

Relationship between Teaching Methodology & Retention Rates of Learners with Intellectual Challenges in Special Units in Public Primary Schools, Kikuyu Sub-County, Kiambu County, Kenya.

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ABSTRACT: The failure to achieve education and essential skills for life is a big problem to children with intellectual challenge. The purpose of this study was to establish the relationship between teaching methodology & retention rates of learners with intellectual challenges in public primary schools in Kikuyu Sub-County, Kiambu County in Kenya. The researcher included all the 8 schools Kikuyu Sub-County, Kiambu County in this study and interviewed all the teachers and the head teachers. The collected data was analyzed using both quantitative and qualitative data analysis approaches whereby both descriptive and inferential statistics were used. The study revealed that there was a strong positive correlation between ($r = 0.802$, $P < 0.05$) between teaching method and the retention rates of learners with intellectual challenges in the special units in public primary schools.

Keywords: *Teaching Methodology, Retention rates, Intellectual challenge, special unit.*

Date of Submission: 20 -07-2017

Date of acceptance: 08-08-2017

I. INTRODUCTION

Intellectual challenge is characterized by limitations in intellectual functioning resulting in the need for extra ordinary support for the person to participate in activities involved with typical human functioning. The distribution of learners with intellectual challenge depends on severity of the disorder. Among those with intellectual challenge are mild intellectual challenge which affect 85%, moderate affecting 10%, severely affecting 4% and profound intellectually disabled which affects 2 % (Hallan, Kauffman, Pullen, 2009). Although there has been an increasing awareness on the need to give these children proper education, many people and organizations still do not know much about them Obaseki & Osagie (2009). Likewise, during the World Conference for Education for All (EFA), in 1990 held at Jomtien, the significance of EFA as a fundamental human right and its pivotal role in the development of the society were reaffirmed. The most consistent message from the delegates through the Jomtien Conference was consideration for equity and particularly a reduction of the disparity in educational opportunities among population groups. The participants at the Conference agreed that the process should begin by addressing the educational needs of the disadvantaged groups regardless of the gender, economic status, geographical location, physical or intellectual differences Moberg & Ngandu (2009).

Approximately 6.5 million people in the United States have an intellectual challenge and nearly 1-3 percent of the global population has an intellectual challenge. There are as many as 200 million people with intellectual challenge globally (Wilmshurst, 2012). Intellectual challenge is significantly common in low-income countries (Chakuchichi, Nyaruwata, and Chataika, 2012). In North America intellectual challenge is subsumed into the broader term developmental challenge, which also includes epilepsy, autism, cerebral palsy and other disorders that develop during the developmental period (birth to age 18). The service provision is tied to the designation 'developmental challenge', it is used by many parents, direct support professionals and physicians. In the United States, however, in school-based settings, the more specific term mental retardation or intellectual challenge, is still typically used, and is one of 13 categories of challenge under which children may be identified for special education services under Public Law 108- 446, (Wilmshurst, 2012). The education of children with intellectual challenges is increasingly receiving attentions across the world but at varying degrees. In Europe, efforts to support children with special education needs (SEN) are underlined at continental level by the Education and Training 2020 Strategic Framework and the May 2010 Council conclusions on the social

dimension of education and training. Both documents Education and Training 2020 Strategic Framework and the May 2010 Council emphasize the imperative position that that education in Europe should provide room for successful inclusion of all learners. The main objective of the two policy documents is to improve the quality of special needs education provision across Europe through collaboration and knowledge exchange (European Commission, 2013). In Kenyan public schools, children with intellectual challenges are enrolled in Class One and have to go through to Class Eight when they sit for their Kenya Certificate of Primary Education (KCPE) exam. This study adopts the definition by Summerskill (1962) and will consider retention rate as the percentage of children with intellectual challenges who complete the primary education cycle by successfully completing their Kenya Certificate of Secondary Education (KCSE) exams. This is as compared with the number of such children who enroll in class on in a given public school with special units.

II. LITERATURE REVIEW

2.1 Meaning and Concept of Intellectual challenge

The perception of the concept of intellectual challenge is continually changing and the changes can be seen as a reflection of the changing public perception towards individuals with intellectual challenge Wilmshurt & Bruce (2010). Indeed, this is a step in the right direction based on the research done and a clear understanding of the issues involved in defining the concept (Kiarie, 2006). According to American Association on Mental Deficiency (AADM), intellectual challenge refers to significantly sub-average general intellectual functioning existing concurrently with the deficits in adaptive behavior and manifested during the developmental period Gargiullo (2006). A child who is intellectually disabled has limitations in intelligence conditions which usually arise between conception and 18 years.

2.2 Teaching Methodology and Retention Rate

Teaching methodology refer to whether the teacher prefers teacher-centered (indirect) approaches or learner-centered (indirect) approaches when managing children with intellectual challenges. The focus components of teaching methodology are creation, continuity, effectiveness and evaluation. Teachers using more of learner-centered methodology focus on sensitivity to individual differences among learners and acknowledges their personal and relational needs (Daniels & Perry, 2003).

A study conducted by Khandaghi & Farasat (2011) to establish the effect of teacher's teaching style on students' adjustment. The study was conducted in Iran focusing children if fifth grade. Teaching methodology were divided into teacher-oriented and learner-oriented methodology while learner adjustment focused on emotional, social and educational domains. The study was conducted on 31 teachers and 300 students selected by multi-stage cluster sampling. Findings suggested that teachers who used the indirect style influenced higher emotional, educational and social adjustment scores in the students as opposed to the teachers who use the direct style. In another study, Opdenakker & Van Damme (2006) examined the effects of teacher characteristics such as teaching methodology on indicators of good classroom practice focusing on mathematics classes in secondary education. The study was conducted in Flanders which is the Dutch-speaking part of Belgium. A sample of 132 mathematics teachers in 47 schools participated in the study. Multilevel analysis was used to analyze the data collected using self-administered questionnaires. The study revealed that effective classroom management practices can be explained by a learner-centered teaching style adopted by teachers.

III. OBJECTIVE OF THE STUDY

To determine the influence of teaching methodology on the retention rates of learners with intellectual challenges in the special units in public primary schools in Kikuyu Sub-County, Kiambu County in Kenya

IV. HYPOTHESIS

There is no significant relationship between the teaching methodology and the retention rates of learners with intellectual challenges in the special units in public primary schools in Kikuyu Sub-County, Kiambu County in Kenya..

V. METHODOLOGY

The study used a descriptive survey design. The target population for the study included all the public primary schools within Kikuyu Sub-County with special units. The researcher included all the 8 schools in this study and interviewed all the teachers and the head teachers. The collected data was analyzed using both quantitative and qualitative data analysis approaches whereby both descriptive and inferential statistics were used. Descriptive statistics that was used in this study include frequencies, means and standard deviations. The Hypothesis was tested using Pearson's moment of correlation coefficient. The qualitative data were presented in the form of narrative and integrated.

VI. FINDINGS AND DISCUSSIONS

Teaching Experience and Retention of Learners with Intellectual Challenges

The objective sought to determine the influence of teachers' teaching methodology on the retention rates of learners with intellectual challenges in the special units in public primary schools in Kikuyu Sub-County, Kiambu County in Kenya. To achieve this objective, the respondents were first required to indicate the extent to which teaching methodology influenced retention rates of learners with intellectual challenges in the special units. The responses were presented in Table 1.

Table 1 Extent to which teaching methodology and Retention rates of Learners with Intellectual Challenges

Extent	Frequency	Percent
Very great extent	6	60.0
Great extent	2	20.0
Some extent	1	10.0
No extent	1	10.0
Total	10	100.0

Majority of the respondents (60%) indicated that teachers' teaching methodology influence the retention rates of learners with intellectual challenges in the special units to a very great extent. This was followed by those who indicated it was to great extent (20%). These results agree with Khandaghi & Farasat (2011) who argued that teacher's teaching to a great extent influenced the effective learning of pupils. Their findings suggested that teachers who used the indirect style influenced higher emotional, educational and social adjustment scores in the students as opposed to the teachers who use the direct style. The respondents were required to indicate the teaching approaches used by the teachers. The results are presented in Table 2.

Table 2 Teaching Methodologies used by teachers

Teaching Methodology	Yes	No	Total
Learner centered	8(80%)	2(20%)	10(100%)
Group discussions	5(50%)	5(50%)	10 (100%)
Child friendly methods	7(70%)	3(30%)	10 (100%)
Cooperative teaching/quest teaching	6(60%)	4(40%)	10 (100%)
Tutorials/remedial teaching	7(70)	3(30%)	10 (100%)
Teacher centred	4(40%)	6(60%)	10 (100%)

Table 2 shows that most teachers (80%) used learners centered as a teaching methodology approach for handling learners with intellectual challenges. This was followed by child friendly methods (70%) and tutorials/remedial teaching (70%). The least used method was teacher centered (40%). The study further tested hypothesis three using Pearson product moment correlation measure of relationships. The hypothesis stated that; H03: There is no significant relationship between teachers' teaching method and the retention rates of learners with intellectual challenges in the special units in public primary schools in Kikuyu Sub-County, Kiambu County in Kenya. The results are presented in Table 3.

Table 3 Correlation between teachers' teaching methodology and retention rates of learners with intellectual challenges

		Teachers' teaching method	Retention rates of learners with intellectual challenges
Teachers' teaching method	Pearson Correlation	1	.802**
	Sig. (2-tailed)		.000
	N	10	10
Retention rates of learners with intellectual challenges	Pearson Correlation	.802**	1
	Sig. (2-tailed)	.000	
	N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

Results in Table 3 shows that, there is a strong positive correlation ($r = 0.802$, $P < 0.05$) relationship between teachers' teaching method and the retention rates of learners with intellectual challenges in the special units in public primary schools. On that basis, we do reject Hypothesis three. These results agrees with Opendakker & Van Damme (2006) who argued that the effects of teacher characteristics such as teaching methodology on good classroom practice influence the performance of pupils and that effective classroom management practices can be explained by a learner-centered teaching style adopted by teachers.

VII. CONCLUSION

It was concluded that teaching methodology significantly influences the retention rates of learners with intellectual challenges in the special units in public primary schools..

VIII. RECOMMENDATIONS

The study recommends the need for the Ministry of Education should train more teachers on special needs education so as to increase the number of teachers with that skill and design a special curriculum to favour learners who are intellectually challenged.

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Anne Njeri Benson. "Relationship Between Teaching Methodology & Retention Rates Of Learners With Intellectual Challenges In Special Units In Public Primary Schools, Kikuyu Sub-County, Kiambu County In Kenya." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 22.8 (2017): 63-66.