

# Effect of Teacher–Student Interactions on Inclusion of Learners with Intellectual Challenges in Regular Public Primary Schools in Manga Sub County, Nyamira County

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**Abstract:** *The study sought to analyze the determinants of inclusion of children with intellectual challenges in public primary schools in Manga Sub County, Nyamira County, Kenya. Children living with disabilities in Kenya like in most developing countries are a marginalized population and face challenges as a result of their challenges. In most cases, their access to basic needs such as education, health and employment is affected to a great extent. The study sought to analyze the determinants of inclusion of intellectually challenged learners in public primary schools in Manga Sub County. The study was based on a conceptual framework which was supported by Glasser's choice theory of cognitive development which suggests that children's learning process occurs through interactions with their surrounding environment. The objective of the study was; to establish whether teacher–student interactions affect inclusion of intellectually challenged learners in public primary schools in Manga Sub-County. The study used a descriptive survey design. The target population of the study consisted of 64 public primary schools, with 579 parents, 64 head teachers and 594 teachers in Manga-Sub County. The study used a sample size of 117 consisting of 7 schools hence 7 head teachers, 58 teachers and 58 parents. Purposive sampling was used to select the head teachers from the seven schools, while stratified and simple random sampling methods were used to select the teachers and parents. The study used a questionnaire and FGDs to collect the data. The questionnaire was pre-tested for validity and reliability in two schools from the sub county. Data was coded then analyzed by use of descriptive statistics. Frequency tables were used in presentation of the results. The results of the study indicated that there was a significant but weak correlation between teacher – learner relationship and the inclusion of learners who are intellectually challenged. This meant that parents are not ready to get involved in the learning process of their challenged learners and this is affecting the inclusion process. The study concludes that teacher learner interactions should be considered highly as it has a very significant association with the inclusion process. The results are expected to indicate the determinants of inclusion of intellectually challenged learners in public primary schools. The study was of significance to the EARC officers, head teachers, school teachers, parents and the policy makers at the ministry of Education, science and technology.*

**Keywords:** Disabilities, Intellectual, Inclusion, Public Primary Schools, Teacher– Student

## 1. Background of the Study

All over the world, changes in Service Delivery, Support Systems and Service Providers contribute to stress and anxiety for young children with disabilities and their families (Piccione, 2000). The 1983 World Program of Action Concerning Disabled Persons states under Article 120 that all Member States agree that education for persons with disabilities should be carried out, as far as possible, within the general school system. A few years later, the 1989 Convention on the Rights of the Child acknowledged the special needs of children with disabilities, and stated that these children must be guaranteed “effective access to education in a manner conducive to the child achieving the fullest possible social inclusion and individual development”. Moreover, at least one author has studied the impact of a diversified student body has on the general education population and has concluded that learners with intellectual disability who spend time among their peers show an increase in social skills and academic proficiency (Trainer, 1991).

Inclusive education was first introduced from an international perspective at the Salamanca World Conference in 1994 in Spain which included international papers on special needs children Ainscow & Cesar, (2006). In some countries, inclusive education is thought of as an approach to serve special educational needs children within general education settings. Internationally, however, inclusive education is seen as a system which caters for the needs of a diverse range of learners and supports diversity, effectively eliminating all forms of discrimination (UNESCO, 2009). Alur & Bach (2010) define inclusive education as the placement of all learners including children with disabilities in inclusive classrooms with the necessary support given within these classrooms.

In the United States of America, it is noted that approximately 80% of learners with disabilities receive special education support in the inclusive classroom (Murawski, 2005). Due to this increase, general education teachers are often required to differentiate their instruction for learners with documented disabilities and to share their classroom with special education staff. These changes have generated varying attitudes and beliefs among general and

special education teachers regarding the implementation of inclusion (Kalyva, Gojkovic, & Tsakinis, 2007). It is further noted that over six million learners are identified as learners with disabilities and represent a 43% increase since 1989 (United States Department of Education, 2006). Current research indicates that general educators feel that inclusion of learners with disabilities is a problem because inclusion does not make sense in light of pressures from federal laws such as the No Child Left Behind Act, state legislatures, and the public at large to develop more rigorous academic standards and to improve the academic achievement of all learners (Amrein, Berliner, Rideau, 2010).

Despite international declarations regarding the implementation of inclusive education, there are challenges in both developed and developing countries, such as gaps between policies and practices, negative attitudes towards inclusion, and lack of sufficient funding (Charema, 2010). In particular, many studies highlight the different challenges faced by developing countries in implementing inclusive education, such as a lack of relevant research information, inadequate support services, lack of appropriate facilities and materials, inadequate training programmes and ineffective policies and legislation for teachers in these schools (Eleweke & Rodda, 2002). Studies in both Organisations for Economic Co-operation and Development (OECD) and non-OECD countries indicate that learners with intellectual disabilities achieve better school results in inclusive settings.

The teachers and school-heads of the current study were very concerned with the lack of support and non availability of resources in primary schools. To be specific, educators indicated that there was a lack of appropriate instructional materials needed for learners with intellectual disabilities. In addition, they regretted the insufficient time available for collaboration and consulting with other teachers, parents, and professionals to meet the learning needs of learners with disabilities. The findings of this study resonate well with the study carried out by Ocloo and Subbey (2008). They found that Ghanaian teachers were well aware of the concept of inclusive education, but inadequate infrastructure and teachers' lack of training impeded the implementation of inclusive education.

Special needs education in Kenya started during the Second World War to rehabilitate army officers who returned from Second World War in 1945 with injuries. Some organizations, societies and support groups were formed in Kenya to advocate and lobby for the rights of persons with disabilities as well as offering support services to them. The government put in place programmes to support the children with special needs in education. The programmes included administrative section which dealt with all administrative issues on special needs education, inspectorate department which supervised special institutions to ensure that standards were maintained and improved and curriculum development department which developed, adopted specialized and specialist curriculum as well as related needs in education (GOK, 2003).

This has serious implications on access, equity and quality in the provision of education and training to children with intellectual disabilities. This situation cannot easily be

reversed because of lack of reliable data on incidences and prevalence of these forms of disability in schools (Republic of Kenya, 2005). Majority of the children with intellectual disorder have not been identified for proper placement and inclusion in the general education system in Kenya (Runo, 2001). According to Rusugu (2010), an understanding of the nature of the intellectual disability is a critical step before developing plans for appropriate inclusion of these learners in regular classrooms. Hence further theoretical and empirical work is needed to refine and validate the standards and measures to be used to establish the determinants of effective inclusion of intellectually challenged children in general primary school education in Manga Sub County, Nyamira county-Kenya.

## **1.2 Statement of the Problem**

Children living with intellectual disabilities in Kenya, like in most developing countries, are a marginalized population and face many challenges as a result of their disability. In most cases, they lack access to education, health, employment or rehabilitation. The majority of these learners experience hardships as a result of inbuilt social, cultural and economic prejudices, stigmatization and more often than not, abuse and violence. A child who has intellectual disability is less likely than other children to attend school. The overwhelming number of learners in public primary schools denies the intellectually disabled learners a closer attention from the teachers; this ruins the interaction that should exist to help these learners learn.

The Teachers are also disadvantaged in dealing with these intellectually disabled learners because they lack the adequate skills and knowledge. Teachers undergo training that does not expose them to dealing with disability among the learners and when they face reality it is not easy for them to cope with the situation and hence this might affect the ability to deliver. The current curriculum does not have provision for the intellectually disabled learners; hence teachers adopt a teaching model that excludes these children making it difficult for them to effectively learn. There is therefore need for a study to analyse how these factors influence the inclusion of the disabled learners in the normal learning environment.

## **1.4 Purpose of the Study**

The purpose of this study will be to analyze how teacher-student interactions influence learners with intellectual disability in public primary schools in Manga Sub County, Nyamira County, Kenya

## **1.5 Objective of the Study**

The specific objective of the study was to establish whether teacher-student interactions affect inclusion of intellectually challenged learners in public primary schools in Manga Sub County.

## **1.6 Research Questions**

The study seeks to answer the following research questions; How does a teacher-student interaction affect inclusion of

intellectually challenged learners in public primary schools, Manga Sub County?

### 1.7 Significance of the Study

An understanding of the nature of learning problems among primary school learners with intellectual disability would be helpful in developing pre-referral interventions, making appropriate referrals as well as identifying effective accommodations and intervention strategies. It is hoped, therefore, that the findings of this study is expected to assist a number of stakeholders in the education system; learners, parents, policy makers, teachers, the community and other researchers.

## 2. Literature Review

### Teacher–Student Interactions and Inclusion of Intellectually Challenged Learners

Attitudes toward individuals with disability in Kenya like the rest of the continents are generally negative (Muchiri & Robertson, 2000). Individuals with intellectual disorders have traditionally been viewed as helpless and hopeless (Kiarie, 2004). A good majority of people in Kenya believe that disability is retribution of past deeds by the ancestors (United Disabled Persons of Kenya (UDPK), 2003). Much of the research on inclusion indicates that the attitudes of the teachers towards intellectually challenged children are key components for successful inclusion (Cook, 2002; Van Reusen, Shoho, & Barker, 2000). Most educationists are now talking about what has become known as an inclusive educational approach, yet there is a big disparity in how this is being interpreted in different regions. In view of this, the attitude and perceptions of the teachers towards inclusion is critical to its implementation and success.

Discussion of attitudes of society towards those with intellectual disabilities is a common feature in the literature reviewed. It is common belief among writers on attitudes that an understanding of societal attitudes towards those with intellectual disabilities is necessary for the success of any rehabilitation or special education services (Mushoriwa 2001 and Bothman et. al. 2000). In a study of attitudes of primary school teachers towards inclusion of children who are intellectually challenged in regular classes in Harare, Mushoriwa (2001) noted that many countries in Africa and other developed nations introduce inclusive education before thorough studies on acceptability of inclusive education are done. Examples given by Mushoriwa include Uganda, Kenya, Malawi and some developed countries where some teachers did not welcome children with intellectual disabilities.

The study revealed that teachers are more accepting of learners with physical disabilities than those who needed academic modifications. Learners with intellectual disability are likely to need academic modification and should therefore fall victim of the effects of teachers negative attitudes. Zindi (1996) reported positive attitudes of society towards those with disabilities although Mushoriwa cautions that when reporting about attitudes the type of disability must be specified as attitudes differ from disability to disability.

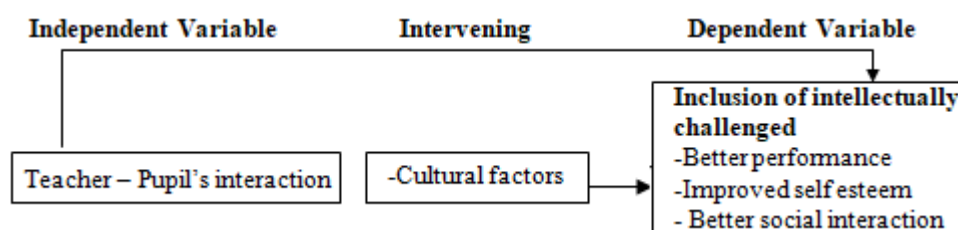
### Theoretical Framework of the Study

The theoretical framework for this study is based on Glasser's (1998) Choice Theory. According to Glasser, teachers are a key component in determining the success or failure of educating learners with disabilities in inclusive educational settings. Glasser's choice theory defines an individual's quality world as a "small personal world which each person starts to create and re-created throughout life through a small group of specific pictures". According to Glasser, building strong relationships with individuals can only foster the quality world of a person. Glasser's concept of a quality world forms the theoretical framework of this study because Glasser proposes that individuals choose to develop attitudes and beliefs about situations based upon lived experiences (Avramidis, et al, 2000; Kalyva, Gojkovic and Tsakiris, 2007).

In summary, Glasser's choice theory (1998) examined the following three constructs in relation to an individual's quality world: the people, with whom individuals want to be, the things that individuals want to own or experience, and the ideas and beliefs that govern an individual's behavior. Glasser noted that positive interpersonal and personal relationships foster the quality world of an individual. Therefore, Glasser's theory and other current research studies support the theoretical framework for this study because individuals develop attitudes and beliefs about a situation based upon their lived and expected experiences. Therefore, the effectiveness of inclusion of intellectually disabled learners is highly dependent on these relationships (Keefe and Moore, 2004)

### Conceptual Framework

The study conceptualizes the independent variables (determinants) to be the Teacher – Pupil's interaction, School teaching models, Parent's involvement and effectiveness of policy while the dependent variable is the inclusion of the intellectually challenged learners in the regular public primary schools.



**Figure 1:** Conceptual Framework on determinants of inclusion of learners with intellectual disability in regular public primary schools.

Source: Researcher (2017)



The conceptual framework shows that there is a direct relationship between the four selected determinants of inclusion that is, Teacher – Pupil's interaction, Schools' teaching models, Parent's involvement and effectiveness of policy on the inclusion process of intellectually challenged learners in public primary schools. However, it is also shown that though there might be a direct relationship between these factors and the inclusion process, there are other factors that might affect this relationship. For this study the cultural factors and the current curriculum are identified to have a moderating effect to this relationship. It is expected that the inclusion of learners should lead to better performance, higher emotional belong, improved self confidence increased interaction which was expected to reduce the negative perception among the learners with intellectual disability in the schools.

### 3. Research Methodology

#### 3.1 Research Design

The study adopted a descriptive survey research design. Descriptive survey research design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). According to Mugenda and Mugenda (2003), a descriptive research determines and reports the way things are. It attempts to describe such things as possible behaviour, attitudes, values and characteristics. Kothari (2004) noted that descriptive survey research intends to produce statistical information about aspects of education that interest policy makers and educators. Descriptive survey research design was suitable for the study because the researcher intended to collect data on effective inclusion of intellectually challenged learners and report findings based on the actual data collected without manipulating any variable.

#### 3.2 Target Population

The target population for this study was approximately 594 teachers in the 64 public primary schools and approximately 20,804 learners and 579 parents in Manga Sub- County, Nyamira County. The choice of Manga Sub County was guided by the number of schools. This indicates that the target population of the study constituted 18 schools with a population of 18 head teacher and 176 teachers. There are approximately 117 parents with children who are intellectually challenged and who formed part of the target population (Nyamira county education office, 2016).

#### 3.3 Sampling Procedures and Sample Size

The study adopted mixed sampling design; this sampling method ensures that each element of the population has an equal chance of being selected to participate in the study and also it is very appropriate for large samples as is the case for this study. Mugenda and Mugenda (2003) suggested that for a descriptive, study sample size should be at least 30% of the target population. The researcher used stratified sampling and simple random sampling to select the sample. In the first step a sample equivalent to 30% was selected from the 64 schools which gave approximately 20 public primary

schools in the sub county using simple random sampling method. Out of these 20 schools all head teachers were selected purposively, While 30% of the teachers from all the classes were selected using simple random sampling method. Lastly the 30% of the parents from the total of 579 were selected for the study. From the table 3.1, it is noted that a sample of 104 consisting of 18 head teachers, 52 teachers and 34 parents were selected for the study.

#### 3.4 Research Instruments

A self administered questionnaire was used to collect the required data for the study. The questionnaires assisted in evaluating the contextual understanding of the inclusive practices and were subjected to head teachers, teachers and the parents. Questionnaires presented an even stimulus potential to the large number of respondents simultaneously and provided the investigation with an easy accumulation of data. Gay et al (2005) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. The researcher designed the questionnaire on a 5 likert scale so that they can bring out the variation in the perceptions, opinion and understanding of the respondents about inclusion. This is where the respondents were required to rate their responses from strongly agree to strongly disagree. This scale was appropriate to provide the mixed feeling of the respondents. The questionnaire statements had at least 5 items for each objective. Only closed questions were used to capture the opinion of the respondents. Self administered questionnaires were most appropriate for this study so that the respondents are not influenced in any way by the researcher in responding to various statements. The questionnaire also provided a section for demographic data to help in identifying the nature of the respondents.

#### 3.5 Reliability and Validity of the Instruments

Piloting is very important for any study because it helps to establish whether instruments are adequate and suitable, it helps the researcher to assess the nature of the questions and hence provide assess the consistency of the question items. Piloting was done in 2 schools that is 10% of 20 of the schools and a total of 6 teachers and 6 parents were selected for the study. The respondents for the pilot were encouraged to make their appropriate suggestions on the instrument and their comments were used to make amendments where possible.

The consultation helped to improve face validity of the instruments. According to Kothari (2004) content validity of an instrument is improved through expert's judgment. As such the researcher sought assistance from the experts who helped to improve the validity of the instrument. To establish reliability of the instruments, the split half reliability method was used. The scores of both tests were correlated by the help of statistical package for social sciences and reliability established using the Spearman Rank order Correlation. A correlation coefficient greater or equal to 0.7 was accepted because it shows a high reliability of the instrument. For this study an alpha reliability coefficient of 0.783 was established and therefore the questionnaire was considered reliable and hence suitable for use in the analysis.

### 3.6 Data collection Procedure

The researcher visited the selected schools where he meet the respective head teachers and sought permission to collect the data. The researcher through the head teacher introduced himself to the teachers and learners and organizes to meet the parents selected for the study. Parents were contacted through their children for easy follow up. The questionnaires were dropped and the respondents asked to fill them at their own time but within one week. Constant reminders were made by visiting the various schools and parents to ensure that the response rate is high enough.

### 3.7. Data Analysis

The research instruments generated both qualitative and quantitative data. Qualitative data was generated from the open statements on the questionnaire and they were organized into appropriate themes for analysis. The results from the likert scale was summarized and organized quantitatively by the help of statistical package for social science (SPSS). Descriptive statistic of mean, standard deviation, frequency and percentages was computed and the results presented using tables and figures. The findings were interpreted based on the results and discussions were done to make appropriate deductions.

### 3.8 Ethical Considerations

Ethical issues are moral principles and values that guide researchers when conducting studies especially with human subjects. In the research process, ethics focus on the application of ethical standards in the planning of the study, data collection and analysis, dissemination and use of the results (Mugenda & Mugenda, 2012). The sampled schools were visited and questionnaires administered to the respondents with their consent. The researcher conforms to the principle of voluntary consent where the respondents were required to willingly participate in the research study.

## 4. Results and Discussions

Out of the 106 questionnaires that were administered, the researcher collected back 84 (79%) of the questionnaires, of which all the 18 questionnaires from the head teachers and 52 from the teachers were collected back while among the parents only 14 questionnaires were collected back. A total of 84(79 %) of the questionnaires were returned back by the respondents and used in the analysis. The response was noted as adequate enough to be used for the analysis. According to Mugenda and Mugenda (2003) and Babie (2003) a response rate of 70% and above is considered adequate for data analysis. However, the researcher considered the responses adequate for analysis.

### 4.1 Teacher–student interactions affect inclusion of intellectually challenged learners in public primary schools

The first objective of the study sought to establish whether teacher–student interactions affect inclusion of intellectually challenged learners in public primary schools in Manga Sub County. In order to test the respondent's opinion and views,

various statements in a five scale likert where 5- strongly agreed, 4- agreed, 3- not sure, 2- disagreed and 1- strongly disagreed was used. The respondents were required to rate each statement on the scale.

The study sought to establish whether the teachers are very friendly to the intellectually challenged learners in the inclusive classrooms or not. The response according to the male respondents, 34 (68.0%) disagreed with the statement, 11 (22.0%) strongly agreed while only 5(10%) agreed . This implies that the teachers were not very friendly to the intellectually challenged learners in the inclusive classes. This was contrary to the response from the female respondents where most of them 13 (38.2%) agreed with the statement, 10 (29.4%) disagreed while 7 (20.6%) strongly agreed that the teachers were supportive of the learners who are intellectually challenged in the inclusive classrooms. This extreme is attributed to the care that women provide to the special needs learners compared to the male counter parts.

The study also sought to establish whether majority of the teachers are well trained to deal with the learners with intellectual disabilities. The results shows that among the male teachers majority 42 (84.0%) disagreed with the statement while only 3(6%) agreed. This shows that the teachers in inclusive schools do not have the capacity in terms of training to deal with the intellectually challenged learners. Only 3 (6%) strongly agreed, another 3(6%) disagreed and 2 (4%) strongly disagreed with the statement. Among female respondents the results showed that this clearly shows that again most of the respondents, 14 (41.2%) agreed, 7 (20.6%) strongly agreed while 9(26.5%) disagreed with the statement. This implies that most of the teachers lack skills to deal with the intellectually challenged learners and this has an effect on the effectiveness of inclusion in the county.

The study also sought to establish whether when teachers have the skills they are able to effectively relate with the learners and create lasting bond. The results revealed that among the male respondents 27(54%) agreed with the statement, while 17 (34%) disagreed while among the female 17(50.0%) agreed and 7(20.6%) disagreed with the statement, this shows that most of the women who participated felt that teachers in the inclusive schools lack the appropriate skills that are required by the teacher to support inclusion of the learners with intellectual disabilities.

On whether the attitude of the teachers is negative towards the learners with intellectual disability hence affecting the teacher learner relationship, most of the male respondents 21 (42%) agreed with the statement while 16(32%) disagreed and 10 (20%) strongly disagreed. This shows that most of the respondents disagreed that teachers attitude was negative towards the inclusion. Among the female the results shows that 19 (55.9%) agreed, 5 (14.7%) strongly agreed and 4(11.8%) strongly disagreed that the teachers had a negative attitude towards the intellectually challenged learners in inclusive classes and this affected the teacher learners relationship.

On whether Schools where the learners with disability are accepted by teacher easily integrate the learners with the able learners, the results show that majority of the male 37 (74.0%) and 21(61.8%) of the female respondents agreed with the statement meaning that teachers acceptance of the learners with special needs makes inclusion very easy. This shows that teachers must accept the learners for the inclusion process to be effective.

It was also important to establish whether intellectually challenged learners are difficult to deal with hence the teachers find it difficult to relate with them and integrate them in the regular classes. Among the respondents, 35 (70.0%) of the Male and 25 (73.5%) of the female agreed that the learners who are intellectually challenged are difficult to deal with in an inclusive classroom. This makes it very difficult for the teachers to handle the classes; this implies that teachers have a rough time managing the intellectually challenged learners considering that they have limited skills to deal with special needs cases.

#### 4.2 Chi-Square Test of association between the variables

The study sought to establish whether there was an association between the teacher-learners interactions in inclusion of intellectually challenged learners in public primary schools. The results are presented in table 4.1.

**Table 4.1:** Chi square test of association

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	453.708 <sup>a</sup>	90	.000
Likelihood Ratio	225.279	90	.000
Linear-by-Linear Association	23.826	1	.000
N of Valid Cases	84		

The result shows that there was very significant association between teacher – learner relationship and inclusion of intellectually challenged learners in public primary schools. As presented in Table 4.1 where the chi square value of 453.708 and the p value < 0.05. This clearly shows that successful inclusion of learners who are intellectually challenged depends on the relationship that exists between the teachers and the learners. The results are further justified by the spearman and Pearson's correlation coefficients presented .

**Table 4.2:** Correlation Analysis

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Interval by Interval	Pearson's R	.536	.077	5.746	.000 <sup>c</sup>
Ordinal by Ordinal	Spearman Correlation	.538	.088	5.773	.000 <sup>c</sup>
N of Valid Cases		84			

The results in table 4.2 shows that there is a very significant positive and moderate correlation between teacher learner relationship and the inclusion of learners who are intellectually challenged in public primary schools .

### 5. Summary of Research Findings

The study sought to establish whether teacher-student interactions affect inclusion of intellectually challenged

learners in public primary schools. It was established that majority of the male 34 (68.0%) respondents disagreed while most of the female respondents agreed which indicates that teachers were not very friendly to the intellectually challenged learners in the inclusive classes. Majority of the respondents also disagreed that teachers are well trained to deal with the learners with intellectual disabilities. Similarly, majority disagreed that teachers have the skills they are able to effectively relate with the learners and create lasting bond. They however disagreed that the teachers had a negative attitude towards the learners who are intellectually challenged. The study also established that in most schools where the learners who are challenged are accepted by teacher easily integrate the learners because teachers must accept the learners for the inclusion process to be effective. It was also noted that the intellectually challenged learners are difficult to deal with hence the teachers find it difficult to relate with them and integrate them in the regular classes. Hence the teachers who have no skills and knowledge on how to handle these learners find it very difficult to handle the classes. The result also established that there was a very significant association between teacher – learner relationship and inclusion of intellectually challenged learners in public primary schools. That there is a very significant positive and moderate correlation between teacher learner relationship and the inclusion of learners who are intellectually challenged in public primary schools in Manga Sub-county, Nyamira County.

#### 5.1 Conclusion

From the findings of the study, it can be concluded that inclusion of learners who are intellectual challenged in public primary schools is influenced by various factors including teacher-student interactions, schools' teaching models, parents' involvement and effectiveness of policy on inclusion. It was noted that in public primary schools teacher – learner relationship is associated positively and significantly with inclusion of the learners who are intellectually challenged. It is therefore noted that inclusion of learners who are intellectually challenged can be effective only if the factors discussed are well implemented.

#### 5.2 Recommendation

Based on the findings and conclusions drawn, this study recommends that; Teachers in primary schools should be trained so that they have skills on how to handle the inclusive classrooms. It was noted from the findings that the teachers were un able to cope with the cases of intellectually challenged learners and hence could not provide the necessary support to the learners because they have no knowledge and skills on special needs education and hence their relationship with the learners is not very good. This study therefore recommends that teachers should be trained on the same. It is also recommended that parents of children with intellectual challenges should be sensitized to accept the reality with the children and encourage them to move to the next level just like other learners. This will help the learners to accept themselves and compete effectively with the others. Therefore, the study recommends that, there should be a joint initiative from the teachers, and the parents

to help the learners who have intellectual disability to cope in an inclusive classes.

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