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Prevailing Methods of Teaching Daily Living and Socialization Skills to Students with Intellectual Disability in Ilorin Metropolis, Kwara State

Olubukola C. DADA

Department of Special Education

Faculty of Education, Kwara State University Malete, Nigeria

bukkyyemmi@yahoo.com; olubukola.dada@kwasu.edu.ng

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Abstract

Despite the inclusion of students with intellectual disability into the mainstream education, these sets of learners are still not having access to education like other Nigerian children without disability. This is partially attributed to lack of adequate management from their teachers and care-givers. This study, therefore examined teachers' methods of teaching daily living and socialization skills of students with intellectual disability in Ilorin metropolis, Kwara state. Descriptive survey research was used. Simple random sampling technique was used to select fifty (50) teachers. A structured twenty item questionnaire tiled methods used in teaching daily living and socialization skills to students with intellectual disabilities was used in collecting data (r=0.79). Percentage, frequency and mean were used to analyse the data collected. The findings of the study indicated that interactive teaching methods; cooperative teaching methods, teacher-direct approach and team-teaching methods are teaching methods used by teachers to teach daily living and socialization skills to students with intellectual disability. Furthermore, inadequate teaching/learning materials, lack of facility to enhance teaching and learning and lack of fund are the major challenges experienced. Pictorial charts, modeling and video devices are teaching materials that can enhance the teaching of daily living and socialization skills to students with intellectual disabilities. Thus, school managers and experts in special education should encourage and mobilize for parental support through seminar, conferences and public education to ensure continued training of daily living and socialization skills at home.

Keywords: Teachers', methods of teaching, Daily Living skills, Socialization skills, Students with Intellectual Disability

Background to the Study

Learners with intellectual disabilities are found throughout the world. Intellectual disability is the situation in which a student's cognitive functioning is affected to the point of causing a substantial delay in receiving information from his or her environment, thereby disrupting effective processing of information, problem solving and adapting to this information. The result can be a general delay in development. Student's functional ability in language and communication; social interaction; self-direction; the taking charge of the events affect their life. The conviction that such control is possible and self-advocacy; self-care; independent travel; learning; and eventual economic self-sufficiency may be adversely affected. Intellectual disability is a lifelong condition with a long-term impact which made it a major consideration. Friend (2008) observes that no two students with the identical disability will be impacted in similar way. It is pertinent to recognize that students with intellectual disabilities extend a broad array of abilities and have strengths and weaknesses. Most importantly, all students with intellectual disability are gifted with the capability of learning depending on the level of intellectual functioning and adaptive behaviour (Friend, 2008).

Learners with intellectually disability are one of the downtrodden and marginalized groups in the society. They are neglected, remain unattended to and ignored in many developing countries. There has been lot of predispositions to subject the disabled to heartless and malicious practices (Hardman, Drew & Egan 1999). Their family, friends and the society at large tend to ignore their abilities not to mention their psychosocial needs. Mpofu (2000) asserts that persons with intellectual disability are a powerless group that have been culturally and economically victimized. This situation has been perpetuated due to the attitudes of society which allowed and promoted the discernment of mentally challenged persons as weak and semi- competent components of the society from primitive period to date (Dada, 2012). Such perception and discernment make people with intellectual disability as a group to be tolerated and cared for. However, civilized and humanitarian's practices came up in the last half of the nineteenth century where institutions for educational and custodial care purposes were put in place. After a while, the compassionate and humanism viewpoint was surpassed by the one of empowerment. The new viewpoint of empowerment enables people with intellectual disabilities to triumph over initial sentiments and barriers (Ashwood et al 2015).

That being the case, education has taken center stage in the advancement and empowerment of intellectually disabled persons. Thus, that has led to the change of educational provision from segregation to inclusion. Ainscow (2003) posits that in an inclusive movement the environment should be least restrictive to accommodate disabled learners and to afford them the right to be trained in environments that are conducive to their social, academic, physical and psychological needs. The concept of inclusion was in actual fact recognized after the Jomtien and Salamanca conferences of

1990 and 1994. The upshots of the Jomtien and Salamanca conferences spelt out the requirement for inclusion as opposed to sheer integration of students with disabilities. The integration of intellectually disabled learners alone may not guarantee the actualization of the core vision of Jomtien and Salamanca conferences rather the management style of the teachers of students with intellectual disability are also to be looked into for modification and adequate advancement where necessary. As the successful implementation of educational programmes mostly hinges on the teachers who are the implementers of the programmes to students with intellectual disabilities. The search for methods of educating and managing learners with intellectual disabilities began more than 200 years ago. According to Heward, (2006), Jean Marc Itard showed that "intensive systematic intervention" could produce noteworthy results in a learner considered to be incapable of learning. Okoko (1998) observes that every good curriculum for learners with intellectual disabilities must contain Daily Living Skills (DLS) and socialization skills. She asserts that skilled and qualified teachers are able to recognize and employ accurate teaching methods to teach physical education which is related to daily living skills.

Daily living skills (DLS) are manual skills; therefore, learners with intellectual disabilities can attain them if teaching methods are applied accurately and efficiently. Daily living skills are home based and community living techniques that allow individuals to deal with current and future daily demands and responsibilities. These skills enable the individual to be trained on how 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). The study of Kaur (2005) clearly indicates that learners with intellectual disabilities can progressively acquire Daily Living Skills (DLS) once exposed to conducive environment, trained personnel and effective use of teaching methods. Improvement in such skills could aid learners with intellectual disabilities to increase self-sufficiency, co-dependence and fostering problem-solving in the house, school and in the whole community at large (Lombardi, 2011).

Socialization skills on the other hand are defined as skills that allow each child to interact and relate with others successfully. These set of skills are used to interact and interrelate with one another. These skills include daily interaction skills such as sharing, talking, taking turns, allowing others to talk without interrupting and so on. According to Kratchowill and French (1984), social skills are learned verbal and non-verbal conduct and behaviors that are carried out within a definite social context. Social skills are necessary to form and maintain connections with others. These skills may be obtained through gradual learning and are largely controlled and influenced by an array of social agents present in the culture. The practice of learning and acquiring such skills in the society is called socialization and when these skills are performed effectively they

are referred to as social competency. Sometimes persons with a disability have behaviors and characters that are unacceptable in social relationships. Inappropriate social skills could be a characteristic of their disability. Children may be deficient in specific social skill, may apply an inappropriate social skill to a definite situation, or may not be aware that a definite situation calls for a specific skill set (Akhmetzyanova, 2014).

Since the declaration of Education For All (EFA) and it subsequence acceptance by difference countries of the world, education for intellectually disabled individual was not only integrated into the main stream education but became a prominent aspect of education. Thus, there has been the change of educational provision from exclusion to inclusion. Ainscow (2003) posits that in an inclusive movement the environment should be least restrictive to accommodate students with disabilities to afford them the right to learn in environments that are conducive to their social, academic, physical and psychological needs. The notion of inclusion was in actual fact realized after the Jomtien and Salamanca conferences (1990 & 1994) on Disabilities. Despite the inclusion of education for students with intellectual disability, these sets of learners are still not enjoying education the way their colleagues who are able have been enjoying learning. This is partially attributed to lack of adequate management from their teachers and care-givers. This study therefore investigates the teachers' methods of teaching daily living and socialization skills of students with intellectual disability in Ilorin metropolis, Kwara state.

Statement of the Problem

Most learners with mild intellectual disabilities in Ilorin metropolis of Kwara State are placed in units in primary and secondary schools but majority still lacked Daily Living Skill (DLS) and Socialization Skills needed for survival in their environment. This was revealed and demonstrated by the way they were discriminated, rebuffed, segregated, rejected and abused by the society. They were, therefore, not well integrated in their communities. Their parents and guardians spend and exhaust their time caring for these children, which limited their contribution towards national development. The learners in the units were mildly and moderately retarded. They were, therefore, classified as educable and trainable. If adequate management and teaching methods were employed effectively by teachers, learners would have acquired daily living and socialization skills the way they ought to. In addition to their ability to identify mistreatment and abuse and reporting to the relevant authority, acquisition of daily living and socialization skills would also enable them live independently. However, despite all the provisions made to ensure that students with intellectual disabilities learn daily living skills and socialization skills, the outcome has been highly affected by teachers' management skills and how adequate it is being deployed in the process of teaching them. This study, therefore, examines teachers' management of students with

intellectual disability daily living and socialization skills with a view of suggesting solution on how students with such disability could be adequately managed to carry out daily living and socialization skills.

Purpose of the study

The general purpose of this study is to examine teachers' management of daily living and socialization skills of students with intellectual disability in Kwara State. Specifically, this study aims to;

i. identify the teaching methods employed by teachers to teach daily living skills to learners with intellectual disability;
ii. identify the teaching methods employed by teachers to teach socialization skills to learners with intellectual disability;
iii. determine the challenges teachers experience while teaching daily living and socialization skills to learners with intellectual disability;
iv examine the teaching and learning materials that enhance the teaching of daily living and socialization skills to learners with intellectual disability.

Research Questions

This study is aimed at providing answers to the following questions:

i. What are the teaching methods used by teachers of learners with intellectual disability to teach daily living skills?
ii. What are the teaching methods employed by teachers of learners with intellectual disability in teach socialization skills?
iii. What are the challenges teachers encountered when teaching daily living and socialization skills to learners with intellectual disability?
iv. What are the teaching materials that can enhance the teaching of daily living and socialization skills of learners with intellectual disability?

Significance of the study

The study would provide information to teachers on the effectiveness of teaching methods for acquisition of daily living and socialization skills to learners with intellectual disability. It would also supply information on how they should improve daily living skills, challenges experienced and the teaching and learning resources used to implement daily living and socialization skills. The study could also be used by curriculum developers, policy-makers and other stakeholders in the teaching line of work to advance and improve the implementation and acquisition of daily living and socialization skills by learners with mild intellectual disability to enhance their eventual independent living.

Methodology

Research Design

The study is a survey research and it is descriptive in nature. This design was adopted to carry out the research because it allows researcher to use information collected from the sample respondents to generalize on the population. The descriptive research is chosen because it gives the researcher the opportunity of having direct contact with a population or sample, which has features, personality, qualities, or attitudes that are relevant to the study. The descriptive research is also considered appropriate because it helped in describing prevailing practices, situations, conditions and issues such as that which the study sets to investigate and portray.

Sample and Sampling Techniques

Purposive sampling technique was used to select the only special school for learners with intellectual disability in public primary schools in the area of study and three inclusive schools that have students with intellectual disability. Simple random sampling techniques was used by the researcher to select fifty (50) teachers of learners with intellectual disability from the five special and inclusive schools selected. A number of twenty (20) teachers were chosen from the special schools because that is where we have high concentration of special teachers while ten (10) were chosen from each of the three inclusive schools.

Instrument

A structured twenty item questionnaire prepared by the researcher was used in collecting data for this research. The questionnaire comprises of section A and B. The section A contains the items on daily living skills while section B contains the items on socialization skills. The responses would be on a modified four likert scale of SA-strongly agree, A-agree, D-disagree, SD-strongly disagree. The questionnaire was validated by experts who are also lecturers in the Department of Special Education to make sure that the items in the questionnaire measures what was intended and to ensure objectivity in relation to the research purpose and problems at hand. This was necessary to ascertain the adequacy of the instrument and to rid the instruments of unclear direction, vocabulary and sentence structures that might be too difficult, poorly constructed items, improper arrangements of items and ambiguous test items inappropriate for the outcomes being measured. To ensure the reliability of the instrument test re-test method was used, using the same sets of questionnaires on similar respondent but outside the area of study within the interval of two weeks. Pearson product-moment correlation coefficient (PPMC) was used to test the reliability of the instrument. The reliability coefficient was 0.79.

Procedure for Data Collection and Ethical Consideration

A letter of introduction was submitted to the schools seeking permission to conduct the research. After getting the permission, the researcher explained the importance of the study to the teachers and later administered the questionnaire to teachers of students with intellectual disabilities. The researcher made friends and played with the respondents to establish good rapport with the teachers and ensure self-disclosure. Teacher's consent was sought and none of the teachers were coerced into responding to the questionnaires. Light refreshments were also distributed to the respondents with the permission of the school authorities so as to gain their full cooperation and participation.

Method of Data Analysis

The data gathered were analyzed using percentage, frequency and mean. The decision rule for the interpretation of the results of the data analysed was a mean score of 2.5 and above which was considered as a positive response (strongly agreed), and less than 2.5 was considered as a negative response (strongly disagreed). 4.00 – 3.50 indicated strongly agreed, 3.49 – 2.50 indicated agreed while 2.49 – 1.50 indicated disagreed and 1.49 – 0.00 showed strongly disagreed.

Results

Research Question 1: What are the teaching methods used by teachers of learners with intellectual disability to teach daily living skills?

Table 1: Analysis of teaching methods used by teachers of learners with intellectual disability to teach daily living skills

S/No	ITEM	SA	A	D	SD	MEAN
1	Interactive teaching method	20(40%)	28(56%)	2(4%)	-	3.48
2	Co-operative teaching method	34(68%)	15(30%)	1(2%)		3.68
3	Teacher-direct approach	12(24%)	37(74%)	-	1(2%)	3.66
4	Peer-tutoring method	11(22%)	17(34%)	12(24%)	10(20%)	2.34
5	Team teaching method	12(24%)	18(36%)	11(22%)	9(18%)	2.68
	Weighted mean					**3.16**

Table 1 revealed teachers' response to teaching methods used by teachers of learners with intellectual disability to teach daily living skills. Item 1 showed that 20 respondents representing 40% strongly agreed to use of interactive teaching methods, 28 respondents representing 56% agreed, while 2 respondents representing 4% disagreed with mean of 3.48. Also, Item 2 showed that 34 respondents representing 68% strongly agreed to use of co-operative teaching methods, 15 respondents representing 30% agreed, while 1 respondent representing 2% disagreed with a mean of 3.68. Item 3

showed that 12 respondents representing 24% strongly agreed to use of teacher direct approach, 37 respondents representing 74% agreed, while 1 respondents representing 2% disagreed with mean a of 3.66. Furthermore, item 4 showed that 11 respondents representing 22% strongly agreed to use of peer-tutoring methods, 17 respondents representing 34% agreed, 12 respondents representing 24% disagreed while 10 respondents representing 20% strongly disagreed with mean of 3.34. Lastly, item 5 showed that 12 respondents representing 24% strongly agreed to use of team teaching methods, 18 respondents representing 36% agreed, 11 respondents representing 22% disagreed while 9 respondents representing 18% strongly disagreed with mean of 2.68. The weighted mean is 3.16 which showed that all the items were agreed to. Therefore, from table 1 above, it could be deduced that teaching methods used by teachers to teach daily living skills to intellectually disabled students are cooperative teaching methods, teacher-direct approach and interactive teaching methods

Research Question 2: What are the teaching methods employed by teachers of learners with intellectual disability in teaching socialization skills?

Table 2 : Analysis showing response to teaching methods used by teachers of learners with intellectual disability to teach socialization skills

S/No	ITEM	SA	A	D	SD	MEAN
6	Interactive teaching method	19(38%)	24(48%)	5(10%)	2(4%)	3.56
7	Co-operative teaching method	23(46%)	22(44%)	4(8%)	1(2%)	3.78
8	Teacher-direct approach	27(54%)	18(36%)	2(4%)	3(6%)	3.82
9	Peer-tutoring method	13(26%)	28(56%)	4(8%)	5(10%)	3.54
10	Team teaching method	22(44%)	24(48%)	2(4%)	2(4%)	3.68
Weighted mean					**3.67**	

Table 2 revealed teachers' response to teaching methods used to teach learners with intellectual disability socialization skills. Item 6 showed that 19 respondents representing 38% strongly agreed to use of interactive teaching method to teach social skills to intellectually disabled students, 24 respondents representing 48% agreed, 5 respondents representing 10% disagreed while 2 respondents representing 4% strongly disagreed with mean of 3.56. Also, item 7 showed that 23 respondents representing 46% strongly agreed to the use of cooperative teaching method to teach social skills to students with intellectual disability, 22 respondents representing 44% agreed, 4 respondents representing 8% disagreed while 1 respondent representing 2% strongly disagreed with mean of 3.78. Item 8 showed that 27 respondents representing 54% strongly agreed to use of teacher-direct approach to teach social skills to intellectually disabled students, 18 respondents representing 36% agreed, 2 respondents representing 4% disagreed while 3 respondents representing 6% strongly disagreed with mean of

3.82. Furthermore, item 9 showed that 13 respondents representing 26% strongly agreed to use of peer-tutoring method to teach social skills to intellectually disabled students, 28 respondents representing 56% agreed, 4 respondents representing 8% disagreed while 5 respondents representing 10% strongly disagreed with mean of 3.54.

Lastly, item 10 showed that 22 respondents representing 44% strongly agreed to use of team teaching method to teach social skills to students with intellectual disability, 24 respondents representing 48% agreed, 2 respondents representing 4% disagreed while 2 respondents representing 4% strongly disagreed with mean of 3.68. The weighted mean of the respondents is 3.67 which revealed that all the respondents strongly responded to the items. Therefore, from table 2 above, it is could be see that teaching methods used by teachers to teach socialization skills to students with intellectual disability are teacher-direct approach, cooperative teaching methods and team teaching methods.

Research Question 3: What are the challenges teachers' encounter when teaching daily living and socialization skills to learners with intellectual disability?

Table 3 : Analysis showing response to chal lenges teachers experience when teaching daily living skills and socialization skills to learners with intellectual disability

S/No	ITEM	SA	A	D	SD	MEAN
11	Inadequate teaching/learning materials	24(48%)	23(46%)	1(2%)	2(4%)	3.86
12	High teacher-students ratio	12(24%)	14(28%)	!8(36%)	6(12%)	2.56
13	Inadequate curriculum	17(34%)	22(44%)	6(12%)	5(10%)	3.04
14	Lack of facility to enhance teaching and learning	18(36%)	30(60%)	2(4%)	-	3.88
15	Lack of fund	14(28%)	28(56%)	5(10%)	3(6%)	3.74
16	Negative attitudes of teachers and school administration	13(26%)	12(24%)	19(38%)	6(12%)	2.54
	Weighted mean					**3.27**

Table 3 revealed teachers' response to challenges experienced while teaching daily living and socialization skills to learners with intellectual disability. Item 11 showed that 24 respondents representing 48% strongly agreed that inadequate teaching/learning material is a major challenge experience, 23 respondents representing 46% agreed, 1 respondent representing 2% disagreed while 2 respondents representing 4% strongly disagreed with mean a of 3.86. Also, item 12 showed that 12 respondents representing 24% strongly agreed that high teacher-students ratio is another challenge experience, 14 respondents representing 28% agreed, 18 respondents representing 36% disagreed while 6 respondents representing 12% strongly disagreed with a mean of 3.56. Item 13 showed that 17 respondents representing 34% strongly agreed that inadequate curriculum is a challenge experienced while teaching learners with intellectual disability, 22 respondents representing 44% agreed, 6 respondents representing 12% disagreed while 5 respondents representing 10% strongly disagreed with mean a of

3.04. Item 14 showed that 18 respondents representing 36% strongly agreed that lack of facilities to enhance teaching and learning is a challenge experienced, 30 respondents representing 60% agreed, while 2 respondents representing 4% disagreed with a mean of 3.88.

Furthermore, item 15 showed that 14 respondents representing 28% strongly agreed that lack of fund is a major challenge experienced, 28 respondents representing 56% agreed, 5 respondents representing 10% disagreed while 3 respondents representing 6% strongly disagreed with a mean of 3.74. Lastly, item 16 showed that 13 respondents representing 26% strongly agreed that negative attitude of teachers and school administration affect leaning of students with intellectual disability, 12 respondents representing 24% agreed, 19 respondents representing 38% disagreed while 6 respondents representing 12% strongly disagreed with a mean of 2.54. The weighted mean of the responses is 3.27 which showed that all the respondents agreed with the major challenges experienced by teachers in teaching daily living and socialization skills. Therefore, from table 3 above, it could be deduced that the major challenges teachers experienced when teaching daily living and socialization skills to learners with intellectual disability are; inadequate teaching/learning materials, lack of facility to enhance teaching and learning, and lack of fund.

Research Question 4: What teaching materials that can enhance the teaching of daily living and socialization skills of learners with intellectual disability?

Table 4 : Analysis showing response to teaching materials that can enhance the teaching of daily living and socialization skills of learners with intellectual disability?

S/No	ITEM	SA	A	D	SD	MEAN
17	Pictorial charts	18(36%)	22(44%)	8(16%)	2(4%)	3.24
18	Modeling	23(46%)	24(48%)	3(6%)	-	3.84
19	Video devices	19(38%)	28(56%)	2(4%)	1(2%)	3.84
20	Audio devices	12(24%)	21(42%)	12(24%)	5(10%)	3.04
	Weighted mean					**3.49**

Table 4 revealed teachers' response to teaching materials that can enhance the teaching of daily living and socialization skills of learners with intellectual disability. Item 17 showed that 18 respondents representing 36% strongly agreed that pictorial chart would enhance their leaning, 22 respondents representing 44% agreed, 8 respondents representing 16% disagreed while 2 respondents representing 4% strongly disagreed with a mean of 3.24. Also, item 18 showed that 23 respondents representing 46% strongly agreed that modeling would enhance their leaning, 24 respondents representing 48% agreed while 3 respondents representing 6% strongly disagreed with a mean of 3.84.

Furthermore, item 19 showed that 19 respondents representing 38% strongly agreed that video devices would enhance their leaning, 28 respondents representing 56% agreed, 2 respondents representing 4% disagreed while 1 respondent representing 2% strongly disagreed with a mean of 3.84. Lastly, item 20 showed that 12 respondents representing 24% strongly agreed that audio device would enhance their learning, 21 respondents representing 42% agreed, 12 respondents representing 24% disagreed while 5 respondents representing 10% strongly disagreed with a mean of 3.04. The weighted mean of the responses is 3.49 which indicated that all the respondents agreed with the utilization of teaching materials. Therefore, from table 4 above, it could be deduced that pictorial charts, modeling and video devices are teaching materials that can enhance the teaching of daily living and socialization skills of learners with intellectual disability.

Discussions of findings

From the data analysis, the first finding of this study revealed that interactive teaching methods, cooperative teaching methods and teacher-direct approach are teaching methods used by teachers to teach daily living skills to students with intellectual disability. These methods of teaching allow students to be involved in different activities during the lesson. For instance, some learners would be involved in distributing materials, others in arranging tables, while still others did other class activities. Of almost important the methods support and put into consideration the students age, interest and educational needs. This finding support that of Friend (2008), that a teacher of learners with intellectual disability should be guided by the ability level of the learner, age, and educational needs and interest of the learner to come up with the daily living and socialization skills correct methods of teaching for a particular learner with intellectual disability. Also, the second finding of the study revealed that teaching methods used by teachers to teach social skills to intellectually disabled students are interactive teaching methods, cooperative teaching methods, teacher-direct approach and teacher-direct approach. Okoko (1998) observes that every good curriculum for learners with intellectual disabilities should contain socialization skills. She asserts that trained teachers are able to identify and use correct teaching methods to teach physical education which is also applicable to these skills. This finding corroborate Heward, (2006) that stressed that Jean Marc Itard showed that "intensive systematic intervention" could produce significant gains in a learner thought to be incapable of learning.

Furthermore, the third finding of the study revealed that inadequate teaching/learning materials, lack of facility to enhance teaching and learning, and lack of fund are the major challenges experienced by when teaching daily living skills and socialization skills to learners with intellectual disability. This support the findings of Friend (2008), that ignorance concerning disability can result in quite damaging

prejudice, hostility and rejection. This is even more serious if the disability is intellectual disability because of its characteristics of deficits in both adaptive behavior and IQ. Also, Koech (1999) in his report summarizes the challenges encountered in implementing daily living skill and social skill 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 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.

The fourth finding of the study revealed that Pictorial charts, modeling and video devices are teaching materials that can enhance the teaching of daily living and socialization skills of learners with intellectual disability. Teaching and learning materials cultivate motivation in the learners and make them active participants in the learning process. This finding support Rosallin (2013) that teaching and learning materials capture and maintain learners' attention, help them to understand what is being taught, and learn new skills. Learners with intellectual disability require materials over and above what is already being provided by the school.

Conclusion

Daily living and socialization skills are the day-to-day activities needed to enhance healthy living. The activities range from personal grooming, toileting, greetings, taking turns, showing respect which are integral parts of successful living. These skills are also of paramount importance to students living with intellectual disabilities despite their low intelligence quotient hence teachers need to manage and teach these skills at school and encourage parents and other caregivers to do likewise. The results obtained from the data gathered and analyzed in this study indicated that interactive teaching methods, cooperative teaching methods and teacher-direct approach are teaching methods used by teachers to teach daily living skills to intellectually disabled students. Also, it was discovered that teaching methods used by teachers to teach social skills to intellectually disabled students are interactive teaching methods, cooperative teaching methods, teacher-direct approach and teacher-direct approach. Furthermore, inadequate teaching/learning materials, lack of facility to enhance teaching and learning and lack of fund are the major challenges experienced by when teaching daily living skills and social skills to learners with intellectual disability. Lastly, Pictorial charts, modeling and video devices are teaching materials that can enhance the teaching of daily living and social skills of learners with intellectual disability.

Recommendations

The following recommendations were made based on the research findings and conclusions. School managers and experts in special education should lobby and mobilize for parental support through seminar, conferences and public education to ensure continued training of daily living and socialization skills at home.

There should be provision of an array of professional development opportunities to special education teachers on how to instructionally address daily living skills and socialization skills deficits for students with intellectual disability. Special education teachers should be provided comprehensive training specific to addressing daily living skills and socialization skills deficits in their students.

Schools with special units should be headed by teachers who are trained on how to handle intellectual disability and have knowledge and skills, and also have learners with intellectual disability at heart. Such head teachers would advise their special unit teachers on the correct methods while considering learners abilities and interests in teaching daily living and socialization skills.

Teacher training programmes should help inculcate positive attitudes among teachers and provide knowledge and skills to handle students with mental disabilities in regular classrooms. Schools and the Ministry of Education should mobilize resources from donor agencies to within and outside the country to cater for the successful implementation of special education programmes. The government should provide enough funds for purchase of materials and construction of enough classrooms, creation of awareness and advocacy on abilities of learners with intellectual disability if they have acquired daily living and socialization skills.

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