

Effect of Teacher's Qualification on Teaching Activities at Kabete Rehabilitation Schools, Kenya

Akello Ida Monica¹, Dr. Rebecca Wambua² & Charles Nyaranga³

^{1,2,3}Department of Education, Africa Nazarene University

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ABSTRACT

The achievement of learners with emotional and behavioral disorder decrease in schools before they are placed in the rehabilitation in school. After placement in the right school for rehabilitation services control of undesirable behavior was given first priority. The purpose of the study was to determine the effect of teacher's qualification on teaching activities at Kabete Rehabilitation Schools, Kenya. The study used descriptive research design questionnaires and interview schedule to collect the data. The target population was special needs education teachers, class teachers, EBDS learners and school principal. Simple random sampling was used to select 30 EBDS learners. Further stratified sampling was used to select five SNE teachers and purposive sampling was used to select class teachers. The school principal was automatically selected a respondent. The population sample size for the study was 42 respondents. Pilot study was conducted at Kakamega Rehabilitation School where there were EBD learners with the same characteristics. That was done, to research Instruments. Inferential statistics were used to analyze collected data. The collected data was presented through tables, graph and charts. Results revealed that teacher qualifications has a positive and significant effect on teaching and learning activities of ($\beta = 1.584, p < 0.05$). The study concluded that teacher qualifications have a positive and significant effect on teaching and learning activities. The study recommended that the government (TS) should employ and deploy teachers trained in handling learners with emotional and behavioral disorders to rehabilitation schools. Qualified Counsels should also be employed to provide counsel no to EBD learners in the rehabilitation school. The qualifications of the counselor should hold a diploma or a degree for effective implementation of the Counseling program.

1. Introduction

Emotional and behavioral disorders had been a problem among the young generation all over the world. Research studies pay more attention to children who engage in antisocial or criminal behavior with the aim of helping them in learning activities and social relationship (Mitchell & Conroy, 2019). In 21st Century, the main focus was how to deal with some of the challenges facing learners with emotional and behavioral disorders these challenges included prevention, placement and instruction which cut across all Nations worldwide. Learners with EBDs get appropriate and available placement in habilitation schools (Fessler & Rosenberg, 2021). It provides learners with opportunities to continue with their basic education and changed academically. Globally, special educators had placed great emphasis on the importance of effective instruction from teachers as a way of improving teaching and learning activities to learners with EBDs in the rehabilitation schools (Simpson & Smith, 2021). Children with EBDs increased in number due to being in conflict with the law frequently. Distributed delinquency had been on the rise and as delinquency rises causes of learners with EBDs that go to correctional facilities to serve time as they continue with their learning activities also rises (Lane & Glaeser, 2023).

Low performance in the academics among learners with extreme EBDs in the rehabilitation schools globally was an indication that there were problems in the rehabilitation schools which was making learners not to excel in their academic national assessment worldwide. According to human right (2013) delinquents had a right for basic education and provision of some basic needs and classroom requirements in the schools. Lack of all the requirements could interfere with their concentration and learning activities and lead to low performance. Globally some governments had set up a special allocation for learners with extreme EBDs in the rehabilitation or juvenile schools in every annual budget. Education sector worldwide had been hit hard particularly by Covid-19 pandemic impact. The dropout rates across the globe rose as a result of massive disruptions of schools calendar and education access (Silomelo & Wamocho, 2023). There was total shut down of learning institutions due to the pandemic and this affected learners' with extreme emotional and behavioural disorders worldwide (Newspaper Report, 2021). The radio based learning in some continents which was introduced during the pandemic did not consider learners with extreme EBDs in the rehabilitation schools. The learners were strictly in the school and the concerned governments did not distribute radios to the rehabilitation schools and this meant that learners with extreme EBDs in the rehabilitation schools did not learn at all hence low performance (Lee, & Jeong, 2021).

According to some reports, these delinquent learners in the rehabilitation worldwide did not had opportunities, tools or access needed to keep on learning during covid-19 pandemic.

In Africa children commit various types of offences like stealing, sexual offences, drugs and substances abuse, drug trafficking, arson, murder, robbery with violence, terrorism and cyber bullying among others. Punishment was once used almost exclusively in African countries by authorities to deal with young people with extreme emotional and behavioural disorders or juvenile delinquents (Soares & Mohlmann, 2022). It was later determined to cause a greater issue and therefore resort to rehabilitation instead became the new catch phrase (Grenzer, Murugami, & Muthee, 2025). Use a more recent source. The educators in most African countries found out that delinquent learners engaged in a daydreaming behavior during teaching and learning activities. This kind of behaviour became a problem hindering good performance therefore there was a need for teachers to ensure that all learners with extreme EBDs were attentive during teaching and learning processes (Mukuria & Korir, 2018).

Most teachers in African countries with rehabilitation services did not have special education skills on how to engage learners with extreme EBDs during teaching and learning activities. This also might contribute to poor performance among EBD learners. Some schools in African countries lack physical facilities and enough knowledgeable human resources with the correct skills to manage and enable learners with extreme emotional and behavioral disorders perform well in cumulative academic evaluations (Chemaiyo, Murugami, & Otube, 2025). There were very few countries with teachers trained to deal specifically with such learners. In Kenya there were no special classes purely for learners with extreme emotional and behavioral disorders. Learners with acute problems behaviors or completely anti-social were legally placed in special transitional schools known as Approved schools and for this study they were called rehabilitation schools. These rehabilitation schools serve as juvenile systems which receive learners with extreme EBDs who were referred by probation officers or courts. Hence it was very limited number of learners who get help compared to the many children in school settings who go unreported and therefore remain untended. Kathungu, (2010), noted that rehabilitation programs in Kenya did not undergo frequent evaluation to assess the efficacy of the programs they employ. This therefore calls for the frequent assessment of the existing rehabilitation programs for young offenders so as to ensure that they were relevant in the modern day; they were effective in reducing cases of reverting back to delinquency and behaviour modification to prevent future career criminals as well as ensuring that they become productive citizens. This study sought to determine the effect of Teacher's Qualification on Teaching Activities at Kabete Rehabilitation Schools.

2. Literature Review

2.1 Effectiveness of teachers' qualification on teaching learners with EBDs

Learners spend most of their time in school. The life that EBD learners were exposed to in school influences their behaviors. These learners already had EBD when they were legally placed in the rehabilitation school. Owoniyi (2022), explained that they could become better or worse depending on how the behavior was managed in classroom. Teachers were the managers of their classes and should be able to nurture positive behaviors during teaching activities. Ineffective classroom management with narrow and imbalanced and irrelevant activities that were unsuitable for the learners needs effects their learning and standard behavior (Miller, 2023). When teachers base their teaching materials that were not within the mental level of their learners, coupled with inflexible teaching styles these adversely affects learners' behavior. Fessler and Rosenberg (2021) stated that sometimes the curriculum place high demands on the learners with EBD such that they were unable to cope with such demands. This could cause them to rebel during teaching activities. Teachers, who were deviant or provocative, create a bad relationship between them and the learners causing delinquent learners to behave negatively. According to Banks and Zions (2019), teachers who use sarcastic approaches and loaded language that learners receive as criticism as well as unrealistic expectation that were too high or too low could lead to angry responses and buildup of furious resentment on the part of the learners. Too high expectation on the learner's achievement by the teacher during teaching activities might communicate to the learner who was not able to achieve them that he/ she was inadequate or less important. Teachers who were not sensitive to learners' individual differences and require a mindless conformity to the rules and routine might also affect learner's behavior. The teacher might concentrate more on academic achievement at the expense of their development. Some learners behave inappropriately when they were not given enough time for play and physical activities (Atra, 2024).

Teachers could influence learner's behavior negatively leading to EBD during teaching activities. This occurs when teachers recognize learner's wrong behavior and punish it. This could sometime reinforce the undesirable behavior unintentionally (O'Rourke, 2021). A behavior that was inconsistently managed was difficult to extinguish. A teacher who used threats that were not affected makes learners not take him/her seriously (Anaby, Campbell, & Khan, 2019). This confuses the learners as to which behavior was acceptable. However, when teachers teach effectively this could minimize learners misbehavior. Restrictive classroom behavior with strict rules and routine affect learners' behavior negatively. When teaching materials used by teachers were not age appropriate and relevant to the subject matter, could result in undesirable behaviors from the learners (Torres, 2024). Ineffective communication between the teaching staff and the EBD learners leads to communication breakdown and this might confuse the learners more. Teachers sometime use sophisticated language that was above the learner's level during teaching activities. Some compare EBD learners with others and occasionally using disapproving comments which might make learners develop negative attitudes towards them. According to Tidmore (2018), learners in the rehabilitation school might be affected by negative attitudes and perception of their teachers towards them. The study sought to address the following research question; Qn: How did a teacher's qualification affect teaching activities at Kabete rehabilitation schools?

3. Methodology

Research design is considered as a scheme for research (Saharan, Kulhari, & Singh, 2024). The study would employ case study design. This study used descriptive research design to obtain information from the selected sample without any attempt to manipulate, change the behaviour or conditions, but rather describe what was in existence. This was done in order to find out factors

hindering teaching and learning activities in the school. The information collected was helpful in making important judgments about the learning institution under study. It would also deepen understanding on reinforcing positive behaviour outcomes. This study was conducted at Kabete Rehabilitation School in Westland Sub-County, Nairobi County where placement of learners with EBDs was very high. This was because of the cultural diversity which was accompanied by different beliefs. There were also delinquent learners who gets placement from other counties in Kenya. In Kabete rehabilitation school, the study targeted 98 respondents who comprised of SNE teachers, trained teachers, learners and the school Principal. The sample size was 42 respondents who were sampled using purposive sampling technique which was used to select SNE teachers and class teachers while simple random sampling technique was used to select EBD learners who would participate in the study. The study employed the questionnaire to collect data. The questionnaire was used to gather information from the school principal, SNE teachers, and class teachers. Piloting was done at Kakamega Rehabilitation School in order to ascertain the credibility of instruments by testing clarity of language, time, taken to respond, procedures of administering, length and layout of tools. Piloting would involve 3 special needs teachers, 3 class teachers, 3 EBD Learners and school principal. All these had the same characteristics as the respondents who would participate during the actual study according to Ondiek (2008) at least 10% of the sampled size should be used for the purpose of pilot study. The participants were encouraged to comment and make sure suggestions which would later be used to improve various items. The main aim of the pilot study was to enhance validity and reliability of data collection instruments. This study tested content validity since the main aim of the study was to establish the situation as it exists. Reliability of quantitative items in the questionnaires was established by computing Cronbach’s alpha coefficient which was an estimate of internal consistency. According to Gupta and Gupta (2022), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. In qualitative research, both validity and reliability of research instruments were treated together. The trustworthiness of a researcher therefore involved credibility, transferability, dependability and confirmability. Data that was collected was analyzed using descriptive and inferential statistics.

4. Findings

4.1 Background information of the respondents

The study sought to determine the background information of the learners, SNE teachers, principals and class teachers. Background information of the learners was presented in Table 1.

Table 1: Background information of the Learners

		Frequency	Percent
What is your grade in the rehabilitation school	Grade 4	6	26.1
	Grade 5	10	43.5
	Grade 6	4	17.4
	Grade 7	3	13.0
Total		23	100.0
When were you admitted in the school	February 2024	9	39.1
	October 2022	4	17.4
	September 2023	10	43.5
Total		23	100.0
Why were you admitted to the rehabilitation school	Because of stealing other people’s property	15	65.2
	Conflict with society laws	8	34.8
Total		23	100.0
What was your grade in your previous school before placement to this school	Grade 4	6	26.1
	Grade 5	10	43.5
	Grade 6	7	30.4
Total		23	100.0
Do you like learning during teaching activities	Yes	23	100.0
Total		23	100.0

Source: Research Data, 2026

The study wanted to know from the learners what was their grade in the rehabilitation school, 6(26.1%) were in grade 4, 10(43.5%), 4(17.4%) in grade 6 while 3(13.0%) in grade 7. The study wanted to know when the respondents admitted in the school, 9(39.1%) were admitted in February 2024, 4(17.4%) October 2022 and 10(43.5%) September 2023. This implied that most of the learners were admitted in the school in September 2023. Out of the total respondents, 15(65.2%) stated that they were admitted to the rehabilitation school because of stealing people’s property while 8(34.8%) conflict with society laws. This implied that majority of the learners had been admitted to the school because of stealing other peoples’ property. The study sought to determine learners’ grade in your previous school before placement to the school, 6(26.1%) were in grade 4, 10(43.5%) grade 5 and 7(30.4%) grade 6. Majority of the learners were in grade 5 in the previous school before placement to the school. Learners were asked to state whether they liked learning during teaching activities, 23(100%) of the respondents liked learning during teaching activities. The study also sought to determine the academi3c level of special teachers in special needs. The results were presented in Table 2.

Table 1: Background information of special teachers (SNE)

		Frequency	Percent
What is your academic level in special needs education	Diploma	2	50.0
	Degree	2	50.0
Total		4	100.0
How long have you been teaching in the rehabilitation school	5 years and below	2	50.0
	5-10 years	2	50.0
Total		4	100.0
What is your area of specialization in special needs in education training	Hearing impairment	2	50.0
	Emotional and behavioural disorders	2	50.0
Total		4	100.0
Is your area of specialization relevant to teaching learners with EBDs	Yes	3	75.0
	No	1	25.0
Total		4	100.0

Source: Research Data, 2026

Out of the total respondents, 2(50.0%) had diploma while 2(50.0%) were degree holders. All the respondents were well educated as they had a diploma and above. The study also sought to determine how long SNE teachers had been teaching in the rehabilitation school, 2(50.0%) had been teaching in the school for 5 years and below while 2(50.0%) between 5 and 10 years. Another interest of the study was SNE teachers area of specialization in special needs in education training, 2(50.0%) had specialized in hearing impairment while 2(50.0%) emotional and behavioural disorders. In regards to whether the respondents area of specialization was relevant to teaching learners with EBDs, 3(75.0%) stated that their area of specialization was relevant to teaching learners with EBDs while 1(25.0%) stated no. This implied that majority of the respondents area of specialization was relevant to teaching learners with EBDs. The study also sought to determine the background information of the principals and results were presented in Table 3.

Table 3: Background information of Principals

		Frequency	Percent
Gender	Female	1	100.0
Total		1	100.0
Age bracket	41-50 years	1	100.0
Total		1	100.0
Highest professional qualification	Diploma in education	1	100.0
Total		1	100.0
Are you trained in the education of learners with emotional and behavioural disorders	yes	1	100.0
Total		1	100.0

Source: Research Data, 2026

The principal was female and the age bracket was between 41 and 50 years and the highest professional qualification held by the principal was diploma in education. The principal had trained in the education of learners with emotional and behavioural disorders. The study also sought to determine the background information of class teachers and the results were presented in Table 4;

Table 4: Background information of Class Teachers

		Frequency	Percent
Gender	Male	4	80
	Female	1	20
Total		5	100
Age bracket	Below 30 years	1	20.0
	31-40 years	2	40.0
	41-50 years	1	20.0
	Over 50 years	1	20.0
Total		5	100.0
Highest academic level attained	Post-graduate	1	20.0
	Graduate	2	40.0
	Diploma	1	20.0

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	Certificate	1	20.0
Working experience	Below 5 years	1	20.0
	5-10 years	2	40.0
	11-20 years	1	20.0
	Over 20 years	1	20.0
Total		5	100.0

Source: Research Data, 2026

Out of the total respondents, 4(80.0%) were male while 1(20.0%) female. This implies that majority of the class teachers were male. In relation to the age bracket, 1(20%) were below 30 years, 2(40%) between 31 and 40 years, 1(20%) between 41 and 50 years while 1(20.0%) over 50 years. This implied that all the respondents were of different age groups and therefore it enhanced diversity of opinions which improved the quality of the study. The results indicated that majority of the teaching staff have a substantial mature age which means they were competent enough as noted by Soares and Mohlmann (2022) who noted that teacher's maturity determined the competence and efficiency. The study also sought to determine the highest academic level attained by the class teachers, the results revealed that 2(40.0%) were graduates, 1(20.0%) post graduate, 1(20.0%) diploma and 1(20.0%) certificate. All the respondents were well educated and therefore were in a position to provide the accurate information on the factors hindering teaching and learning activities for learners with emotional and behavioural disorders at Kabete Rehabilitation School. On the working experience of class teachers, 2(40.0%) had worked for a period of between 5 and 10 years, 1(20.0%) below 5 years, 1(20.0%) between 11 and 20 years while 1(20.0%) over 20 years. All the respondents had worked long enough at Kabete Rehabilitation School and therefore were in a position provide the information required on the factors hindering teaching and learning activities for learners with emotional and behavioural disorders at Kabete Rehabilitation School.

4.8 Correlation analysis

Correlation analysis was conducted to determine the strength and nature of relationship between teacher's qualification and teaching and learning activities. The variables were correlated and their correlation coefficient (r) of their relationship established. The table below shows the scores of the variables.

Table 5: Correlation analysis matrix

		Teaching & learning activities	Teacher qualifications
Teacher qualifications	Pearson Correlation	.921*	1
	Sig. (2-tailed)	.000	

*. Correlation is significant at the 0.05 level (2-tailed). Source: Research Data, 2026

Teacher qualifications was found to have a significantly strong positive relationship with teaching and learning activities of ($r = 0.921$, $p\text{-value} < 0.05$). This implies that there is a linear relationship between teacher qualifications and teaching and learning activities. The study agrees with that of Lane and Glaeser (2023) that teacher qualification enhances teaching and learning activities.

4.9 Regression Analysis

Regression analysis was done to assess the effect of teacher's qualification and emotional and behavioural disorders on teaching and learning activities at Kabete rehabilitation schools. Results presented in this section include model summary, model fitness and regression co-efficient table. The results were as under;

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.978 ^a	.956	.955	1.53401

a. Predictors: (Constant), teacher qualifications. Source: Research Data, 2026

Results in Table 6 showed that the value of adjusted r square was 95.5% which implies that the model was able to explain 95.5% change in teaching and learning activities from the predictor variables (i.e. teacher qualifications). Model fitness was tested using F test (ANOVA) and the results were presented in Table 6.

Table 6: ANOVA

Model		Sum of Squares	DF	Mean Square	F	Sig.
	Regression	1190.591	1	1795.296	762.918	.000 ^b
1	Residual	164.724	37	2.393		
	Total	1755.315	38			

a. Dependent Variable: Teaching and learning activities

b. Predictors: (Constant), Teacher qualifications

Source: Research Data, 2026

F test value was $F(2, 36) = 762.918$, $p < 0.05$. This implies that the regression model was reliable and could be used to predict teaching and learning activities. Regression analysis was done to find-out the beta value which was used to determine the extent to which teacher qualifications affect teaching and learning activities. The findings were presented in Table 7.

Table 7: Regression co-efficient

Model		Unstandardized Coefficients		Beta	T	Sig.
		B	Std. Error			
	(Constant)	3.496	.050	.506	13.171	.000
1	Teacher qualifications	1.584	.056	2.313	6.787	.000

a. Dependent Variable: Teaching and learning activities

Source: Research Data, 2026

Table 7 shows that teacher qualifications had a positive and significant effect on teaching and learning activities of ($\beta= 1.584$, $p < 0.05$). This implies that an improvement in teacher qualifications by one unit improves teaching and learning activities outcome by 1.584 units. Findings are in tandem with that of Silomelo and Wamocho (2023) that teacher qualifications affect teaching and learning activities.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that teacher qualifications have a positive and significant effect on teaching and learning activities. The study further concluded that most of the teachers were not qualified to teach learners with EBDS in the rehabilitation school. Teachers in the rehabilitation school had different areas of Specialization not even related special needs in education. In service courses and seminars that teachers attend add a higher percentage to the knowledge and skills required by learners with EBDS.

5.2 Recommendations

The study recommended that the government (TS) should employ and deploy teachers trained in handling learners with emotional and behavioral disorders to rehabilitation schools. Qualified Counsels should also be employed to provide counsel no to EBD learners in the rehabilitation school. The qualifications of the counselor should be a diploma and / or a degree for effective implementation of the Counseling program. Counseling is very important in the rehabilitation school for, learners with emotional and behavioral disorders. Lack of qualified counselors in the institution greatly hampered effective teaching and learning activities. Parental involvement should be included of the school programme. There is serious need for them to visit their children and check their e academic performance and discuss way forward for better results and talents being nurtured for self-reliance. The involvement of parent when EBD learner s is still in the rehabilitation school is very vital since parents play a very key role in the socialization process of the delinquents.

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