

**TEACHERS' PERCEPTIONS OF THEIR PRACTICES WITH SPECIAL NEEDS  
CHILDREN – KOSOVO CASE**

**Tringa Azizi**  
European University of Tirana- UET  
**KOSOVO**

**ABSTRACT**

The main goal of this study is to evaluate Kosovo teachers' perceptions and practices of their work with special needs students. 31 teachers (8 male and 23 female) participated voluntarily and responded to the structured questionnaire, the reliability value of which was .522. Teachers differed by education background, age, type of institution where they taught and number of students in their class. The study is descriptive with a quantitative approach. Chi-square goodness-of-fit test, chi-square of association, t-test for independent groups and one way ANOVA were used to identify potential variability in teachers' perceptions and practices. Teachers showed significant statistical differences in responses they provided, both with regard to their perceptions and their daily practices. However, no statistically significant correlations were found between the responses and the education background, the type of institution where they taught, their sex or the number of students in their class. Statistical difference was found between the teachers' age and the selection of textbooks ( $F(3,27)=3.453, p=.030$ ), where younger teachers used modified textbooks and texts adapted to each student, while teachers of older age preferred textbooks that were more general for all students ( $p=.004$ ). Significant differences were also found in setting the classroom climate among teachers of various ages ( $F(3,27)=3.093, p=.044$ ), with teachers of older age offering higher values for the classroom climate as suitable in comparison to younger teachers ( $p=.031$ ). The findings indicate that ongoing professional training for teachers and increased cooperation and professional support from experts of respective fields are a necessary requirement for successful work with special needs children.

**Keywords:** Special needs student, teacher, perception, practice, variability.