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RESEARCH ARTICLE

CONTRIBUTION OF INCLUSIVE EDUCATION ON PERFORMANCE OF LEARNERS WITH LEARNING DIFFICULTIES IN PUBLIC PRIMARY SCHOOLS OF RWANDA A CASE OF KICUKIRO DISTRICT

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Abstract

Background: Inclusive Education is problematic in several countries including Rwanda and has been held back by a number of factors including negative attitudes towards people with disabilities. School administrators and teachers have not sufficient skills so that they can manage inclusive schools and it requires several and regular training to be equipped with necessary knowledge and get sensitized on how to introduce inclusive practices. The study examined the contribution of inclusive education on performance of learners with learning difficulties in Rwandan public primary schools especially in Kicukiro District. To examine the level of implementation of inclusive education to the performance of learners with learning difficulties in public primary schools, to assess the performance of learners with learning difficulties in public primary schools in general education, to establish the relationship between inclusive education and the performance of learners with learning difficulties in public primary schools. The target population of this research was 240 population, from which a sample size of 148 respondents chosen as; the participants of the study were 70 parents of learners with disabilities from public primary schools selected; 69 teachers, 6 head teachers and 3 sector educational inspectors of 3 sectors of Kicukiro District. Nine respondents (6 HTs and 3 SEIs) were sampled using a purposive sampling technique, while 148 respondents (69 teachers and 70 parents of learners with disabilities) were selected using a simple random sampling.

Methods and Methodology: This study used a survey research design with questionnaires as instruments of data collection and guided interview. The SPSS version 2.0, Logical analysis and Microsoft Excel 2010 was used in description and interpretation of results via tables, chart and figures. The researcher provided recommendations and conclusions depending on the findings of the research.

Results: The findings showed that the effort put in the implementation of inclusive education practices and their relationship between inclusive education and performance contributed to the learners' achievement as 95% of teachers; and 89% of the head teachers with SEIs, they assumed there was a close relationship between inclusive education and learners' performance because one affected the other one.

Conclusion: It is recommended to the ministry of education of Rwanda (MINEDUC), to include the contents and strategies that facilitate teaching and learning processes for learners with learning difficulties at all level of education. The further research should consider collecting data via observational methods, fieldwork, and classroom visits to check if the competencies that this study identified are indeed being applied in Rwanda’s classrooms.

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Introduction:-

The concept of Inclusive education and Special Needs Education has been a particularly problematic concept in developing countries, where resources; be it human or material are limited. Many years back, children with disabilities or other special needs and those experiencing difficulties in learning have been marginalized and excluded from school systems. These children with special educational needs were thought to be uneducable, thus their needs were held behind. However, researches show that if adequate provisions are put in place these children are able to learn to the highest potential. They require specialized assistance namely material and human resources so that their needs can be catered for. The right to a more Inclusive Education is covered in several significant international declarations and international policies as conformed by UNESCO (2016): The UN adopted the Universal Declaration of Human Rights in 1948 during the World Conference on Special Needs Education: Access and Quality, which took place in Spain in 1994. The conference approved the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action.

The UN General Assembly approved the Human Rights resolution. According to Article 26, everyone has the right to free and required basic education, as well as widely accessible technical and professional education, and higher education that is equally open to everyone based on merit. The 17 UN Sustainable Development Goals (SDGs) that make up the Agenda 2030 for sustainable development include the global education agenda (Education 2030). The education goal is the driving force behind the achievement of the Global Goals and Targets, which are intended to inspire action over the next fifteen years in the Five Ps of Critical Importance: People, Planet, Prosperity, Peace, and Partnership. By including aims in a separate goal (Goal 4), which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for everyone, the SDGs acknowledge the significance of education (UNESCO, 2016). Both a human rights perspective and the widely held conviction that education is essential to both individual well-being and societal development are at the core of Education for All (EFA), the international commitment to guarantee that every child and adult receives a basic education of high quality.

However, some children who are considered to need special education or disabilities have not received enough attention from EFA to date. In the fight for universal primary education access, children with impairments have mostly gone unnoticed. It has become obvious that the objectives of EFA will not be met for children with impairments unless specific steps are taken to help them get over the obstacles. A number of children with a wide range of special educational needs are notable in the Rwandan society. These include children with disabilities, those who are talented and gifted, those with different developmental disorders, as well as children with varying intrinsic and extrinsic challenges. It is of great importance that awareness is developed within the Rwandan community with which to address the children’s specialized educational requirements in order for them to enjoy equal opportunities as their peers and grow into independent and productive adult citizens able to make contribution to their country’s development. It is also important for their personal development. This is achievable when they are educated and trained as the majority is still submerged into ignorance and poverty.

It is believed that inclusive education has a substantial positive impact on the education of both students with special needs and other individuals who play roles and have responsibilities in their education. Farrell (2013), Friend & Bursuck (2012), Mitchell (2018), Vaughn & Klingner (2012), and others claim that inclusive education helps both kids with special needs and their peers develop their social skills. It aids in their development of confidence and self-worth. (Vaughn & Klingner, 1998; Vaughn & Klingner, 2012; Dukes & Smith, 2016; Mitchell, 2018).

Additionally, it makes them feel like they belong to a group and go through the same things as their peers (Dukes & Smith, 2016). In addition to helping kids with special needs, it also helps teachers improve their capacity to address

various requirements (Dukes & Smith, 2016). It is also believed to help special needs families by allaying their worries about their children's education and involving them more in the educational process (Acarlar, 2017).

In addition to these benefits, it is believed to aid peers of children with special needs in developing their capacity for empathy and selflessness (Acarlar, 2017). The Rwandan government is aware that in order for students who are thought to have exceptional educational needs to be able to access and effectively complete their education, they need additional help or special accommodations.

The Education Sector Policy on exceptional Needs Education of 2007 responds to this group of students and satisfies the national commitment to address education as an equal right for all citizens and to help people with exceptional educational needs reach their full potential. Education is a key factor in human development, for it constitutes a bridge from ignorance to knowledge, from exclusion to participation. It constitutes a vital and instrumental element for people to get involved in all areas of life. It is crucial that learners with disabilities and other specialized educational requirements attend school with their peers who are not impaired. They will benefit from behavior modeling and group-based educational activities like peer tutoring and collaborative learning in this situation, which will help them succeed academically and socially. In our country like in many others in the world, children with disability have been historically excluded from Education mainstream. People with disabilities face discrimination and community exclusion and most of parents whose children are disabled in one way or another prefer to enclose them at home; they even hide them filling embarrassed to have such kids.

According to Philippa (2015), the majority of disabled individuals in Rwanda experience barriers to schooling and have higher rates of illiteracy than the general population. According to Rwanda's SNE Policy from 2007, challenges to communication for the deaf and blind, vast travel distances, discriminatory attitudes among students and staff, a lack of support for instructors, and inadequate school infrastructures all contribute to the exclusion of disabled children from schools. It is in this regard that quality education for all Rwandan learners irrespective of their ability differences, background or any other distinctions has become an important focus of the current Education Sector Strategic Plan (ESSP 2018/2019-2024/2025). The main objective of this study was to investigate the effects of inclusive education to the performance of learners with learning difficulties in public primary schools. It was guided by the following specific objectives:

1. To examine the level of implementation of inclusive education to the performance of learners with learning difficulties in public primary schools.
2. To assess the performance of learners with learning difficulties in public primary schools in general education.
3. To establish the relationship between inclusive education and the performance of learners with learning difficulties in public primary schools.

Theoretical Framework

Theory of basic Needs by Abraham Maslow

The hierarchy of a man's demands is the sole subject of this philosophy. Physical, safety, love and belonging, self-esteem, and self-actualization are a few of them. A few examples of physiological needs are those for food, clothing, shelter, and health. These necessities for survival serve as the foundation for all other requirements. Lack of proper nutrition, dress, and health prevents students from attending class and focusing on the lessons. In order to properly engage with teachers and other students, the learner needs to feel confident both at home and at school. To experience affection, the learner must cultivate a sense of belonging. According to Hayers (2015), if the two lower demands are not sufficiently addressed, this could be twisted, making it challenging for the learner to go to the next level in the hierarchy.

Education in elementary schools focuses on physiologic requirements, safety requirements, and needs for love and belonging. The student must move up the ladder gradually for the development of their overall personality since the levels inspire one to pursue their goals in life and gain respect. Physiological, safety, love, and belonging demands at the three lower levels must be met for the higher levels to function meaning that a learner will not succeed even if they enroll in elementary school, he will eventually leave (Debbie, 2013). The student will develop an entrepreneurial mindset, be driven to succeed, and fill a role in society, according to Debbie, who says that if the three fundamental levels of requirements are well met. the learner will reach the self-actualized level. This makes it easier to finish primary school. This theory was selected for this study because its ideas can help establish learner-friendly schools (CFS). The inviting learning atmosphere, friendly teachers, proper child safety, and recognition of

the rights of all children, regardless of gender, family background, physical and mental abilities/disabilities, and religious/ethnic variations are characteristics of CFS, according to UNICEF (2016).

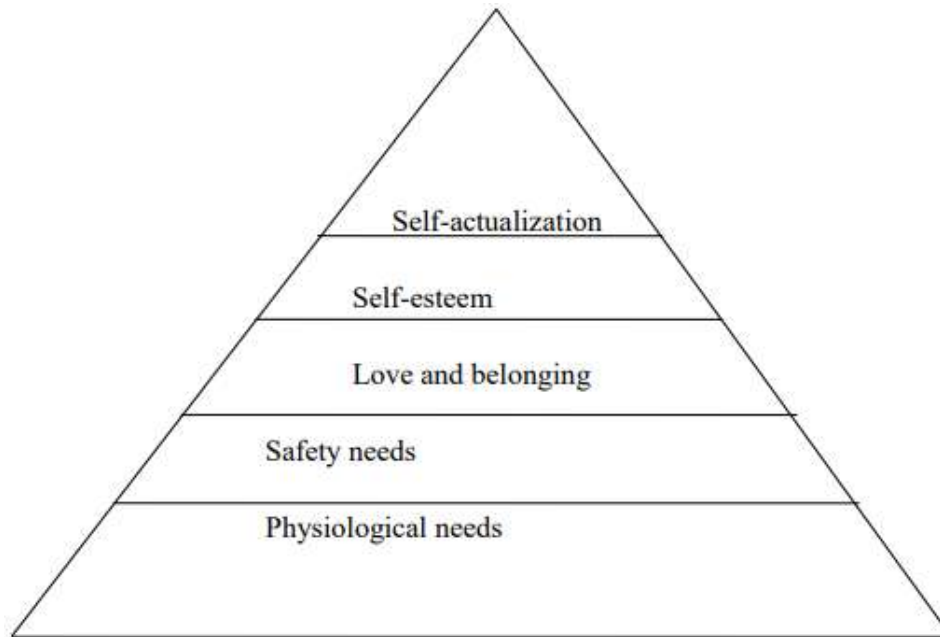


Figure 1:- Maslow's Hierarchy of needs.

Theory of Constructivist

Many educational groups and university faculty today promote instruction for general education classes that is based on constructivist philosophy (Brooks & Brooks, 2012). The constructivist theory's basic tenet is that education should have a purpose and be applicable to daily living (Grobecker, 2013). Because they have trouble extrapolating from the classroom to other situations, students with learning impairments will gain from this strategy.

Because real-world examples are incorporated into the teaching, the students get specific practice with generalization. According to Duhaney & Duhaney (2014), teachers who adopt a constructivist approach build their lessons on what the pupils already know. Teachers must first explore some related topics that the students are already familiar with before introducing new ones. Due to their poor self-esteem and history of failure, learners with LD benefit from this approach. They are less intimidated and frustrated by new learning if they have the chance to begin with something they are already comfortable with.

Focusing on essential concepts and their connections both within and between topic areas is another tenet of the constructivist approach (Grobecker, 2012), (Ellis, 2013). Using this theory, educators place more emphasis on links between key ideas that make up the discipline's core ideas than they do on discrete facts. Since many students with learning disabilities (LD) have severe memory problems, teachers must prioritize and teach the most crucial information connected to essential ideas to prevent learners from being overburdened with memorization. A key component of a constructivist approach to instruction is active learning. When students participate actively in the lesson, they learn and remember the material (Duhaney & Duhaney, 2014; Harris & Graham, 2012). A large portion of the social studies discovery sessions, science inquiry methods, and language arts whole language strategies include a high level of learner interaction.

Teaching students with learning disabilities to summarize, paraphrase, predict, and use visual images all of which involve active learning will help them comprehend and recall the information they have learned. Additionally, helpful for clarifying and reinforcing training are role plays, art, and group projects (Ellis, 2013). Due to their experience of failure, learners with LD tend to be more passive and these techniques are helpful in energizing them.

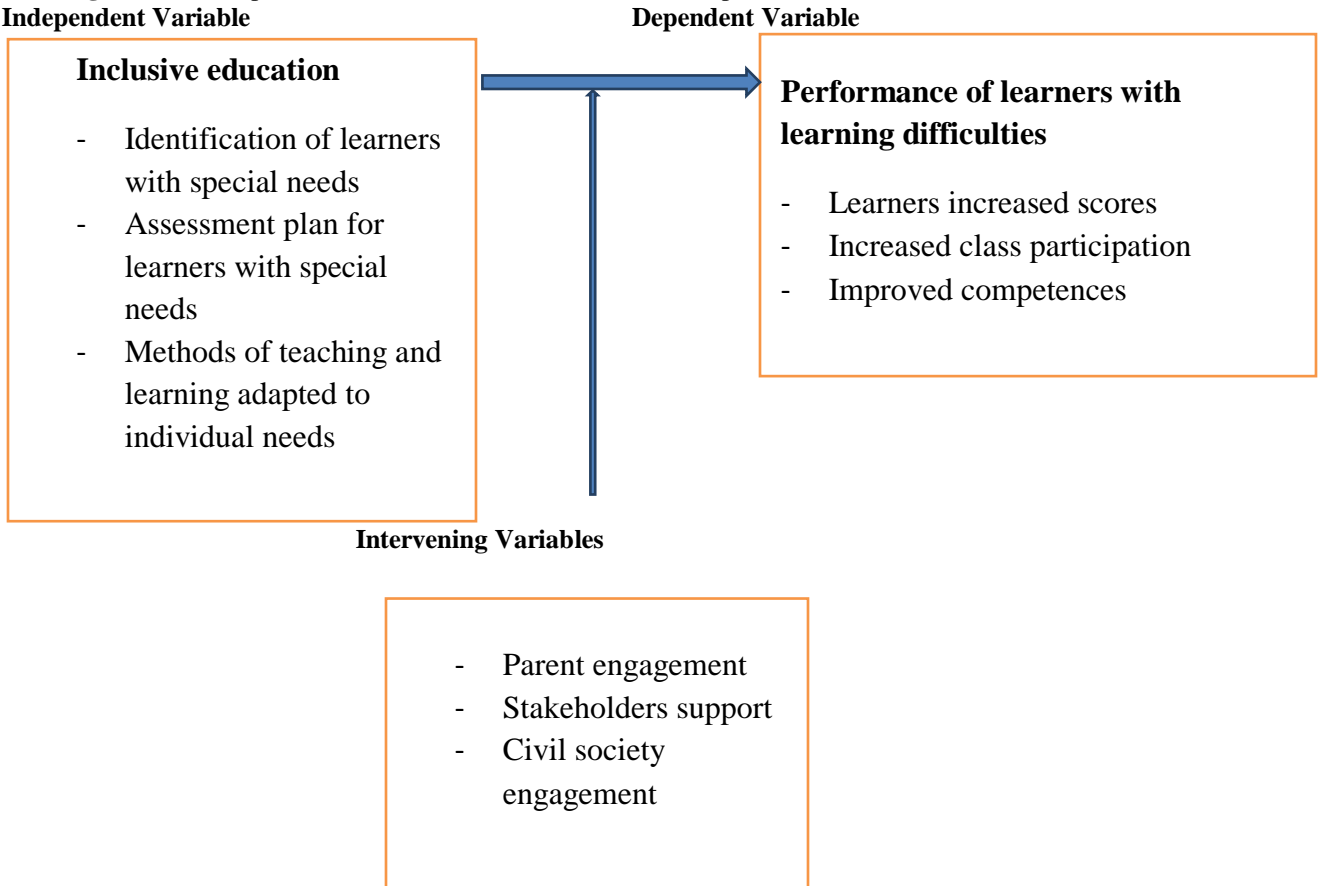
A constructivist curriculum must include high level thinking skills like problem solving and analysis, but they are usually thought to be too complex and challenging for students with learning disabilities. With a little more planning

and coaching, it is possible and even beneficial to emphasize these abilities with learners who have LD (Ellis, 2013; Grobecker, 2012).

Conceptual Framework

A conceptual framework is a defined structure or collection of overarching ideas that supports researchers in formulating their research problems, framing their research questions, and identifying relevant sources of information.

Figure 2:- Conceptual framework of inclusive education and performance of learners with disabilities.



Source: Researcher 2022

The conceptual framework shows the independent variables, Inclusive education: identification of learners with special needs, assessment plan for learners with special needs, method of teaching and learning adapted to individual needs. To the dependent variables, Performance of learners with learning difficulties: increased class participation, staff professional development, enhanced creativity and innovation, as well as other indicators, demonstrate how learners' knowledge, abilities, and attitudes improved as a result of the use of an inclusive education strategy. The purpose of this study was to determine how inclusive education affects the performance of disabled students in the Kicukiro District. To fulfill the objectives and raise the standard of education in Rwanda, particularly in Kicukiro District, the researcher also included intervening variables, such as stakeholder support, district support, parental engagement, and civil society engagement. These stakeholders are responsible for monitoring, evaluating, and sponsoring educational activities.

Research Methodology:-

Research Design

This Study's Primary Goal Was to Ascertain the Contribution of Inclusive Education on Performance of Learners with Disabilities in Rwandan Public Primary Schools. The Analysis Of Cause And Effect Relationship Between Independent And Dependent Variables Was Based On Two Main Research Strategies: Qualitative And Quantitative.

The Study Adopted A Descriptive Survey Research Design And A Correlational Research Design, Research Which Purpose Was To Find Out The Relationship Between Two Or More Variables And Their Cause And Effect (Creswell 2013). A Descriptive Survey Research Design Is A Method Of Collecting Information By Interviewing Or Administering A Questionnaire To A Sample Of Individuals (Orodho, 2015). In Order To Characterize A Person Or A Group Of Parents And Teachers, The Researcher Used A Survey Research Design. Participants Were Asked To Respond To Surveys, Questionnaires, Or Statements With Information About Their Opinions, Attitudes, Beliefs, And Understanding Regarding The Effects Of Inclusive Education On The Performance Of Students With Learning Disabilities In The Kicukiro District, Rwanda's Public Primary Schools.

Target Population

According to Mugenda & Mugenda (2015), the target population is the group of people to which a researcher wishes to apply the findings of a study. The primary school participants in this investigation included parents, teachers, head teachers, and educational inspectors from the Kicukiro District.

According to the statistics for the Kicukiro District, there are 10 sectors, 45 primary schools overall, 814 teachers at the primary school level, 45 head teachers, and 43,749 students (Kicukiro District Statistics, 2021). In this manner, the researcher chose three sectors Masaka, Kanombe, and Nyarugunga from which he chose his 240-participant target population, which included parents, teachers, head teachers, and sector educational inspectors.

Sample Design

The researcher chose a sample of a group of individuals drawn either randomly or purposefully from a specified demographic and were picked to reflect the entire population in order to define a sample design. The specification for the target and survey populations, sample selection techniques, and sample size are included in the description of sample design of the inclusive education on performance of learners with disabilities. The sample design is intended to ensure that the survey data gave precise and effective estimates of the number of learners with disabilities who benefited from an inclusive education approach by performing better. The sampling operations also involve methods for estimating sample statistics and procedures for calculating sampling error in addition to this sample design. A two-stage sample design was used: first, schools and head teachers with educational inspectors were sampled using a purposive sampling technique, and second, pupils and teachers were sampled using a simple random sampling technique.

Sample Size

The number of parents, teachers, head teachers, and sector educational officers was taken into consideration by the researcher throughout the sample stage. In this regard, the researcher took into account 148 respondents who were chosen from the Masaka, Kanombe, and Nyarugunga sectors of the Kicukiro district: The researcher then chose 139 respondents including teachers and parents who had children with disabilities and learning difficulties, 6 Head teachers representing six schools, and 3 educational inspectors representing 3 sectors. To determine the sample size, the researcher utilized the fraction or table of Robert and Morgan, appendix 5.

The number respondents were sampled using the Robert and Morgan (1970) technique. which employed the Robert and Morgan's table from the sampling formula:

$$s = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}$$

s = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841). N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum Sample size).

d = the degree of accuracy expressed as a proportion (.05).

Table 1:- Summary of Sample Size.

	Category of respondents	Target Population	Sample size
1	Sector Educational Inspectors	3	3
2	Head Teachers	6	6
3	Teachers	112	68
4	Parents of learners with learning difficulties	119	71
	Total	240	148

Source: Primary Source (2023)

Sampling Technique

The population was chosen as the sample size during the research utilizing simple random sampling and purposive selection. The goal of deliberate sampling, according to Lodico (2015), is to choose people, places, or things that could provide the most in-depth information to aid in addressing the research questions. Due to their familiarity with inclusive education method and their constant participation in the technical aid and support team, the sector educational inspectors and head teachers were chosen through stratification sampling.

During this study, 3 Sector Educational Inspectors and 6 Head Teachers were sampled using purposive sampling because they have particular understanding to the context of the Inclusive education in basic education schools, 68 teachers of primary levels were sampled using simple random sampling while 71 parents were also sampled using purposive sampling and stratified random sampling. Most of the respondents from the schools, including parents, teachers, educational inspectors, and head teachers of the Kicukiro area, were chosen using one of the two sample approaches.

Research Instruments

To get the necessary data, the researcher used questionnaires. Due to the huge number of participants in the study, the questionnaire is a practical instrument for gathering data. Using questionnaires makes it simple and quick to gather information quickly. The use of questionnaires guaranteed anonymity and accurate information from participants. The Likert Scale, developed by Dr. Rensis Likert, a sociologist at the University of Michigan, is a psychometric response scale that is primarily used in questionnaires to gauge participants' preferences or levels of agreement with a statement or set of statements, according to Dane (2017). The participants were asked to score how strongly they agree or disagree with various statements on a scale of 1 to 5. The questions for questionnaires were constructed from the researcher's knowledge gained from literature on inclusive education, his experience on our country's educational system, and his personal interest.

Data Collection Methods:-

The researcher utilized proven and systematic data collection approaches, such as questionnaires and interviews, to collect data by gathering and measuring information about the variables of interest. These techniques depend on the accessibility of the respondents and the cost-effectiveness of the research instruments.

Instruments for Data Collection

The researcher interviewed the respondents in addition to using questionnaires to gather data.

Questionnaires

A questionnaire has the capacity to gather a lot of data in a reasonable amount of time (Wachianga cited in Orodho 2015). The questionnaire has closed-ended questions to collect relevant and particular information, enabling the study to be more focused and realistic in its conclusions. The respondent's views and options on the impact of inclusive education on the performance of students with disabilities are invited through the open-ended questions.

Interview Designed for SEIs and HTs

Orodho (2015) asserts that an interview schedule enables the collection of the data necessary to accomplish the study's particular goals. The research used guided interviews to gather both qualitative and quantitative data. The guided interview was used as a data gathering tool since it offers opportunities and leads to: Examining specialized systems or processes for reliability and validity. A guided interview assisted the researcher in comprehending the systems that influence perceptions of the program's effective use of an inclusive education approach to raise disabled students' performance among Rwandan students.

The adoption of inclusive education has some effects, as revealed by interviews with educational inspectors and head teachers. This kind of instrument was suggested since sector educational inspectors and head teachers are busy persons at a school and made the most of any time given to the researcher to gather as much relevant data as they can. When dealing with a small number of respondents, such as school inspectors and head teachers, the tool was also appropriate. The core of the researcher's data collection effort was the team that conducts interviews for survey providers. Contact between the interviewer and respondents is one of the most crucial elements in the survey's success.

Research Findings and Discussion:-

Demographic Characteristics of Respondents

This section shows the background of the respondents according to their category, family status, gender, age, education level and the name of the places where they lived so that in designing questions the researcher might not offend anybody on the basis of the responses. The total number of the respondents was 148 made of 3 sector educational officers, 6 headteachers, 71 parents and 68 teachers of primary schools of Kicukiro District.

Demographic Characteristics of Sector Educational Inspectors and Head Teachers

The table 2 presented the distribution of 3 sector educational inspectors from Kanombe, Masaka and Nyarugunga sectors by their gender, who provided the information.

Table 2:- Distribution of 3 Sector Educational Inspectors from Kanombe, Masaka And Nyarugunga Sectors By Their Gender.

Gender	Frequency	Percentage
Male	5	56
Female	4	44
Total	9	100

Source: Field data

As the table 2 showed, the respondents to the side of sector educational inspectors and the head teachers were given equal chance where there was 44% of the female and 56% of the male. This implied that both sexes were adequately considered during the research conducted.

Demographic Characteristics of Teachers

Table 3:- Distribution of the Teachers by Their Gender.

Gender	Frequency	Percentage
Male	45	66
Female	23	34
Total	68	100

Source: Field data

The distribution of teachers by their gender showed that the most of them were male where 45 of 68 equaled to 66% were men and young men, while the minority of the teachers who attained the study were female where 23 of 68 equaled to 34% were girls and women. As the table 4.6 showed, both sexes were given equal chance to participate in the study.

Demographic Characteristics of Parents

Table 4:- Distribution of Parents by their Gender.

Gender	Frequency	Percentage
1. Male	22	31
2. Female	49	69
Total	71	100

Source: Field data

As the table 4 showed, the researcher, for the gender distribution, ensured that all sexes were given the equal opportunity where male parents were 22 of 71 equaled to 31%, while most of parents' respondents in terms of gender was female where there were 49 of 71 female parents representing 69%.

Presentation of the Findings

Basing on the objectives of the study, the presentation of the findings has focused on the specific objectives of the study which were to examine the level of implementation of inclusive education to the performance of learners with learning difficulties in Rwandan primary schools; to assess the performance of learners with learning difficulties in

Rwandan primary schools; and to establish the relationship between inclusive education and the performance of learners with learning difficulties in Rwandan primary schools.

The Implementation of Inclusive Education on Performance of Learners with Learning Difficulties In Kicukiro District Primary Schools

The findings based on the objective one was presented and discussed to answer the questions of the research questionnaires and the interview guide given to the head teachers and sector educational inspectors as the educationalists, and technicians in charge of education at a school and sector level. According to the research information obtained from the respondents, the following were the results got from the field:

As the respondents agreed, the implementations of inclusive education on performance of learners with learning difficulties in Rwandan primary schools were addressed in the following presentations:

The Teachers' Responses to the Implementation of Inclusive Education on Performance of Learners with Learning Difficulties

To the side of teachers, there was 68 respondents varied to 100%, and all of them were present during data collection stage. Here 68 questionnaires distributed to the teachers that all of them returned filled and gave the following findings as shown in the table 5.

Table 5:- Teachers' Responses to implementation of inclusive education.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Students' special educational needs have been identified and teachers are aware of the kinds of SEN are encountered in their classes	2	3%	2	3%	0	0%	26	38%	38	56%
The teaching/learning process is individualized to meet all learners needs and interests.	3	4%	3	4%	2	3%	24	36%	36	53%
I have been trained in Special Needs Education.	0	0%	1	1.50%	1	1.50%	16	24%	50	73%
I feel comfortable in teaching in inclusive classes.	0	0%	3	4%	2	3%	24	36%	39	57%
I have participated in developing individual education plan with parents for student participation	3	4%	4	6%	1	1.50%	35	51.50%	25	37%
Average	2	3%	2	3%	2	3%	25	37%	37	54%

Source: Field data (2023)

As to whether inclusive education is implemented in primary schools on performance of learners with learning difficulties; 54% strongly agreed, 37% agreed and only 3% were neutral. Therefore 3% strongly disagreed and 3% disagreed. As shown by the table 4.9, the questionnaires were given to 68 teachers of selected primary schools of Kicukiro, and the findings showed that the majority of the respondents assumed that inclusive education contributed to the performance of the learners with learning difficulties and they are improving while the minority of the respondents refused the contribution of inclusive education on learners' performance.

The Parents' Responses From The Interview To The Implementation Of Inclusive Education On Performance Of Learners With Learning Difficulties

There were 71 parents interviewed. The findings showed that parents have understood the rights to education and importance of inclusive education. A number of participants reported that they noticed developmental problems immediately after birth of their children because they had low birth weight, did not cry while being given birth and were unable to feed on breast. The majority of interviewed parents, 64 of 71 equaled to 90 % have revealed that they were aware of their children's disabilities at low age. They are playing an active role, and hence they have developed positive attitudes towards disability in Kicukiro District. The 100% of parents participated in this study reported that at the time, they realized that their children had developmental problems, they had faith that with a closer follow up in health care; their condition could get better. Parents of those students go regularly visit classes as have reported 60 of 71 equaled to 84.5% of those who have been interviewed. This is valuable indication that people in Kicukiro District understood their role in children's schooling.

The Seis and Head Teachers' Responses from the Interview to the Implementation of Inclusive Education

There were 9 interviewed SEIs and head teachers. The findings from the interview given to them to 'the positive changes occurred to students since the inclusive education approach stated being implemented'. The sector education inspectors and head teachers assumed that from 2019 the Special Needs and Inclusive Education policy and its implementation plan has been approved by the cabinet, the approach of inclusive education has provided great changes to the learners with learning disabilities 'performance, where the results showed that 9 of 9 respondents equaled to 100% confirm that students with SEN are motivated as well as their peers without SEN, and motivation is a key factor for success.

The respondents assumed that the special needs have been identified through parent survey and pupil record forms as reported by 8 of 9 respondents equaled to 89%. This implies that most of the schools do conduct different survey to identify learners with disabilities for their planning. It is of great importance for school administrators to be informed about different abilities and disabilities of their students as well as their SEN because it is a good start to cater for individual needs, so that every child can learn to the maximum potential.

The Performance of Learners with Learning Difficulties in Rwandan Primary Schools

The second objective was to assess the performance of learners with learning difficulties and the findings showed that inclusive education as an approach had played a significant role in increasing the performance of learners with disabilities where learners were motivated, encouraged to learn and they were succeeding their continuous assessment, formative assessment and summative assessment meaning that they developed their full potential and hence changed their attitude towards academic performance of learners with disabilities.

The Teachers' Responses To The Performance Of Learners With Learning Difficulties In Rwandan Primary Schools

Table 6:- The Teachers' Responses to the Performance of Learners with Learning Difficulties.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The school provides sufficient teaching/learning materials for students with SEN	0	0%	0	0%	2	3%	34	50%	32	47%
Teachers set high expectations for all students' performances for those with and without SEN	0	0%	1	1.50%	2	3%	30	44%	35	51.50%
I encourage all pupils to participate during teaching and learning process	0	0%	0	0%	0	0%	16	23.50%	48	76.50%

I use differentiation teaching methods in teaching my pupils including children with disability and special education needs	0	0%	1	1.50%	1	1.50%	24	35%	42	62%
Average	0	0%	1	1.50%	2	3.50%	26	38%	39	57%

The 68 teachers equaled to 100% filled and returned the questionnaires and the findings were the following:

Source: Field data

From the point of view of respondents of performance of learners with disabilities due to inclusive education, 57% strongly agreed, 38% agreed and only 3.5% were neutral. 1.5% strongly disagreed and 0% disagreed. As shown by the table 4.10, the questionnaires given to 68 teachers, and the findings showed that the majority of the respondents confirmed that inclusive education increased the performance of learners with learning disabilities. 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.

Respondents' teachers mentioned that the school tried to find all necessary materials and resources, but there was need for other partners to help them in order to find out the missing ones; since some learners cannot get all needed materials due to parents' poverty. However, they confirmed 97% that the school provides sufficient teaching/learning materials for students with SEN and those which are not provided are manufactured by them in collaboration with community members and this positively contributed to the learners' performance.

The Parents' Responses to the Learners' Performance

There were 71 parents interviewed. The findings showed that parents of those students go regularly visit classes and some of them act as teachers' aides as have reported 80% of those who have been interviewed. Parents confirm 100% that the community was aware of the importance of their participation in the study of their children and that they were happy to help teachers to manufacture teaching/learning aids. Students' performances in Kicukiro primary schools were satisfactory and the inclusive practices have their impacts in improving the overall students' performances noticed the educational officials.

The SEIs And Head Teachers' Responses To Learners' Performance

Table 7:- SEIs and Head Teachers' Responses to Learners' Performance.

Question	Answers	Frequencies	Percentage
What are factors influencing inclusive education to performance of learners with learning difficulties in Rwanda?	Methods of teaching	9	100
	Parental engagement	9	100
	Class size	8	80
	Social dynamics	8	80
	Average	8.5	90%

Source: Field data

The table 7 showed that the findings for the average of 8.5 of 9 SEIs and head teachers equaled to 90% assumed that inclusive education with consideration of methods of teaching, parental engagement, class size and social dynamics contributed to the performance of learners with learning difficulties. The majority of 9 of 9 equaled to 100 agreed that lesson delivery and parental involvement contributed a lot.

The Relationship between Inclusive Education and Performance of Learners with Learning Disabilities in Rwandan Primary Schools

The third objective was to establish the relationship between inclusive education and the performance of learners with learning difficulties. The findings showed that there was close relationship between them. The findings showed that there was correlation between inclusive education and performance of learners with learning disabilities, the learners had improved their performance and hence developed to their full potential.

Teachers' Responses to the Relationship between Inclusive Education and Performance of Learners with Learning Disabilities

The findings from 148 respondents including teachers, parents, sector education inspectors and head teachers to their assumptions on the relationship between inclusive education and performance of learners with learning difficulties in primary schools.

Table 8:- The Relationship between Inclusive Education And Performance Of Learners With Learning Difficulties.

Variables	Correlations	Performance of learners with learning difficulties	Inclusive education
Performance of learners with learning difficulties	Pearson Correlation	1	0.914
	Significance (2-tailed)		0.01
	N	148	148
Inclusive education	Pearson Correlation	0.914	1
	Significance (2-tailed)	0.01	
	N	148	148

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

As the table 8 illustrates, the findings to the third objective from the teachers which was to establish the relationship between inclusive education and the performance of learners with learning difficulties in public primary schools in Kicukiro district-Rwanda. If P-value is less than 0.05 then it is significant. Therefore, it was found that P-value was 0.01 and it is interpreted that inclusive education was very significant to the performance of learners with learning difficulties in schools.

When Karl Pearson Coefficient of correlation (r) lies between 0 and 0.5 there is a low positive correlation between two variables. When Karl Pearson Coefficient of correlation (r) lied between 0.5 and 1 there is a high positive correlation between the variables (independent variable and dependent variable). Therefore, there was high positive correlation because Karl Pearson Coefficient of correlation (r) was 0.914.

It was concluded that, Karl Pearson correlation between inclusive education and performance of learners with learning difficulties in public primary schools of Rwanda was 0.01 which means that the relationship between two variables was very significant. And then it was found that inclusive education and performance of learners with learning difficulties were correlating. Whereas Karl Pearson coefficient of correlation (r) lies between 0.5 and 1 there is a high positive correlation between two variables (independent and dependent variable). Therefore, it was found that Karl Pearson correlation (r) was 0.914. Therefore, it was interpreted that inclusive education and performance of learners with learning difficulties in public primary schools in Rwanda was achieving its objectives to impart knowledge, skills and attitudes with values.

The respondents assumed that it is very hard to separate these items due to the fact that the implementation of inclusive education practices contributed to the performance of learners with learning difficulties.

Conclusion:-

The conclusions showed that the research findings were focused to the answers provided for the research questions. The conclusions were drawn as the results of the research carried out in the areas of inclusive education and performance of learners with learning difficulties in public primary schools. The results showed the relationship between theories and practices combined to improve knowledge, skills and attitudes with values.

The researcher found out that there was great contribution played by the implementation of inclusive education to performance of learners with learning difficulties among primary school learners. The researcher identified that through the use of the approach learners managed to increase their confidence in the school, felt responsible to their leaning experiences and the completion with collaboration increased in the leaners.

The conclusion was drawn from the second research question which was “To what extent does inclusive education bring about performance of learners with learning difficulties in public primary schools? The findings showed that the use of inclusive education as the approach of teaching and learning practices, policies and decisions that aim to remove the barriers that put some learners at a disadvantage and have limited their access to quality education. From this approach centralizing the learners in the lesson has brought much positive results where through the use of the called approach learners felt responsible in their lessons and they developed the spirit of freedom, sociability, flexibility and supporting one another in various activities. The approach changed the learners’ personalities and behaviors had changed positively that they were respecting one another, standardizing culture, guidance and counselling were practiced among learners, teachers and parents who were engaged in inclusive practices towards teaching and learning process.

The conclusion from the third research question which was to ascertain the relationship between inclusive education and performance of learners with learning disabilities was drawn and the research showed that there was a very close relationship between inclusive education and performance of learners with learning difficulties because the approach influenced positively the performance. The use of the approach by the teachers, learners gained knowledge, skills and positive attitudes with values that their learning solved their academic and societal problems where learners should help their families in entrepreneurial skills such as the creation of the small businesses through saving.

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