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Teachers and parents perceived influence of computer assisted instruction on self-help skills of pupils with mild intellectual disability in Lagos state, Nigeria

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Abstract

The study examined teachers and parents perceived influence of Computer Assisted Instructions (CAI) on self-help skills of pupils with mild intellectual disability in Lagos State, Nigeria. The purpose of the study is to assess teachers' and parents' perceived knowledge, applicability and effectiveness of computer assisted instruction among pupils with mild intellectual disability. The study adopted survey research method with a targeted population of 63 teachers and 30 parents of pupils with intellectual disability to make the total sample of 93 participants purposively selected in seven special schools in Lagos State, Nigeria. The instrument used for the study was a questionnaire ($r=0.83$). The information collected was analyzed using simple percentages and t-test, the findings revealed that more teachers have the knowledge of CAI than parents. The perception of teachers and parents on the effectiveness of CAI in the acquisition of self-help skills is positive but teachers perceived CAI to be more effective than parents. Parents and teachers of pupils with intellectual disability perceived the applicability of CAI alike. It was observed that parents' and teachers' perceived CAI to be most applicable in the area of eating and purchasing of items. The study recommended that teachers and parents need more training on CAI and should create opportunities for pupils with mild intellectual disability to utilise components of CAI for learning self-help skills. Stakeholders in education of pupils with intellectual disability should make CAI components readily available in both private and public special schools.

Keywords: Computer assisted instructions, intellectual disability, self-help skills

Introduction

Premium is placed on education because it is regarded as the tool for economic, technological and social advancement in any society. Pupils with mild intellectual disability manifest deficits in cognitive skills, social skills, home living, leisure, self-direction, functional academics, use of community facilities and self-help skills (AAIDD, 2010) ^[1]. Okoko (1998) ^[4] observes that every good curriculum for pupils with mild intellectual disability should contain self-help skills. Self-help skills are the foundational blocks for attaining independence and functional living in the society. Despite their significant limitations, pupils with mild intellectual disability can acquire them if teaching methods are applied effectively. These skills must be developed in whatever the setting, whether home or school, for maximum independence. Development of such skills may assist pupils with mild intellectual disability to increase autonomy, co-dependence and nurturing problem-solving in the house, school and in the whole community at large (Lombardi, 2011) ^[2].

Teaching self-help skills to children with mild intellectual disability is very important to make them independent and functional in the society. Unfortunately, pupils with mild intellectual disability are slower in interpreting information, reasoning and problem solving as well as experience problems attending to relevant aspects of a learning situation (Oyundoyin and Oyefeso, 2016) ^[3]. Great strides have been achieved in developing age-appropriate methods and experiences to provide appropriate support to help the child successful in mastering these skills. CAI has shown promise to help achieve this goal. CAI could be used as a supplemental to traditional instruction or as replacement for traditional instruction even for pupils with mild intellectual disabilities as implied in UNESCO (2011) ^[5]. Teachers and parents regularly interact with these children and provide them instruction to improve this learning. There is need for teachers and parents to adopt best practices to help facilitate self-help skills acquisition in children with intellectual disability. However, only little is known pertaining teachers and parents perceived influence of CAI on self-help

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skills among children with mild intellectual disability. This study investigated the teachers and parents perceived influence of CAI on self-help skills among children with mild intellectual disability in Lagos State, Nigeria.

Research Questions

1. What is the knowledge of CAI among teachers of children with mild intellectual disability?
2. What is the knowledge of CAI among parents of children with mild intellectual disability?
3. What is the perceived applicability of computer assisted instruction on self-help skills acquisition in children with mild intellectual disability among teachers?
4. What is the perceived applicability of computer assisted instruction on self-help skills acquisition in children with mild intellectual disability among parents?
5. What is the perceived effectiveness of computer assisted instruction on self-help skills acquisition in children with mild intellectual disability among teachers?
6. What is the perceived effectiveness of computer assisted instruction on self-help skills acquisition in children with mild intellectual disability among parents?

Hypotheses

Ho₁ There is no significant difference in the knowledge of computer assisted instruction between teachers and parents of children with mild intellectual disability.

Ho₂ There is no significant difference between the perception of teachers and parents in the applicability of computer assisted instruction on self-help skills acquisition in children with mild intellectual disability.

Ho₃ There is no significant difference between the perception of teachers and parents in the effectiveness of computer assisted instruction on self-help skills acquisition in children with mild intellectual disability.

Methodology

Research Design

This study adopted a descriptive research design. The research design is used to investigate teachers and parents perceived influence of CAI on self-help skills among children with mild intellectual disability in Lagos State, Nigeria. The design of this study was used because no variable was manipulated in this study.

Population

The population of this study is made up of teachers and parents of pupils with mild intellectual disability in Lagos State, Nigeria. Ninety-Three (93) participants were purposively selected from seven special schools for the study.

Instruments

The instrument used to elicit responses in this study is tagged 'Perceived Influence of Computer Assisted Instruction on Self-Help Skills'. It was a structured self-designed instrument. The questionnaire is divided into three (3) sections. Section A contained questions on demographic information of the respondents, while B and C, sourced for information on applicability and perceived effectiveness of CAI in enhancing self-help skills of pupils with mild intellectual disability

Instrument Validation

In order to determine the validity of the research instrument, the researcher ensured that the items of the questionnaire corresponded with the objectives of the study. The content validity of the questionnaire was also ascertained by experts in the field of special education. The reliability of the instrument was derived by administering the research instrument to fifteen (15) teachers and ten (10) parents of pupils with intellectual disability in Oyo State, as a pilot study. This was done prior to the final administration of questionnaire on the intended respondents. The data obtained was analysed to obtain an overall reliability coefficient of 0.83 ($r = 0.83$).

Method of Data Analysis

Data collected was analysed using simple percentages and t-test at 0.05 level of significance. Simple percentage and frequency counts were used to analyse the demographic variables and provide answers to the research questions. T-test was used to test for significance differences in the hypotheses.

Results and Discussion

Teachers and parents have good knowledge of CAI, 82.9% of teachers agreed to have a good knowledge of CAI while 71.9% of parents are also in agreement, which shows that more teachers have the knowledge of CAI than the parents. The perceived applicability of computer assisted instruction was considered in the area of personal care and hygiene, dressing, eating and purchasing of items, it was clearly observed that both teachers and parents perceived the applicability of CAI alike and is basically in the area of eating and purchasing of items. Moreover, the perception of teachers and parents on the effectiveness of CAI in the acquisition of self-help skills for children with mild intellectual disability is good but the results asserts that teachers perceived CAI to be more effective than parents.

Recommendations

Teachers and parents of children with mild intellectual disability should be trained on how to facilitate instruction and learning using latest development in CAI. Teachers should create opportunities for pupils with mild intellectual disability to utilise components of CAI for learning self-help skills. Stakeholders in education of pupils with mild intellectual disability should make CAI component readily available for acquisition of self-help skills among pupils with mild intellectual disability in both private and public special schools.

Suggestion for Further Study

Further research studies can focus on a comparative study of the applicability and effectiveness of computer assisted instruction on learning outcomes among pupils with mild, moderate and severe intellectual disability. Moreover, researchers can also develop CAI programs that will be useful for teaching pupils with intellectual disability self-help skills.

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