

Effective Teaching Practices and Competences of Students with Special Educational Needs in Basic Education Classrooms in Rwanda

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Abstract: The purpose of this paper was to examine the effects of effective teaching practices and competences of students with special educational needs in basic education classrooms in Rwanda. Specifically, this research paper analyzed teachers' centered method, practical exercises, and gestures for student with hearing impairment, sign language, well emplaced seats on competences of students with special educational needs in basic education classrooms in Rwanda. The Rwandan Ministry of Education and Rwanda Education Board will learn its effective teaching strategies to increases competences for students with special education needs.

Education officials and students themselves will understand their roles in implementing inclusive education for effective competence. Thus, teaching and learning methods will improve effective learning in sampled schools. The research methodology for this study consists of a descriptive research design using both qualitative and quantitative approaches. A sample size of 166 respondents was calculated using Slovene's formula. Both purposive and simple random sampling were adopted. Results were analyzed in accordance with specific objectives. The study felt that 62.7% of students strongly agreed that their teachers used teacher's centered method, 63.5% of respondents strongly agreed that the practical exercise was adopted, 69.0% of students strongly agreed that teachers use gestures, 65.9% of students strongly agreed that their teachers use sign language and 68.3% of students strongly agreed that well emplaced seats are provided to students with visual impairment. In the same vein, 52.% of teachers strongly agreed that they have adopted learners centered method, 42.0% of teachers strongly agreed that they used practical exercise, 44.0% of teachers strongly agreed that they used gestures, 44.0% of teachers strongly agreed that they have used sign language. Finally, 44.0% of teachers strongly agreed that they have provided well emplaced seats to students with visual impairment. Results presented demonstrated 70.6% of students strongly agreed that students with disability have developed psychomotor learning, 76.2% strongly agreed that students with disability have developed cooperation & communication, while 76.2% strongly agreed that students with disability have increased creativity skills. Perception from teachers contradict with students. In this regard, 58.0% of teachers disagreed that students with the statement concerning the ability to learn out of school/classroom, while 74.2% agreed that students with disability have increased creativity skills. It was shown that the use of sign language is statistically affecting literacy learning skills for children with special educational needs since the p value is less than 0.05 (B=0.261; p value =0.068). Finally, practical exercises are statistically significant with Creativity of SEN (B=0.231; p value=0.060).

Keywords: Basic Education Classroom, Effective Teaching Practices, Students' Competences; Students with Special Educational Needs.

1. INTRODUCTION

In Rwanda, the core mission of the Ministry of education is to transform Rwandan citizens into the skilled human capital of socio-economic development of the country, by ensuring equitable access to quality education and training, focusing on combating illiteracy, promoting of science and technology, critical thinking, and positive values. Furthermore, basic education schools in Rwanda tend to be inclusive schools that they are expected to enroll all students without any compromises. The competency-based curriculum; a new curriculum started being implemented from 2016 showed positive achievements in Rwandan citizens where learners who completed some levels of basic education were ready to compete with others to the labor market. Some students got labors after completing their secondary studies. The report of REB (2019), on the achievement of students with disabilities, showed that students with disabilities and those without disabilities acquire competences such as; interpersonal competence, communication, lifelong learning, critical thinking, entrepreneurial competence, creativity and innovation and others. The report of World Health Organization (WHO, 2011) showed that there was an average of 15% of disabled persons that this mission could not be fully achieved if they were not considered (ESSP III, 2018).

The stakeholders in education designed many inclusive education practices of leading learning of students equally and equitably, where the capacity of schools to receive the enrollments of students with special education needs such as those with disabilities, learning difficulties played a very great role in Rwandan education. However, basic education schools are still experiencing many challenges to support students with special education needs such as lack of the ability to accommodate learners for different categories like students with disabilities, students with learning difficulties, slow learners, gifted learners and other with different impairments because basic schools do not have basic requirements to include them in general basic education. Some schools lack braille machines, white canes, and wheel chairs, experienced and trained teachers to facilitate students with disability. Therefore, some students with visual impairment lack braille machine, lack of hearing machine for those with hearing impairment, lack of wheelchairs for those with physical disabilities, lack of modern toilet for disabled people, poor paths well paved for physically disabled wheelchair users, some families are too poor to send their children to schools where schools are located in remote areas, some parents mindsets who think that investing in disabled children is wastage, they tend to send normal (non-disabled) children to school rather than disabled ones, school leaders who are still unskilled on inclusive school management, planning and leadership, which become helpless to students with special education needs to learn effectively and competently. If the students with special education needs are not supported particularly in basic education schools, their competences would not be developed and their future to survival life would become a dream to themselves, their families, community and country at large.

1.1 Research Objectives

- i. To examine the effects of effective teaching practices and competences of students with special educational needs in basic education classrooms in Rwanda.

2. LITERATURE REVIEW

2.1 Review of Empirical Studies

Inclusive education practices are portrayed as activities contain provisions, actions and guidelines that support the full integration of all students in classrooms and schools, including those with disabilities, into a qualitative learning place (Education Sector Strategic Plan, 2010-2015).

Inclusive education describes a situation when all students regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their neighborhood schools to receive high-quality instruction, interventions, and support that enable them to meet success in the core curriculum. In the Rwandan socio-cultural context, the concept is often interpreted as 'Uburezi Budaheza' or 'non-exclusionary education' (Rwandan Inclusive Education Policy, 2018).

The term competence refers to the ability to perform a task in a very competent way with knowledge, skills, positive attitudes and the values in a certain domain. A competent student is different from a skilled one, knowledgeable one, and a performer one. Competence is all about the acquisition of a combination of knowledge, skills, attitudes and how effective a student performs their tasks with values. If a learner is competent is a great performer at the assigned tasks

with wisdom and desired behaviour. The Ministry of Education confirmed that to be competent, students have to be taught and develop for basic and generic competencies (MINEDUC, 2015).

Special Education Needs (SEN) determine the education deserves to students who need other additional requirements to acquire competences as others to learn. A special educational need is also defined as a learning difficulty or disability that makes learning a challenge for a child. They will have greater difficulty learning than other children of the same age. Their disability prevents them making use of facilities (Kuroda & Yokozeki, 2005).

Special Needs Education (SNE) represents the specialized education services delivery offered to children and adults who are unable to cope with the regular school or class organization and methods. Experiences in the Rwandan context continue to indicate that the concept is largely interpreted as 'Uburuzi bw'abafite ubumuga' (education for those with disabilities) (MINEDUC Inclusive Education, 2018).

Basic education schools tend to welcome pre-primary, primary and secondary students and allow them to acquire competences in their early ages. In Rwanda, basic education policy was developed and implemented to raise the quality education of basic education school learners where the free education named Nine Years Basic Education and Twelve Years Basic Education was enhanced by the Government and different education stakeholders which increased the number of the students who enroll for studying in neighbouring schools without travelling long journey. A primary education students start from 5 to 12 years while secondary level starts from 11 to 18 years (Rwanda Education Ministry, 2014).

The issue of equality and inclusion in education has been on the international agenda for several decades up to now. This has been demonstrated by the different frameworks for action to address the different forms of inequality and disparities in education. Such inequalities are based on gender, race, religion, physical disabilities and ethnic background. UNESCO (1994), Salamanca Framework of Action, Article 3 states that schools and the education system as a whole "Should welcome all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions". In addition to that, that the UNESCO, Dakar Framework of Action (2000) noted that "To attract and retain children from marginalized and excluded groups, education systems should respond flexibly to the promotion of inclusion in schools. The education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners" (Avramidis & Kalyva, 2007).

The study conducted by Bublitz (2016) concluded that in the inclusive education, a teacher takes a big role in enhancing the learning capacity of all the students including those with disabilities or learning difficulties. Learners' competences depend on the trained teachers and different teaching and learning methodologies, and strategies they use to engage learners in their learning process. According to Bublitz (2016), teachers and school leaders concern are to enhance the effective learning of learners including those with disabilities where a well-trained teacher leader increases the acquisition of skills, knowledge and competency. Unquestionably, school leaders play instrumental roles in ensuring the success of inclusive special education programs in the districts they oversee. Moreover, one of the largest indicators of successful inclusive education programs is school leaders' positive attitudes toward inclusion. With an increasing focus on providing quality and legally compliant inclusive special education services across the nation, it is more important than ever that school leaders and teachers understand their roles and responsibilities associated with inclusion to the competence of students.

2.2. Theoretical Framework

This research adopted the theories that support the study which is: Behavioral Learning Theory and Theory of multiple intelligences by Howard Gardner indicate that students with disabilities develop their competences and change their behaviors when they learn together with others without learning difficulties in the same inclusive classrooms.

2.2.1 Theory of Multiple Intelligences by Howard Gardner (1993),

In this model, Howard Gardner (1993) explores deferent ways of a learner use to acquire intelligence through multiple intelligences theory.

Howard Gardner (1993) in the Theory of Multiple Intelligences differentiates human intelligence into specific modalities rather than looking intelligence as dominated by a single general ability. This theory describes how a student can learn in

different ways. The multiple intelligences range from the use of words, numbers, pictures and music for the importance of social interactions, Physical movement, and introspection and in learning through nature. As this theory portrays, learners can learn through different ways and if a learner fails to learn some bits of intelligence can learn others rather than learning all aspects of bits of intelligence. For example, learners with disabilities may fail to learn using their psychomotor parts, but they use their mental ability by discovering the space, music by singing or verbally.

2.2.2 Behavioral learning theory

Behaviorism or the behavioral learning theory is a popular concept that focuses on how students learn. This learning theory states that students learning are recognized through developing and changing behaviors through the influential aspects. B.F Skinner (1975), the inventor of the behavioral theory stressed on the view that all learners' behaviors are applied through the interaction with the present environment of in social learning aspects

The same behaviorist; Darby (2003) who also conducted studies on behavioral learning theory stated that behaviors are learnt from the surrounding environment and not through the innate factors which has very little influence in behavioral learning process. This theory clarifies how the students in their different classes acquire their skills through socializing and exchanging behaviors. This theory is applied to the students who have learning difficulties to enhance their effective learning for gaining new skills and competences (Darby, 2003).

According to Darby (2003), in his learning theories, stressed in the learning theory of students form different categories and concluded that when students are in the classroom learning as a team they acquire and develop competences through using strategies that boost their morale. In basic education of Rwanda students are given opportunity to enroll in school without any compromises where all public schools are required to welcome the multi-variety of the students. Therefore, some schools accommodate students with disabilities and they study in the same class as those without learning difficulties. The schools are believed to bring about the positive effects where students with disabilities are provided with basic learning facilities such as accessible classrooms with effective learning environment such as conducive building that are accessible to students with disabilities.

Parents, instead of sending their children with disabilities they prefer to send them in the neighboring basic education schools for the sake of the quality education. That is why the country of Rwanda has adopted and empowered the schools to accommodate the students from different families (Ng'andu, Hambulo, Haambokoma and Tomaida, 2003).

Behavioral learning and social learning theory and clarifies that students study effectively when they socialize with their colleagues. Apart from the use of different methods of teaching and learning used by teachers to increase the students' performance, the teachers also engages the students with disability using the same strategies and they develop their competence during their daily learning.

Since education is an act of teaching and learning, then it can be stated here that learning takes a pivotal role in the whole educational process. Thus, learning can be defined differently depending on which perspective one takes in defining it. The complex process of learning is defined according to behaviorism, cognitivism and constructivism. According to behaviorist, learning can be defined as "a relatively enduring change in observable behavior that occurs as a result of experience (Eggen & Kauchak, 2001).

The above theories enabled the researcher to establish the conceptual framework as follows:

2.3 Conceptual Framework

This study explores the inclusive education practices and competences of students with special education needs in basic education schools. This shows the interrelationship between the indicators. Therefore this indicates how independent variable indicators (causality indicators), impact on dependent variable indicators (effects indicators).

It is reproduced here in figure one, inclusive education practices on competences developed by students with special education needs:

Independent Variable**Effective teaching practice**

- Teachers' centered method
- Practical exercises
- Gestures for student with hearing impairment
- Using sign language
- Well emplaced seats

Dependent Variable**Competences Developed to Students with SEN**

- Increased enrolment number of SEN students
- Developed critical thinking and problem solving
- Basic competences
- Improved ICT literacy
- Improved literacy learning
- Improved lifelong learning
- Developed multiple intelligences
- Developed psychomotor learning
- Increased research and innovation
- Cooperation & communication

Moderating Variable

- Ministry of Education Officials
- Rwanda Education Board (REB)
- District Officials
- Organizations and Partners

Figure 2.1: Relationship between Effective teaching practice and competence developed by students with special education needs.

Figure 2.1 shows the relationship between the independent variable indicators (causality indicators), and how they affect the dependent variable indicators (effects indicators). In the Effective teaching practices; as the independent variable indicators. The researcher investigates how the effective teaching practice enhance the competencies developed by students with disabilities such as critical thinking and problem solving, basic competence like ICT literacy, literacy learning, and lifelong learning, psychomotor learning, research and innovation, cooperation and communication, the creativity of SEN. In line with the competencies developed by students with special needs, the researcher particularly evaluated whether students with disabilities develop multiple intelligences such as verbal-linguistic, logical-mathematical, musical rhythmic, visual special, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic and existential intelligence.

3. RESEARCH METHODOLOGY

This research used the triangulation method of data collection where the researcher used quantitative and qualitative approaches. Using triangulation method provided the research with adequate and enough information from the population. Triangulation theory of data collection involves using more than one method to collect and interpret data such as interviews, questionnaires, observations and secondary data analysis. In this study, the researcher used questionnaires, interview guide for a focus group, and secondary data such as tests and different examinations. Triangulation facilitated the researcher to the validation of data through verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon (Johnson, 2017).

The study was conducted within 5 locations including 4 provinces and 1 Kigali City; represented by 5 districts; represented by 5 sectors represented by 5 inclusive schools. Eastern Province was represented by Bugesera District, Nyamata Sector, GS Murama School. Western Province was presented by Rubavu District, Gisenyi Sector, and House of Children School Gisenyi. Northern Province was represented by Gakenke District, Janja Sector, Amies APAX Janja. Southern Province was represented by Nyanza District, Mukingo Sector, and GS HVP Gatagara School. While Kigali City was represented by Nyarugenge District, Nyamirambo Sector, Institut Filippo Smaldon Nyamirambo School.

4. RESULTS AND DISCUSSION

4.1 Effective teaching practice for Students with Special Educational Needs in Basic Education Schools of Rwanda.

The effective teaching practices for students with special educational needs in basic education schools of Rwanda were measured under teachers' centered method, practical exercises, and gestures for student with hearing impairment, sign language, well emplaced seats. The respondents were asked questions that required them to respond by rating their opinions on a five level scale namely; Strongly Agree (SA) =5 points, Agree (A)=4 points, Uncertain (UC)=3 points, Disagree (D)= 2 points and Strongly disagree (SD)= 1 point. This coding was used throughout the remaining session in this report for clear presentation of Tables.

Table 4.1: Students' presentation on effective teaching practices for students with special educational needs in basic education schools of Rwanda.

Effective teaching practices	SD		D		NS		A		SA		Total		Mean	Sd
	N	%	N	%	N	%	N	%	N	%	N	%		
Teacher's method of teaching and learning	0	0	2	1.6	2	1.6	43	34.1	76	62.7	126	1.4206	.61127	
The practical exercises	1	8	2	1.6	4	3.2	39	31.0	80	63.5	126	1.4524	.71114	
Using gestures for student with hearing impairment	0	0	1	8	7	5.6	31	24.6	87	69.0	126	1.3889	.66900	
Using sign language	0	0	2	1.6	6	4.8	35	27.8	83	65.9	126	1.4206	.66155	
Well emplaced seats are provided to students with visual impairment	1	8	1	8	4	3.2	34	27.0	86	68.3	126	1.3889	.66900	

Source: Primary Data (2022)

According to table 4.1, 62.7% of students strongly agreed that their teachers used teacher's centered method of teaching and learning which helped them to improve their competencies, 63.5% of students strongly agreed that the practical exercise was adopted to help them to learn. Additionally, 69.0% of students strongly agreed that teachers use gestures for student with hearing impairment, 65.9% of students strongly agreed that their teachers use sign language to help students, while 68.3% of students strongly agreed that well emplaced seats are provided to students with visual impairment.

Table 4.1: Teachers' perception on effective teaching practices for students with special educational needs in basic education schools of Rwanda

Approaches	SD		D		NS		A		SA		Total		Mean	Sd
	N	%	N	%	N	%	N	%	N	%	N	%		
Learner centered method was used	1	4.0	1	4.0	1	2.0	10	38.0	17	52.0	30	1.7000	.99488	
Practical exercises were given to students	0	0	2	8.0	4	12.0	10	38.0	13	42.0	30	1.8600	.92604	
Gestures were used	3	10.0	2	6.0	5	18.0	6	22.0	14	44.0	30	2.1600	1.33034	
Sign language was adopted	5	18.0	4	14.0	4	14.0	4	14.0	13	40.0	30	2.5600	1.56701	
Well emplaced seats were provided to Visual impaired students	3	8.0	0	0	2	6.0	12	42.0	13	44.0	30	1.8600	1.10675	

Source: Primary Data (2022)

According to table 4.2, 52.0% of teachers strongly agreed that they adopted learners centered method, 42.0% of teachers strongly agreed that they used practical exercise, 44.0% of teachers strongly agreed that they used gestures for student. In the same vein, 44.0% of teachers strongly agreed that they used sign language. Finally, 44.0% of teachers strongly agreed that they provided well emplaced seats to students with visual impairment.

4.2 Competences Developed by Students with Special Educational Needs in Basic Education Classrooms of Rwanda.

The competences developed by students with special educational needs in basic classrooms of Rwanda were assessed using critical thinking and problem solving, digital & ICT skill, literacy learning, learn out of school/classroom, psychomotor learning, research and innovation skills, cooperation & communication, and creativity. The respondents were asked questions that required them to respond by rating their opinions on a five level scale namely; Strongly Agree (SA) =5 points, Agree (A)=4 points, Uncertain (UC)=3 points, Disagree(D)=2 points and Strongly disagree (SD)= 1 point. This coding was used throughout the remaining session in this report for clear presentation of Tables.

Table 4.2: Perception of Students towards competences development by students with special educational needs in basic classrooms

Approaches	SD		D		NS		A		SA		Total		Mean	Sd
	N	%	N	%	N	%	N	%	N	%	N	%		
I have developed critical thinking and problem solving	0	0	0	0	8	6.3	35	27.8	83	65.9	126	1.4048	.60898	
I have improved digital & ICT skill	0	0	0	0	5	4.0	41	32.5	80	63.5	126	1.4048	.56821	
I have improved literacy learning	0	0	1	8	2	1.6	37	29.4	86	68.3	126	1.3492	.55595	
I can learn out of school/classroom	0	0	1	8	7	5.6	28	22.2	90	71.4	126	1.3571	.62564	
I have developed psychomotor learning	0	0	0	0	5	4.0	32	25.4	89	70.6	126	1.3333	.55136	
I have increased research and innovation	0	0	0	0	7	5.6	35	27.8	84	66.7	126	1.3889	.59292	
I have developed cooperation & communication	0	0	1	8	2	1.6	27	21.4	96	76.2	126	1.2698	.52783	
I have increased creativity	0	0	0	0	2	1.6	28	22.2	96	76.2	126	1.3698	.53783	

Source: Primary Data (2022)

Results demonstrated that 65.8% of students strongly agreed that owing to inclusion education practices they have developed critical thinking and problem solving, 63.5% of students strongly agreed with improvement of digital and ICT skill, 68.3% strongly agreed with the improvement of literacy learning skills. In addition, 71.4% strongly agreed that students with disability can learn out of classroom, 70.6% strongly agreed that students with disability developed psychomotor learning, 66.7% agreed with increased research and innovation skills and ability. Moreover, 76.2% strongly agreed that students with disability have developed cooperation & communication, 76.2% strongly agreed that students with disability have increased creativity skills. From the findings, competences of students with SEN in basic inclusive classes were developed.

Table 4.4: Teacher's Perception on Competences Developed to Students with SEN in basic inclusive classes

Approaches	SD		D		NS		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Students developed critical thinking and problem solving	0	0	2	6.0	7	22.0	14	48.0	7	24.0	30	2.1000	.83910
Student improved digital & ICT skills	1	4.0	1	4.0	4	12.0	11	34.0	13	46.0	30	1.8600	1.04998
Student improved literacy learning	0	0	2	6.0	5	16.0	13	42.0	11	36.0	30	1.9200	.87691
Student can learn out of school/classroom	7	22.0	17	58.0	4	12.0	1	4.0	1	4.0	30	2.1000	.93131
Student developed multiple intelligences	0	0	3	8.0	4	14.0	14	44.0	9	34.0	30	1.9600	.90260
Students developed psychomotor learning	1	2.0	2	6.0	5	16.0	12	40.0	10	36.0	30	1.9800	.97917
Students increased creativity, research and innovation	1	2.0	1	2.0	4	16.0	14	42.0	10	38.0	30	1.8800	.89534
Students developed cooperation and communication	1	2.0	0	0	4	12.0	15	48.0	10	38.0	30	1.8000	.80812
Students developed cooperation and communication	1	2.0	0	0	4	12.0	15	48.0	10	38.0	30	1.8000	.80812

Source: Primary Data (2022)

Results in table 4.4, 48.0% of teachers agreed that students with disability developed critical thinking and problem solving, 46.0% of teachers strongly agreed that children with disability have improved digital & ICT skill, 42.0% of teachers agreed that children with disability have improved their literacy learning skills, 58.0% of teachers disagreed that students with the ability to learn out of classroom, 40.0% of teachers agreed that children with disability developed psychomotor learning, 42.0% of teachers agreed with research and innovation skills and ability. Obviously, 48.0% of teachers agreed that students with disability have developed cooperation & communication. Finally, 74.2% of agreed that students with disability have increased creativity skills. From the findings, competences of students with SEN in basic inclusive classes were developed. However teachers failed to acknowledge any improvement in the ability of student with disability to learn out of classroom.

4.2 Effects of Effective Teaching Practices of students with special educational needs

Inferential statistics established effect between inclusive teaching practices and competences of students with special educational needs in basic education classrooms in Table5; 6;7 and 8.

Table 4.5: Regression Coefficients between effective teaching practices and critical thinking and problem solving

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.982	.150		6.561	.000
	Students Centered Method	-.007	.108	-.007	-.062	.951
	Practical exercises	.311	.104	.363	2.983	.003
	Using gestures	-.027	.127	-.030	-.216	.830
	Using sign language	-.144	.128	-.156	-1.122	.264
	Providing well emplaced seats	.160	.113	.176	1.423	.157

a. Dependent Variable: Critical thinking and problem solving

Source: Primary Data (2022)

Results presented in table 4.5 shows the regression a coefficient of the effective teaching practices not statistically significant in explaining critical thinking and problem solving except the use of practical exercises. It implies that students centered method did not significantly affect critical thinking and problem solving where $B=-0.007$; p value= 0.951), practical exercises significantly affects critical thinking and problem solving where $B=0.363$; and p value= 0.003). Furthermore, using gestures did not significantly affect critical thinking and problem solving ($B=-0.30$; p value= 0.830). Therefore, using sign language did not significantly affect critical thinking and problem solving ($B=-0.156$; p value= 0.264). Finally, providing well emplaced seats did not significantly affect critical thinking and problem solving ($B=0.176$; p value= 0.157).

Table 4.3: Regression Coefficients between effective teaching practices and literacy learning.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.076	.139		7.725	.000
	Students Centered Method	-.144	.101	-.159	-1.436	.154
	Practical exercises	.110	.097	.141	1.134	.259
	Using gestures	-.002	.118	-.002	-.015	.988
	Using sign language	.219	.119	.261	1.840	.068
	Providing well emplaced seats	.007	.105	.009	.068	.946

a. Dependent Variable: Literacy learning

Source: Primary Data (2022)

According to table 4.6, it was shown that students centered method did not significantly affect literacy learning ($B=-0.159$; p value= 0.154), practical exercises did not significantly affect literacy learning ($B=0.141$; p value= 0.259) and using gestures did not significantly affect literacy learning ($B=-0.002$; p value= 0.988). In addition, providing well emplaced seats did not significantly affect literacy learning ($B=0.009$; p value = 0.946). Contrary to the use of sign language which is statistically affecting literacy learning skills for children with special educational needs since the p value is less than 0.05 ($B=0.261$; p value = 0.068).

Table 4.4: Regression Coefficients between effective teaching practices and psychomotor learning

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.768	.132		5.818	.000
	Students Centered Method	.027	.095	.030	.281	.779
	Practical exercises	.099	.092	.128	1.078	.283
	Using gestures	.153	.112	.186	1.367	.174
	Using sign language	.077	.113	.092	.680	.498
	Providing well emplaced seats	.044	.099	.054	.447	.656

a. Dependent Variable: Psychomotor learning

Source: Primary Data (2022)

Regression analysis in table 4.7 felt that students centered method ($B=0.030$; p value= 0.776) is not statistically significant with psychomotor learning, the practical exercises did not statistically affect psychomotor learning ($B=0.128$; p value= 0.283). Additionally, using gestures did not statistically affect psychomotor learning ($B=0.186$; p value= 0.174), using sign language did not statistically affect psychomotor learning ($B=0.092$; p value= 0.498). Finally, providing well emplaced seats did not statistically affect psychomotor learning ($B=0.054$; p value= 0.656).

Table 4.5: Regression Coefficients between effective teaching practices and creativity of SEN.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.825	.116		7.127	.000
	Students Centered Method	.063	.084	.082	.754	.452
	Practical exercises	.153	.081	.231	1.902	.060
	Using gestures	-.003	.098	-.004	-.026	.979
	Using sign language	.055	.099	.078	.561	.576
	Providing well emplaced seats	.030	.087	.043	.347	.730

a. Dependent Variable: Creativity of SEN

Source: Primary Data (2022)

Results in table 4.8 evidence that students centered method is not statistically significant with creativity of SEN ($B=0.082$; p value $=0.452$), using gestures is not statistically significant with creativity of SEN ($B=-0.004$; p value $=0.979$), using sign language is not statistically significant with creativity of SEN ($B=0.078$; p value $=0.576$). Moreover, providing well emplaced seats is not statistically significant with Creativity of SEN ($B=0.043$; $SIG=0.730$). However, practical exercises is statistically significant with Creativity of SEN ($B=0.231$; p value $=0.060$).

5. DISCUSSION OF THE RESEARCH FINDINGS

The study findings concurs with previous studies, for example, very few students with special educational needs have access to Braille textbooks, even in special schools (Oforiwa, 2013). This supported by research done by Karangwa (2013) that although visually impaired learners can read by using tactile methods (Braille), this approach becomes useless when it comes to graphic representation of mathematical and scientific concepts, practical experiments, colors, symbols, graphs, drawings and others.

Teachers who teach in special schools added that curriculum used in the secondary schools in Rwanda is not modified to fit the learning needs of the learners with visual impairments because most of teaching materials used are not familiar with these learners for books brought in school from Rwanda Education Board (REB) are for learners without visual impairments, and when REB brings to the special schools some special devices, there is no training on how to use those new devices. The data also supported by administrators that there were many barriers in curriculum for teaching sciences like Chemistry for learners with visual impairments; lack of appropriate teaching aids; adapted teaching contents into Braille system; and assistive tools are insufficient.

HI (2015) declares that pilot schools have become accessible and disability friendly. Children and parents have understood the rights to education and importance of inclusive education. Parents are playing an active role through social work and CBR activities. Furthermore, teachers have adopted inclusive pedagogical principles and approaches through the use of concrete material in class, increased use of visual aids (pictures, photographs and line drawings) to demonstrate new concepts, fun activities to help reinforce new ideas and cooperative learning.

The study noted with surprise too that HVP Gatagara receives regularly school books from the Rwanda Education Board meant for sighted learners, despite the constant reminder by its administration that these are of no use to their non-sighted learners, and their demands for tactile alternatives are reportedly ignored. Besides, the school was not guided by the national curriculum because there is none meant exclusively for learners with special educational needs, let alone the visually impaired.

6. CONCLUSION AND RECOMMENDATIONS

From analysis and discussion of information, it is undisputable research objective has been adequately addressed. The findings reveal that effective teaching practices that are commonly adopted include that the use of learner's centered method, practical exercise, use gestures for student with hearing impairment, use sign language to help students, and provision of well emplaced seats for students with visual impairment.

It is recommended that an exchange enough teaching and learning resources which are designed for learners with special needs.

It is further recommended that extensive training of teachers combined with the exchange of expertise between special and inclusive schools be planned and implemented in order to maximize the participation of students with special needs in both social and academic activities.

Once the teachers are equipped with the necessary knowledge and skills related to the education of children with special needs that could change their views and perceptions towards special education. Also, through in-service teachers training, students with special needs will not be restricted from taking only some subjects from the curriculum. The researcher, recommended that the studied special schools should prioritize the development of in-service programs for management and teachers.

Ministry of Education should procure urgently needed teaching and learning assistive devices which are appropriate to all range diverse of students with disabilities. It is recommended that Ministry of Education should provide the schools with necessary assistive devices to help students with special educational needs.

This study examined inclusive education practices and competences of students with special educational needs in basic classrooms and the following further researches were also recommended. It was noted that there were issues, that were not comprehensively addressed, that arose during the conduct of this study. Therefore, the further research should investigate how novice teachers manage class groups for students with special educational needs in special schools. Lastly, problem faced by teachers teaching students with special educational needs in special schools in Rwanda.

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