

**TEACHERS' COMPETENCE IN TEACHING LEARNERS WITH INTELLECTUAL
DISABILITY IN MAGOLA SUB – COUNTY, TORORO DISTRICT.**

BY

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DECLARATION

I, Ominya Livingstone declare that this is my original research work and it has never been presented to any University or Institution of higher learning for any academic award

Sign.

Date.

APPROVAL

This is to certify has been under my supervision and the report is now ready for submission to the board of Examiners and the senate of Busitema University with my approvable as a university supervisor.

.....

MR. OWOR MICHAEL OPIR

DATE:

DEDICATION

I dedicate this research report to the Almighty God who is the giver of everything, my late Dad Oyo Wilberforce for the dream he left which is being step by step achieved, my lovely mother Agnes Oyo and my dear wife Adikin Hellen for their all time support.

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Thank you so much for all your efforts.

Almighty Father bless the work of your hands.

LIST OF ABBREVIATIONS

IEP	Individual Education Programme
NCDC	National Curriculum Development Centre
PWD	Persons with Disability
SEG	Special Education Guide
UPE	Universal Primary Education

ABSTRACT

The study examined teacher competences in teaching learners with intellectual disability in Magola sub – county, Tororo district.

The study was guided by the following objectives; to find out the methods used by teachers in teaching learners with intellectual disabilities in inclusive schools, to establish challenges experienced by teachers in teaching learners with intellectual disabilities and seek respondents' views on the strategies to improve on teachers' competence in teaching learners with intellectual disability in Magola sub – county.

The study used qualitative approach and case study design purposive sampling techniques to select participants. The participants of the study were teachers and learners with intellectual disability

Data was collected using interview method, data collected is presented in relation to objectives.

The major findings of the study are; learners with intellectual disability are included in inclusive schools and teachers use various methods like learner centred method, individualized educational programme, task analysis and multisensory methods. They also found out that challenges experienced by teachers in teaching learners with intellectual disability in inclusive schools include; inadequate disability in inclusive schools include; inadequate support and few special needs trained teachers.

The study therefore recommends that; organization of refresher trainings, limitation of teacher talk classroom and flexibility in supporting learners as ways to improve teacher competence.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, and scope of the study and significance of the study.

1.1 Background of the study

The study was about teachers' competence teaching learners with intellectual disabilities inclusive settings in Magola sub – county, Tororo district.

Intellectual disability formerly labelled “Mental retardation” is defined by individuals with disabilities Education Act IDEA, (2000) as significantly sub – average and manifested during the development period, that adversely affect a child educational performance (Special Education Guide (SEG), 2013 – 2018).

Learners with intellectual disability have inability to think, process, reason, memorizing facts being taught, the affects their learning hence necessitates better teachers' capacity in teaching them through over learning, use of instructional materials, multisensory approach child centred methods and organizing Individual Education Programme (IEP) in order to address their needs by being together and team with other ordinary learners within the main stream classroom. (Genesis, 2007).

In order to accommodate learners with special education needs in the mainstream school, the Ugandan Government introduced inclusive education (1992). On the approach that seeks to address the learning needs of all learners with specific difficulties focus on those who are vulnerable to marginalized and exclusion (NCDC, 2011).

Intellectual disability leads to poor syllabus coverage of work because these children take long to understand, comprehend the given content since their attention span, is short in terms of recalling and memorizing the facts taught. These children also tend to be aggressive in the ways that there is no good teacher – pupil relationship so as to attend to them individually where they find difficulties.

This study therefore focused on examining teachers' competences in teaching learners with intellectual disabilities in inclusive schools in Magola sub – county, Tororo District.

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