areas of daily living skills teachers teach learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled. The themes that emerged from the

responses of the respondents were personal care, housekeeping skills and home management skills.

The following comments were captured to address this research question.

Personal care

A teacher had this to say:

> *Personal care is one of the main concentration areas of daily living skills. I teach learners with intellectual disabilities in class to live independent lives. Activities such as dressing and undressing, washing of the hands before eating, brushing of the teeth using a brush with paste and a cup of water (Verbatim expression by a teacher).*

Another teacher said this:

> *I mostly take learners through daily living skills activities like toileting, bathing, eating, teeth brushing, buttoning and unbuttoning of a shirt, how to eat with a spoon. These skills are very important to learners with intellectual disabilities in that, it enables them to live independently (Verbatim expression by a teacher).*

Another teacher remarked this way:

> *I teach my learners daily living skills activities such as caring of hands and feet, nail cutting, washing of cloths. I take learners through a lot of daily living skills and these skills help them to live independent live. Everybody go through these activities and sometimes it is very difficult in the beginning but as time goes on, the learners become used to it (Verbatim expression by a teacher).*

A teacher commented that:

> *I teach learners personal hygiene and it helps them to keep their bodies clean and healthy. One of the benefits of teaching daily living skills to learners with intellectual disabilities is that it enables them to keep themselves clean though it takes time for them to learn the skills (Verbatim expression by teacher).*

A teacher also had this to say:

> *In my class, I teach learners activities like washing of bowls, lacing of shoes, combing of hair, wearing and unwearing of a shirt, eating of food with a spoon, drinking of water in a cup. These activities are very important to learners with intellectual disabilities since it will offer them the opportunity to live independently (Verbatim expression by a teacher).*

From the analysis, it was revealed that all the respondents noted that personal care under daily living skills gives learners with intellectual disabilities a sense of independent living. Respondents made mention of personal hygiene, table manners, toilet, and bathing as some of the personal care activities which included some of the personal care activities mentioned by Punani andRawal (2000). According to them, personal care such as hygiene, toileting, bathing, grooming is some of the daily living activities learners with intellectual disabilities can learn for independent living.These findings support Gatimu's (2010) studies that toileting, eating, dressing and personal hygiene are the most critical self-care skills for learners with intellectual disabilities to acquire for independent lives.

Social skills

A teacher had this to say:

> *I usually teach my learners social skills such as how to start a conversation with friends, asking for help from other peers as well as expressing one's feelings. Teaching learners these skills will enhance their independence in lives (A verbatim expression by a teacher).*

Another teacher remarked this way:

> *Teaching social skills to learners with intellectual disabilities is very important. In a special education class, I teach learners skills like working cooperatively with peers, learning how to listen to others, controlling one's anger among others. These skills are important for the day to day living with others (A verbatim expression by a teacher).*

A teacher also said this:

> *I teach social skills to learners with intellectual disabilities in class to enable them live and behave appropriately in social set ups. This means that, acquisition of social skills allows the learners to interact freely with other peers (A verbatim expression by a teacher).*

Another teacher made this remark:

> *Exhibition of good social skills acquisition by learners with intellectual disabilities paves way for the learner to be viewed attractively and better accepted compatriot by the non-handicapped (A verbatim expression by a teacher).*

Two of the teachers also added that:

> *Teaching social skills to learners with intellectual disabilities helps in the enhancement and development of other daily and self-care skills. Teaching social skills to these individuals makes them to be better accepted by their peers, have better coping and attention skills and have better school and social adjustment skills (A verbatim expression by teachers).*

Another teacher said this:

> *I teach social skills in because it allows learners with intellectual disabilities to initiate and maintain positive social interactions with others, develop friendships and social support networks and to cope effectively with the social environment (A verbatim expression by a teacher).*

The analyses of the teachers' comments indicated that teaching social skills to learners with intellectual disabilities enables them to live and behave appropriately in social set ups and this allows the learners to interact freely with other peers.

Community use

Another theme that emerged during the interviews has to do with community use by learners as another area of daily living skills teachers teach learners with intellectual disabilities during classes. Teachers were asked questions based on some of the activities like using the transport, visiting the toilet, attending to the hospital among other activities the learners learn and below are some of their responses.

A teacher said this:

> *Community use skills are some of the areas of daily living skills that I teach the learners in a class. These skills which include traveling and use of public transport are important to persons with intellectual disabilities to learn in other to live independently (verbatim expression by a teacher).*

Another teacher remarked that:

> *Teaching housekeeping skills as an aspect of community use to learners with intellectual disabilities is very important just like the personal care skills and the social skills. For me I teach my learners activities such as cleaning /washing of dishes, bathroom cleaning,*

laundering, mending clothes, mopping the floor among others (A verbatim expression by a teacher).

A teacher also had this to say:

In my class, I always teach my learners money usage skills to ensure that learners are able to use money to make any transactions when they need to do so within their community and even outside communities. This is important because some of the learners may not have the opportunity to do any domestic buying with the fear of being cheated (A verbatim expression by a teacher).

Another teacher said:

I teach my learners home management skills such as; care of domestic pets and animals, disposal of thrash appropriately, avoiding domestic accidents like fire or poison, caring for items available in the home and many more (A verbatim expression by a teacher).

Another teacher remarked this way:

I normally teach learners food preparation skills such as fire setting and fire use, choosing and cooking appropriate quantity of food, preparing food, serving of food in the appropriate quantities to avoid wastage, food preservation methods among others (A verbatim expression by a teacher).

A teacher again stated:

I teach learners money concept so that they will understand how to count money, identify money, tell the value of all denominations of money. This will help adult learners with intellectual disabilities to use money to purchase food and some other items (A verbatim expression by a teacher).

The comments from the teachers on the teaching of home management skills revealed that, learners acquiring these skills would promote their safe and productive lives and the ability to independently participate meaningfully in society and to an overall better quality of life. Additionally, teaching home management skills to learners with intellectual disabilities is aimed at equipping them with psycho-social competencies that would assist them to make an informed decision, solve problems and build healthy relationships and productive manners needed for life.

4.4 Research Question 3: What Teaching/Learning Resources do teachers need and use in teaching daily living Skills to learners with intellectual disabilities?

This research question sought to find out the teaching/learning resources that teachers need and used in teaching daily living skills to learners with intellectual disabilities atYumba Special School, Tamale. In response, all the teachers agreed that they normally used teaching/learning materials in teaching daily living skills to learners with intellectual disabilities. Below are the comments made by some teachers during the face-to-face interview session:

A teacher remarked that:

> *I used teaching and learning resources such as soap, sponge, bucket and water when teaching bathing as a skill to learners with intellectual disabilities in class (A verbatim expression by a teacher)*

Another teacher said this:

> *I used real materials like a broom, a mob and liquid soap to teach cleaning as a skill to learners with intellectual disabilities (A verbatim expression by a teacher).*

A teacher also said that:

> *I used concrete materials such as a spoon, a cup, a bowl, a pot, a knife among others to teach kitchen utensils or materials found in the kitchen (A verbatim expression by a teacher).*

Another teacher said this:

> *I used a cup of water, a brush and a paste to teach bushing of the teeth as a skill in my class during teaching and learning in a special education class (A verbatim expression by a teacher).*

It would be realised from the comments of the teachers that the use of teaching and learning resources plays a very vital role in helping learners to understand concepts through practical demonstrations and physical manipulation of the real objects. Heward (2000), noted that the availability and adequacy of wide variety use of

82

teaching and learning resources and many others during teaching can stimulate the interest and active engagement of learners with intellectual disabilities.

Another teacher had this to say:

> *I used visual aids as teaching and learning resources in my class when teaching learners with intellectual disabilities daily living skills. Some of the materials include pictures, drawings, and charts. The use of these materials attracts the attention of the learners and motivates them to actively participate in the learning process(A verbatim expression by a teacher).*

A teacher also said this:

> *I use used visual aids that are very colourful and appeals to my learners and this encourages them to participate especially when they are allow to manipulate materials on their own during the learning process. This ensures retention of a learned skill, thus making it more permanent (A verbatim expression by a teacher).*

A teacher remarked that:

> *I used the concrete object when teaching my learners in class to help me get the attention of my learners since some of them may have other behavior problems. For example, the use of a picture or chat will help learners with intellectual disabilities to understand how they are expected to behave when they see a picture of someone behavior (A verbatim expression by a teacher).*

Another teacher said:

> *In my classroom during teaching, l normally use different colours of shapes to teach objects to learners. The different colours attract the attention the learners with intellectual disabilities and it makes it easier for me to teach a concept for them to understand (A verbatim expression by a teacher).*

It was evident from the analysis of the comments from the teachers that, the use of teaching and learning resources would enhance learners with intellectual disabilities active participation and concept understanding including the teaching of daily living skills to promote their independent lives. Edgington (1998), opined that making teaching and learning resources available for learners to choose from every day is the best way of encouraging sharing and turn taking which brings about active learners participation in class.

4.5 Research Question 4:What inherent challenges do teachers face in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled?

This question sought to find out from respondents their general views on challenges teachers face in teaching daily living skills to learners with intellectual disabilities. The data gathered from the interviews were categorized under the following themes:

Inadequate provision of teaching and learning materials

Concerning inadequate teaching and learning materials, the following were comments made by teachers during the interview interaction.

A teacher said this:

> *There are not enough teaching and learning materials for us to use to teach the learners and it is a big challenge to us. The materials for teaching daily living skills are very few; due to this most of the learners find it difficult to understand the activities without the use of the correct materials (Verbatim expression by another teacher).*

Another teacher remarked this way:

> *We have very few materials that are used in teaching daily living skills. Most of the materials in this school that are used to teach some daily living skills are not good. They have been used over a long period of time. (Verbatim expression by a teacher).*

A teacher commented that:

> *If you do not have proper teaching materials, the teaching and learning is very difficult. We need things like books, nice blackboards, computers, video tapes, audio players and different good drawings to help attract the attention of learners (A verbatim expression by a teacher).*

Some of the teachers had this to say:

> *We normally use the locally made teaching materials that are found within our local environments. The nice teaching materials are very expensive to buy. Learners need to have good and big pictures, books, audio and video teaching aids, and much variety of toys to play with. The local made teaching materials are sometimes less attractive to*

84

learners even though we still use them a lot (Verbatim expression by teachers).

Another teacher said that:

Since we have a low budget from the Government we use only local made teaching materials. We cannot provide good teaching materials such as computers, video and audio systems. When we use the locally made teaching materials, some of the children do not show any interest in learning (A verbatim expression by a teacher).

Comments from the teachers during the interview revealed that lack of teaching learning materials was one of the biggest challenge that hinder the teaching of daily living skills to learners with intellectual disabilities. Teachers expressed their opinions that teaching and learning materials enhances teaching and learning because learners are able to see and often feel what the teacher teaches and this go a long way to stimulate learners' interest and increase understanding and retention. Teachers were of the view that learners with intellectual disabilities could learn daily living skills if appropriate teaching and learning materials were available to be used by teachers during the teaching and learning processes of daily living activities.

Lack of motivation for teachers and poor salary

With lack of motivation for teachers and poor salary factor, below were the comments from the interview of the teachers.

A teacher said this:

Teaching is a hard job to do; it is funny enough that it is one of the lowest paid jobs in this country. If I am not happy then my learners will be affected because my mind will be focused on my situation rather than on them. I have to look to other means to earn money for living rather than waiting for a low salary at the end of the month (A verbatim expression by a teacher).

Another had this to say:

The Government is wasting many millions in doing unnecessary things without taking teachers issue so seriously. Teachers have been complaining about this issue for many years. Do you think I can work happily? I am affected and my learners are affected too (A verbatim expression by a teacher).

85

A teacher also remarked that:

The Government should see the reality that we have been underpaid for a very long time. We have bills to pay, children to take care of, and food to buy. I am teaching with all my heart but to a large extent I am not satisfied with the salary that government pays me and the way of handling the matter (A verbatim expression by a teacher).

Another teacher said:

Being a teacher in nowadays is hard because people do not respect you because they know that you do not have enough money. I love my job but sometimes I get so depressed with the salary I am getting (A verbatim expression by a teacher).

A teacher also stated this:

Our jobs as special education teachers are just frustration. As special teachers, we do different things as compared to the general teachers and we deserve to be paid with higher salaries. But this is not what we the special teachers are seeing (A verbatim expression by a teacher).

From the above comments, it has been revealed that teachers are paid with very low salary which does not motivate them to teach well in school. Teachers are of the view that their daily needs depend on the salary and with such a low salary, life is difficult and this affects teaching. Also, the low salary impacts negatively on the learners because sometimes a teacher cannot teach very well in the class due to financial problems.

Inadequate special needs education teachers

In line with the inadequate special needs education teachers, responses from the interview data collected from the teachers were as follows:

A teacher remarked this way:

Ghana has few universities that provide special needs education. If I'm not mistaken, we only have two universities offering special needs education. The least the government could do is to promote more special needs education universities and admit more students to special needs education. This would help to increase the special education teacher ratio in the special schools (A verbatim expression by a teacher).

Another teacher stated this:

> *There are no enough special education teachers purposely specialized for learners with intellectual disabilities in the special school. The Government should act on this issue otherwise this problem will not be eliminated and there will always be a shortage of teachers in the special schools (A verbatim expression by a teacher).*

A teacher also said this:

> *For me, it is not only special needs teachers, but even regular teachers are lacking in the demanding schools. Special needs teachers are much more badly lacking compared to regular teachers. The working conditions for the teachers are very bad that is why many qualified teachers run away from this profession (A verbatim expression by a teacher).*

A teacher commented this:

> *This school is facing a big problem when it comes to teacher enrolment. We do not have enough special needs teachers who have their specialization in intellectual disability to teach the learners who are equally intellectually disabled. But this is not a problem with regular teachers in ordinary classes (A verbatim expression by a teacher).*

It would be seen from the comments of the teachers that many of reasons could be associated to the problem of inadequate trained special education teachers in the special schools as expressed above by the respondents during the interview. Teachers stated that, few teachers complete special needs education every year and only a few decide to teach children with special educational need because of the poor conditions.Government therefore needs to change its policies by raising special education teachers salaries and allowances to motivate them work hard otherwise teachers will keep avoiding the profession.

Large Class Sizes

In expressing their views about large class sizes, below were comments made by the teachers:

A teacher stated this:

> *The number of learners in my class is too much for me to handle because I cannot have time to every child in the class. Most of these learners need individual support in class during teaching and learning before they can understand (A verbatim response from a teacher).*

Another teacher noted this:

> *My class is overcrowded and teaching daily living skills is always a problem because I do not even have little time to rest and even to support those with problems (A verbatim response from a teacher).*

A teacher stated this:

> *My class is too congested and it is very difficult for me to move from place to place to provide support to some of these learners and I do not think it is the best as a teacher Only one teacher is assigned to teach daily living skills to all the learners and I do not think it is good enough for the learners (Verbatim expression by a teacher).*

A different teacher remarked this:

> *For me l thinks that the learner –teacher ratio is one of the main challenges we face as teachers when teaching daily living skills to learners in this school. In the classroom the learners are many and only one teacher handles all of them. This makes the teacher to become stressful and cannot teach well in class (A verbatim expression by a teacher).*

Another teacher said this:

> *Sometimes because of the large class size, most of the learners do not concentrate when activities of daily living are being taught in class and usually they only disturb rather than concentrating to the class task; making them not to understand the skill learned (A verbatim expression by a teacher).*

From the comments by teachers, it is clear that teachers face some challenges during the teaching and learning of daily living activities. The teachers made it clear that due to the large class size of learners, teachers find it difficult to concentrate on all of them. The learners also lose concentration in class which makes them not to understand some of the daily living activities they are taught in class. This finding is in line with the study conducted by Asamoah-Gyimah (2002) which revealed that

larger classes prevents teachers from developing close relationship with pupils thus progress is hindered as they are unable to assist pupils who need more attention, affect the number of objectives stated by teachers as well as the variety of tasks teachers give to pupils in the classroom, because teachers consider the time for supervising while pupils work, marking, processing and filling of records of pupils.

Lack of Enough Classrooms and Poor Learning Environment

Concerning inadequate classrooms and poor learning environment, responses from the interview of the teachers were as follows:

A teacher said this:

> *For this my school, we do not have enough classrooms where by various categories of learners can be separated to stay in. Because of this problem, teaching becomes very difficult for us as single teachers handling all the diversity of learners (A verbatim expression by a teacher).*

Another teacher had this to say:

> *The class rooms do not have ceiling boards and when the sun is hot; it is difficult for the learners and the teachers to stay in to learn. Also the blackboards are bad, the windows are wide open without any noise protection, and we do not have do not have enough desks as such learners sit on the floor and there are no pictures of drawings on the wall for learning purposes. (A verbatim expression by a teacher).*

A teacher stated this:

> *Our classes do not have proper windows, many of our learners sit on the floor due to a lack of desks, the blackboard is not good, and the ceiling boards are missing which make us sweat a lot when the sun is hot. With these conditions the teaching and learning process is made difficult. Learners with intellectual disability cannot enjoy themselves and feel comfortable in such an environment (A verbatim expression by a teacher).*

Another teacher remarked this way:

> *This school is old, it was built in long ago and not much has been done since then. The building is too old, we have sent a request to different organizations to ask for their help and to the government, but it is hard to get things done (A verbatim expression by a teacher).*

A different teacher commented this way:

> *For me I will say that the whole classroom environment is not good for the teaching and learning process, especially teaching children with such special needs. Look, almost all facilities in the school are not working. Pipes supplying water are broken down; lightening system is not working apart from the head teacher quarters(A verbatim expression by a teacher).*

Discussions

4.1.1Research Question 1:**What teaching methods do teachers use in teaching daily living skills to learners with intellectual disabilities at Yumba Special School in Tamale?**

From the analyses, it was evident that teachers do not use only one method but rather used different teaching methods in teaching daily living skills to learners with intellectual disabilities in Yumba Special School for the Intellectually Disabled in Tamale in the Northern Region Ghana. For example, the teachers responses revealed that they used peer tutoring, cooperative teaching, discussions, questioning and answer approaches, observation, and use of pictures among others when teaching in the classroom. In line with these findings, Bornman and Rose (2010), posited that teachers are required to be creative in the use of variety of teaching methods to teach all learners including the mild and moderate intellectually disabled.

For instance, a research conducted by the Department of Education in South Africa (2005) on teaching methods revealed that in applying teaching methods, teachers should bear in mind that there is no single classroom in which all learners will be exactly the same or learn in the same way and at the same space. These findings collaborate with Davis and Florrian (2004) who asserted that a combination of teaching strategies and that of approaches yield more powerful effect than a single-strategy method. Additionally, in Kenya, Ruteere (2009) conducted a study on

effectiveness of teaching methods for daily living skills to learners with intellectual disabilities in Special Units Schools and found out that using the right methods at a slower space, learners with intellectual disabilities can learn better.

In a similar studies conducted by Kinuthia (2011) also in Kenya, it was revealed that teachers factor like poor teaching methods were found to affect acquisition of daily living skills negatively. She recommends that a learner with intellectual disability requires a specialist in the area of her needs to acquire daily living skills. Ruteere's conclusion was that 90% of teachers in the units were not aware of the appropriate methods to use in teaching daily living skills and as a result the learners in the units are not taught effectively and recommends that schools with units should have teachers who have trained in special education. However, findings from the interview data also revealed that some of the teachers mentioned discussion, questions and answers, observation, use of pictures, and storytelling as teaching methods. But this is grossly inappropriate for teaching daily living skills to learners with intellectual disabilities since they are too abstract or theoretical instead of being practical. The teaching methods for daily living skills mentioned by teachers clearly indicated that they lacked knowledge of the appropriate methods and perhaps even concept of the needs of learners with intellectual disabilities. It then follows that if teachers were not aware of the right methods of teaching daily living skills, then they could not tell whether teaching was effective or not.

According to Friend (2008), a teacher for learners with intellectual disabilities should be guided by ability level of the learner, age, educational needs of the learner, interest of the learner to come up with the daily living skills and correct methods of teaching for a particular learner with intellectual disability. Kaur (2005), asserted that learners

91

with intellectual disabilities can progressively acquire daily living skills once exposed to conducive environment, trained personnel and effective use of teaching methods. Teachers need to use the right type of teaching method which will be appropriate for teaching them daily living skills.

It can be summed up from the discussions that, teaching methods provide a well-balanced programmed of activities and opportunities for learners to make decisions and develop creative abilities. The methodology use by teachers during teaching and learning is important to learners most especially learners with mild and moderate intellectual disabilities toward the acquisition of daily living skills (Pelech & Pieper, 2010). This is because learners with mild and moderate intellectual disabilities level of understanding differs from one learner to the other and so it is very necessary for teachers to use different and appropriate methods of teaching to develop a better understanding during teaching and learning process for easy comprehension to all learners.
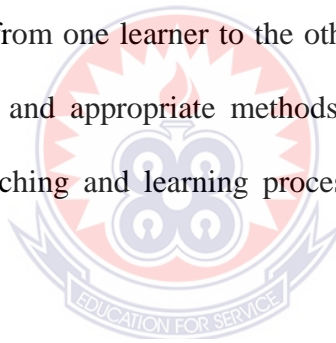
4.2.2 Research Question 2:What areas of daily living skills do teachers teach learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled?

The results revealed some number of important areas of daily living skills taught by teachers in the special school to learners with intellectual disabilities. These include self-help skills, personal care and hygiene, dressing, toileting, eating, home and kitchen management among others. The teachers find teaching of daily living skills to learners with intellectual disabilities to be an important component to learning because it equips them with the necessary skills to live independent lives in their communities. This finding supports that of Lombardi's (2011) who noted that

acquisition of daily living skills assist learners with intellectual disabilities to increase self autonomy, co-dependence and nurturing problem-solving in the home, school and in the community as a whole. Similarly, Reynold and Zupanic (2011), also noted that the acquisition of daily living skills for learners with intellectual disabilities allow them to deal with current and future day- to- day demands and responsibilities and this would make them to be independent and responsible. They added that education for learners with intellectual disabilities is aimed at helping them to acquire daily living skills for independent living.

Friend (2008), also noted that daily living skills allow individuals to deal with current and future day to day demands and responsibilities. These skills enable the individual to learn to be independent and responsible. In a similar study, Willig (2013), also noted that daily living skills are not only important for learners with intellectual disabilities at home life but help prepare them for any future work experiences. He adds that learners need direct and sequential instruction to master the skills. Mason (1991) as cited by Shinali, Mnjokava and Thinguri (2014) supported that daily living skills are the abilities to look after oneself and one's possession independently and that a whole range of different skills is involved from personal grooming and hygiene to caring for clothes and oneself. They noted that the teaching of these skills requires a systematic and orderly approach thus there is need to have a curriculum that is adequately responsive to the different categories of learners most especially learners with intellectual disabilities.

Additionally, Wolery, Jones, Ault and Doyle (1992), supported this statement by stating that the primary goal of teaching daily living skills is to enhance learner's future quality of life by promoting skill acquisition which will enable learner's to live,

93

function and participate in the community. In another study, Sparrow, Cicchetti, and Balla (2005), noted that daily living skills are the most vital prerequisites activities for self-sufficiency and autonomy to learners with intellectual disabilities and that these are related to activities such as personal hygiene, dressing, meal preparation, completing household chores, following safety rules and money management. It can be deduced from the discussions that,recognizing the importance of teaching daily living skills which includes; enabling the learner to develop skills for caring for themselves so as to become attractive and acceptable and as models of appropriate behavior for other persons with disabilities, it makes the learner to become more self-sufficient and autonomy, fostering the appropriate interaction skills between learners with and without disabilities among others to learners with intellectual disabilities, it can be concluded in my opinion that the teaching of daily living skills to learners with intellectual disabilities be enhanced to ensure that these learners are equipped with the needed skills for independent lives and to assist these learners also come out of all the personal discomforts by assisting in the development of more normative abilities.

4.3.3 Research Question 3:What teaching and learning resources do teachers need and used to enhance the teaching of daily living skills to learners with intellectual disabilities at Yumba Special School in Tamale?

The results from teachers interview gathered revealed that teachers use various types of teaching and learning resources that include: visual, audio, and audio-visual aids when teaching daily living skills to learners with intellectual disabilities. Additionally, the teachers demonstrated use of other concrete or real and physical materials in teaching daily living skills to learners with intellectual disabilities. According to the teachers, they make careful selection of the appropriate materials in teaching daily living activities to learners with intellectual disabilities. Moreover, it was evident

94

from the teachers responses that all learners with intellectual disabilities need materials which they can touch, feel, see and play with to enhance their concept formation. According to the teachers, teaching and learning materials cultivate motivation in the learners and make them active participants in the learning process, teaching and learning materials capture and maintain learners attention, help them to understand what is being taught, and learn new skills , teaching/learning materials enhanced the ability to recall the learned concepts among learners, teaching/learning materials helped learners relate materials and with the skills taught, improved learning and performance, and created practical environment for the learned skills and concepts (Ministry of Education, 2009).

These findings concur with that of Friend (2008) who noted that tangible and appropriate materials are essential for concept formation as far as teaching of daily living skills to learners with intellectual disabilities is concerned. Friend (2008), asserted that selection; adaptation and development of learning materials for learners with intellectual disabilities should be guided by ability level of the learner's age, educational needs, interest activity to be done and objective activity and at the same time the materials should reflect their functional curriculum. In line with this findings, a study by Fisher (1995) revealed that adequate use of resources creates maximum effect and can make a big difference to the learner most especially to learners with intellectual disabilities and that teachers of learners with intellectual disabilities should not just settle for good enough but seek to do better by ensuring adequate and effective use of instructional resources.

 In another study by Heward (2000), he noted that availability and adequacy of wide variety of instructional resources from many sources can stimulate the interest and active engagement of learners with intellectual disabilities. Similarily, Makumi

95

(2010) conducted a study on challenges facing teachers in learning resources management in Primary Schools and units for intellectually challenged learners in Kimbu District. She opined that the equipment and supplies should be adequate and available to enable teachers and pupils achieve success in the teaching and learning process. Lack of resources, both human and material, is a major constraint in curriculum implementation. When resources are scarce human resources development becomes poor (Makumi, 2010). The study findings were that there is inadequate provision of appropriate teaching/learning material for special needs education because most of the materials available in the market are mainly developed for regular curricular and regular learners. Brown (2000) in a different study summarized the role of teaching and learning materials as follows: (a.) it promotes meaningful communication, hence effective learning (b.) It ensures retention, thus making learning more permanent. (c.) It helps to overcome the limitation of   classroom by making the inaccessible accessible; this is especially true of films, filmstrips and so on (d.) They provide a common experience upon which other learning can be developed. (e.) They encourage participation especially if learners are allowed to manipulate materials used and this stimulate and motivate students to learn.

 The findings further revealed that despite of knowing the importance of teaching/learning materials, teachers expressed their unhappiness for the inadequate supply of these learning resources by government to enhance the effective teaching of practical skills such as daily living skills to learners with intellectual disabilities to enable them acquire skills to live independently. In a nutshell, it can be deduced from the discussions that teaching and learning materials are important in the teaching and learning process because the use of teaching and learning materials enhance the acquisition of knowledge and skills of all learners and that they become more

importance in teaching daily living skills which are practical skills to learners with intellectual disabilities.

4.4.4 Research Question 4: What inherent challenges do teachers face in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled?

The findings from this study revealed that teachers did not have the adequate resources to teach, manage and even organize learners with intellectual disabilities to learn daily living skills. Concrete materials are critical in the learning of learners with intellectual disabilities Since they face some challenges in imagination and memory, concrete materials would help in concept formation. The findings further revealed that special needs education teachers were very much interested in having more teaching materials such as audio,audio-visuals among other modern equipment to enhance teaching. Less emphasis was made to local made teaching materials found in the area that can help learners with intellectual disabilities. From the teachers interaction, they pointed out that the local learning resources do not motivate and attract the learners during teaching in the classroom. Therefore insufficient learning materials indicated that learners were not taught daily living skills effectively.

Inadequate provision of teaching and learning materials poses significant challenge to teachers in teaching daily living skills to learners with intellectual disabilities in Yumba Special School for the intellectually disabled. The findings support a study by Udoba (2014) that revealed that inadequate teaching learning material was amongs one of the challenges special educators face in teaching learners with special needs. This findings agree with Ogunleye (2002) and Crist (2014) studies which reported that instructional materials were inadequate in secondary Schools in Nigeria. They

97

further stated that the available ones were not usually in good conditions. Still on inadequate teaching and learning resources, Rutere (2013) conducted a study to examine how teachers use teaching and learning resources to enhance the teaching of daily living skills to learners with intellectual disabilities in Kasrani District, Kenya. Rutere employed the mixed method and data were collected from 84 respondents. The instruments used for data collection were questionnaire and observation checklist. Findings indicated that, there was lack of teaching and learning materials for teaching daily living skills to learners with intellectual disabilities. It was recommended that government should provide enough funds to purchase adequate teaching and learning materials for teaching daily living skills.

Another challenge that teachers face in teaching daily living skills to learners with intellectual disabilities was large class sizes. Finding from this study revealed that teachers complained bitterly about the large number of learners with intellectual disabilities being kept in a single class to be taught by one teacher. According to the teachers, the diversity of learners in a class, demands not just one teacher in a class because most of these learners may need other services that the single teacher can not offer. Besides, the one teacher can not attend to the needs of the large number class size when it comes to activities of daily living where much attention is required by the learners.

This finding supported a study results by Farrant (2000), who noted that in a crowded class, there is little participation per learner during class activities. He maintained that it becomes even more difficult to cater for each learner needs or individual differences and hence signs of indiscipline will be inevitable especially where diversity of learners are involved..Another study conducted by Kewaza and Welch (2013) on big

class size as one of the challenges teachers face in teaching daily living skills to learners in special schools in Kampala, Uganda. Their study adopted a cross-sectional survey designed with interviewsand questionnaires for data collection. The results of the study showed that the big numbers of pupils handled made the teachers teaching a burdensome task. The findings further revealed that special needs education teachers specialised in teaching learners with intellectual disabilities were inadequate. It was concluded, therefore, that the teaching-learning process of daily living skills in the special schools was substantially affected negatively by the large classes.

This implies that teaching large class size poses a problem to teachers when teaching learners most especially learners with intellectual disabilities. For instance, teachers who are not trained in the area of intellectual disabilities lack adequate knowledge and skills to understand their learners' characteristics hence do not apply teaching methods or even strategies effectively. In extreme cases, ignorance concerning disability can result in quite damaging prejudice, hostility and rejection (Friend, 2008). This is even more serious in the case of learners with intellectual disabilities because of its characteristics of deficits in both adaptive behavior and sub-average in intellectual functioning. These findings harmonize with Mittler (2000) who demonstrated that qualified teachers have major appreciation of children with special needs hence possess effective teaching skills of children with special needs.

Another challenge that was reported by teachers in teaching daily living skills to learners with intellectual disabilities was that of teacher commitments. The findings revealed that teachers did not have commitment in teaching because they were being given low salaries and they were not respected by the society. This makes them not to play a good role as part of their responsibility. This becomes a big challenge when it

99

comes to teaching pupils with mild and moderate disabilities intellectual disabilities in the unit special schools (Landsberg, Kruger &Nel, 2006). Mbaga (2002), supported this statement that teachers lack commitment because their salary is low and therefore, most of them prefer to be committed to private tuition than normal class teaching and as a result of these, the teachers leave the special schools and move to teach in the private schools to earn additional income. The finding also revealed that negative attitude of teachers is another challenged which affected the teaching of daily living skills. The findings of this study is in agreement with that of McMary and Sarah (2005), who noted that negative attitudes from both the teachers play a significant role in the teaching of daily living skills to learners with intellectual disabilities. Negative attitude makes the teacher feel detached from the learners and this limits their attachment and interest in learners with intellectual disabilities and therefore do not teach them well to be able to acquire the daily living skills for independent living, hence learners continue being dependent on other people.

In summary, it is obvious from the discussions that the study's findings revealed that inadequate teaching learning materials, large class sizes, inadequate trained personnel, teachers' commitment and negative attitudes of teachers were among the major challenges faced by teachers in teaching daily living skills to learners with intellectual disabilities. Due to the challenges mentioned above, learners with learners intellectual disabilities in the Yumba Special School were not taught daily living skills well and these learners did not acquire daily living skills which are core for independent living.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to find out methods that teachers use in teaching of daily living skills to learners with intellectual disabilities atYumba Special School for the Intellectually Disabled, Tamale in the Northern Region of Ghana.

The objectives of the study were to find out:

- The teaching methods teachers use in teaching daily living skills to learners with intellectual disabilities at Yumba Special School for the Intellectually Disabled.

- The areas of daily living skills teachers teach to learners with intellectual disabilities at Yumba Special School.

- The teaching/learning resources that teachers use to enhance the teaching of daily living skills to learners with intellectual disabilities at Yumba Special School.

- The inherent challenges teachers face when teaching daily living skills to learners with intellectual disabilities at Yumba Special School.

5.1 Summary of the Research Findings

The findings revealed that Majority of teachers in the Special School used inappropriate methods which include: cooperative methods, direct methods, peer tutoring as method, team teaching method and interactive method in teaching daily living skills to learners with intellectual disabilities.

The findings also revealed some of the areas of daily living skills such as, basic self-care skills, social skills and community use skills were the areas mainly concentrated by the teachers. All these activities helped learners to be independent and have confidence in themselves.

The results also revealed the teaching/learning materials that teachers needed to use in teaching daily living skills to learners with intellectual disabilities were not available. Concrete materials are critical to learners with intellectual disabilities since they experience challenges in imagination and memory; concrete materials would help in concept formation. Therefore insufficient materials indicated that learners were not taught daily living skills effectively. The findings further revealed that teachers made use of locally made teaching resources to support them during the teaching process. However, the teachers were very much more interested in the modern teaching resources. Their views were that the local made teaching materials do not motivate the learner learning processes.

Finally, the results revealed some of the challenges faced by teachers in teaching daily living skills to learners with intellectual disabilities. Some of the challenges that emerged were inadequate provision of teaching and learning materials, large class sizes, inadequate trained personnel, lack of motivation and negative attitude of teachers. For lack of teaching and learning materials, it was revealed that materials available for teaching daily living skills to the learners are not enough. More so, some of the materials are locally made and not been attractive to the learners. For the large class size, it was revealed that a single teacher for a classroom of about twenty five learners of different diversities. For inadequate trained personnel it was revealed that some of the teachers in the special school were not specialized for teaching learners with intellectual disabilities. Also, for motivation it was evident that teachers have

102

been paid with very low salaries. Finally, for the negative attitude of teachers, it was revealed that teacher feel detached from the learners and this limits their attachment and interest in learners with intellectual disabilities, and therefore do not teach them well, hence learners continue being dependent on other people.

5.2 Conclusion

The following conclusions were made based on the findings:

The study concluded that most teachers need to use appropriate methods of teaching daily living skills to learners with intellectual disabilities. This was evident during the interview when teachers mentioned methods such as questions and answers, peer toturing, direct method, interactive method among others as teaching methods which appear unsuitable for teaching daily living skills to learners with intellectual disabilities since they are too theoretical instead of practical. The inappropriate used of teaching methods by teachers translated to the situation where learners with intellectual disabilities were not taught daily living skills effectively and therefore little acquisition of daily living skills by the learners making them to remained dependent since they did not acquire the appropriate daily living skills to enable them adapt and become independent.

Also, the results of the study concluded that, learners with intellectual disabilities were taught daily living skills such as personal care, housekeeping skills and home management skills. However, lack of adequate resources affect the teaching of daily living skills to learners with intellectual disabilities.

Additionally, it was evident that the teaching/learning materials provided by the teachers were not adequate for teaching daily living skills to learners with intellectual disabilities. Moreover, the few learning materials that were provided were locally

made, very old and looked unattractive to motivate learners to learn basic skills. Therefore, the insufficient teaching/learning materials provided by teachers did not enhance the learning and acquisition of daily living skills, hence learners were not taught daily living skills effectively for independent living.

Finally, large class size, inadequate trained personnel, lack of motivation and poor salary to teachers and negative attitude were among the major challenges facing teachers in teaching daily living skills to learners with intellectual disabilities. These above challenges could have an impact in the teaching of daily living skills and due to these learners were not taught daily living skills which are very core to their independent living.

5.3 Recommendations

These recommendations were made based on the findings of this study:

- Teachers should make use of other methods such as, one-on-one method, demonstration method, and activity method which are considered very practical methods in teaching daily living skills to learners with intellectual disabilities. Also, training is paramount in teaching learners with special needs and therefore special school should be staffed with teachers who are specialised in a given area of disability. This will enable teachers employ the appropriate methods in teaching to ensure that learners acquire the needed skills for independent living.

- The school should include other areas of daily living skills in the school curriculum to be taught by the teachers to learners with intellectual disabilities. This would provide adequate content in activities of daily living needed to help these learners to acquire skills that can help them to cope with their lives.

- The school administration should ensure that adequate teaching and learning resources needed by teachers to enhance the teaching of daily living skills to learners with intellectual disabilities are available.

- The school administration through government should provide enough funds for construction of adequate classrooms to help reduce pupil-teacher ratio for teachers to have enough time to be able to teach daily living skills effectively to learners with intellectual disabilities. Furthermore, government should motivate teachers by increasing their salaries to ensure that teachers are committed to do their work well.

5.4 Suggestions for Further Research

1. This study was conducted at YumbaSpecial School in Tamale Metropolis in the Northern Region which is just a small part of Ghana. It is therefore suggested that similar studies be carried out in other Special Schools for the Intellectually Disabled in Ghana for the betterment of generalization of study findings.

2. This study involved only teachers who teach at Yumba Special School as participants. It is therefore suggested that a further study may involve a larger number of teachers in different schools.

3. Finally, this study used interview as the only instrument to collect data. Therefore, further studies may use questionnaire or other instruments such as observation to collect data to enhance triangulation of the findings.

REFERENCES

Adunola, O. (2011). *The impact of teachers' teaching methods on the academic performance of primary school pupils in Ijebu-Ode local cut area of Ogun State.* Ego Booster Books: Ogun State, Nigeria.

Adzahllie-Mensah, V., Agordah, E. F. & Gyamfuaa-Abrefa, M. (2017).*Understanding research*. Winneba: University of Education Press.

Aggarwal, J. C. (1990). *Development of planning modern education.* Delhi: Vikas Publishing.

Alhojailan, M. I. (2012). Thematic analysis: A critical review of its process and evaluation. *West East Journal of Social Sciences, 1* (1), 39-47.

American Association on Mental Retardation (2002). *Mental retardation definition, classification, & systems of support* (9th Edition).Washington D. C: AAMR.

Anini, F. (2011). *Design and production of instructional materials made with leather for pre-school education.* A Thesis submitted to the School of Graduate Studies, Kwame Nkrumah University of Science and Technology, Kumasi.

Anthony, J. H. &Kwadade, D. D. (2006). *Inclusive education: Master teacher trainer, manual. Report of Education Quality for All (EQUALL) Special, Education Needs Component* USAID. Accra: Ghana.

APA. (2018). *What is intellectual disability*? Retrieved 09 February 2021 from https://www.psychiatry.org/patients-families/intellectual-disability/what-is-intellectual-disability.*approaches.* Thousand Oaks, CA: Sage Publications.

Ary, D., Jacobs, L. & Sorensen, C. (2010).*Introduction to research in education.* Washington DC: Wadsworth, Cengage Learning.

Asamoah-Gyimah, K. (2002). *An evaluation of the practice of continuous assessment in SSS in Ashanti region of Ghana*. Master's Thesis.University of Cape Coast, Ghana. Austin, TX: Pro-Ed.

Avoke, M. (2004).*Introduction to special education for universities and colleges.* Accra: The City Publishers.

Avoke, M. (2005). *Special educational needs in Ghana: Policy, practice and research*. Winneba, Ghana: Special Educational Books.

106

Avoke, M., Hayford, S. &Ocloo, M. (1999).*Principles and methods in special education.* Accra: Primex Press.

Aziz, Z. & Hossain, M. A. (2010). A comparison of cooperative learning and conventional teaching on students' achievement in secondary mathematics. *Procedia Social and Behavioral Sciences,9*(1), 53-62.

Bagley, C. &Mallick, K. (1996).Towards achievement of reading skill potential through peer tutoring in mainstreamed 13 years old. *Disability and society,5*(11), 83-89.

Bailey, A., Hennink, M. & Hutter, I. (2011). *Qualitative research methods.* London: SAGE Publication,Inc.

Baker, B. L. & Brightman, A. J. (1997). *Steps to independence: Teaching everyday skills to children with special needs* (3rd Ed.). Baltimore, MO: Paul H. Brookes.

Bakkenes, I., De Brabander, C. &Imants, K. (1999). Teacher isolation and communication network analysis in primary schools. *Education Administration Quarterly, 35*(2), 166-202.

Bandura, A. (1977). *Social learning theory.* New York: General learning press.

Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social sciences.* (4th ed). U.K: Maidenhead.

Bitsch, V. (2005). Qualitative research: A grounded theory example and evaluation criteria. *Journal of Agribusiness, 23*(1), 75-91.

Blaxter, L., Hughes, C. & Tight, M. (2006).*How to research* (3rd edn). New York: McGraw-Hill Education.

Brier, N. (1994). Targeted treatment for adjudicated youth with learning disabilities: Effects on recidivism. *Journal of Learning Disabilities,27*(4), 215-222.

Browder, D. M. & Spooner, F. (2011).*Teaching students with moderate and severe disabilities.*New York, NY: Guilford.

Bryman, A. (2008). *Social research methods.* New York: Oxford University Press.

Burke, J. & Larry, C. (2000).*Educational research: Quantitative and qualitative approaches.* Pearson Educational Company: Unied State of America.

Carnahan, C., Musti-Rao, S. & Bailey, J. (2009).Promoting active engagement in small group learning experiences for students with autism and significant learning needs.*Education and Treatment of Children, 32*(1), 37-61.

Carpenter, D. M., Crawford, L. & Walden. R. (2007).Testing the efficacy of team teaching.*Learning Environments Research,10,*(2)53-65.

Carter, E., & Hughes, C. (2005). Increasing social interaction among adolescents with intellectual disabilities and their general education peers: Effective interventions. *Research & Practice for Persons with Severe Disabilities,30*(4), 179–193.

Chacha, B. &Zani, A. P. (2015). The impact of free primary education on pupil-teachers ratio in Kuria East constituency. IOSR *Journal of humanities and Social Science, 20*(5), 01-12.

Christensen, L., Johnson, B. & Turner, H. (2012).*Educational research.* London, UK: SAGE Publication.

Cohen, L., Manion, L. & Morrison, K. (2000*). Research methods in education* (5th ed). London: Routledge Falmer.

Cohen, L., Manion, L. & Morrison, K. (2007).*Research method in education.* New York: Routledge.

Cole, B. (2006). The perceived failure of inclusion and the challenge to educational professionals' debate. *The British Psychological Society,11*(8), 30-35.

Creswell, J. W. & Poth, C. N. (2018). *Qualitative inquiry and research design:Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approach* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2005). *Educational research; planning, conducting and evaluating qualitative and quantitative research* (2nd Ed). Ohio: Prentice Hall.

Creswell, J. W. (2012). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). London: Sage.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing amongfive approaches* (3rded.). Thousand Oaks,CA: Sage.

Creswell, J. W. (2014). *A concise introduction to mixed method research.* Thousand Oaks.

Crist, M. (2014). *What are the importance of instructional materials in teaching.* Retrieved 10th March 2021 from Employment blurtit com/2247194/.

Darling-Hammond, L. & McLaughlin, M. W. (1995).Policies that supports professional development in an era of reform. *Phi Delta Kappan, 76*(8), 597-604.

Davis, P. & Florian, L. (2004).*Teaching strategies and approaches for children with special educational need*. A scoping study. Research Report RR 516. London, DFES.

de Vaus, D. A. (2002). *Surveys in social research.* London: Allen & Unwin.

Deem, R. (2002). Talking to manage-academics: Methodological dilemmas and feminist research strategies. *Journal of the British Sociological Association, Sociology, 36*, (2), 835- 855.

Dornyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies.* Oxford: Oxford University Press.

Dugan, K. & Letterman, M. (2008).Student appraisals of collaborative teaching.*College Teaching, 56*(1), 11-15.

Edington, H. (1998). *Producing teaching materials.*London; Kegan Page Ltd.Evaluation for evidence-based practices within a best evidence synthesis framework.

Falchikov, N. (2001).*Learning together: Peer tutoring in higher education.* London.

Farrant, J. S. (2000). *Principles and practice of education.* London Longman.

Fisher, M. & Meyer, L. H. (2002). Development and social competence after two years for students enrolled in inclusive and self-contained educational programs. *Journal of the Association for Persons with Severe Handicaps*, *27*(3), 165-174.

Fraenkel, J. K. &Wallen, N. E. (2009).*How to design and evaluate research in education.* (7thEd). New York: McGraw-Hill Companies, Inc.

Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4[th]ed.). Boston: McGraw-Hill.

Franca, V. M., Kerr, M. M., Reitz, A. L., & Lambert, D. (1990). Peer tutoring among behaviorally disordered students: Academic and social benefits to tutor and tutee. *Education and Treatment of Children, 13*(1), 109-128.

Frankel, R. J, &Wallen, E. N. (2003). *How to design and evaluate research in education* (5th Ed) 1221 Avenue of Americas, New York, NY. 10020: McGraw-Hill Inc.

Friend, M. (2008).*Special education contemporary perspectives for school professionals* (2nd Ed). USA: Pearson Education Inc. Company.

Fuchs, D. & Fuchs, L. S. (1998) Researchers and teachers working together to adapt instruction for diverse learners.*Learning disabilities research and practice, 13*(3),126 -137.

Gall, M. D., Gall, J. P. & Borg, W. R. (2007).*Educational research: An introduction* (8th ed.). Boston: Pearson International Edition.

Gargiulo, M. J. (2006). *Special education in contemporary society: An introduction to exceptionality special education in contemporary Society.* Canada: Sage Productions.

Garrett, T. (2008). Student- centered in teacher- centered classroom management: A case study of three elementry teachers. *Journal of classroom interaction,43*(1), 34-47.

Gatimu, R. W. (2010). *Establishing instructional strategies on training learners with disabilities daily living skills in special schools units and schools, Makuyu Division, Muranga County, Kenya.*A Research Thesis for Masters of Education. Nairobi: Kenyatta University.

Gay, L. R. (1992). *Educational research competence for analysis and application.* Ohio: Milan Publish Company.

Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications*. New Jersey: Person Education.

Gerhadt, P. F. (2007). Effective transition planning for learners with disabilities. *Exceptional Parent, 37*(4), 26-27.

Gibbs, G. R. (2007). Analyzing qualitative data.In U. Flick (Ed.), *The Sage qualitative research kit*.Thousand   Oaks, CA: Sage.

Goodlad, J. I., &Lovitt, T. C. (1993).*Integrating general and special education*. New York: Merrill.

Goodlad, S. (1998).*Mentoring and tutoring by students.* Stirling, VA: Kogan Page.

Greenstein, R., Roberts, B. & Sitas, A. (2003). 'Qualitative research methodology' in Greenstein R. (ed.). *Research methods manual.* (Unpublished manuscript). University of the Witwatersrand, Johannesburg.

Greenwood, C. R., Carta, J. J., & Maheady, L. (1991). Peer tutoring programs in the regular education classroom. In G. Sloner, M. R. Shinn, & H. M. Walker (Eds.). *Intervention for achievement and behavior problems.* Silver Spring, M. D.: National Association of School Psychologists.

Grossman, P. L. (1995). *A psychological view of the teacher-teacher knowledge* (2nded.). New Jersey: Prentince Hall.

Gubrium, J. F. & Holstein, J. A. (Eds.) (2002).*Handbook of interview research: Context and method.* Thousand Oaks, CA: Sage.

Hancock, B. (2002). *An introduction to qualitative research.*Noltingham, UK: Trente Focus Group.

Hardman, M. L., Drew, C. J., & Egan, M. W. (1999).*Human exceptionality: Society, school and family.* Boston: Allyn and Bacon.

Harris, C. (2002). *Cross-age and peer tutoring.*Retrieved from http://codor.admin.ccny.cuny.edu/~ch6691/harris_paper.htm.

Hayford, S. K. (2007). *Special educational needs and quality education for all.* University of Education Winneba: Special Education Department.

Hayford, S. K. (2013). *Special educational needs and quality for all.* Department of special education, Winneba: University of Education, Winneba.

Heward, W. C. (2000). *Exceptional Children* (8thed). Columbia: O.H. Merill.

Holloway, I. (2005). *Basic concepts for qualitative research*. USA: Blackwell Science, Inc.

Hundret, J., & Hougton, A. (1992), Promoting social interaction of children with disabilities in integrated preschools: A failure to generalize. *Exceptional Children,58*(4), 311-320.

Ijaduala, J. (1997). *The effect of instructional materials on the learning and teaching of Economics. Naira Project.Com/Project/250.Htm*

Individuals with Disabilities Education Improvement Act (IDEA, 2004). 20 U.S.C. § 1414 et seq. (2004). *Reauthorisation of the Individuals with Disabilities Education Act of 1990.*

Jain, P. (2004). *Educational technology*. Delhi Moujpur Publication.

Johns, B. H., Crowley, E. P., &Guetzloe, E. (2005).The central role of teaching social skills. *Focus on Exceptional Children, 37*(8), 1-8.

Johnson, B. H. (2001). Curricula for the plurality of individual learning needs: *Journal for Autism and Developmental Disorders, 40*(2), 149-266.

Kassah, A. K., Kassah, B. L. L. & Phillips, D. (2017).Children with intellectual disabilities and special education in Ghana. *International Journal of Disability,* Doi: 10.1080/1034912x 2017. 1374358.

Kaur, R. (2005). *Special education: New trends and innovations.* New Delhi; Deep & Deep Publications PVT.LTD.

Kewaza, S., & Welch, M. I. (2013). Big Class Size Challenges: Teaching Reading in Primary Classes in Settings. *Intervention in School and Clinic, 35*(1) 206–215.

Kinuthia, D. S. (2011).*Factors affecting acquisition of adaptive behavior skills among learners with intellectual disabilities in selected primary special schools and units in Thika Sub -Country, Kimbu Country, Kenya.* Unpublished Master's Thesis, Kenyatta University.

Kinuthia, D. S. (2011). *Factors affecting acquisition of adaptive behavior skills among learners with Intellectual Disabilities in selected special schools and units in Thika Sub-County, Kimbu County, Kenya.* Unpublished Masters Thesis, Kenyatta University.

Kirk, S. A. & Gallagher, J. (1989).*Educating exceptional children* (4th Ed). Boston Houghton: Mifflin Company.

Kishore, N. (2003). *Educational technology.* Location, Abhishek Publication.

Kniel, A. &Kniel, C. (2008). *Handbook for starting and running a unit for special needs children attached to a regular school*. Winneba: German Technical Cooperation.

Koech Report (1999). *Totally Integrated Quality Education and Training.* Nairobi: Government Printers.

Kothari, C. R. (2008). *Research methodology: Methods and techniques.* New Delhi: Age International (P) Ltd. Publishers.

Kunari ,C. (2006). *Methods of teaching educational Technology.* New Delhi.

Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research and Practice,22*(1) 1-12.

Kusi, H. (2012). *Doing qualitative research: A guide for researcher.* Accra Newtown: Emmpong Press.

Landsberg, E. (2005). Visual impairment. In E. Landsberg., D. Kruger. & D. Nel. (eds.), *Addressing Barriers to learning.* (329-346). Hatfield, Pretoria: Van Schaik.

Lombardi, P. (2011). *Special education resources.*Retrieved from: http://www.paulabliss.com/lifeskills,hfm Retrieved 27th June. 2021.

Lord, T. R. (2001). Reasons for using cooperative learning in biology teaching. *The American Biology Teacher,63*(1), 30-38.

Maguga, A. S. (2013). *Secondary school teachers' self-assessment of knowledge and skills in teaching students with disabilities in Ilala municipality Tanzania.*Masters Thesis.

Marchand-Martella, N. E., Slocum, T. A., &Martella, R. C. (2004). *Introduction to direct instruction.* Boston: Allyn and Bacon.

Makumi, M. W. (2010). *Challenges Facing Teachers in Resource Management in Primary Schools and Units for Mentally Challenged Learners in Kiambu County Kenya.* A research thesis for master of education. Nairobi: Kenyatta University.

Mastropieri, M. A. & Scruggs, T. E. (2007).*The inclusive classroom: Strategies for effective instruction* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill.

Matson, J. L., Fee, V. E., Coe, D. A., & Smith, D. (1991). A social skills program for developmentally delayed preschoolers. *Journal of Clinical Child Psychology,20*(4), 428-433.

Mbae, W. W. (2015). *Factors influencing instructions among intellectually challenged learners in special units in Maara District, TharakaNithi County, Kenya.* A research thesis. Nairobi: Kenyatta University.

McMary, S. & Sarah J. (2005). *What successful teachers do in inclusive classrooms: Research based teaching strategies that help special learners succeed.* California: Corwin Press.

McMillan, J. H. & Schumacher, S. (2006). *Research in education: a conceptual introduction.* (6thed). New York: Longman.

McNamara, C. (1999). *General guidelines for conducting interviews, Authenticity Consulting,* LLC, Retrieved from: http://www.managementhelp.org/evaluatn/intrview.htm

Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation* (3rd Ed.). Springfield: United States.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook for new methods* (2nd ed.). Thousand Oaks, CA: Sage.

Ministry Of Education (2001). *Special Needs Education Support Project (SNESP) Module 2: A Guide for teaching Learners with mental retardation* (1st Draft) Voluntary Service Overseas (VSO) in Conjunction with MoE.

Ministry of Education, (2009).*Activities of daily living skills syllabus for learners with mental handicap,* Nairobi: Kenya Institute of Education.

Mittler, P. (2002) Educating pupils with intellectual disabilities in England: thirty years on. *International Journal of Disability, Development and Education,49* (2), 145- 160.

Mmbaga, D. R. (2002).*The inclusive classroom in Tanzania: Dream or reality?* Stockholm, Sweden: Stockholm University.

Mohanty, J. (2001). *Educational technology*. Publish by Rajouri garden New Delhi.

Mprah, W. K., Opoku, M. P., Owusu, I., Badu, E. &Torgbenu, E. L. (2015).Challenges in accessing education for children with disabilities in Ashanti and BrongAhafo regions of Ghana. *Journal of Disability Studies,1*(3) 9–16.

Muijs, D. (2004). *Doing quantitative research in education with SPSS.* London: Sage Publications Ltd.

Nawaz, A. &Rehman, Z. U. (2017). Strategy of peer tutoring and students' success in mathematics: An analysis. *Journal of Research and Reflection in Education, 11* (1), 15-30.

Ndichu, P. M. (2002). *Development and independent living skills* (Module 12). Nairobi: Kenya Institute of Special Education (KISE).

Neubert, D. A., Moon, M. S., Grigal, M. &Redd, V. (2001). Post-secondary educational practices for individuals with mental retardation and other significant disabilities: A review of the literature. *Journal of Vocational Rehabilitation, 16,* (3)155-168.

Neuman, W. L. (2007). *Social research methods: Qualitative approaches* (4[th]ed). Bostovn: Allyn Bacon.

Niewenhuijezen, M. &Vriens, A. (2011).Cognitive skills and social information processing in children with mild to borderline intellectual disabilities. *Research in Developmental Disabilities,33* (2), 426-434.

Nyakondo A. (2000). *A study of problems faced by teachers in teaching mentally retarded children in Kisii District, Kenya.* A Research Thesis. Nairobi: Kenyatta University.

O'Donnell, A. M. (1999). *Cognitive perspective on peer tutoring.* Mahwah, New Jersey: Lawrence Eilbaun Associates.Oaks, CA: Sage Publications.

Odera S. O., Makoriomoke, C. &Odongo, C. B. (2016).Teachers role in the implementation of daily living skills curriculum for learners with Mental Challenge: A case of Special Units in Rarieda Sub-Country Siaya country, Kenya. *The International Journal of social sciences and Humanities Invention, 3*(5), 2349-2031.

Ogunleye, B. O. (2002). *Evaluation of the environmental aspect of the senior secondary school chemistry curriculum Ibadan Nigeria.*Unpublished Ph.D Thesis University of Ibadan. Nigeria.

Olson, L. K. (2003). *The not-so-golden years: Care giving, the frail elderly, and the long-term care establishment.* Lanham, MD: Rowman& Littlefield Publishers, Inc.

Orodho, J. A. (2009). *Techniques of writing research proposals and reports in education and social sciences.* Bureau of Education Research Kenyatta University. Nairobi: Reata Printers.

Parliament of Ghana (2006). *Persons with disability act 715*. Accra.

Parmenter, T. R. (2011). What is intellectual disability? How is it assessed and classified? *International Journal of Disability, Development and Education, 58*(4) 303–319.

Patton, M. Q. (2002). *Qualitative research and evaluation methods.* Thousand Oaks, CA: Sage Publications Inc.

Pelech, J. & Pieper, G. (2010).*The comprehensive handbook of constructivist teaching: from theory to practice.* Information Age, United States of America.

Pierangelo, R. & Giuliani, G. (2008).*Teaching students with autism spectrum disorders: A step-by-step guide for educators*. USA: Corwin Press.

Pilusa, N. E. (2006). *The impact of mental retardation on family functioning* (Master's dissertation).University of Pretoria.Practices for individuals with mental retardation and other significant disabilities.

Punani, B. & Rawal, N. (2000). *Visual Impairment Handbook. India: Blind People's Association.* Retrieved from http://www.bpaindia.org.

Punch, K. F. (1998). *Introduction to social research: Quantitative and qualitative approaches.* London: Sage.

Quinn, M. M. (2002). Changing anti social behavior patterns in young boys: A structured cooperative learning approach. *Education and Treatment of Children,25*(3), 188-192.

Rain forth, B., York, J. & Macdonald, C. (1997). Collaborative teams for students with severe disabilities: *Integrating therapy and educational service* 2nd ed. Baltimore: Brookes.

Rashid, N. (2012). Exclusion among Muslim parents of mentally challenged children in Hyderabad.*Journal of the Arts, Science and Commerce, 3*(2)25- 32.

Rather, A. R. (2004). *Essentials instructional technology.*Published by Darya gag. New Delhi.

Räty, L. O., Kontu, E. K. &Pirttimaa, R. A. (2016).Teaching children with intellectual disabilities.*Analysis of research-based recommendations. J. Educ. Learn. 5(*2),318-336.

Reddy, S. S., Utley, C. A., Delquadri, J. C., Mortweet, S. L., Greenwood, C. R. & Bowman, V. (1999).Peer tutoring for health and safety.*Teaching Exceptional Children,31* (3), 44-52.

Renatus, N. (2013). *The influence of class size on pupil's achievement out comes in Primary schools.* Masters Thesis, University of Mzumbe.

Reynolds, T. &Zupanic C. E. (2011).*Applied behaviour analysis and intellectual disabilities.* Retrieved from http://www.mentalhelp.net/poc/view

Ritchie, J., Lewis, J., Nicholls, C. M. &Ormstom, R. (2013). *Qualitative research practice: A guide for social science students and researchers* (2nd ed.). London: Sage Publications.

Robson, C. (2003). *Real world research: A resource for social scientist and practitioner researchers* (2nd ed). Oxford: Blackwell.

Rodgers, J. (1999). Trying to get it right: Understanding research involving people learning difficulties.*Disability and Society, 14* (4), 421-433.

Rubin, H. J. & Rubin, I. (2005). *Qualitative interviewing: The art of hearing.* (2nd ed). Thousand Oaks, California: Sage.

Ruteere R. K. (2009). *Effectiveness of teaching methods for daily living skills to learners with mental retardation in special Units in primary Schools.*Published Masters Thesis: University of Kenyatta.

Ruteers, R. K., Mutia, J. M., Mwoma, T. &Runo, M. (2015). Challenges experienced in teaching daily living skills to learners with mental retardation. *Journal of Education and Practice, 6*(18), 222-288.

Schostak, J. (2006). *Interviewing and representation in qualitative research.* Maidenhead: Open University Press.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.*Teachers college press.

Shaddock, A. Giorcelli, L. & Smith, S. (2007). *Students with disabilities in mainstream classrooms: A resource for teachers.* Canberra: Australian Government.

Shinali, M. C., Mnjokava, C. & Thinguri, R. (2014). *Adaptation of the curriculum to Suit children with visual impairment in integrated ECD Centres in Kenya: A case in Narok Sub-country.*

Singh, Y. K. (2005). *Instructional technology in education.* Published by Darya gang New Delhi.

Siperstein, G. N., Norins, J. & Mohler, A. (2007). Social acceptance and attitude change: Fifty years of research. In J. W. Jacobson, J. A. Mulick, & J. Rojahn

117

(Eds.).*Handbook of intellectual and developmental disabilities issues in clinical child psychology* (pp. 133-154). New York, NY: Springer.

Slavin, R. E. (1991). *Student team learning: A practical guide to cooperative learning* (3rd ed.). Washington D. C.: National Education Association.

Slavin, R. E. (1995).*Cooperative learning. Theory research and practice* (2nd ed). Boston: Allyn& Bacon.

Slunt, K. M., & Giancarlo, L. C. (2004). Student- centered instruction: Involving students in their own education. *Musaic Education Journal,94*(5), 30-35.

Smith R. S. (2008). *Learning disabilities: The interaction of learner, task and setting.* Boston: Little Brown.

Sparrow, S. S., Cicchetti, D. V., & Balla, D. A. (2008). *Vineland adaptive behavior scales: Second edition (Vineland II). The expanded interview form,* Livonia, MN: Pearson Assess- ments.

Spencer, V. G., Scruggs, T. E., & Mastroprieri, M. A. (2003). Content area learning in middle school social studies classrooms and students with emotional behavioral disorders a comparism of strategies. *Behavioral Disorder,28*(4) 77-93.

Stake, R. E. (2008). *Qualitative case studies: Strategies of qualitative inquiry.* Thousand Oaks, CA, US: Sage Publication, Inc.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2 nd ed.). Thousand Oaks, CA: Sage.

Sucuoglu B., & Kargin, T. (2006). *Inclusion practices in primary schools: Approaches, methods, techniques.* İstanbul: Morpa Publications.

Tarver, S. (1999).   Direct Instruction. Current Practice Alerts. Retrieved from: *Teaching Exceptional Children, 41*(4) 6-14.

Thomas, R. L. (2000). *Cross-age and peer tutoring.*Retrieved from: http://www.edgovdatabases/ERICDigests/ed350598html.

Thousand S, Villa R, & Nevin, A.(2006). The many faces of collaborative planning and teaching. *Theory into practice45(3)*, 239-48. Available at: www.researchgate.net/.

Tobin, G. A., & Begley, C. M. (2004).Methodological rigour within a qualitative framework.*Journal of Advanced Nursing, 48*(4), 388-396.

Topping, K. J. (1996). The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. *Higher Education, 32*(3), 321-345.

Topping, K. (2008). *Peer assisted learning: A practical guide for teachers.* Newton, Mass: Brookline Books.

U.S. Department of Education. (2015). *Transition and postsecondary programs for students with intellectual disabilities*. Retrieved from http://www.ed.gov/programs/tpsid/index.html.

Udobah, A. (2014). *Challenges faced by teachers when teaching learners with developmental disability.* Masters thesis: University of Oslo.

UNESCO (1994).*Salamanca Statement and Framework on Special Needs Education*. Paris: UNESCO.

Utley, C. A., Reddy, S. S., Delquadri, J. C., Greenwood, C. R., Mortweet, S. L., & Bowman, V. (2001). Class-wide peer tutoring: An effective teaching procedure for facilitating the acquisition of health education and safety facts with students with developmental disabilities. *Education and Treatment of Children,24*(1), 1-27.

Vandercook, T. L. (1991). Leisure instruction outcomes: Criterion performance, positiveinteractions, and acceptance by typical high school peers. *Journal of Special Education, 25* (4), 320-339.

Wadkins, T., Miller, R. L. & Wozniak, W. (2006). Team teaching: Student satisfaction and performance. *Teaching of Psychology, 33*,118-144.

Webber, J &Scheuermann, B. (2002).Autism.*Teaching Does Make a Difference*. Canada. Wadsworth, Thomas Learning.

Wehman, P. & Targett, P. S. (2004). Principles of curriculum design: Road to transition from school to adulthood. In P. Wehman & J. Kregel (Eds.), *Functional curriculum forelementary, middle, and secondary age students with special needs* (2nd ed., pp. 1-36). Austin, TX: Pro-Ed.

Wenger, M. S. &Hornyak, M. J. (1999). Team teaching for higher level learning: A framework of professional collaboration. *Journal of Management Education, 23*(8) 311-327.

Westwood, P. (2007). *Commonsense methods for children with special educational needs* (5thed.). London: Routledge.

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd Edition ed.):McGraw-Hill Education/Open University Press.

Wolery, M., Ault, M. J. & Doyle, P. M. (1992).*Teaching students with moderate to severe disabilities.* New York, NY: Longman.

Yekple, Y. E. (2008). *Independent living skills for children with intellectual disability.* Department of special education. University of   Education, Winneba-Ghana. Salt and light & co.

Yellowley, W. & Farmer, M. (2006). Team teaching in higher education: Reflections on the added value of team teaching on student and staff learning experiences. *International Journal of Learning, 12*(1), 85-89.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2015).*Qualitative research from start to finish.*Guilford Publications.

Yusuf, A. O. S. (1996). *Introduction to philosophy of education.*Debis-Co Press Ltd.Gyadi-gyadi, Kano Nigeria.

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF SPECIAL EDUCATION
P.O. Box 25, Winneba, Ghana   sped@uew.edu.gh
+233 (030) 20410###

7th September, 2020

TO WHOM IT MAY CONCERN
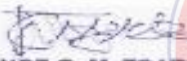
Dear Sir,

LETTER OF INTRODUCTION: MR. ABUDA FUSENI

I write to introduce to you, **Mr. Abuda Fuseni** an M.Phil student of the Department of Special Education with index number 200027950.

He is currently working on his thesis on the topic: *"An Examination of Teaching Methods Teachers use for Teaching Daily Living Skills to Learners with Intellectual Disabilities in Yumba Special School, Temale"*. He needs to condw at your school.

I would be grateful if you could give him the needed assistance to enable him collect the data.

Thank you for the consideration and assistance.

Yours faithfully,

JOYCE O. M. TSATSU (MRS.)
For: (Ag. Head of Department)

www.uew.edu.gh

121

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF SPECIAL EDUCATION
TEACHING METHODS TEACHERS USE FOR TEACHING DAILY LIVING
SKILLS TO LEARNERS WITH INTELLECTUAL DISABILITIES AT
YUMBA SPECIAL SCHOOL, TAMALE.

This interview is intended to gather data on the above topic in partial fulfillment of the requirement for the award of a Master of Philosophy (M. Phil) degree in Special Education by the University of Education, Winneba .You are therefore kindly requested to respond to the items as frankly as possible. The data you give will be used purely for academic purpose. I pledge to honour confidentiality and anonymity. Thank you for your expected co-operation and support to make this study meaningful and successful.

SECTION A: Demographic Data of Respondents

1. Academic Qualification

2. Professional Qualification

3. Area of Specialisation

4. In-Service Training Course Attended

5. Teaching Experience

SECTION B: **Teaching methods teachers use for teaching daily living skills to learners with intellectual disabilities**

6. What teaching methods do you use when teaching daily living skills to learners with intellectual disabilities atYumba Special School?

7. Why do you choose to use a particular method of teaching?

8. Does the use of appropriate teaching methods improve the teaching of daily living skills?

9. As a special education teacher, what is the importance of teaching daily living skills to learners with intellectual disabilities?

10. What do you think can be done to improve the teaching of daily living skills to learners with intellectual disabilities?

11. How do you assess your learners' acquisition of the skills taught?

Areas of daily living skills teachers teach learners with intellectual disabilities

12. Identify the areas of daily living skills teachers teach learners with intellectual disabilities atYumba Special School for the intellectually disabled.

13. How useful are these skills taught to the learners?

14. According to your own observation do the learners acquire these daily living skills? If yes explain how.

Teaching and learning resources teaches use to enhance the teaching of daily living skills to learners with intellectual disabilities atYumba Special School

15. Do you use teaching and learning resources when teaching daily living skills? Yes or No. If yes, Name some of them you use.

16. Why do you use teaching/learning resources when teaching daily living skills to learners to intellectual disabilities?

17. What is your opinion about the use of teaching and learning resources in teaching daily living skills to learners with intellectual disabilities?

Challenges teachers experience in teaching daily living skills to learners with intellectual disabilities atYumba Special School

18. Are there challenges that you experience when teaching daily living skills to learners with intellectual disabilities?

19. What challenges do you experience in teaching daily living skills?

20. How does the number of learners in a class affect the teaching of daily living skills?