

# Teachers' Practices and Competences of learners with Mental Disabilities in Primary Schools of Rwanda. A Case of Bugesera District

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**Abstract-** There are many teaching practices to be used in a classroom setting in order to enhance student's competences specifically learners with mental disabilities. Target of this paper was to assess the influence of teachers' practices on learners with mental disabilities competences in primary schools of Rwanda, Case of Bugesera district Rwanda. It was with three specific objective such as to identify the teachers competences in Bugesera primary schools, To assess the learners with mental disabilities competences primary schools to examine the influence of teachers' practices on learners with mental disabilities competencies in primary schools of Rwanda, Case of Bugesera district Rwanda. This research was supported with Theory of Totally Integrated Education (TIE), Piaget's Cognitive Development Theory, The researcher used descriptive research design and The participants was students, teachers, Head teachers. All respondents will be 630 including 30 HTs, 150 teachers and 450 students. The Yamane formula was used to calculate the sample size of 245 respondents. The participants was chosen by using different methods where researcher used random sampling and purposive sampling. Researcher used questionnaire and interview guide as data collection instruments where Questionnaires was designed to students and teachers and interview guide was designed for head teachers. Researcher used SPSS 21.0 in analysis procedure. The information from each item of questionnaire and an interview was coded (categorized) and lastly the data was presented and discussed thereafter, research concluded and make recommendation based on the study findings. Table 4.15 in the study revealed a strong relationship between teachers practices and competencies developed by learners with metal disabilities in Rwanda. This relationship was substantiated by a Pearson correlation coefficient ( $r$ ) of 0.927, which was associated with a statistically significant p-value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between teachers practices at schools and competencies developed by learners with metal disabilities in Rwanda. The findings also found in table 4.16 that all variables are coherent with the Competencies of learners with metal disabilities affected with teachers practices as it is shown by the

regression analysis model with Square of 0.859 means that the teachers' practices should be appreciated to enhance Competencies of learners with metal disabilities in Rwanda. The research has highlighted that the effective utilization of these teachers practices can significantly contribute to the enhancement of competencies of learners with mental disabilities in Rwanda. Ministry of education should Provide comprehensive training to teachers on inclusive teaching strategies, focusing on accommodating the needs of students with mental disabilities in regular classrooms. Ministry of education should Implement and regularly review individualized education plans (IEPs) for students with mental disabilities, tailoring instruction to their specific needs and tracking progress. Government of Rwanda should Equip schools with necessary assistive technology tools and resources that can aid in the learning process for students with mental disabilities.

**Index Terms-** teachers' practices, Competences, Competences of learners with Mental Disabilities

## I. INTRODUCTION

Education for all, free of charge and compulsory basic Education are packed in universal declaration of human rights where it is mandatory that every child should attend schools from nursery up secondary schools with full potentials of inclusive education (Berit & Miriam, 2014).

Spain Salamanca, in 2014 more than three hundred people (300) delegated by ninety two (92) governments and twenty five (25) international organizations gathered under the Spanish Government and two (2) UNESCO organizations. The conference was all about "Special Needs Education: Access and Quality". In the last report (Salamanca statement) all participants agreed to combat discriminatory attitudes and provide LSEN with access to regular schools.

In Rwanda, learners with disability were not catered for properly many years ago as many of them could not attend schools due to their impairment or society attitudes towards people with

disability. According to Umbrella of People with disability in the fight against HIV/AIDS in Rwanda and UNAIDS (UPHLS-UNAIDS, 2017), the movement to recognize the right of people with disabilities, started after independence of Rwanda. For the first time, people with disabilities had access to basic rehabilitation services. Thereafter, special schools have been set up for them like HVP Gatagara Nyanza, Huye in Southern province and Rwamagana in Eastern province. At that time, the disabled who were not able to enroll in those special schools could not go to school. However, the government of Rwanda was thinking day after day how to ensure the Rwandan constitution underlined on inclusiveness specifically on article 40 which focus on free education for all different measures and strategies have been taken to ensure equal opportunities to all learners.

The policy of basic education for children with special educational needs aims at reducing the challenges to access and to optimal learning. In its day-to-day activities, the ministry of education tries to implement this policy even though there are many types of disabilities including mental disabilities that need special intervention for all stakeholders participation.

The Government of Rwanda through the ministry of education targets to change its all citizens skillfully on the human capital both socially and economically to raise the country development.

To reach this goal, the Ministry of Education provides a common and equal access to education quality and several trainings, insisting on eradicating illiteracy by promoting science and technology as well as critical thinking. Furthermore, the needed values for everyone and implementing education for all are mentioned and its initiatives deliberately put in place to improve the quality of education at basic education levels. In order to reach the above mentioned goals, the Government put effort in reducing class sizes through building new classrooms as well as renovating of old classrooms. Furthermore, the specialization of teachers should be improved by reviewing the teacher training programs, hiring qualified and competent teachers following the guidelines of the competence based curriculum. Those initiatives also account for the relative increase of access, quality and retention of learners with mental disabilities (Jha,2015).

There are many teaching methods to be used in a classroom setting in order to enhance student's competences specifically learners with mental disabilities. Those methods are working as a team, learning through experience, involving all students in learning activities, integrating technology in the classroom. Beyond, graphic and charts organizers for teaching and learning materials, emphasizing behavior and class management, roles play, group work, questioning, gaming strategies, demonstration, lecturing approach are mentioned in the curriculum (UNICEF,2015)

Comparing the theoretical documents talking about inclusion in Rwanda with the reality, teachers and learners are still facing some challenges at schools basing on practical inclusion in Rwanda. The theoretical documents describe an image of inclusion of children with disabilities which is not yet found in practice due to many challenges in the schools which are related to different areas of the education system. By working in the Rwandan education system for many years the researcher found out that learners with mental disabilities face many challenges. Similar difficulties came up in

discussions with teachers, leaders as well as parents and other responsible people in the community. Examples of challenges learners with mental disabilities are shames, guilt, stigma frustration stereotypes, as well as inadequate teaching materials and a curriculum which doesn't fit to their needs. Other common challenges are behavioral issues, lack of time and preparation, expectations of parents and family issues play a role. This can lead to missing motivation, self-esteem or emotional issues on side of the teachers. Challenges on the side of students caused by teachers are lack of individualization, inaccessible environment and classrooms, as well as missing attention to the teacher, inability to accomplish the required work affect students learning progress. Sometimes learners with mental disability are out of their seats without understandable reason, hindering other learners or they reach school too late. Both learners with and without mental disabilities are able to develop different competencies in classroom, even if those learners with disabilities could face the challenges mentioned above. Competencies that can be developed by learners with mental disabilities are critical thinking, ICT, literacy skills as well as citizenship, problem solving and cooperation Ogula, P. A. (2015)

Therefore, the researcher expects that there is roles and effect of teachers' practices towards learners with mental disabilities, competencies enhancement. He decided to carry out a research targeting to assess the impact of teachers' practices on learners with mental disabilities in primary schools in Rwanda, focusing on both public and private schools in Bugesera district in Rwanda. The main purpose of the study was to assess the influence of teachers' practices on learners with mental disabilities competences in primary schools of Rwanda, Case of Bugesera district Rwanda.

The specific objectives of this research were the following:

- i. identify the teachers practices in primary schools found in Bugesera district ,Rwanda.
- ii. To determine the learners with mental disabilities competencies in primary schools of Bugesera district , Rwanda.
- iii. To examine the challenges faced by teachers to raise learners with mental disabilities competencies in primary school in Rwanda.
- iv. To assess the relationship between teachers practices and learners with mental disabilities competences in primary schools of Rwanda, Case of Bugesera district Rwanda

## II. LITERATURE REVIEW

### 2.1 Theoretical Literature

#### 2.1.1 Teachers' practices

Teaching and learning process in different level are promoted by the instructional activities and strategies The effective methods and techniques used to facilitate learning at different levels, including how to organize and personalize those educational activities, are essential aspects of daily teaching practices. Educators' approaches cover multiple domains, such as expertise in subject matter and teaching methods, creating a supportive learning environment, accommodating diverse student needs, designing curricula and lesson plans, evaluating and communicating student progress, establishing community

connections, and continuously developing their professional skills. These domains serve to improve the teaching and learning process and enhance student achievement within the educational settings.

### 2.1.2 Learners with mental disabilities competencies

The worldwide countries are concerned with crucial determination which gives chances to the children and adults in their process of teaching and learning aiming at competences acquisition. Nations and governments of the continents began adapting educational practices to students with disabilities and learning difficulties, slow learners such as little capacity in learning in terms of acquisition of skills, knowledge and desired attitudes with values.

The inclusion of students with special education needs in basic education classrooms has been a major topic of discussion for many years. The inclusive education practices for competencies developed to students with disabilities are a concern to all nations which need effective social development. It has been several years the major topic discussed on. Inclusive education as the term means that all

students without exception have right to the school community. Apart from their strengths and weaknesses. In this research, Hyunjeong *et al.* (2014) define inclusive education as a condition where learners with difficulties given support to their education from their surroundings schools and get specialized knowledge in different classes. The inclusive classrooms are taking a big part in United States as well as in South Korea in their education systems. In both countries, it is legally required to integrate all learners with disabilities in all levels of educations. They are laws that are put into consideration in order to promote a diversity of learning environment for all students with mental disabilities.

(Hyunjeong *et al.*, 2014).

The IDEA (2004) supports the education of children with mental disabilities by promoting inclusive education, where children with disabilities are educated alongside their non-disabled peers as much as possible. Only in cases where the child's disability is so severe that regular classroom education with supplementary assistance cannot provide satisfactory results, should separate special education classes or other alternative education arrangements be considered.

Inclusive education refers to the practices, measures and principles that facilitate the complete inclusion of all students in schools and classrooms. This encompasses creating an environment that allows for the involvement of learners with disabilities in a high-quality educational setting as outlined in the Education Sector Strategic Plan for 2010-2015.

### 2.1.3 Teachers practices towards competences of learners with mental disabilities

According to UNESCO (2012). It refers to and is, in the same reserved for, all children independent to their disabilities, religious background or other further characteristic which can lead to discrimination. Inclusive Education aims to all importance in different kinds of education as well in both formal and informal education. That is why; inclusive Education applies to all children independently to their personal backgrounds. Special needs

education is a concept referring to different frameworks done by Salamanca. UNESCO (2012) defines is a practice in which involve every child plus all those learners with mental disabilities to access the total forms of education and avail responses to the needs (UNESCO,2012)

The concept of Inclusive Education was discussed by several people referring to their concerns and particularities (Emerson *et al.*, 2018). Inclusive Education (IE) is described as a process which allows raises and enables all students to engage in learning Holloway & Mc Conkey (2012). In the same way it eliminates any all kinds of discrimination in order to meet the learners individual needs.. Furthermore, it requires everyone to consider the diminished and vulnerable students in the process of acquiring knowledge. Examples for kids to be considered are streets children, girls, ethnic minorities, children coming found in poor families, nomad children, those affected by wars, as well as children with HIV/AIDS or any disability. The aim of Inclusive Education is to to make sure that each child has right to academic equipments in the educations (UNESCO,2014). Therefore, it needs more inclusions and involvement as students with special Education Needs cooperate with their communities.. In the same way, Children from rich families should seat and cooperate with their colleagues from poor families and both boys and girls collaborate and share their studies.(Ssfasne,2015) Referring to Bhama (2013) Inclusive education is defined as a setting in which the whole community is integrated in all situation without regard to their mental or physical capabilities, disabilities, their socio economic status or their religious ethnic or geographical background (Bhama,2017).

Inclusive education practices exercised to students with disabilities is a process of identifying, understanding and breaking down barriers to participation and belonging. To develop their competences, educators do their best to make the school and teaching strategies smooth, flexible and applicable. The components of inclusive classrooms and schools are those which facilitate learners in their learning. For teachers to foster an inclusive environment, they need to be knowledgeable about the essential elements of inclusive education. More elements serve as the foundation for establishing a secure and hospitable school community that appreciates and accepts individual differences (Springer, 2012).

It is very necessary for all teachers to be aware of the factors of inclusive classrooms and schools. These factors must require to build blocks needed and promote a conducive and inviting schools. Harpell and Andrews (2010) suggest that leaders should ensure the successful implementation of basic inclusive education and facilitate collaborative planning time as a fundamental aspect of the school's structure and culture. All educators and stakeholders in a collaborative relationship must foster an environment where all students feel welcomed, valued, and nurtured as contributing members of the school community.

The IEP teams should give priority to the general education classroom and ensure that students with disabilities receive appropriate supplementary aids and services. Educators in general education classrooms should anticipate teaching students with diverse disabilities for significant portions of the day. To help students with disabilities develop their skills, families, community agencies, and schools must work together as collaborative

partners. Families play a crucial role in supporting the education system and caring for children with disabilities.

## 2.2 Theoretical framework

According to Gabriel (2018), organization that could sustain a theory for current study. It explains the theory that support existing of research problem.

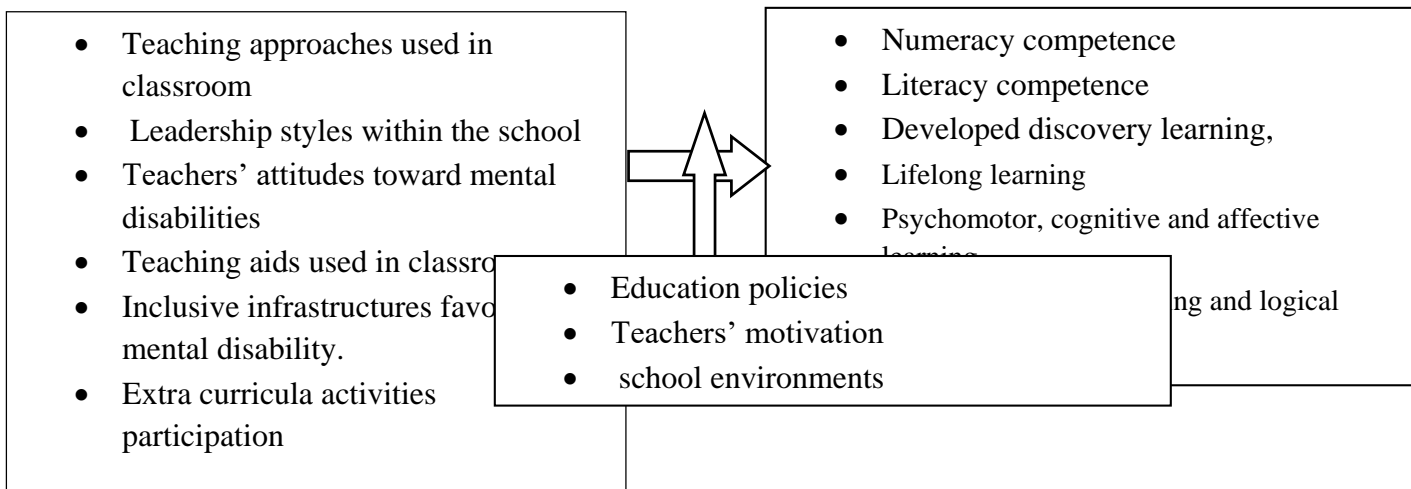
### 2.2.1. Piaget’s Cognitive Development Theory

Kelly, B. et al (2017) indicated that the students who are in formal operation stage of cognitive development that developed by Jean Piaget have improved their reasoning capacity. In this stage, the students develop the cognitive capacity to understand and remember difficult strategies that can be used in classrooms such as use of teaching methods and teaching aids also are able to analyze the many concepts and basic theories behind how to engage in learners with mental disabilities in classroom settings. In order to understand more difficult concepts within teaching and learning of learners with mental disabilities in line with inclusive education. This theory helped this study to correlate teachers practice and learners with mental disabilities competencies in primary schools

### 2.2.2 Theory of Totally Integrated Education (TIE)

**Independent variable**  
Teacher’s practice

**Dependent variable**  
Mental disabilities competencies



**Figure 2. 1Conceptual Framework Researcher (2023)**

## III. RESEARCH METHODOLOGY

### 3.1. Research design

The researcher also uses a descriptive co-relational study which helped in testing whether variables are co- related and also to investigate if one affects the other.

This study utilized both quantitative and qualitative approaches, and the results will be quantified in order to evaluate the impact of teachers' methods on the competencies of primary school learners with mental disabilities in Rwanda.

### 3.2. Target population

Kombo and Tromp (2015) define population as group of individuals, objects or items from which samples are taken for measurement. The participants was students, teachers, Head teachers all respondents was 630 including 30 HTs, 150 teachers and 450 students from 30 schools located in Bugesera District, Rwanda.

### 3.3. Sample design

The study cannot employ all respondents with their availability and their time, there is a need of a preventative

sampled population known as a sample (Kothari, 2020).The sample design had methods of sampling and sampled size

### 3.3.1. Sampling techniques

According to Frankel & Wallen (2020), sampling technique is “a process used to select some population elements in manner that, they present the actual characteristics of the total population”. The researcher will use stratified sampling technique for selecting teaching staff members relying on their expertise in teaching services. Head teachers will be selected purposively due to the issues of teachers’ practices

### 3.3.2 Sample size

Denis combe (2018), Researcher should make attention during selection of sample from entire population and ensure that all data can be tested scientifically. Researcher chose sample size by using Yamane formula (Yamane, 1970) by using that Yamane formula, sample size was 245 from the population of 630.Simplified formula for sample size (Taro Yamane) is as follows:

$$n = \frac{N}{1+N(e^2)}$$

Here n stands for sample size

$$n \text{ will be } n = \frac{630}{1+630(0.05^2)} = 245$$

**Table 3. 1 Targeted population and sampled size**

Respondents	Population	Percentages %	Simple size
HTs	30	4.7	12
Teachers	150	23.9	58
Students	450	71.4	175
<b>TOTAL</b>	<b>630</b>	<b>100</b>	<b>245</b>

Source: Researcher (2023)

### 3.4 Data collection methods

**Table 4. 1 Characteristics of the respondents**

Statement	Frequency	Percent	Valid Percent
Valid Headteachers	12	4.7	4.7
Students	58	23.9	23.9
Teachers	175	71.4	71.4
<b>Total</b>	<b>245</b>	<b>100</b>	<b>100.0</b>

Field data ,2023

All respondents participated in the study were summarized in the table 4.1 where there are 12 headteachers of public primary schools, 175 students from selected primary schools in Bugesera District, Rwanda and 58 teachers from public primary schools and the main purpose of the study was based on the investigation of the influence of teachers’ practices on learners with mental disabilities competences in primary schools of Rwanda, Case of Bugesera district Rwanda.

Researcher collected himself the questionnaire from students and teachers while interview guide was managed to head teachers. Data collections instruments in this research was questionnaire, interview guide. Questionnaire was utilized as main data collection materials .The questionnaire was designed to students and teachers and interview guide was designed for HTs and all D/HT.

### 3.5 Data analysis procedures

SPSS 22.0 was used for data analysis procedures the results was summarized in the numbers by means of statistical materials such as means, percentage, standard deviation and correlation coefficients, ANOVAs, Model summary, coefficients as regression model to ensure the for impact and relationship between two variables

## IV. RESEARCH FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter represented the analyses, interpretations and discussions of the research findings. This research focused on the assessment of the influence of teachers’ practices on learners with mental disabilities competences in primary schools of Rwanda, Case of Bugesera district Rwanda. Researcher presented all findings based on the specific objectives and all findings are represented in forms of tables, figures and graphs summarizing all results from data collected.

#### 4.1. Characteristics of the respondents

The participants were composed of students, teachers and Head teachers. This section indicates the background information of the respondents based on their categories like age, working experience, gender, and educational levels. The participants will be students, teachers, Head teachers all respondents will be 245 including 12 Headteachers, 58 teachers and 175 students from all selected schools located in Bugesera District, Rwanda.

#### 4.1.1 Gender of respondents

This research wanted to know all genders where research minded on how gender of respondents affects the research objectives, therefore table 4.2, table 4.3 and table 4.4 indicate gender of respondents.

**Table 4. 2Gender of students**

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	100	57.0	57.0	57.0
	Male	75	42.0	42.0	100.0
	<b>Total</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	

**Field data ,2023**

Findings indicated in the table 4.2 summarized the gender of students who participated in the study where the 57.0% of all participated students were females while 42.0% of all participated

students were males means that all gender were included in study and there was no any bias based on gender of respondents.

**Table 4. 3Gender of headteachers**

Statement		Frequency	Percent	Valid Percent
Valid	Female	4	33.3	33.3
	Male	8	66.7	66.7
	<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>

**Field data ,2023**

Headteachers who participated in the study were 12 headteachers and Findings shown in the table 4.3 summarized the gender of headteachers who participated in the study where the 33.3% of all participated headteachers were females while

67.7.0% of all participated headteachers were males means there are 4 schools of headed by female headteachers which are G.S Nyamata catholique, G.S Kamabare, G.S Twimpala and G.S Rilima Catholique, the Rest are headed by the male headteachers.

**Table 4. 4Gender of teachers**

Statement		Frequency	Percent	Valid Percent
Valid	Female	23	39.6	39.6
	Male	35	60.4	60.4
	<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

**Field data ,2023**

All gender of teachers were respected and the participated respondents are in the table 4.4 where the 39.6% all participated teachers were females while 60.4% of all respondents were males. The Whole research included 245 respondents which comprised of 127(51.8%) of participated respondents were females while 118(48.2%) of all respondents were males means that gender was ensured and respected in this research. The presence of gender in the study were needed for being sure all respondents given equal chance in the study to enhance the quality of the research without any kind of discrimination and disparities based on gender bias.

Researcher wanted to know the classes of students who participated in the study and they were selected based on the difficulties and their learning competencies in the learning and teaching process, their classes are summarized in the table 4.4. Researcher tried to know the levels of the students who participated in the study and the findings were shown in the table 4.4. 6% of all participated in the study were from Primary one, 5% of all participated students were from primary two, 11% of all respondents were from primary three, 21% of all participated students were from the class of primary four ,25.0% of all participated students were from class of Primary five and 29.0% of all participated students were from primary six of public primary schools of Bugesera district, Rwanda.

**4.1.2 Students levels as classes**

**Table 4. 5 Class of students participated in the study**

Statement		Frequency	Percent	Valid Percent
Valid	P1	11	6.0	6.0
	P2	10	5.0	5.0
	P3	20	11.0	11.0
	P4	38	21.0	21.0
	P5	45	25.0	25.0
	P6	51	29.0	29.0
	<b>Total</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>

Field data ,2023

**4.1.3 Schools who participated in the study**

The study included 12 schools located in Bugesera district, Rwanda and every school were given equal chances to sampled schools by respecting each category of the respondents’ students, teachers and headteachers. The findings were shown in the table 4.4.

Researcher wanted to know the participation of schools based on participated respondents and Findings revealed that twelve schools were participated in the study as shown in the table 4.5. results indicated that 6.0% of all participated respondents were from G.S MAYANGE A, 12.0% of all participated respondents

were from G.S Nyamata Catholique, 10.0% of all respondents participated in the research were from G.S Nyakayaga, 10.0% of all respondents were from G.S Ruhuha, 8.0% of all Respondents were from G.S Gihinga, 9.0% of Respondents were from G.S Twimpala, 7.0% of all Respondents were from .GS Kagasa Mwogo, 6.0% of all respondents participated in the study were from G.S Kamabare,6.0% of all respondents were from G.S Ntarama, 9.0% of all Respondents were from G.S Nkanga, 9.0% of all respondents participated in the study were from G.S Mareba, 3.0% of all all participated in the study were from G.S Rilima Catholique.

**Table 4. 6 Students and their respective schools**

Schools		Frequency	Percent
Valid	G.S MAYANGE A	11	6.0
	G.S Nyamata Catholique	21	12.0
	G.S Nyakayaga	19	10.0
	G.S Ruhuha	18	10.0
	G.S Gihinga	15	8.0
	G.S Twimpala	17	9.0
	G.S Kagasa Mwogo	13	7.0
	G.S Kamabare	11	6.0
	G.S Ntarama	12	6.0
	G.S Nkanga	16	9.0
	G.S Mareba	16	9.0
	G.S Rilima Catholique	6	3.0
<b>Total</b>	<b>175</b>	<b>100.0</b>	

Field data ,2023

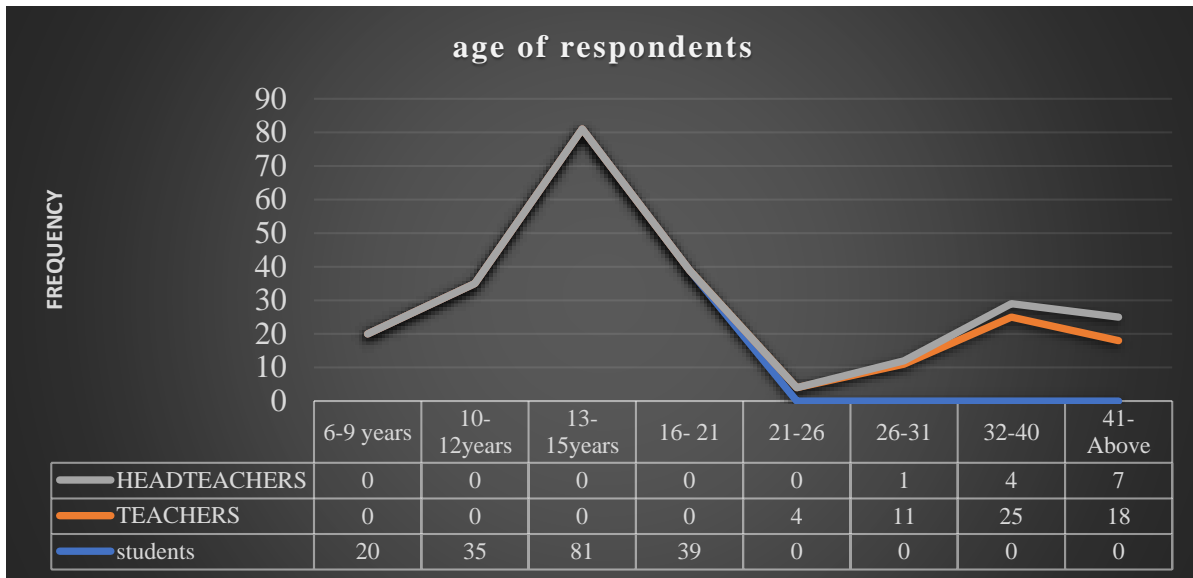
**4.1.4 Ages of Respondents**

The researcher minded that to integrate the aged respondents which are strong enough to provide research information and researcher wanted the respondents who were enough mature to participate in the study for the assurance of the research. Findings based on ages of participants were indicated in the figure 4.1

Findings indicated that 20 students participated in the study were in the range of 6-9 years , 35students from students were in the range of 10- 12 years , 81students participated in the students were in the range of 13-15 years and 39 students were in the range

of 16-21 years .Ages of all teachers participated in the study were summarized in the figure4.1 where 4 teachers were in the range 21-26 years , 11 teachers were in the range of 26-31 years ,25 teachers were in the range of 32-40 years while 18 teachers were in the range of 41years and above, these findings highlighted that all respondents were in range of giving the relevant information about the of the influence of teachers’ practices on learners with mental disabilities competences in primary schools of Rwanda specifically in Bugesera district, Rwanda.

**Figure 4. 1Age of all respondents**



**Field data ,2023**

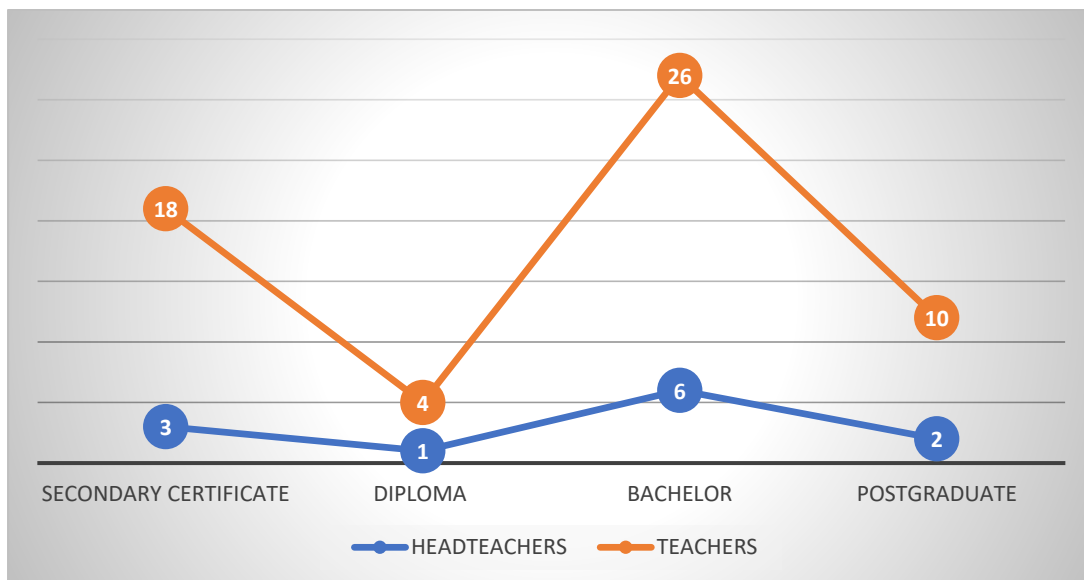
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about the of the influence of teachers’ practices on learners with mental disabilities competences in primary schools of Rwanda specifically in Bugesera district, Rwanda.

**4.1.5 Education level of Respondents**

Researcher wanted to assess the level of education of all participated respondents and the findings are summarized in the figure 4.2

**Figure 4. 2Educations levels of Respondents**



**Field data ,2023**

Researcher wanted to assess the qualification of participants and the summarized findings about the education qualification, the

findings are in the figure 4.2 and 3 headteachers were with A ‘level certificate ,1 headteacher were with diploma ,6 headteachers were

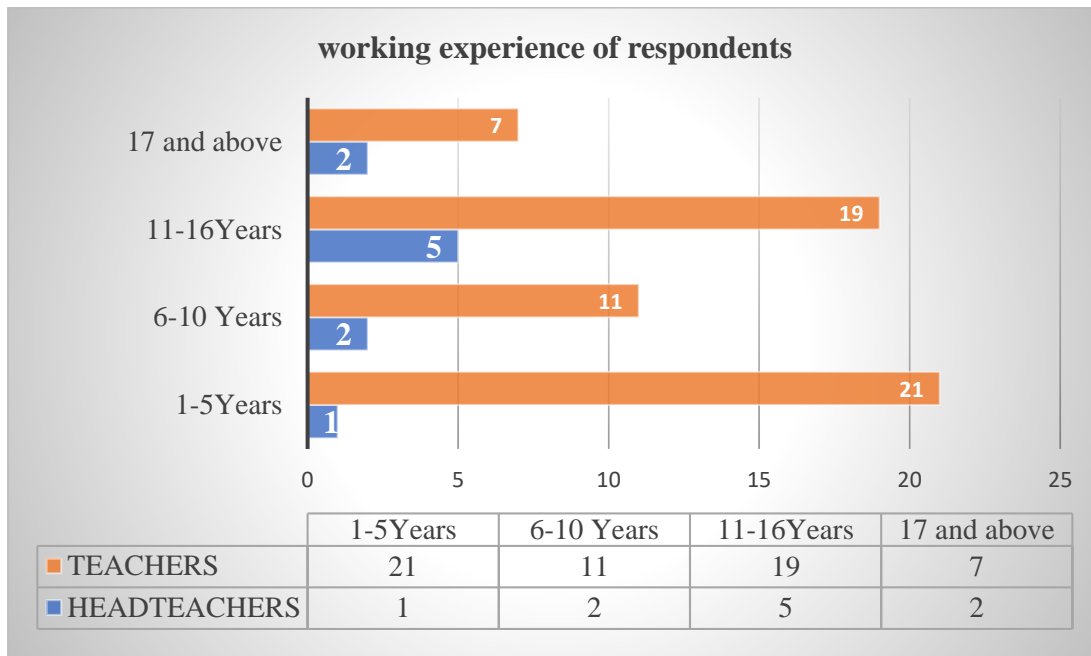


with bachelor degree and 2 of them were postgraduate degree. The qualification of teachers were assessed also where the 18 teachers participated in this study were with A'level certificate ,4 teachers were diploma ,26 teachers participated in the study were with bachelor degree and 10 teachers were with postgraduate means that majority of respondents were qualified to provide very relevant information in the study.

#### 4.1.6 Working experience of respondents

Researcher intended to know the working experience of Headteachers and teachers to ensure their expertise in the promotion and provision of inclusive education. Findings are indicated in the figure 4.3

**Figure 4.3 Working experience**



**Field data ,2023**

Researcher also addressed issues related to the working experiences of all respondents except students and the findings indicated in the figure 4.3. The Working experience were established in ranges where 1headteacher have experience from 1up 5years 2 headteachers are experienced in the range of 6years up to 10 years , 5headteacher were experienced in the range of 11years up to 16 years while 2head teachers were experienced in the range of 17years and above and researcher wanted to know the working experience of teachers and 21teachers have experience from 1up 5years ,11 teachers are experienced in the range of 6 years up to 10 years , 19teachers were experienced in the range of 11years up to 16 years while 7teachers were experienced in the range of 17years and above therefore all respondents were with have more than 5years of working experience meaning that all participated respondents are well experienced and able to promote the inclusive education and deal of teachers practices to enhance the teaching and learning of learners with mental disabilities in Rwanda specifically in Bugesera district,Rwanda.

#### 4.2 Presentation of the Findings

The specific objective of the study was four as they are the following: identify the teachers practices in primary schools found in Bugesera district ,Rwanda.to determine the learners with mental

disabilities competencies in primary schools of Bugesera district , Rwanda, to examine the challenges faced by teachers to raise learners with mental disabilities competencies in primary school in Rwanda, to assess the relationship between teachers practices and learners with mental disabilities competences in primary schools of Rwanda, Case of Bugesera district Rwanda. Data collection was based on the above specific objectives and the findings were highlighted.

#### 4.2.1 The teachers Practices

The first objective of the study was based on the investigation of identify the teachers practices in primary schools found in Bugesera district, Rwanda, specifically in Bugesera district, Rwanda. To achieve this objectives, researchers drafted a questionnaire and interview guide for different respondents such as headteachers ,teachers and students. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA(1) for Strongly Agree, A(2) for Agree, N(3) for Neutral, D(4) for Disagree and SD(5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.7.

**Table 4. 7Teachers practices**

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
We have learners with special education needs in our classrooms	10	4.3	3	1.3	6	2.6	147	63.1	67	28.7
Teachers use inclusive teaching materials to help learners with mental disabilities	3	1.3	7	3.0	2	0.8	82	35.2	139	59.7
Teachers prepare lessons favoring learners with mental disabilities	5	2.1	8	3.5	10	4.3	73	31.3	137	58.8
Teachers varies the teaching approaches to include all learners	9	3.9	4	1.7	3	1.3	160	68.6	57	24.5
Extra curricula activities prepared and done in your schools include all learners	13	5.6	4	1.7	7	3.0	83	35.6	124	53.1
The school infrastructures are inclusive in our school.	5	2.1	7	3.0	9	3.9	41	17.6	171	73.4

**Field data ,2023**

Researcher wanted to know if there are students with mental disabilities and all findings are summarized in the table 4.7. The majority (63.1%) of respondents accepted that they have learners with special education needs in their classrooms, 28.7% of all participated respondents strongly agreed that they have learners with special education needs in their classrooms,4.3% of all respondents strongly indicated that they do not have learners with special education needs in their respective classrooms,1.3% of all respondents disagreed that they do not have learners with special education needs in their respective classrooms while 2.6% of all participated respondents refused to indicate either they have learners with special education needs in their respective classrooms or not.

Secondly the researcher asked to all respondents if the teachers use inclusive teaching materials to help learners with mental disabilities and Results revealed that 59.7% accepted that teachers prepare and use inclusive teaching materials to help learners with disabilities , 35.2% of all participated respondents agreed that teachers prepare and use inclusive teaching materials to help learners with disabilities, 1.3% of all participated respondents indicated strongly that teachers do not prepare and

use inclusive teaching materials to help learners with mental disabilities,3.0% of all participated respondents disagreed that teachers prepare and use inclusive teaching materials to help learners with disabilities while 0.8% of participants refused to show their views on how teachers prepare and use inclusive teaching materials to help learners with disabilities.

**4.2.2. Competences developed by learners with mental disabilities**

Second objective of the study were the investigation of to determine the learners with mental disabilities competencies in primary schools of Bugesera district,Rwanda.Researchers used a questionnaire and interview guide for different respondents such as teachers ,headteachers and students . Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D(4) for Disagree and SD(5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 4.8

**Table 4. 8 Competences developed by learners with mental disabilities**

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Learners with disabilities participate in classrooms debate competitions	4	1.7	5	2.1	4	1.7	69	29.7	151	64.8
Learner with mental disability read and copy the contents written on blackboards	51	21.9	36	15.5	5	2.1	34	14.6	107	45.9
Learners with mental disability have developed numeracy and literacy skills in their respective classes	7	3.0	8	3.4	3	1.3	116	49.8	99	42.5
Learners with mental disabilities participate actively during learning (Psychomotor and cognitive learning).	9	3.9	12	5.2	2	0.9	58	24.9	152	65.1
Learners with mental disabilities are motivated and involved in teaching and learning process (critical thinking and logical skills)	14	6.0	4	1.7	1	0.5	151	64.8	63	27.0

Learners with mental disabilities cooperate friendly with their classmate (affective and lifelong learning).	11	4.7	2	0.9	6	2.6	83	35.6	131	56.2
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**Field data ,2023**

Researchers wanted to know all competencies mostly developed by learners with mental disabilities and all findings are summarized in the table 4.8. first competence assessed were based on how learners with disabilities participate in debate competitions with others learners to develop their communication skills. Results revealed that 64.8% of all respondents participated in the study accepted strongly that learners with mental disabilities participate actively in debate competitions, 29.7% of all participated respondents indicated that learners with mental disabilities try their best to participate in the debate competitions,1.7% of all respondents disagreed that learners with participate in debate competition, 2.1% of all participants indicated that learners with mental disabilities cannot participate in debate competitions while 1.7% of all participated respondents refused to say anything about participation of learners with mental disabilities in debate competition.

Second competence assesses were based on how learners with mental disabilities develop their skills of writing ,reading copying different letters written on the boards, 45.9% of all participated respondents indicated highly that learners with mental disabilities can read and copy some contents written on the blackboards, 14.6% of all respondents agreed that Learners with mental disability read and copy the contents written on blackboards, 21.9% of all participated in the study indicated strongly that learners with mental disabilities can not read and copy the content written on the blackboards,15.5% of all participating respondents indicated too that learners with mental disabilities cannot read and copy the content written on the blackboards and 2.1% of all respondents participated in the study were neutral to the statement based on the competence of reading and copying the content written on blackboards.

**4.2.3 Challenges faced by teachers to raise learners with mental disabilities competencies**

Third objective of the study were based on the assessment of the challenges faced by teachers to raise learners with mental disabilities competencies in primary school in Rwanda. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D(4) for Disagree and SD(5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their views and the findings are shown in Table 4.9and all results were focused on challenges faced by teachers to raise learners with mental disabilities competencies in primary school in Rwanda.

Accessibility and availability of the school infrastructure was another challenge faced by the inclusivity of schools from Bugesera district, Rwanda. The majority(58.4%) of respondents indicated strongly that School infrastructures are not accessible and available for learners with mental disabilities learning, 35.6% of all respondents also indicated that schools infrastructures are not accessible and available to help learners with mental disabilities, 1.3% all participated respondents accepted strongly

that all school infrastructures are accessible and available for all learners , 1.7% of all participated learners agreed that School infrastructure is enough, accessible and available for learners with mental disabilities learning while 3.0% of all respondents mentioned that they do not understand the statement about schools infrastructures accessibility and availability for all learners.

**Table 4. 9Challenges faced by teachers to raise learners with mental disabilities competencies**

Statements	SA		A		N		D		SD	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Teachers are qualified and trained to facilitate learners with mental disabilities	14	6.0	2	0.9	3	1.3	96	41.2	118	50.6
School infrastructure is enough, accessible and available for learners with mental disabilities learning	3	1.3	4	1.7	7	3.0	83	35.6	136	58.4
School administration is committed and innovative to enroll learners with special education needs	4	1.7	21	9.0	9	3.9	59	25.3	140	60.1
Teachers are motivated and innovative to design teaching materials to facilitate learners with mental disabilities	10	4.3	2	0.9	5	2.1	135	57.9	81	34.8
School provides accessible teaching facilities for learners with disabilities. (Plays grounds, physical teaching materials,)	9	3.9	15	6.4	5	2.1	141	60.5	63	27.0

**Field data ,2023**

**4.2.4 Linkage of teachers practices and competencies of learners with mental disabilities**

Fourth objective of the study were based on the assessment of the relationship between teachers practices and learners with mental disabilities competences in primary schools of Rwanda. Several items in the questionnaire were presented to the

respondents to rate their views and the findings are shown in Table 4.10 and all results were focused on the relationship between teachers practices and learners with mental disabilities competences in primary schools of Rwanda .

**Table 4.10 Correlations of Teachers teaching documents and English language acquisition**

Statements	Teachers teaching documents	Competencies developed by learners with metal disabilities
Teachers teaching documents	Pearson correlation	1
	Sig. (2-tailed)	.836**
	N	.000
Competencies developed by learners with metal disabilities	233	233
	Pearson correlation	.836**
	Sig.(2-tailed)	.000
	N	233

**Field data ,2023**

The findings presented in Table 4.10 reflect the respondents' perceptions regarding the relationship between Teachers teaching documents and Competencies developed by learners with metal disabilities. The results revealed a significant correlation with a p-value of 0.000, which is less than the typical significance level of 0.05, indicating a very strong positive correlation. This high degree of positive correlation was further substantiated by the Karl Pearson correlation coefficient (r), which was calculated to be

0.836 means that Teachers teaching documents is highly appreciated to enhance competencies developed by learners with metal disabilities and the table 4.11 highlight the correlation between use of teaching aids and Competencies developed by learners with metal disabilities and the findings are indicated in the table 4.11

**Table 4.11 Correlations of use of teaching aids and Competencies developed by learners with metal disabilities**

Statement	Use of teaching aids	Competencies developed by learners with metal disabilities
Use of teaching aids	Pearson correlation	1
	Sig. (2-tailed)	.811**
	N	.000
Competencies developed by learners with metal disabilities	233	233
	Pearson correlation	.811**
	Sig.(2-tailed)	.000
	N	233

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Field data ,2023**

The findings presented in Table 4.11 reflect the respondents' perceptions regarding the correlation between the use of teaching aids and Competencies developed by learners with metal disabilities. These results indicated a significant correlation with a p-value of 0.000, which is less than the conventional significance level of 0.05, signifying a very strong positive correlation. This

high positive correlation was confirmed by the Karl Pearson correlation coefficient (r), which was calculated to be 0.890. This suggests that the use of teaching aids is highly recommended and valuable in the teaching and learning process to enhance Competencies developed by learners with metal disabilities.

**Table 4. 12Correlations of teaching Methods and Competencies developed by learners with metal disabilities**

Statement		Teaching methods	Competencies developed by learners with metal disabilities
Teaching methods	Pearson correlation	1	.903**
	Sig. (2-tailed)		.000
	N	233	233
Competencies developed by learners with metal disabilities	Pearson correlation	.903**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	233	233

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Field data ,2023**

Findings also established correlation between teaching methods and Competencies developed by learners with metal disabilities. The research examined the correlation between teaching methods and their impact on competencies developed by learners with metal disabilities, with the results presented in Table 4.12. These findings indicated the perceptions of respondents regarding the relationship between teaching methods and Competencies developed by learners with metal disabilities. The

results from Table 4.12 showed a significant correlation with a p-value of 0.000, which is lower than the conventional significance level of 0.05, indicating a very strong positive correlation. This high level of positive correlation was further supported by the Karl Pearson correlation coefficient (r), which was calculated to be 0.903. This suggests that promoting and valuing the use of various teaching methods at the school level can greatly enhance Competencies developed by learners with metal disabilities.

**Table 4. 13Correlations of in-service teachers training and Competencies developed by learners with metal disabilities**

Statements		In-service teachers training	Competencies developed by learners with metal disabilities
In- service teachers training	Pearson correlation	1	.917**
	Sig. (2-tailed)		.000
	N	233	233
Competencies developed by learners with metal disabilities	Pearson correlation	.917**	1
	Sig.(2-tailed)	.000	
	Pearson correlation	233	233

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Field data ,2023**

The findings presented in Table 4.13 portray the respondents' perspectives regarding the relationship between in-service teachers training and Competencies developed by learners with metal disabilities. The results indicated a significant correlation with a p-value of 0.000, which is less than the typical significance level of 0.05, signifying a very strong positive correlation. This robust positive correlation was further substantiated by the Karl Pearson correlation coefficient (r), which was computed to be

0.917. This implies that there is a highly positive association between in service teachers training and the enhancement of Competencies developed by learners with metal disabilities, means that the in-service teacher training is highly encouraged to be respected in the school to raise Competencies developed by learners with metal disabilities

**Table 4. 14Correlations of Class management and involvement and Competencies developed by learners with metal disabilities**

statements	Class management and involvement	Competencies developed by learners with metal disabilities
Class management and involvement	Pearson correlation 1	0.881**
	Sig. (2-tailed)	.000
	N	233
Competencies developed by learners with metal disabilities	Pearson correlation 0.881**	1
	Sig.(2-tailed)	.000
	Pearson correlation	233

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Field data ,2023**

The findings presented in table 4.14 represent the respondents' views regarding the relationship between the Class management and involvement and the enhancement of competencies developed by learners with metal disabilities. The results indicated a significant correlation with a p-value of 0.000, which is lower than the conventional significance level of 0.05, demonstrating a very strong positive correlation. This robust positive correlation was further confirmed by the Karl Pearson correlation coefficient (r), which was calculated to be 0.881. This suggests that emphasizing and incorporating diverse Class management and involvement during the teaching and learning

process is highly recommended to enhance Competencies developed by learners with metal disabilities

Table 4.15 in the study revealed a strong relationship between teachers practices and competencies developed by learners with metal disabilities in Rwanda . This relationship was substantiated by a Pearson correlation coefficient (r) of 0.927, which was associated with a statistically significant p-value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between teachers practices at schools and competencies developed by learners with metal disabilities in Rwanda.

**Table 4. 15Correlations of variables**

Statements	Teachers' practices	Competencies of learners with metal disabilities
Teachers' practices	Pearson Correlation 1	.927**
	Sig. (2-tailed)	.000
	N	233
Competencies of learners with metal disabilities	Pearson Correlation .927**	1
	Sig. (2-tailed)	.000
	N	233

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Field data ,2023**

**Table 4. 16 Regression analysis Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.927 <sup>a</sup>	.859	.0.859	.48753	.491

a. Predictors: (Constant), teachers' practices

b. Dependent Variable: Competencies of learners with metal disabilities

**Field data ,2023**

The findings also found in table 4.16 that all variables are coherent with the Competencies of learners with metal disabilities affected with teachers practices as it is shown by the regression analysis model with Square of 0.859 means that the teachers

practices should be appreciated to enhance Competencies of learners with metal disabilities in Rwanda

## V. CONCLUSION AND RECOMMENDATIONS

### 5.1 Conclusion

This study has provided a comprehensive overview of how teachers practices affect competencies developed by learners with mental disabilities in Rwanda. In conclusion, all the respondents have consistently emphasized the necessity of teachers practices at schools to facilitate learners with mental disabilities at school. The research has highlighted that the effective utilization of these teachers practices can significantly contribute to the enhancement of competencies of learners with mental disabilities in Rwanda. Furthermore, the fourth objective of the study has demonstrated a strong and positive correlation between teachers practices and competence of learners with mental disabilities in Rwanda. As a result, it is recommended that teachers practices should be considered highly, organized and prioritized in every schools and in each community to help, facilitate and enhance competence of learners with mental disabilities in Rwanda. The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.

### 5.2 Recommendation

The research findings have led to the following recommendations:

- Ministry of education should Provide comprehensive training to teachers on inclusive teaching strategies, focusing on accommodating the needs of students with mental disabilities in regular classrooms.
- Ministry of education should Implement and regularly review individualized education plans (IEPs) for students with mental disabilities, tailoring instruction to their specific needs and tracking progress.
- Government of Rwanda should Equip schools with necessary assistive technology tools and resources that can aid in the learning process for students with mental disabilities.
- Ministry of education should Advocate for policies that support inclusive education and allocate sufficient resources, including trained personnel and materials, to ensure the success of students with mental disabilities in primary schools.
- Schools should Develop peer mentoring or support programs to promote social integration and create a more inclusive classroom environment for students with mental disabilities.
- School should create more extra curricula activities and maintain more approaches to promote inclusiveness

### 5.3 Suggestion for Further Studies

Further which should be done for learners with mental disabilities should be the following:

- Investigate the long-term academic and social impact of inclusive education practices on students with mental disabilities. A longitudinal study could provide insights into their progress beyond the primary school level.

- Assess the effectiveness of different teacher training programs and models in Rwanda in terms of improving teachers' ability to support students with mental disabilities.
- Explore the quality of peer relationships and social integration for students with mental disabilities within inclusive classrooms.
- The study was conducted at in Bugesera district, Rwanda therefore, it is suggested that a similar study be done in other district to know if they are comfortable with if learners with mental disabilities face the same challenges in their schools.

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