

The Impact of Scaffolding on Motivation of Vocational Special Education Students in Kakamega Program for Persons with Hearing Impaired in Kenya

Authors : J. W. Mbogani, B. A. Bunyasi

Abstract : The special skills for five students in the vocational class in Kakamega program for Hearing impaired were identified within one term period of the Kenyan education system. Three students were identified as having a liking for tailoring. The remaining two students did not show any interest in any vocational subject. The three students were attached to two professionals in practicing general tailors within the school vicinity for scaffolding purposes. The students were allowed to attend general classes under the normal curriculum and were withdrawn after eleven in the morning for tailoring classes. The students were then monitored with the guideline of a checklist. The purpose of monitoring was to establish whether the behavior of the students reflected a motivated student. It was established that two of them improved in their school attendance in terms of regularity, punctuality and responsibility accomplishment. The third student ended up attending only tailoring classes. The socialization aspect of the two students improved a lot. They also tended to identify more with the teachers than their fellow students. We recommend that learners with special needs in education should be subjected to the normal curriculum. They may benefit more and attain a skill that could help them economically. Further study should also be done to in several institutions involving learners in other classes.

Keywords : general tailoring, scaffolding, term, vocational class

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