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Teachers' Management of Everyday-Living Skills of Intellectually Challenged Learners

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ABSTRACT
Intellectually Challenged Learners (ICLs) are a long-lasting medical condition that affects people for the rest of their lives and typically prevents them from reaching their full potential. This study, therefore, investigated teachers' management of Everyday-Living Skills (ELS) of ICLs. The research is survey-based and primarily descriptive. The study's population comprised instructors in public inclusive primary schools in Lagos State, Nigeria. The study's sample consisted of 100 inclusive primary school instructors in total. The researchers employed a well-structured study questionnaire they had created to gather information on the "Management of ELS of ICLs." A reliability index of 0.72 was calculated with the aid of the Spearman-Brown Prophecy Formula. A mean rating was used to address the questions posed. The t-test and Analysis of Variance (ANOVA) were used to evaluate the hypotheses at the 0.05 significance level. This study discovered that when teaching ELS to ICLs, the teacher-direct approach (TDA), generalization and application, task analysis (TA), and positive reinforcement and encouragement (PIE) were consistently used. The government should allot enough funds to equip instructors with the required instructional resources, assistive technology, and improved environments for effective ELS instruction.

Keywords: Teachers, Management, Everyday-Living Skills, Intellectually Challenged Learners, Teaching Methods

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1. INTRODUCTION

Many students with intellectual disabilities struggle to learn and establish peer interactions at school (Sigstad, 2017). Such challenges may be attributed to the maturation of higher mental processes (Glozman & Konina, 2015; Adewuyi & Dwarika, 2023). Thinking is the ultimate and most intricate form of cognitive activity in humans. In contrast to other mental processes, thinking enables one to engage with abstract notions, draw conclusions, and resolve specific issues without having direct contact with an object; in other words, thinking transcends the limitations of sensory cognition (Tillas, 2021). Additionally, cognitive techniques, including abstraction, generalization, synthesis, analysis, concretization, and comparison, aid in acquiring new knowledge and can improve the everyday living skills (ELS) of intellectually challenged learner(s) (ICLs) (Lovianova et al., 2022). A person's thinking broadly reflects reality grounded in their practical experiences. Azatyan and Alaverdyan (2020) estimate that between birth and age five, 780 million children might be impacted by intellectual difficulty. Only the range and complexity of developmental patterns surpass the number of early children likely to be affected by intellectual impairment globally (Lapshina & Stewart, 2018). The apprehensions and disproportionate expectations of educators, parents, and communities create a tremendous deal of distress for students with various degrees of intellectual disability (Van Keer & Maes, 2016). Many of these students receive little practical assistance.

Intellectual challenge (IC) is a situation in which the cognitive function of a learner is not at optimal capacity (Taylor & McDonough, 2021). They are known as ICLs. It is the circumstance in which a learner's cognitive functioning is compromised to the extent that it significantly disadvantages the learner's capacity to take information from their surroundings, analyze it, solve problems with it, and adjust to it (Looi et al., 2016). A general development delay may be the result. Such a disability may negatively impact a student's functional ability in language and communication, social interaction, self-direction, taking control of the events that affect their life, believing that they can control such events, self-advocacy, self-care, independent travel (Hawley, 2018), learning, and eventual economic self-sufficiency (Mineur et al., 2017). IC is a long-lasting medical condition that affects students for the rest of their lives and typically prevents them from reaching their full potential. There are ICLs everywhere in the world. According to Goegan (2023), no two pupils with the same impairment will have the same effects. Acknowledging that children with IC have strengths and limitations and can develop various talents is essential. Above all, every ICL has the potential to learn and unlearn.

ICLs are among the most oppressed and disadvantaged social groups in the world. In many underdeveloped nations, they are disregarded, ignored, and left unattended. Many people tend to treat people with disabilities unfairly and thoughtlessly. In addition to missing their psychological needs, their family, friends, and society frequently overlook their skills (Innes et al., 2020; Adewuyi, 2021). ICLs are a vulnerable minority that has suffered from both cultural and economic injustices. The perception of ICLs as weak and semi-competent members of society has been supported by societal views, which have permitted and encouraged this condition to persist (Rens & Louw, 2023). People with mental health disorders become a group that should be accepted and cared for because of their perception and discernment. Civilized and humanitarian behaviors, on the other hand, emerged in the latter part of the nineteenth century, when institutions for educational and custodial care were established (Babka, 2019). After a while, the compassionate and humanistic approach gave way to the empowered viewpoint. The empowerment perspective allows persons with mental disorders to overcome initial feelings and barriers (Keys & Factor, 2019).

Such liberalized perspectives and viewpoints of students considered incapable of learning necessitated certain modifications and advancement in the management style of teachers in handling them (Odutayo, 2023). The successful implementation of educational programs primarily hinges on the teachers, who are the chief implementers of the programs (Yusuf et al., 2018). The search for methods of educating/ managing learners with mental challenges began more than 200 years ago. Intensive systematic intervention could produce noteworthy results in a learner incapable of learning

(Aslamiah, 2022). Golisz et al. (2018) observe that every good curriculum for learners with mental disabilities must contain the ELS necessary for daily living. Furthermore, skilled, qualified teachers can recognize and employ accurate and effective teaching methods during teaching and learning (Oyewunmi et al., 2019; Yusuf et al., 2022).

ELS is a broad spectrum of individual self-care practices in the family, workplace, school, and community. To maintain a decent degree of health and safety, ELS must be carried out regularly, including food preparation and personal hygiene (Stabel, 2013). Individuals with IC should be supported by prioritizing their adaptive functioning or capacity for self-care and independent functioning (Chambers et al., 2018). People require these essential skills to carry out everyday duties and preserve their freedom. These abilities include self-care, speaking, interacting with others, and participating in community activities (Wood & Salekin, 2014). In addition to improving a person's quality of life and general wellbeing, effective ELS instruction allows people to live independently.

Informed decision-making, problem-solving, critical and creative thinking, effective communication, the development of positive relationships, empathy, and the ability to cope with and manage one's life healthily and productively are all part of the ELS group of psychosocial competencies and interpersonal skills (Sidhu, 2016). It might be focused on acts one does for oneself or another, or it can be oriented toward actions that alter the immediate environment to promote health. ELS gives young people easily accessible resources to handle obstacles and demands in their everyday lives, such as helping them manage their emotions and make wise decisions (Sloan et al., 2018). Additionally, learning to know oneself and others and making wise decisions to coexist peacefully in society aids in developing children's personalities, talents, and mental and physical capacities, as well as helping them realize their full potential (Chandio & Ali, 2019). The cognitive-behavioral therapy, resilience-building exercises, and mindfulness are part of the evidence-based psychosocial technique that forms the basis of the ELS curriculum for ICLs. These abilities can improve their self-awareness and interpersonal relationships and provide them with coping mechanisms for life's inevitable challenges, according to Crow (2018).

As a vital learning tool for survival, capacity building, and a high-quality existence, ELS was listed in the Education for All (EFA) policy. The agreement also said that everyone has the right to an education that involves learning how to know, do, and live together, regardless of age, color, or intellectual ability (Anghel, 2022). Education for ICLs has not only been integrated into mainstream education. Still, it has also gained prominence due to the statement of EFA and the subsequent approval of this statement by many governments worldwide (Education for All (EFA), 2020). As a result, the educational system now offers inclusion instead of exclusion. To allow students with disabilities to study in settings that support their social, intellectual, physical, and psychological needs, Baker (2023) suggests that inclusive movements should aim to create the least restrictive environment possible. After the conferences on intellectual disabilities held in Jomtien and Salamanca in 1969, the concept of inclusion was implemented. Even with the inclusion of education for ICLs, their learning experience still needs to be improved to that of their sturdy counterparts (Lim, 2019; Odutayo, 2023). The primary cause is the educators' inadequate management and insufficient financing.

Even though instructors are essential in helping ICLs acquire ELS, several obstacles prevent ELS from being managed effectively. ELS training must be coordinated or consistent in several contexts, including the home, community, and school. This fragmentation might make it more difficult for ICLs to use and generalize their ELS abilities in real-world settings (Flores, 2015). According to Grecu (2023), many instructors must be adequately prepared or trained to teach ELS to ICLs. This shortcoming may lead to improper teaching strategies, poor education, and an incapacity to satisfy the various demands of ICLs. ELS courses could not be customized to each ICL's unique requirements and skills, which could result in inflated expectations and dissatisfaction. Instructors need to have the right resources.

Insufficient evaluation might make it more challenging to identify requirements and adjust the curriculum accordingly (Wilson & Thorpe, 2021). ELS training could prioritize teaching

fundamental self-care techniques above the growth of practical abilities like decision-making, problem-solving, and self-advocacy. Furthermore, it is possible that socio-emotional development needs to be given more attention, which hinders ICLs' capacity to navigate social situations and control their emotions successfully. Schools frequently need specialized instructional materials, assistive technology, and sufficient finance (Ferreira, 2021). These restrictions may make it more challenging to use ELS training effectively and limit access to essential materials.

This study, therefore, investigated teachers' management of ELS of ICLs. Specifically, this study examined 1) the most common teaching methods employed to teach ELS to ICLs; 2) the challenges while teaching ELS to ICLs, and 3) learning resources that are used for teaching ELS to ICLs.

Theoretical Framework

The social information processing (SIP) model was adopted to explain the cognitive processes involved in helping children with externalized behavior problems and those in development comprehend and navigate social circumstances (Wieland et al., 2014). According to Jacobs et al. (2020), various individuals approach SIP by the following steps: (1) encoded information of emotional and social signals; (2) interpretation of these indicators; (3) goal formulation; (4) production of prospective responses; and (5) choice of response expressed in social circumstances. An increased likelihood of maladjusted social conduct arises from issues in one or more processes. According to some research, students with IC struggle in steps 1 and 2 (van Nieuwenhuijzen et al., 2009). These issues are most noticeable in socially confusing or upsetting circumstances, when these students are more prone to misinterpret signs that suggest inadvertent behavior and have inaccurate information detection (Jacobs et al., 2020). Children with IC are more prone to experience hostile attribution bias when negative signals are present, but they do not exhibit any difficulties when there are no hostile intents (Leffert et al., 2010). Deficits in stages 4 and 5 (van Nieuwenhuijzen & Vriens, 2012) are caused by issues with encoding and interpretation. These issues include the creation of aggressive behaviors and the positive assessment of maladjusted behavior. Behavioral problems and other challenges with social competence and adjustment (Baurain & Nader-Grosbois, 2013) may thus be explained by the unique SIP profile of these kids. The SIP model makes sense for this investigation as it enables the researchers to pinpoint the procedure instructors employ to handle the ELS of ICLs.

Literature Review

The researchers looked through material that might be relevant to accomplishing the goals of this investigation. Research on instructional strategies, difficulties experienced by educators, and tools used in classrooms for students with intellectual challenges (IC) were used in this study.

Due to their inadequacies in academic and processing domains, students with IC require specialized teaching methods by teachers in the classroom (Räty et al., 2016; Algahtani, 2017). Teachers should become familiar with the patterns of strengths and weaknesses of students with IC to guarantee optimum comprehension of subjects. Educators should integrate behaviorism with constructivism methodologies to satisfy the requirements of kids with intellectual impairments (Giust & Valle-Riestra, 2017). Teachers should provide individually customized learning materials and use differentiated and individualized instruction in IC classrooms (Weiss et al., 2018). When teaching ICLs, teachers should divide the learning activities into manageable chunks. One learning assignment at a time, each is introduced. By doing this, the pupil is not overburdened. Steps are introduced one at a time until the student masters them. This is a systematic, gradual approach to learning. It is a feature shared by several learning models. The size and quantity of the successive phases are the sole variations (Taber, 2018). Tahan (2022) investigated the best instructional strategies instructors should implement in IC courses. It was said that ICL classrooms should employ a range of learner-appropriate teaching techniques. These techniques include lecturing, e-learning, small-group learning, brainstorming, role-playing, idea mapping, storytelling, discourse, and solo

and cooperative learning. Different teaching tactics are used depending on the child with an IC's difficulty level. When teaching ICLs, techniques including chunking, modeling, auditing, clear and direct instruction, and one-on-one coaching are acceptable (Sarkar & Abdul, 2022; Adewuyi, 2021). Providing high-quality education to children with developmental disabilities is negatively impacted by a shortage of exceptional education instructors and a lack of classroom space (Udoba, 2014). Ruteere et al. (2015) outlined the difficulties in instructing ICLs in ELS. They found that instructors needed more education, experience, functional improvisational abilities, organizational competence, and optimistic outlook that characterize a successful and long-lasting teaching and learning process among ICLs. Educators must satisfy the physical, emotional, behavioral, and social requirements of kids with IC while integrating them meaningfully into an increasingly complex general education curriculum (Mastropieri & Scruggs, 2018). According to Zuurmond et al. (2019), there is a significant disparity in the amount of help the government provides. This caused considerable discomfort to the instructors because they were forced to create their own lesson plans and instructional strategies. Together with the shame from the community, teachers felt abandoned by the government. According to Soni et al. (2020), teachers may experience neglect due to their parents' lack of social support, making their profession more complicated and discouraging. The difficulties caregivers face include stress, negative first impressions, a lack of outside assistance, providing care, inadequate acknowledgment in the community, and coping (Moosa-Tayob & Risenga, 2022). A few educators must be made aware of the severity of their pupils' difficulties. Due to this situation, the instructor and the student have learning difficulties (Casale-Giannola et al., 2023).

ICLs can operate more successfully and efficiently daily if they have access to instructional tools in schools across the teaching and learning process, such as interactive whiteboards, audio-visual materials, flex, and assistive technology (AlRawi & Alkahtani, 2021). Using instructional materials ensures effective classroom control and management, increases the effectiveness of teaching and learning, and piques the attention of ICLs (Balint-Langel et al., 2022). To enhance ICL performance, technology may also be employed across the content domain, such as text-to-speech and audio texts or dictation support (Casale-Giannola et al., 2023). High-tech assistive technology (AT), audio texts, and assistive and augmentative communication devices (AAC) are examples of AT that are suitable for helping students with IC (Oluwole, 2016; Gluck, 2022; Yusuf & Odutayo, 2022). According to Bouck et al. (2023), ICLs can profit from assistive technology in several high-tech, low-tech, and mid-tech environments, as well as in various domains of independence, communication, academics, and leisure. According to Deveci-Topal et al. (2023), there was a substantial rise in the students' post-test scores compared to their pre-test scores. Additionally, the teaching materials favorably influenced the students' learning results.

The utilization of hands-on teaching methods, integration of ELS instruction into lessons, emphasis on communication, social skills, and individualized attention, as well as a tendency to employ more scaffolding strategies, may make female teachers more effective in promoting ELS development (Marlow & Smith, 2014). According to Goni et al. (2015), female teachers use student-centered teaching techniques, including cooperative learning, group projects, and interactive discussions, more frequently. These tactics correlate positively with academic success, indicating that the instructional practices used by female teachers may improve student outcomes. The disparity in students' ELS may have resulted from female instructors' emphasis on social skills, communication, and customized attention (Jacob et al., 2021).

Experienced instructors are better at customizing instruction to meet the requirements of each student, offering more scaffolding, and fostering a supportive learning environment, according to Abdullah and Sulaiman (2017). One important favorable determinant of ELS results was teacher experience. Higher ELS competency was shown by students whose teachers had more incredible experience, indicating that experience leads to more effective ELS education (Çetin & Özdemir, 2018). Effective ELS teaching techniques were more likely to be displayed by educators with more significant experience and those who had completed specialist ELS training (Al-Yasseri & Al-

Ghamdi, 2019). One significant favorable predictor of ELS teaching was teacher experience. More experienced teachers were likelier to employ successful teaching techniques, integrate ELS into their classes, and provide each student with customized attention (Al-Khatib & Al-Amri, 2020). Students with more experienced teachers exhibited higher levels of ELS proficiency, according to Al-Zahrani and Al-Khatib (2022), indicating that experience plays a role in providing more effective ELS instruction.

ELS of ICLs is determined by a teacher's positive attitude rather than their gender or amount of teaching experience (Fareo, 2015; Kanmodi et al., 2020; Talafha, 2022). With continuing education, teachers can look for new ways to teach and learn from their daily practices. This allows them to approach their work with students with greater meaning and progress in their pedagogical practices outside the classroom (Dayana-Tainá et al., 2020; Onyemah & Omponle, 2022). According to Aldossari's (2022) research, gender and years of experience did not significantly affect the instructors' satisfaction levels with IDLs' remote learning programs.

2. METHOD

The research is survey-based and primarily descriptive. The study was conducted using this methodology because it enables the researchers to extrapolate findings from data gathered from a sample of respondents to the entire population. Descriptive research was chosen because it allows the researcher to interact directly with a population or sample with traits, characteristics, or attitudes pertinent to the investigation topic. According to (Cantrell, 2011; Ayanwale et al., 2023), descriptive research is thought to correctly depict the attributes of a specific person, circumstance, or group.

A. Participants and the Selection of Participants Research Paradigm

The study's population was made up of teachers in public inclusive primary schools in Lagos State, Nigeria. Lagos is one of the states that runs fully financed government-inclusive schools and has seven inclusive schools. To choose participants, the researchers used a multistage sampling process. Using stratified sampling, the schools were divided into five educational districts (EDs). Twenty instructors were chosen randomly after each ED provided one inclusive school. The study's sample consisted of 100 inclusive primary school instructors in total.

B. Instrumentation and Ethical Consideration

The researchers employed a well-structured study questionnaire they had created to gather information on the "Management of ELS of ICLs." Demographic data on participants was collected in Section A, responses about acceptable teaching strategies for IDL learners were solicited in Section B, obstacles faced by instructors were the emphasis of Section C, and instructional resources were the main focus of Section D. The items in sections B and D were organized in three response scales: always adopted, occasionally adopted, and never adopted. Section C had three Likert scales: true, not true, and false.

Experts in special education, curriculum development, teacher preparation, and assessment were given access to the tool for validation. Reliability was assessed, and the contributions were combined. After determining the dependability using the split-half approach, the Spearman-Brown Prophecy Formula was utilized for analysis. A reliability index of 0.72 was calculated, which supported the study's advancement. After obtaining the authorities' clearance from the sampled schools, the researchers obtained each participant's agreement.

Throughout this work, ethical considerations received the utmost priority. The researcher adequately cited and referenced all sources directly or indirectly contributed to the research,

rejecting plagiarism. The initial section of the questionnaire requested permission from the participants. It gave them information about the study's purpose to ensure voluntary participation and obtain fully informed consent. Furthermore, the material in the questionnaire's introduction stated that the responder could discontinue participation in the study if desired. This would be followed by other information stating that the data provided before the respondents' change of heart would not remain a part of the study if they withdrew. The researchers and eight research assistants collected the data for this study.

C. Data Analysis

The researchers adopted a quantitative methodology for data gathering and analysis. A mean rating was used to address the questions posed. The t-test and Analysis of Variance (ANOVA) were used to evaluate the hypotheses at the 0.05 significance level.

D. Research *Hypotheses*

H_{o1}: Management of ELS of IDLs is not influenced by the teacher's gender.
H_{o2}: The teacher's experience is independent of the management of ELS of ICLs.

3. RESULTS AND DISCUSSION

A. RESULTS

For this study, responses were obtained from 100 inclusive educators. There were 36 men and 64 women. They were also divided into three categories: less experienced (less than 5 years), experienced (6–14 years), and highly professional (15 years and above). Thirty-eight teachers were classified as less experienced, 29 as experienced, and 33 as more skilled. The data is presented in Figure 1 below.

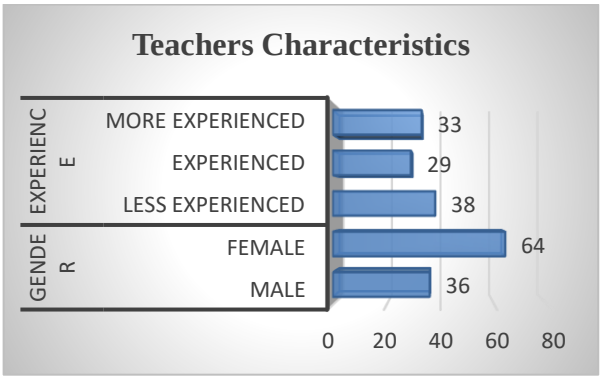

Figure 1 Teachers Characteristics

Answering Research Questions

RQ 1: What teaching methods are mainly employed to teach ELS to ICLs

The instructional strategies used by the participants were examined item-by-item using mean statistics. Items discovered with mean scores close to 4.0, 3.0, or 2.0 (cut-off scores) were noted as "Always Adopted, Occasionally Adopted, and Never Adopted," accordingly, since the questionnaire items were designed in a three-response form. Table 1 displays the summary statistics.

Table 1 Teaching Methods Adopted to teach ELS to ICLs

S/No.	Teaching Methods	Mean	S.D.	Remark
1	Teacher-direct Approach	3.72	1.81	Always Adopted
2	Generalization and Application	3.56	1.72	Always Adopted
3	Task Analysis	3.53	1.45	Always Adopted
4	Positive Reinforcement and Encouragement	3.22	1.41	Always Adopted
5	Individualized Instruction	2.99	1.34	Occasionally Adopted
6	Collaboration and Communication	2.97	1.22	Occasionally Adopted
7	Functional Skills Focus	2.93	1.07	Occasionally Adopted
8	Interactive Teaching Method	2.85	0.98	Occasionally Adopted
9	Technology Integration	2.61	0.91	Occasionally Adopted
10	Concrete Learning Experiences	1.92	0.80	Never Adopted
11	Modeling	1.78	0.74	Never Adopted
12	Chunking	1.53	0.69	Never Adopted

The responses made by teachers regarding the strategies used to teach ELS to ICLs are displayed in Table 1. They said the following methods were consistently used: task analysis, positive reinforcement and encouragement, generalization and application, and teacher-direct instruction. Learning through chunking, modeling, and concrete experiences was never implemented.

RQ 2: What challenges do teachers face while teaching ELS to ICLs?

The questionnaire was designed using a three-response format, so items that had mean scores close to 4.0, 3.0, or 2.0 were rated as "True," "Not Sure," or "False," accordingly.

Table 2 Challenges while Teaching ELS to ICLs

S/No.	Teaching Methods	Mean	S.D.	Remark
1	Inadequate financing for the tailored surroundings, assistive technology, and specific teaching materials needed for ELS training.	3.66	1.71	True
2	Large class sizes combined with a wide range of learning necessitate intellectual capacities.	3.58	1.64	True
3	Given the diversity in cognitive capacities, learning preferences, and developmental stages, applying a one-size-fits-all strategy is challenging.	3.31	1.57	True
4	ELS education may become fragmented and ineffective if teachers, parents, caregivers, and other professionals don't consistently collaborate and communicate with one another.	3.12	1.33	True
5	Inadequately allowing ICLs to practice and use ELS skills outside the classroom.	3.06	1.26	True

6	We need more resources and knowledge to adequately appraise and analyze the advancement of ICLs in ELS development.	3.01	1.04	True
7	Putting academic training ahead of ELS instruction and ignoring how vital functional skills are to ICLs' ability to live independently.	2.99	1.01	Not Sure
8	When creating ELS training, considering the cultural backgrounds and experiences of ICLs are insufficient.	2.84	0.94	Not Sure

In Table 2, inadequate financing for the tailored surroundings, assistive technology, and specific teaching materials needed for ELS training; large class sizes combined with a wide range of learning necessitate intellectual capacities; and given the diversity in cognitive capacities, learning preferences, and developmental stages, applying a one-size-fits-all strategy is challenging with a mean score of 3.66, 3.58, and 3.51 respectively have been identified as the significant challenges in teaching ELS to ICLs. While teachers responded 'unsure' on putting academic training ahead of ELS instruction and ignoring how vital functional skills are to ICLs' ability to live independently (2.99) and when creating ELS training, considering the cultural backgrounds and experiences of ICLs are insufficient (2.84).

RQ 3: What teaching resources are used for teaching ELS to ICLs?

The instructional strategies used by the participants were investigated on an item-by-item basis using mean statistics. The questionnaire was designed using a three-response format, so questions that had mean scores close to 4.0, 3.0, or 2.0 (cut-off scores) were marked as "Always," "Occasionally," or "Never" in that order. In Table 3, the summary data are displayed.

Table 3 Resources Available for Teaching ELS to ICLs

S/No.	Teaching Methods	Mean	S.D.	Remark
1	Pictorial Charts	3.84	1.77	Always
2	Audio devices	3.83	1.72	Always
3	Audio-Visual devices	3.55	1.63	Always
4	Real-World Objects	3.24	1.54	Always
5	Educational Games and Simulations	3.04	1.33	Always
6	Digital Storytelling Tools	2.86	1.30	Occasionally
7	Adapted Textbooks and Worksheets	2.74	1.26	Occasionally
8	Communication Boards	2.66	1.04	Occasionally
9	Computer-Based Learning Programs	2.62	1.01	Occasionally
10	Manipulatives and Hands-on Materials	2.54	0.95	Occasionally
11	Accessible Learning Environments	1.58	0.88	Never
12	Multisensory Learning Materials	1.56	0.82	Never
13	Technology-Enhanced Learning Environment	1.35	0.73	Never
14	Assistive Technology Tools	1.29	0.67	Never
15	Sensory-Friendly Environments	1.24	0.61	Never

16	Speech-Generating Devices	1.08	0.57	Never
17	Customized Curricula	0.96	0.53	Never

As revealed in Table 3, teachers always used pictorial charts, audio devices, audio-visual devices, real-world objects, and educational games and simulations in teaching ELS to ICLs. However, they occasionally used digital storytelling tools, adapted textbooks and worksheets, communication boards, computer-based learning programs, manipulatives, and hands-on materials for teaching. They submitted that they never used Accessible Learning Environments, Multisensory Learning Materials, and Assistive Technology Tools, among others.

Hypotheses Testing

H_{o1}: Management of ELS of ICLs is not influenced by the teacher's gender.

Table 4 t-test Statistics Showing the Difference in Teachers' Management of ELS of ICLs Based on Gender

Teachers Gender	No	Mean	S. D.	df	t-value	Sig	Decision
Malel	36	108.115	15.72	98	2.391	0.001	Rejected
Female	64	116.413	18.24				
Female	64	116.413	18.24				

As revealed in Table 4, the null hypothesis is rejected. Therefore, management of ELS of IDLs was influenced by gender ($t_{\{98\}} = 2.391$, $p<0.05$). Given the mean scores of males (108.115) and females (116.413), more so than the male teachers, it could be assumed that female teachers appropriately managed the ELS of ICLs.

H_{o2}: The teacher's experience is independent of the management of ELS of ICLs.

Table 5a ANOVA Summary of the Difference in Teachers' Management of ELS of ICLs Based on Teaching Experience

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	5033.697	2	2156.898			
Within Groups	67034.291	98	271.705	5.289	0.003	Rejected
Total	79209.885	100				

*Significance at $p<0.05$

Table 5a shows the hypothesis is not retained. Therefore, teacher's experience significantly influences their management of ELS of IDLs ($F_{\{98\}} = 5.289$, $p<0.05$).

Following the determination of a substantial difference between the means, more testing was done on the different mean combinations to determine the location of the difference. As indicated in Table 5b, the test was carried out at the 0.05 alpha level using Duncan's Post Hoc technique. One statistical method for identifying which of the several groups contributed was the Post Hoc process.

Tabel 5b Duncan's Post Hoc Pair-wise Comparisons Showing the Difference in Teachers' Management of ELS of ICLs Based on Teaching Experience

Teaching Experience	N	Subset for alpha = 0.05	
		1	2
Less Experienced	38	104.5631	
Experienced	29		108.3253
More Experienced	33		109.6072
Sig.		1.000	.465

Means for groups in homogeneous subsets are displayed.

1. Uses Harmonic Mean Sample Size = 166.740
2. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 5b revealed that the difference noted was contributed by more experienced and experienced teachers with the mean scores of 109.6072 and 108.3253, respectively. In contrast, less experienced teachers had the lowest mean of 104.5631.

B. DISCUSSION

This study discovered that when teaching ELS to ICLs, the teacher-direct approach (TDA), generalization and application, task analysis (TA), and positive reinforcement and encouragement (PIE) were consistently used. Using clear explanations, guided practice, and fast feedback, the teacher-direct approach is a systematic and disciplined way to educate. This method benefits ICLs who have trouble learning independently and need more organized assistance to understand new ideas and abilities. By facilitating the transfer of acquired abilities from controlled learning environments to real-world scenarios, generalization and application assist people in making the skills more relevant and valuable in their daily lives. The TA technique helps ICLs focus on learning each step sequentially before going on to the next, making complicated jobs less intimidating. On the other hand, encouraging words and supportive feedback create a happy learning atmosphere, inspire ICLs to keep working hard, and increase their self-assurance.

It was discovered that using these four teaching strategies together or separately produces a well-rounded approach to teaching ELS to ICLs, successfully meeting their learning requirements and encouraging their acquisition and mastery of these critical life skills. Teachers should provide individually customized learning materials and use differentiated and individualized instruction in IC classrooms (Weiss et al., 2018; Omoponle, 2023).

The study's researchers also discovered that teaching ELS to ICLs presents several significant challenges, including large class sizes with a diverse range of intellectual abilities and learning needs, a wide range of cognitive skills, learning styles, and developmental levels that make it challenging to implement a one-size-fits-all approach, and a lack of adequate funding for specialized teaching materials, assistive technology, and adapted environments—all of which are essential for effective ELS instruction. Teachers' capacity to design effective and engaging learning experiences that meet the specific requirements of ICLs is hampered by a lack of resources. Additionally, it is difficult for instructors to offer all kids proper access because of these assistive technologies' expensive and limited availability. Teachers find it challenging to provide each ICL, who may have a broad range of cognitive capacities, learning styles, and developmental levels, with individualized attention in large class groups. Because ICLs have various learning demands, ELS training must be fluid and adaptive. A one-size-fits-all approach to ELS training is inadequate due to the vast variation of cognitive capacities, learning styles, and developmental levels among ICLs. According to Zuurmond et al. (2019), there is a significant disparity in the amount of help the government provides, greatly irritating the instructors because they were forced to create their lesson plans and instructional strategies.

Additionally, this study found that when teaching ELS to ICLs, teachers consistently employed simulations, instructional games, real-world items, audio and visual aids, and pictorial charts. These resources boost understanding and memory of information, simplify challenging activities into smaller, more manageable steps, improve vocabulary development and language exposure, and aid in portraying abstract thoughts and ideas as honest and approachable. Additional advantages include making learning more engaging and entertaining for ICLs, offering diverse learning experiences to accommodate various learning styles, and combining visual and audio cues to draw attention and encourage memory. By utilizing these different instructional resources, teachers may design more successful and engaging learning experiences for ICLs that meet their needs, preferences, and learning styles. According to Balint-Langel et al. (2022), using instructional materials ensures adequate classroom supervision and management, increases student engagement, and improves teaching and learning.

Additionally, it was shown that gender affected how well female teachers managed the ELS of ICLs. Research on the impact of instructor gender on the management of daily living skills ELS of ICLs is conflicting, making it a complicated topic. Some research has indicated that female teachers could exhibit better results for ICLs in ELS development, while other studies have not discovered any appreciable variations depending on gender. Regarding ELS instruction for ICLs, the advantage of having female teachers is frequently highlighted. These advantages include their emphasis on developing social and communication skills and their extraordinary patience and understanding when working with ICLs who may need more time and repetition to understand new concepts and skills. The disparity in students' ELS may have resulted from female instructors' emphasis on social skills, communication, and customized attention (Jacob et al., 2021; Omoponle, 2023). On the other hand, rather than a teacher's gender or level of expertise, their positive attitude influences the ELS of ICLs (Fareo, 2015).

Finally, instructors' management of ELS of ICLs is greatly influenced by their expertise, with more experienced teachers having the highest mean score. Research has repeatedly demonstrated that more experienced teachers exhibit more effective ELS education and provide more significant results for their pupils. This can be ascribed to things like improved classroom management, increased knowledge and experience, stronger relationships with students, the capacity to adjust to the needs of each student, and productive partnerships with parents and professionals, all of which they have honed over decades of teaching. Students with more experienced teachers showed greater ELS competency, according to Al-Zahrani and Al-Khatib (2022), indicating that experience leads to more effective ELS education. In contrast, Aldossari (2022) discovered that the teachers' satisfaction levels with ICLs' distance education did not differ statistically significantly based on their years of experience.

C. CONCLUSION

Encouraging all instructors, regardless of gender, to use excellent teaching approaches is vital. This entails offering thorough training in ELS education, promoting cooperation and support amongst educators, and developing welcoming, encouraging learning settings that meet the various requirements of ICLs. Research on the impact of instructor gender on ELS results for ICLs is continuing. While some research points to possible benefits for female educators, other studies stress the significance of unique teacher traits, instructional strategies, and student variables. More study is required to completely comprehend the intricate interactions between these variables and how they affect the establishment of ELS for ICLs.

The recommendations listed below were proposed:

1. The government should allot enough funds to equip instructors with the required instructional resources, assistive technology, and modified surroundings to enable effective ELS instruction.

2. Teachers should get thorough training in ELS education for ICLs from school administrators. This training should cover customized teaching techniques, task analysis, and generalization tactics.
3. School administrators should encourage robust communication and collaboration among educators, parents, caregivers, and other professionals to guarantee consistency, continuity, and a support network for ELS education.
4. To correctly monitor the success of ICLs in ELS development, school officials should give instructors access to efficient testing and evaluation tools. This would enable data-driven instruction and tailored assistance.
5. School officials should lower class sizes and use collaborative teaching techniques to provide more customized attention and meet the various requirements of ICLs in ELS education.
6. Curriculum planners must incorporate a robust emphasis on functional skills within the curriculum to guarantee that individuals with acquired disabilities (ICLs) gain the necessary skills for self-sufficiency, communication, and community involvement.
7. To increase student engagement and motivation, educators should apply culturally sensitive methods to ELS education, acknowledging and honoring the cultural experiences and backgrounds of ICLs.
8. Instructors must provide supervised chances for ICLs to use and practice ELS skills in situations outside the classroom, such as role-playing games, field trips, and simulated living situations.

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