



INFLUENCE OF TEACHER'S CHARACTERISTICS ON ACADEMIC ACHIEVEMENT OF STUDENTS WITH MODERATE INTELLECTUAL DISABILITIES: A CASE STUDY OF HVP GATAGARA HUMURA, A SPECIAL PRIMARY SCHOOL IN GASABO DISTRICT, RWANDA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN SPECIAL NEEDS EDUCATION, SCHOOL OF INCLUSIVE AND SPECIAL NEEDS EDUCATION, COLLEGE OF EDUCATION, UNIVERSITY OF RWANDA.

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September, 2024

CERTIFICATION

This is to certify that the dissertation entitled “Influence of teacher’s characteristics on academic achievement of students with Moderate Intellectual Disabilities in a special school: Case study of HVP Gatagara/Humura in Gasabo District is the original work of Celestin MUSABYIMANA, submitted in partial fulfilment of the requirements for the Degree of Master of Education in Special Needs Education.

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I, Celestin MUSABYIMANA, do hereby declare that, this dissertation is my own work and has never been presented to any university or institution for any academic award or a degree. All sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

It is my genuine gratefulness and warmest regard that I dedicate this thesis to Almighty God, my beloved family for their financial support, my classmates, and all friends who assisted me in the entire process and led to the completion of this thesis. Thank you for your supportive ideas, thoughts, and encouragement throughout the entire process. May God bless you.

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ABSTRACT

Identifying the influence of teacher's characteristics on students' academic achievement has been a salient and reoccurring topic especially in Special Education. Teachers are the most important school-based factor in affecting student achievement levels. Knowing what teacher characteristics influence student achievement help administrators prioritize who to hire, retain, and assign to classes. The purpose of this study was to examine the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities (MIDs) in a private special primary school, HVP Gatagara Humura, in Gasabo district. The study intended to achieve the following objectives: To investigate whether teacher's qualification influences academic achievement of students with MIDs, to examine whether teacher's teaching experience influences academic achievement of students with MIDs, and find out the effect of teacher's attitude on academic achievement of students with MIDs in a private special primary school in Gasabo District, Rwanda. The result of the study on teachers' attitudes confirmed that the teacher as a person is not the merely determinant of students' academic achievement because other factors such as students' attitude, parental education, nature of disability, students' abilities, related factors have significant effect in their academic achievement. It was found out that all teachers at HVP Gatagara/ Humura had no qualification in Special Needs Education. It was also established that teacher's qualification significantly affects students' academic achievement. The study employed descriptive statistics to analyze the data obtained. Quantitative data was analyzed and presented using descriptive Statistics. Data collected from the questionnaires was coded and analyzed using descriptive statistics whereas qualitative data collected from head teacher, director of studies, and Individual Education Plan (IEP) goals analysis were analyzed in narrative form.

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LIST OF ABBREVIATIONS AND ACRONYMS

- SISNE:** School of Inclusive and Special Needs Education
- CRC:** Convention on the Rights of the Child
- CRPD:** Convention on the Rights of Persons with Disabilities
- CWDs:** Children with Disabilities
- NUDIPU:** National Union of Disabled Persons of Uganda
- PWDs:** Persons with Disabilities
- SNE:** Special Needs Education
- UNESCO:** United Nations Educational, Scientific and Cultural Organization
- UNICEF:** United Nations International Children's Fund
- UPSE:** Universal Primary Special education
- UPE:** Universal Primary Education
- WHO:** World health Organization
- HVP:** Home de la Vierge des Pauvres
- IEP:** Individual Education Plan
- SN:** Special Needs
- MIDs:** Moderate Intellectual Disabilities
- EFA:** Education for All
- IDs:** Intellectual Disabilities
- NCE:** Nigeria Certificate in Education
- PGDE:** Post Graduate Diploma in Education
- B.Sc. Ed:** Bachelor of Education
- M.Sc. Ed:** Master of Education
- HND:** Higher National Diploma
- KCSE:** Kenya Certificate of Secondary Education
- IQ:** Intellectual Quotient
- UDL:** Universal Design for Learning

CHAPTER ONE: GENERAL INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents background to the study, statement of the problem, purpose of the study, research objectives, and research questions. It also presents significance of the study, conceptual frame work, theoretical framework, limitation and delimitation of the study, scope of the study, assumptions, and operational definitions of the key terms.

1.2 Background of the study

Every individual has a right to education. It is universally recognized that the main objective of education is to provide quality education to all children, including children with special needs. This draws global attention to the fact that Education for All (EFA) is a fundamental human right which cannot be realized without enabling all people who are in any way disabled, access basic quality education.

This is to enable them attain their full potential and be able to meaningfully contribute and participate in their society throughout their lives. Making such people access education is important for human capital development for it prepares those who were most likely to be dependent to become self-reliant. However this right has hardly been achieved in many countries mostly in Africa whereby in some areas the achievement of EFA goals indicates a declining trend (UNESCO, 2001).

The concern to provide special education existed as early as the 1940s. With the Universal declaration of human rights coming into force in 1948, the realisation of Universal special education was the main agenda of the world conferences. (Bloom and Cohen, 2002). Free access to special education is a right in the Universal declaration of human rights.

The two world Conferences which occurred in 1990, Jomtien conference and World Summit for children, set ten years as the target for achieving global primary special education. When the set ten years elapsed in 2000, it was evident that the target was far from reach, progressing slowly (Michailakis et al.2004). The conference held next was the Dakar Special Education conference of 2000, which set new targets of achieving the Millennium development goal 2 on universal primary education by 2015 (Maas, 2012).

According to UNICEF (2010) Universal education cannot be achieved without including children with disabilities. It further advocated that these students should not be discriminated on basis of equity and available opportunities.

It is a matter of grave concern that children with Special Educational Needs (SEN) in the African continent face barriers in the education system for a multitude of reasons (ACPF, 2011).

This has resulted in a massive exclusion of disabled children from education. Despite the development of special needs and inclusive education policy to address this exclusion, one of the issues that hamper the progress of students with SEN, is lack of teacher skills and experiences in adapting the curriculum to meet the range of students learning needs, lack of qualification in the field of special needs education and negative attitudes towards the students with special needs (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012).

This highlights the need for frameworks that empower teachers with the necessary skills to cater for learners with diverse needs. Universal Design for Learning (UDL) is one such framework that conceptualizes and addresses the need for a more flexible curriculum designed to lower the barriers and to enable students with a lot of varying needs to be included in the learning process (Brand, Favazza & Dalton, 2012). Brand et al. further found out that training programmes were of great help though insufficient because they were geared towards developing a small fraction of skills.

Frankel, Gold & Ajodhia-Andrews (2010) emphasized that instructors required adequate training, support and positive attitudes to realize full implementation of Inclusive and Special Needs Education. They added that teachers' attitudes and competences play a great role in discharging duties in issues of time management, utilization of resources and effective delivery of content intended. While many countries in the world understand the fact that inclusion means all children learning together in the mainstream, they still retain a dual practice of Special and ordinary schools.

In Denmark, which is a pioneering country in terms of inclusive education, the number of children placed in special classes has been markedly rising (Rustermier, 2002). This shows that, though inclusion is generally viewed as a good option for achieving the EFA goal, this has not yet been fully reflected in practice. The existence of legislation supporting inclusive education in these countries does not necessarily mean that inclusion is happening in everyday lives of Children with Disabilities (CWD).

Such discrimination could lead to either drop out from school, low enrolment or opting to learn in special institutions despite the inclusive education policy discouraging all these. A study done in Norway by Temple and Walkley (1999) revealed that students with moderate intellectual disabilities were significantly engaged in education like their peers without disabilities but end up dropping out from the schools owing to the lack of trained teachers to support them in class work.

A study carried out by Kalabula & Mandyata (2018) on special needs and inclusive practice in schools in Northern province of Zambia showed that the required educational materials, teacher trainings were not provided or were not enough in schools where children with Special Needs were being included.

The researchers further added that this situation was the main cause of dropout of students with Special Needs in those regular schools. In Zambia, parent and teachers' attitudes towards education of students with special needs have indicated that teachers' positive attitude towards those learners depend greatly on their experience with these students, teacher education and the availability of support (Chilufya, 2005).

A study done in Kenya revealed that students with IDs are not effectively included in classes activities due to inappropriate curriculum, lack of necessary skills on the side of teachers, negative attitude toward those students and insufficient materials (Maingi, 2017). The researcher further added that some of these children with mild intellectual disabilities who may be enrolled in regular schools end up dropping out of school due to lack of support in regular schools.

In Uganda, as in other countries, there are a variety of disabilities and factors to account for their existence. The common ones are visual impairments, physical disabilities, hearing impairments, multiple disabilities, mental and psycho-socio disabilities, intellectual disabilities and albinism (NUDIPU, 2011: para 3). In exercising special education for CWDs, the government streamlined key policy issues, among which, all-Inclusive special education services were fronted as the best approach to imparting special education.

This good development notwithstanding, society ignorantly views CWDs as a burden, especially because of the expensive special educational expenditures (Uganda Government White Paper on Special education, 1992). The resulting stigmatization, isolation and misconceptions about these children and their disabilities, constrains the meagre effort to have these children attend school as required. This has limited the enrolment rate of CWDs to an estimate of only three percent (Uganda strategy for girls' education Vision 2035).

In Tanzania in 1981, a Presidential Commission on Education was appointed to review the system of education and propose necessary changes needed to be met by the country towards the year 2000. During this plan, a special school for children with ID was opened in 1982 with the joint efforts of the Tanzanian government and the Anglican Church in Lulindi, Masasi (Tungaraza, 1994). For the first time, children with IDs were considered for special needs education in Tanzania.

As for teacher training, efforts were initiated in 1976 by the Ministry of National Education to train teachers for both blind and deaf children at the Tabora Teacher Training College (Tungaraza, 1994), and later on in 1983 teachers to serve children with ID began to be prepared at this college (Ngata, 2011; Tungaraza, 1994). This was a big step in special needs education since at that time special needs teachers were being trained abroad which was relatively very expensive.

In Rwanda, the beginning of special needs education can be traced to organizations with religious affiliations, particularly Roman Catholic (Suubi, 2012). They started the first special primary schools in the country in the 1960s, and even now virtually all special primary schools in Rwanda are owned and managed by these religious organizations. In 2005, Rwanda had approximately 20 special schools serving 1,500 individuals with disabilities (Ministry of Education, Science, Technology and Scientific Research, 2005). According to the Ministry of Education, only six of the 20 special schools engaged exclusively in educational activities, while the rest placed more emphasis on medical activities such as physiotherapy. The mixed nature of the activities that take place in these institutions is what leads to the use of the term “schools” when referring to them.

In 2010, the number of special schools had risen to 34 (Karangwa et al., 2010). The situation of special schools in Rwanda is summarized by the Ministry of Education, Science, Technology and Scientific Research (2005, p.9) in the following words:

Most of the special schools do not meet the minimum educational standards expected e.g. oral method is used in most special schools for deaf learners, deaf and blind learners are taught in the same class in one of the schools, students with different SENs are taught in the same class utilizing the same teaching approaches, most teachers do not have the needed training in Special Needs Education (SNE) they have little experience in teaching students with SENs and there is lack of educational materials in most schools. Most of the teachers have no qualification in SNE.

Rwanda’s 2018 revised Special Needs Education Policy admits that “the capacity, ability and potential of learners who have special educational needs are generally overlooked and therefore little provision is provided for their inclusion in the schools” (Ministry of Education, 2007b). The government of Rwanda recognizes the need to address issues related to special educational needs (Ministry of Education, Science, Technology and Scientific Research, 2005).

Its commitment to the education of people with special educational needs, including the disabled, has been outlined in a number of important documents, including the Constitution of the Republic which was promulgated in 2003 (Republic of Rwanda, 2003).

Article 40 of the Constitution states that “every person has the right to education”, and further declares that “the State has the duty to take special measures to facilitate the education of disabled people.”

In 2007, the government of Rwanda passed Law Number 01/2007 of 20/01/2007 relating to Protection of Disabled Persons in General (Republic of Rwanda, 2007). The law also states that learners who cannot study in mainstream schools because of the nature of their disability shall be facilitated to study in special schools.

Rwanda education sector with the purpose of access to quality, equitable and effective education states that for this purpose to be achieved in order to help children with disabilities access to education like others and participate optimally in schooling as their peers the number of education personnel and teachers with skills in inclusive and special needs education should be increased and support learning materials and appropriate learning resources should be scaled up (Republic of Rwanda, 2013).

In the last few years, there was creation of centers which started the education of the students in form of special education and among those centers, there is Home de la Vièrge des Pauvres (HVP)-Gatagara. In 1962 started the center for young Rwandans with disabilities at Gatagara in Nyanza District, in Southern Province.

Until late 1990s, it was the only center that catered for educated and reintegrated physically and visually disabled persons in Rwanda. This effort was initiated by Frère Fraipont Ndagijimana, a compassionate Belgian priest. Up to 1994, only five special schools were known to cater for children with disabilities by the charitable organizations of missionaries. Home de la Vièrge des Pauvres (HVP) is the oldest (Karangwa, 2010).

Kanno and Onyeachia (2009) assumed that teachers’ behavior or style has a lot to do with students’ achievement if practiced systematically. According to Zuzovsky (2008), there is a positive rapport between teachers’ effectiveness and their years of experience on students’ achievement. Inexperienced teachers are less effective than experienced teachers. The teacher is the builder whose performance depends on adequate qualification, experience, attitude and mastery of the subject matter (Amasuomo & Ntibi (2017) and Ntibi & Orim (2017).

This adequate knowledge and experience could be attained or achieved by acquiring additional knowledge that will stimulate his communication in teaching for efficiency (Oyedeji, 2000). It could also be noted that the level and quality of education attained by the teacher determines the characteristics exhibited vis-à-vis the achievement of the individual student.

The status of teaching as a professional cannot be underestimated. Teacher’s characteristics need to be clearly identified and standardized in line with what students need to progress.

It is strongly believed that teachers who are enamored with the necessary attributes will strongly influence the academic achievement of their students. It is at this juncture that the present examined the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities (MIDs) in HVP Gatagara Humura, a special school for students with Intellectual Disabilities (ID) located in Kigali City, Gasabo district, Rwanda.

1.3 Problem statement

Rwanda has made a significant commitment on the right to education for children with disabilities, including the UN Convention on the Right of Persons with Disabilities in 2008. Rwanda also revised Special Needs Education Policy calls for schools to be made physically accessible, and to some extent, effort at increasing the accessibility of the built environment have succeeded. As Rwanda is striving to the quality of education, teacher's characteristics plays a significant role to learning for all students including those with MIDs.

However, gaps between this policy and implementation remains. Notably, students with Intellectual Disabilities have very little access to basic education due to the extreme social stigma and exclusion they face and also because educators have neither the training, qualification in Special Needs Education (SNE) nor the facilities to make reasonable accommodations for them. Sarah (2018) in her research in Rwanda mentioned that although children with disabilities have been attending schools thus, their problems and needs are often not recognized or supported. Nowadays children with disabilities are attending special schools in greater numbers than ever before but long staying in schools, doing the same work, and dropout rates significantly lead to low academic achievement.

As the result of long staying in schools, low achievement, and high school dropout many students with MIDs ended up in street begging, failure to accommodate them in vocational rehabilitation schools where they can acquire skills for self-reliance, self-dependence, and be productive member of the society. When this problem persists "Leave no one behind" commitments of Agenda 2030 and the Sustainable Development Goal made by the government of Rwanda will not be achieved. The present study, therefore examined the influence of teacher's characteristics on academic achievement of students with MIDs in HVP Gatagara / Humura a private special primary school for students with IDs located in Gasabo District, Rwanda.

1.4 Purpose of the study

The purpose of this study was to examine the influence of teachers' characteristics on academic achievement of students with Moderate Intellectual Disabilities in a special school in Gasabo district, Rwanda.

1.5 Research objectives

The study was guided by the following objectives:

- i. To investigate whether teacher's academic qualification influences academic achievement of students with MIDs in HVP Gatagara /Humura, a special school in Gasabo District, Rwanda.
- ii. To examine whether teacher's teaching experience influences academic achievement of students with MIDs in HVP Gatagara /Humura, a special school in Gasabo District, Rwanda
- iii. To find out the effect of teacher's attitude on academic achievement of students with MIDs in HVP Gatagara /Humura, a special school in Gasabo District, Rwanda.

1.6 Research questions

The study sought to answer the following questions:

- i. To what extent does teacher's academic qualification influence academic achievement of students with MIDs in HVP Gatagara Humura, a special school in Gasabo District?
- ii. To what extent does teacher's teaching experience influence academic achievement of students with MIDs in HVP Gatagara Humura, a special school in Gasabo District?
- iii. How does teacher's attitude affect academic achievement of students MIDs in HVP Gatagara Humura a special school in Gasabo District?

1.7 Significance of the study

Significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). The findings of the study are hoped to provide recommendations on teacher's characteristics and a framework for organizing and conducting research related to teacher's characteristics in private special schools. Teachers are the most important school-based factor in affecting student achievement level.

Knowing what teacher characteristics influence student achievement and whether or not schools in different locations have dissimilar student achievement level help administrators prioritize who to hire, retain, and assign to classes.

The study highlights the influence of teacher's characteristics towards the academic achievement of students with Intellectual Disabilities. In case teachers are enlightened, they are expected to ultimately contribute towards enhancing the academic achievement of students with Intellectual Disabilities. The study is of great benefit in identifying strategies to be taken and possible interventions to explore and overcome the challenges encountered by students with Intellectual Disabilities during teaching and learning which is as result of teacher's characteristics, and this gives insight to policy makers, curriculum developers, schools and other educational stakeholders and planners.

The study would also help school administrators, students, teachers and other stakeholder involved in Education since they will be enriched with adequate knowledge on teacher's characteristics towards the academic achievement of the students with Intellectual Disabilities. The findings of this study would be significant to the researchers who wish to carry out research in the similar field by using similar findings to improve on their research focus.

1.8 Conceptual Framework

Conceptual framework is a research instrument intended to aid a researcher to develop understanding of the situation under study (Babbie, 2014). He further contends that when clearly stated, a conceptual framework has prospective usefulness in assisting a researcher to make meaning of subsequent findings.

A conceptual framework can be viewed as a model of presentation where a researcher represents the relationship between variables in the study and shows it graphically (Orodho, 2012). Therefore the diagram below describes the key variables in the study, relationships, and their influence on academic achievement of students with MIDs.

Figure 1.1 the envisaged conceptual framework

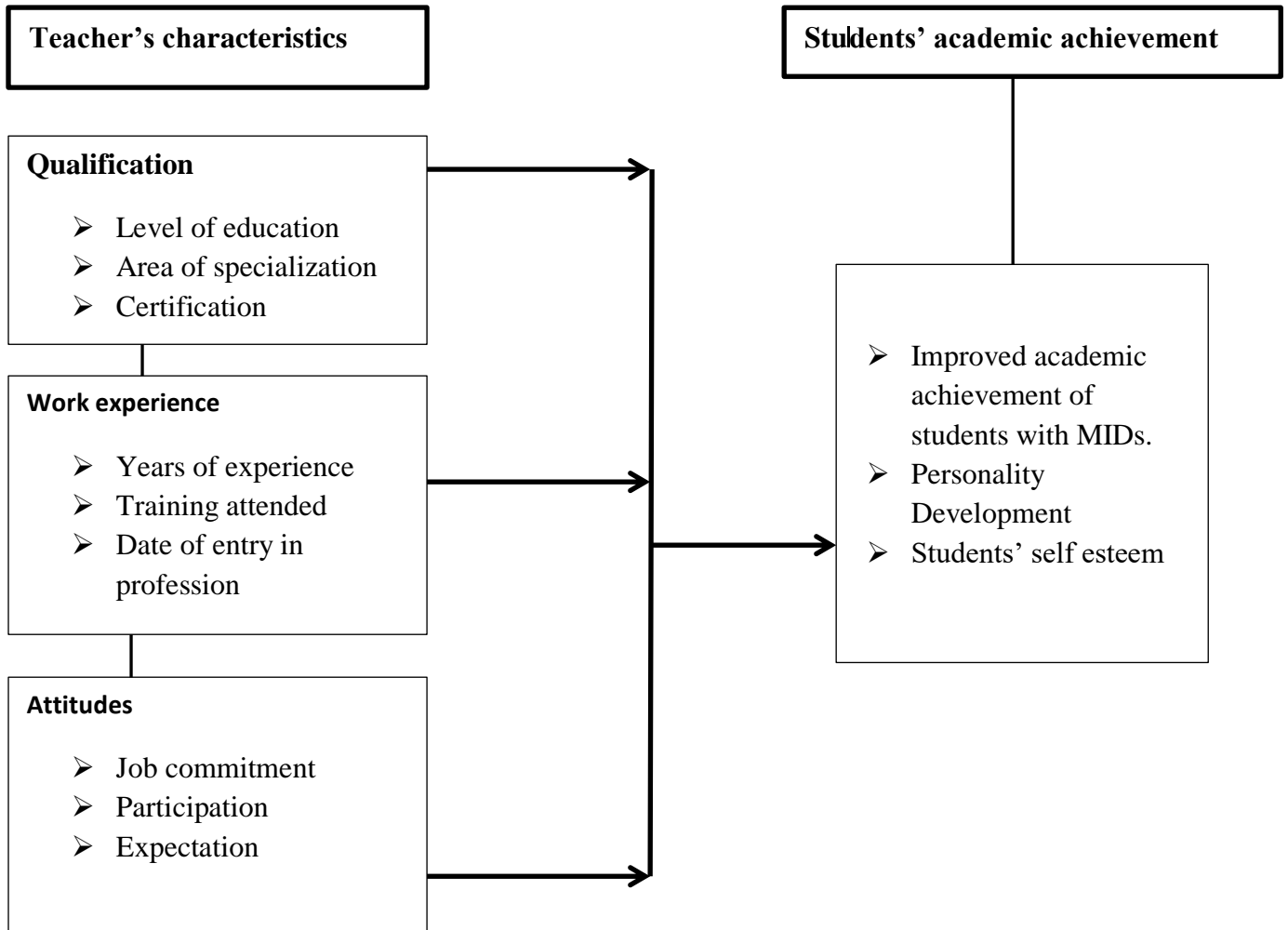


Figure 1.1: Conceptual Framework shows the influence of teacher’s characteristic on academic achievement of students with MIDs.

As illustrated in Figure 1.1, students’ academic achievement is influenced by teachers’ qualification, working experience, and attitudes. The teacher is the key person in any learning institution and therefore influences how individual student works. A teacher’s attitudes, job commitment, perception expectation, area of specialization, and working experience in teaching profession towards students play a vital role in academic achievement. Because if a teacher has positive attitudes towards students with MID, is committed to work, understands well students with special needs, set high expectation, is qualified in SNE, and has been working in the field boost and contribute to a better outcome for students.

1.9 Theoretical framework

A theoretical framework is a set of interconnected ideas based on theories. It comprises set of prepositions supported by evidence. Theoretical framework enables the researcher to conceptualize the topic being studied as a result of the larger group. Kombo and Tromp (2006), argued that theoretical framework enables the researcher to recognize the problem from a broader viewpoint and not from a constricted egotism and prejudiced approach hence observing objectivity. In order to understand the influence of teacher's characteristics on academic achievement of students with MIDs. The present study was grounded on two theories relevant to this work. These are; Maslow's Need Theory and Piaget Theory of Cognitive Development.

1.9.1 Maslow's need theory

This theory was propounded by Maslow (1968). The theory states that, man has various needs to best satisfy. This theory is physiological needs, safety needs, social needs, esteem needs and self-actualization needs. Man, always want to satisfy each of these needs, once a particular need is accomplished; he turns to the other again seeking satisfaction.

The implication of this theory to the present study is that, we cannot ask teachers to put more effort in teaching the students without motivating them adequately giving them trainings. Some teachers may abandon the student in the school after signing time book for their personal business just because the salary they get is not reasonable. They may not cater well for students with disabilities because they do not know what to do with them and they also need to know the students whom they are teaching.

One way they may be made to show commitment in the teaching and learning activity, is to encourage them by way of prompt pay and making their payment reasonable and training them. These help them satisfy their personal and family needs and get committed at their job. Since man's needs drive him to engage in several activities, he can be handsome by being rewarded to get his attention in the right direction that would produce tangible results for the betterment of the society and educational system.

1.9.2 Piaget Theory of Cognitive Development

This theory was propounded by a French-Swiss in (1929). Piaget, a product of Max Wertheimer, stipulated that the student has to progress from a state of not knowing to knowing, so as to develop their mental process by which knowledge is acquired and utilized. To him, the theory deals with age related transition in pattern of thinking which include; reasoning, remembering and problem solving. Piaget saw cognitive development as a continuous process of unfolding which passes through a series of motivational stages namely; sensorimotor stages, preoperational stages, concrete operation stages and formal operation stage. Each of these stages is associated with distinctive way of thinking.

The sensorimotor stage is characterized by coordination of sensory input and motor responses as well as development of object performance with little or no capacity for symbolic representation. The preoperational stage deals with the representation. The preoperational stage deals with the development of symbolic thought, heavy reliance and initiation with no understanding of conservation or reversibility. Whereas, at the concrete operational stage, a child's mental operation applies concrete objects and events as well as development of conservation and mastery of concepts of reversibility are evolved.

In HVP Gatagara Humura school setting, children are in different stages of cognitive development and have diverse abilities which do not match their development stages. As they have different levels and abilities, they significantly have reduced ability to understand new or complex information and to learn and apply new skills. They have limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations cause them to develop and learn more slowly or differently than typically their developing age mates.

This theory is relevant to the present study because it helps the teacher to be aware of the developmental stage in which every individual child is functioning and should be taught only when he or she is ready at the present stage development. By this situation, the teacher will be able to plan differentiated curriculum or modify it, in such a way that it favors and meets the level of cognitive operation of children with MID's and structures that children have successfully attained in mind.

1.10 The assumptions

Simon (2011) explains that assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. In the present study the researcher assumed that respondents answered both interview and questionnaires questions honestly and authentically. He also assumed that they have a sincere interest in participating in the research without any other motives. Finally, the researcher assumed that some teachers have some trainings in special needs in colleges or through in service courses.

1.11 Definition of key concepts and the term used

The following definitions of the terms were used in the study.

Teacher: A teacher is an expert who is capable of imparting knowledge that will help learners to build identity and acquire skills that will help the handle their life challenges.

Teacher's characteristics: In this study teacher's characteristics include personality traits, knowledge, abilities, experience, qualification, certification, specialization, values, attitudes, and beliefs that impact academic achievement of students with MIDs.

Academic achievement: In this study academic achievement is defined as the extent to which a student has achieved either short or long term educational goals. The researcher reviewed students' Individual Education plan to check how well they have been completing their goals in last two academic years.

Intellectual disabilities (IDs): Intellectual Disability refers to the significantly reduced ability to understand new or complex information and to learn and apply new skills. It is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations can cause a child to develop and learn more slowly or differently than a typically developing child.

Moderate Intellectual Disabilities (MIDs): In this study, students with Moderate Intellectual Disabilities are those with Intellectual Quotient that ranges from 36 to 51.

They have fair communication skills, but cannot typically communicate on complex levels. They may have difficulty in social situations and problems with social cues and judgment. However, with support they can progress to elementary school level in schoolwork, may learn to travel alone in familiar places Social judgment and understanding limited but can learn some social and occupational skills.

Special school: A special school is a school that caters specifically for children whose needs cannot be met with the provision and support provided by a mainstream school.

Work experience: This express the length to time a teacher has been on the number of years a teacher has been teaching

Teachers' attitude: This is concerned with an individual's ways of acting and behaving as well as over all human relations.

Teacher's qualification: This refers to fitness for purpose through fulfillment of necessary conditions such as completion of required schooling or training or acquisition of a degree or diploma.

1.12 Delimitation and Limitation

1.12 .1 Delimitation

Simon and Goes (2013) point out that study delimitations are those features which arise from limitations of the study as well as the sensible exclusionary and inclusionary choices made during the development of the research plan.

Delimitations are within the researcher's control. Though there might be many teacher's characteristics that influence academic achievement of students with MIDs in a private primary special school in Gasabo district but the current study is delimited to teacher's teaching experiences, teacher's attitudes, and qualification. The sample size was picked from the selected school in the mentioned district.

1.12. 2 Limitation

Limitations describe issues and incidents that may crop up in an investigation that are beyond investigator's control. They restrict extensity of an inquiry and may influence the final findings and conclusions (Simon, 2011). The current study was conducted in only a private primary special school. The researcher could not carry out the research in many special schools owing to the limited time and financial constraints.

These financial constraints were managed by selecting one private primary special school in Gasabo district that admits students with MIDs. The researcher focused on the influence of teacher's characteristics on academic achievement of students with MIDs and did not pay attention to the other factors affecting academic achievement of students with MIDs.

1.13 Scope of the study

Marylin and Goes (2013) enlightened that the scope of the study defines the geographical and methodology boundaries. The present study was conducted in HVP Gatagara/Humura, a Day Care Center and a special primary school that accommodates students with IDs. The school opened its door in February 2004.

It is located in Ndera sector, Gasabo District, Kigali city. It is a private special primary school initiated by the Brothers of Charity. Thus, the study did not cover all private special primary schools in this district due to financial constraints and limited time allotted to this study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter depicts useful competencies on influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities. It was on the review of related literature on the variables in this research work. The review based under the following sub-headings: Teacher's qualification and students' academic achievement, teacher's years of experience and students' academic achievement, teacher's attitude and students' academic achievement, and Summary of Literature and gaps identified.

2.2 Theoretical review

In this context the researcher assessed the opinions, ideas and propositions of other scholars on teacher's academic qualification and its influence on students' academic achievement, influence of teacher-teaching experience on students' academic achievement, and the effect of teacher's attitudes on academic achievement of students MIDs.

2.3 Teachers' qualification and student's academic achievement

In a study on the impact of teachers' qualification on students' performance, Colfalter, Ladd and Vidgor (2006) found that a significant difference exists in the mean performance of the students in schools, staffed with qualified teachers and those schools staffed with unqualified teachers. Adeniji (2004) supported these findings to a great extent that teachers' qualification has strong relationship with students' achievements.

Iheanacho (2002) argued that teachers with higher education qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the skilled. He further reports that when an individual opts to obtain additional qualification, his rate of return at a particular level is raised. He evidenced this by comparing the performance of secondary school learners and the university graduates.

Therefore, teachers with Bachelor of Education and Master of Education (B.Sc. Ed &M.Sc. Ed) are expected to be more productive, all things being equal, especially as they earn more, they also see themselves as experts in their areas of specialization.

Sewage (2002) discovered that there is significant difference between the achievements of the students taught by Higher National Diploma (HND) and Degree certificate holders in Education. Those taught by degree holders in Education such as M.Sc. Ed, B.Sc.Ed were consistently better in their performance than HND certificate holders.

Abe, T.O. (2014) studied the effects of teachers' qualification on students' performance in mathematics. According to the result of his study, he found that there was a significant difference in the performance of students taught by professional teachers. The difference was also registered between students taught by (Nigeria Certificate in Education) NCE and BSc. Ed teachers and also between B.Sc. teachers and B.Sc. Ed teachers. In its recommendation the study suggested that only qualified mathematics teachers should be allowed to teach mathematics at the secondary school level.

Furthermore, the study recommends that holders of lesser qualifications such as NCE be allowed to continue in their education either through part-time or study leave. In the same vein, the study recommended that teachers without teaching qualification should be advised to pursue their Post Graduate Diploma in Education (PGDE). This may improve their teaching method in order to improve the students' performance. Though, the study of secondary school students in Kenya by Waseke, Simatwa and Okwach (2016) showed the expected results that teachers with Bachelor of Education (B.Sc. Ed) qualification significantly influenced their students' performance.

Ministry of Education-Rwanda, (2019) showed that the government provides professional development and has planned to strengthen the continuous professional development of teachers, it was generally provided in the school holidays, and one teacher could attend and then share knowledge with other teachers in their school.

Studies particularly indicated that educators are the absolute most significant factor affecting how much students benefit from the school, and further, they assert that the support from educators is an essential strategy to accommodate students with special needs. Furthermore, Cate et al. (2018) affirmed that the successful implementation of inclusive practice largely depends on teachers. These are the reason why teachers should be equipped with a high level of multiple competencies since they are the Heart of Education.

2.4 Teachers' years of experience and students' academic achievement

It has been established that in-experienced teachers perform less effectively than the experienced ones. The in-experienced teachers are those with less than three years' experience. Rivkin, Hanushek and Kain (2001) also, pursued a non-parametric investigation of experience and found that experienced effects are concentrated in the first few years as to a somewhere extent their second year tend to perform significantly worse in the classroom. The relationship between teachers' experience and student achievement receives considerable attention in the empirical literature with somewhat mixed results.

Numbers of years of teaching experience has been proven to be problematic in predicting such gains. Generally beginning teachers (three or less years of teaching experience) are not as effective as teachers with more years of teaching experience, with brand-new teachers typically being the least effective teachers (Rivkin and Kain 2003).

Research has consistently found that brand-new teachers make important gains in teaching quality in the first year and smaller gains over the next few career years. However, there is no consistent line or relationship between years of experience and students' achievements after the initial three years of teaching, making it difficult to say whether there is any apparent difference among more veteran teachers for example between teachers with 7-10 years of experience (Rivkin and Kain, 2003).

Dial (2008) conducted a study to examine whether years of teaching experience have an effect on overall achievement of students on the communication art and mathematics section of the Missouri Assessment program.

The overall findings of this study indicated that years of experience and degree level; had an effect on student achievement in both communication arts and mathematics, inconclusive results indicated that teacher degree level alone had no effect on student achievement.

Certain studies on performance suggested that three (3) consecutive years of a quality teacher can help overcome the average achievement gap between children from low income and children from higher income families (Hanushek, 2005, Boyd 2008).

However, a study conducted by Martins, Mullis, Gregory, Hoyle and Shen (2000) showed that in a situation where experienced teachers are not promoted out of the classroom into management positions, level of experience has a significant influence on teaching effectiveness of the teachers and their students' achievement.

The findings of Martins et al (2000) showed a strong positive relationship between teachers' experience and students' outcome. Many research studies have shown that teachers with more experience working with the students with disabilities had significantly more favorable attitudes towards inclusion than those with little or no experience (Avramidis, et al., 2000).

Furthermore, it was found that teachers with seven or more years of teaching experience with students with disabilities in inclusive classrooms felt that they could potentially meet the needs of more students with disabilities than teachers of fewer years of experience (Cook, et al., 2002).

In contrast, other studies found that teachers with more experience hold more negative attitudes toward inclusion (Forlin, 1995). For example, Forlin (1995) found that the most experienced educators (e.g., teacher with more than 11 years of teaching experience) reported the lowest level of acceptance for inclusion of children with physical and intellectual disabilities.

Moreover, the highest level of acceptance was found among teachers with less than six years of teaching experience. Therefore given these inconsistent findings, it seems that the nature of the inclusion experience is what determines the influence of attitudes.

2.5 Teachers' attitude and students' academic achievement

According to Barros and Ellia (2000), some students' academic performance was negatively affected by some of teachers' attitudes during learning processes.

They said that teacher's lack of confidence are due to poor conceptual and phenomenological subject foundations which may negatively influence academic performance. Due to the introduction of technology in education, some of the teachers are being challenged by the new phenomenon and are seemingly not confident to use computers in teaching and learning, thereby affecting their students' academic performance. Teachers lack confidence to assist students with disabilities using new teaching methods that involve ICT. This attitude affects students with disabilities in one way or another.

Furthermore, one of the factors that have been identified as being of great importance in education of students with disability is the teachers' attitudes. When teachers perceive positively pupils with special educational needs in their classes, they are more likely to use effective teaching behaviours (Stanovich & Jordan, 1998).

As noted by Alvidrez and Weinstein (1999), Brophy (1983), Jussim (1991), Jussim and Eccles (1992), Jussim and Harber (2005), Love and Kruger (2005), teacher expectations and attitudes directly affect student performance. If a teacher does not believe that the students have the potential to learn, it can result in less attention to the students and less interest in his or her academic achievement. Therefore, attitude is key aspect to inclusion of students with disabilities since it influences human behavior towards a particular object.

Haralambos and Holborn, (2008) in their studies found that labelling of pupils by teachers can have important effects on their progress. Labels given to students with disabilities also have a bearing on their performance in class. Teachers can label students basing on the catchment area of the school or their disabilities (Hayes, 2010).

In a study carried out by Ada and Olatundu (2007), it was discovered that teachers' characteristics influences students' performance in secondary schools. In the work of Wirth and Perkins (2013), it was revealed that teachers' attitude contributed significantly to student attention in classrooms, Mucella, Melis and Ahu (2011) investigated the effects of teachers' attitude on students' personality and performance in Istanbul Turkey. The findings from their study indicated that teachers' positive attitude have positively influenced students' personality as well as their life performances.

A study on the effects of teacher characteristics and attitudes on student achievement in Kenya Certificate of Secondary Education (KCSE) Examination conducted by Kurgat and Gordon (2014). The findings of their study revealed that teachers have a positive attitude towards the subject thus poor performance could be attributed to other factors than teacher attitudes. This therefore means that teachers' attitude directly affected students' attitudes. Students could have better assimilation if teachers show charming interest in their subjects and focus their teaching because attitudes to teachers and focus their teaching because attitudes of teachers and students, influence instructional practice (wilkin 2004).

Teaching and learning can only be effective when the correspondent teacher is happy and professionally fulfilled and teachers with good attitudes create a good learning environment for students (Vermunt and Verschaffel, 2000). Additionally, Shittu and Oanite (2015) in their study on teachers' attitudes; a great influence on teaching and learning of social studies students' attitude, lack of jobs satisfaction, poor remuneration and delayed salary are factors that affects teachers' attitude.

Negative attitudes demonstrated in the school by teachers may result in negative academic achievement while positive attitudes put forth by teachers in the school may result into a positive academic achievement. The attitude of a teacher, consciously or unconsciously, directly or indirectly affects students' academic achievement. Attitudes towards learning are important factors on students' levels of goal setting, problem solving abilities, their beliefs towards learning, their inner and external motivations in the process of learning and all the academic achievement they perform.

Rwandan teachers acknowledge the importance of professional development because it affords them the opportunities to go further and do a good job. Based on Brandon's study about Rwandan teachers' enacted beliefs, Rwandan professional teachers are very important in both schools and the community. They are mostly guiders and participate fully in developing the community where they live.

2.6 Summary of Literature and gaps identified

The literature review was considered on Teachers' characteristics and students' academic achievement, under the sub variable of independent variables such as qualification, experience and attitudes. Each variable was discussed by different scholars and the fallouts of all the relevant literature reviewed such as teachers' qualification, teachers' years of teaching experience and teachers' attitude revealed that, almost all the researchers came up with different report about the aforementioned variables.

The studies depicted the influence of teachers' characteristics on student academic achievement, not that the other factors do not matter, but the degree to which teachers influence student achievement, according to different scholars and researches , appears to be greater than most other factors.

In view of the review of the findings of related literature from researchers, authors, and scholars, it is believed that teachers' qualification, teachers' years of teaching experience, and teachers' attitude on the area of teachers' characteristics are the key factors for students' academic achievement. Different researches have been done on teachers' characteristics in relation to students' academic achievement in regular secondary schools, but limited studies have been conducted on the influence of teacher's characteristics on academic achievement of students with MIDs in special primary schools.

What is particularly evident is the little literature evident in the area of teacher's characteristics and academic achievement of students with MIDs. This is an identified gap which the present research tends to contribute towards.

The current research explored the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities in an attempt to add to the body of information that informed The Ministry of Education, educational stakeholders, special school head teachers, and future teachers' practice, particularly for teachers teaching students with Moderate Intellectual Disabilities.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methods and techniques that were used while conducting the study. It entails the study design, area of the study, population, sample size, sampling procedure, data collection instruments, validity and reliability of the instrument, procedures for data collection, procedures for data preparation, data processing and analysis, and legal and ethical consideration.

3.2 Research design

The survey design was considered most suitable for the study because it allows the researcher to access the situation under investigation as it exists presently. According to Kerlinger (1986) survey research design is directed towards determining the nature of a situation as it exists at the time of an investigation.

He further described it as a type of research design that allows studies large and small population by selecting and studying samples chosen from the population to discover the relative incidence, distribution, interrelation of sociological and psychological variables. The study examines the influence of teacher's characteristics, the situation as it exists at the time of the study. This can be effectively achieved by using the survey research design.

3.3 Area of the study

The study was carried in HVP Gatagara/Humura a private special school for Brothers of Charity that accommodates students with mental disabilities including those with Moderate Intellectual Disabilities. It is positioned in Gasabo district, the city of Kigali, Ndera sector in the country of Rwanda.

This school was chosen because most students portrayed high repetition rate of goals set for them in their Individual Education Plan (IEP) that resulted to poor students' academic achievement and hence affected their transition to the next level.

3.4 Population of the study

The population of this study consisted of all teachers and some selected students at HVP Gatagara/Humura-Ndera. The students were selected based on their different educational levels. The number of respondents for this study was made up of one head teacher (1), one deputy of studies (1), fourteen teachers (14), and forty students (40) that make the total number of 56 people.

3.5 Sampling technique

The sampling technique used for this study was simple random technique. This is a technique of a statistical population in which each member of the subset has an equal probability of being chosen to be among the study sample. The researcher used a balloting system in selecting twelve (12) teachers out of fourteen (14) teachers who work at HVP Gatagara/Humura a Brothers private special school in Gasabo district, the city of Kigali. By using the same technique 20 students' IEP were selected.

This was only done by writing all the names of the teachers, students, and alphabets were assigned to them to reduce the size of the paper used. The paper was carefully folded and thoroughly mixed in a container. The head teacher and deputy of studies from this school were randomly selected to compliment the sample as they hold more information about teachers.

The table 3.1 Summary of the study sample

No	Respondents	Sample
1. Teachers	14	12
2. Students	40	20
3. Head teacher	1	1
4. Deputy of Studies	1	1
Total	56	34

The total number for the study sample is 34 (thirty-four)

3.6 Sample size

The sample size consisted of 12 teachers, 20 students, 1 head teacher, and 1 deputy of studies in the ratio of 3:5 and 1:1, randomly selected from HVP Gatagara Humura, Gasabo district, in the city of Kigali.

3.7 Data Collection instruments

The data for this study was obtained by utilizing teachers' questionnaires, head teacher's and deputy of studies' interview schedules and students' IEP goals analysis). The questionnaire was developed to gather responses from the teachers using a 4-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD).

3.7.1 Teachers' Questionnaire

A questionnaire is a research tool with of a series of questions for the purpose of obtaining data from respondents. Orodho (2008) asserted that questions in the questionnaires should focus on the research specific objectives. This tool was used to collect data from the sampled teachers. The questionnaires consisted of sections A,B,C and D. Section A collected general information of the respondents, Section B influence of teacher's academic qualifications on academic achievement of students with MIDs, section C influence of teacher's teaching experiences on academic achievement of students with MIDs, and section D effect of teacher's attitude on academic achievement of students with MIDs. The use of questionnaires was mainly for the reason that the data was directly collected using the respondents' views, opinions, perception and feelings without manipulation.

3.7.2 Head teacher's interview schedule

In order to get in depth information on influence of teacher's characteristics on academic achievement of students with MIDs, the head teacher's interview schedule was used. According to Best and Khan (2001), interview method of collecting data is often seen as superior than other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The head teacher's interview guide was unstructured and sought to gather information in accordance to the study's three objectives.

3.7.3 Documentary analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice to and meaning around an assessment topic (Bowen, 2009).

In this study the researcher analyzed and evaluated the Individual Education Plan for sampled students in two different academic years to gather information on how well students completed their IEP set goals.

3.8 Validity of the instrument

According to Mutai (2000) validity is the ability of a research instrument to measure what it is meant to measure.

It is also the ability for the analyzed results to represent the problem being researched on. Concurring with Mutai, Mugenda (2009) asserted that validity is the authenticity of inferences in relation to research findings.

In the current research the researcher presented the designed questionnaire to experts in test, measurement, and evaluation and later to the supervision of the work for a final scrutiny before it was administered to respondents.

3.9 Procedures for data collection

The researcher visited the sampled school and obtained permission from the head teacher. Before the administration of the questionnaire, the researcher took time to explain the purpose and procedures for completing the questionnaires correctly. In all, twelve (12) questionnaires were administered and 10 were retrieved.

3.10 Position of the researcher

In the present research neutrality was maximized by avoiding biases that would lead to subjective information and this facilitated the researcher to collect reliable data. The researcher did not make any judgement on what was observed, he only relied on the data collected. He ensured that transparency was strictly adhered to during the exercise of data collections.

3.11 Procedures for data preparation

A key was developed to serve as a guide for coding the data collected for analysis. The items on the questionnaire were sorted out according to the variable they were to measure. A frequency table was drawn to code the available data as found on each questionnaire for all sections.

The coding schedule was developed based on the Likert type options. Strongly Agree (SA) 5 points, Agree (A) 4 Points, Neutral (N) 3 Points, Disagree (D) 2 Points, and Strongly Disagree (SD) 1 Points.

3.12 Data Processing and Analysis

Burns (2000) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to the research questions. The researcher ensured that responses were put into a limited number of categories to minimize coding errors. The data collected were analyzed with respect to the study objectives using both descriptive and inferential techniques. Quantitative data was analyzed and presented using descriptive Statistics whereas qualitative data collected from head teacher, director of studies, and IEP goals analysis were analyzed in narrative form.

3.13 Legal and Ethical Consideration

Legal and ethical considerations form a key part in research since it helps to ensure that no one suffers harm or undesirable consequences as a result of the research activities. Owing to the normally sensitive relationships between the researcher and the respondents, reasonable safeguards were built during the field work study that is based on appropriate ethical requirements and measures.

The researcher got a letter of introduction from the University of Rwanda. The letter assisted the researcher secure research permit. A preliminary visit was made to school to inform the head teacher of the intended research. A date to administer the tools was arranged during this visit. This helped the researcher to establish a work plan.

In order to avoid suspicion and scepticism the researcher assured the respondents of utmost confidentiality and that the information provided would be used for academic purposes only. Furthermore, while collecting data the researcher acknowledged all the sources of information collected from textbooks and other research materials.

CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to examine the Influence of Teacher's Characteristics on Academic Achievement of students with Moderate Intellectual Disabilities in a special school in Gasabo district. The objectives of the study were: to investigate whether teacher's academic qualification influences academic achievement of students with MIDs; to examine whether teacher's teaching experiences influences academic achievement of students with MIDs; to find out the effect of teacher's attitude on academic achievement of students with MIDs in a special school in Gasabo District.

The data were collected through the teachers 'questionnaire, head teacher's and director of studies' interview and IEP analysis for selected students. Both quantitative and qualitative data were collected and analyzed per the research objectives. Quantitative data was presented and analyzed using the SPSS while qualitative data collected from the interview guide and analysis of Individual Education Plan were presented in narrative form.

4.2 Response Rate

The study sampled twelve (12) teachers, one (1) head teacher, one (1) deputy of studies and twenty (20) students, one head teacher was interviewed, one deputy of studies was interviewed and 10 teachers filled the questionnaires while the researcher reviewed the IEPs of 20 students. Thus response for head teacher was 100%, deputy of studies 100%, teachers 83.3% and 100% for students.

4.3 Demographic Information of the Respondents

The study sought to establish the general information of the respondents targeted for the study. Choosing the proper demographic questions truly gave actionable and meaningful results to assist in making better organizational decisions (O'Leary & Hunt, 2016). The study sought to find out the gender, level of education and years in school of the respondents.

Table 4.1 Teachers' Gender

Gender	Frequency	Percentage
Male	4	40%
Female	6	60%
Total	10	100%

Source: Field Data (2023)

The study findings on gender of the respondents indicated that 40% were male and 60% represented female respondents. The implication of the findings showed that both men and women were included in the study to give their opinion concerning the study questions.

Table 4.2 Level of education of the respondents

Level of education	Frequency	Percentage
University	1	10%
Secondary	4	40%
Primary	2	20%
Other (D-4)	5	30%
Total	10	100%

Source: Field Data (2023)

According to the findings on the level of education of the respondents, results indicated that 10% of the respondents attained university level of education, 40% attained secondary level, 20 % attained primary level of education, and 30% attained D-4 level of education. This reveals that majority of the respondents were secondary education level holders.

This implies that the study was able to collect data from all levels of education background of respondents. It represented the opinions of all respondents by avoiding bias in terms of education level meaning that it was a true representation of what happens in the school. This can be further interpreted that the respondents understood the purpose of the study and hence provided a true and fair view on the study questions.

Table 4.3 Respondents years of teaching experiences in Special Education

Years of experiences	Frequency	Percentage
1-5 years	6	60%
6-10 years	2	20%
Above 20 years	2	20%
Total	10	100%

Source: Field Data (2023)

The study results on respondents’ years of teaching experiences in Special Education revealed that 60% had 1-5 years of experiences; 20% had 6-10 years of experiences while 20% had above 20 years of experiences in teaching. This implies that majority of the respondents had 1-5 years of work experience in the field of Special Needs Education.

This shows that data was collected from all years in terms of work experience. This means that the study was able to collect varied opinions from the respondents and the responses collected were a true representation of the clear image and happenings of the school as well as its influences in academic achievement of students with MIDs.

Table 4.4: Teachers’ qualification and student’s academic achievements

The study sought to investigate to what extent does teachers’ academic qualification influence academic achievement of students with Moderate Intellectual Disabilities. Whereby 5-Strongly Agree (SA) 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD). The study results were shown in the table 4.4 below.

Statements	Responses							
	SD	D	N	A	S	Tot	Mean	
Level and qualification of a teacher has a significant influence on teaching effectiveness and students’ academic achievements.	F	0	0	1	3	6	10	4.5
	%	0	0	10	30	60	100	90
Strong relationship exists between teacher’s	F	0	0	1	4	5	10	4.4

qualification and students' academic achievements.	%	0	0	10	40	50	100	88
Teacher's lack of professional in put can influence the academic achievements of students with Moderate Intellectual Disabilities.	F	0	0	0	3	7	10	4.7
	%	0	0	0	30	70	100	94
The teacher's area of specialization can dramatically affect the academic achievements of their students.	F	0	2	1	6	1	10	3.4
	%	0	20	10	60	10	100	72
Respondents valid cumulative average	%	0	5	7.5	40	47.5	100	87.5

n =10 Source: Field Data (2023)

The study findings to what extent does teachers' academic qualification influence academic achievement of students with Moderate Intellectual Disabilities revealed that 90% (mean =4.5) were of the view that level and qualification of a teacher has a significant influence on teaching effectiveness and students' academic achievements ; 88% (mean =4.4) were of the view that strong relationship exists between teacher's qualification and students' academic achievements ; 94% (mean=4.7) were of the view that teacher's lack of professional in put can influence the academic achievements of students with Moderate Intellectual Disabilities ; 72 (mean=3.4) were of the view that teacher's area of specialization can dramatically affect the academic achievements of their students.

Based on the findings in the table4.4, the respondents valid cumulative average of 87.5% accumulated from the responses of those who agreed and strongly agreed confirms that teachers' qualification has an influence on the academic achievement of students with Moderate Intellectual disabilities.

Studies particularly indicated that educators are the absolute most significant factor affecting how much students benefit from the school, and further, they assert that the support from educators is an essential strategy to accommodate students with special needs.

This was also confirmed in a study on the impact of teachers' qualification on students' performance, Colfalter, Ladd and Vidgor (2006) found that a significant difference exists in the mean performance of the students in schools, staffed with qualified teachers and those schools staffed with unqualified teachers.

Adeniji (2004) supported these findings to a great extent that teachers' qualification has strong relationship with students' achievements. Iheanacho (2002) argued that teachers with higher education qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the skilled.

Table 4.5: Teachers' years of experience and students' academic achievements

The study sought to examine how teachers' teaching experiences influence academic achievement of students with Moderate Intellectual Disabilities. Whereby 5-Strongly Agree (SA) 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD). The table 4.5 below illustrates the results of the study.

Statements	Responses							
	SD	D	N	A	SA	Tot	Mean	
Teachers' experience in the field of Special Needs Education can influence the academic achievement of students with Moderate Intellectual Disabilities.	F	0	0	0	7	3	10	4.3
	%	0	0	0	70	30	100	86
Teacher trainings can influence the academic achievements of students with Moderate Intellectual Disabilities.	F	0	0	0	3	7	10	4.7
	%	0	0	0	30	70	100	94
Years of teaching experience have an effect on overall achievements of with Moderate Intellectual Disabilities.	F	0	0	1	3	6	10	4.5
	%	0	0	10	30	60	100	90
Level of experience has a significant influence on teaching effectiveness of the teachers and their students' academic achievements.	F	0	0	2	3	5	10	4.3
	%	0	0	20	30	50	100	86
Strong relationship exists between teacher's experience and students' academic achievements.	F	0	2	3	2	3	10	4.1
	%	0	20	30	20	30	100	72
Respondents valid cumulative average	%	0	4	12	36	48	100	84

n= 10 Source: Field Data (2023)

The study results revealed that 86% (mean=4.3) were of the opinion that teacher's experience in the field of Special Needs Education can influence the academic achievement of students with Moderate Intellectual Disabilities ; 94% (mean=4.7) were of the opinion that teacher trainings can influence the academic achievements of students with Moderate Intellectual Disabilities; 90% (mean=4.5) were of the opinion that years of teaching experience have an effect on overall achievements of students with Moderate Intellectual ; 86% (mean=4.3) were of the opinion that level of experience has a significant effect on teaching effectiveness of the teachers and their students' academic achievement, whereas 72 % (mean=4.1) were of the opinion that strong relationship exists between teacher's experience and students' academic achievements. In the table 4. 5, research findings of those who agreed and strongly agreed averages at 84%.

It shows that meaningfully teacher's years of experience affects the academic achievement of students with Moderate Intellectual disabilities. Numbers of years of teaching experience has been proven to be problematic in predicting such gains. Generally beginning teachers (three or less years of teaching experience) are not as effective as teachers with more years of teaching experience, with brand-new teachers typically being the least effective teachers (Rivkin and Kain 2003).

The research has consistently found that brand-new teachers make important gains in teaching quality in the first year and smaller gains over the next few career years. However, there is no consistent line or relationship between years of experience and students' achievements after the initial three years of teaching, making it difficult to say whether there is any apparent difference among more veteran teachers for example between teachers with 7-10 years of experience (Rivkin and Kain, 2003).

Dial (2008) conducted a study to examine whether years of teaching experience have an effect on overall achievements of students on the communication art and mathematics section of the Missouri Assessment program. The overall findings of this study indicated that years of experience and degree level; had an effect on student achievement in both communication arts and mathematics inconclusive results indicated that teacher degree level alone had no effect on student achievement. Certain studies on performance suggest that three (3) consecutive years of a quality teacher can help overcome the average achievement gap between children from low income and children from higher income families (Hanushek, 2005, Boyd 2008).

Table4.6: Teachers’ attitude and students’ academic achievement

The study sought to establish how teachers’ attitudes affect academic achievements of students with Moderate Intellectual Disabilities. Whereby 5-Strongly Agree (SA) 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD). The study results were as tabulated in the table 4.6.

Statements		Responses						Mean
		SD	D	N	A	SA	Tot	
Teachers’ expectations towards academic achievements of students with Moderate Intellectual Disabilities can influence their attitudes.	F	0	0	0	4	6	10	4.6
	%	0	0	0	40	60	100	92
The nature of a disability of a student can affect teachers’ attitudes	F	0	3	1	5	1	10	3.4
	%	0	30	10	50	10	100	68
Teacher’s attitude affects the academic achievements of students with Moderate Intellectual Disabilities.	F	0	0	1	5	4	10	4.3
	%	0	0	10	50	40	100	86
Teacher’s job commitment towards teaching students with Moderate Intellectual Disabilities affects their academic achievements.	F	0	0	1	2	7	10	4.6
	%	0	0	10	20	70	100	92
Teacher’s attitude towards students with Moderate Intellectual Disabilities affects their academic achievement.	F	0	1	1	6	2	10	3.9
	%	0	10	10	60	20	100	78
The severity of a disability of a student can affect teacher’s attitudes	F	2	1	2	4	1	10	3.1
	%	20	10	20	40	10	100	62
Teacher’s expectations towards students with Moderate Intellectual Disabilities can affect their academic achievements.	F	0	0	0	3	7	10	4.7
	%	0	0	0	30	70	100	94

Respondents valid cumulative average	%	2.85	7.14	8.57	35.71	40	100	75.71
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n=10 Source: Field Data (2023)

The study findings on how teachers' attitudes affect academic achievements of students with Moderate Intellectual Disabilities revealed that 92% (mean=4.6) were of the view that teachers' expectations towards academic achievements of students with Moderate Intellectual Disabilities can influence their attitudes; 68% (mean=3.4) were of the view that the nature of a disability of a student can affect teachers' attitudes ; 86% (mean=4.3) were of the view that teacher's attitude affects the academic achievements of students with Moderate Intellectual Disabilities; 92% (mean=4.6) were of the view that teacher's job commitment towards teaching students with Moderate Intellectual Disabilities affects their academic achievements; 78% (mean=3.9) were of the view that teacher's attitude towards students with Moderate Intellectual Disabilities affects their academic achievement; 62% (mean=3.1) were of the view that the severity of a disability of a student can affect teacher's attitudes while 94% (mean=4.9) were of the view that as teachers their expectations towards students with Moderate Intellectual Disabilities can affect their academic achievements.

According to table 4.6, on teachers' attitude and students' academic achievement, the findings revealed that teachers' attitudes affected the achievement of students with Moderate Intellectual Disabilities as shown by 75.71% of cumulative average of respondents who agreed and strongly agreed. It also showed that while teachers' positive attitudes have positive effects on students' academic achievement, negative attitudes have a negative effect on both the academic progress levels and personality development of students.

This in turn clearly shows that especially teachers surpass the boundaries of the classroom in individuals' educational lives and its evident how effective they can be during the whole life of the student. Teachers are the second-highest determining factor in the development of individuals, after the parents.

It must not be forgotten that children take on role models while learning and that is why perhaps the behavior and attitude of teachers, which they spend the most time with apart from their parents, has a significant effect on both academic achievement and personality development and thus whether they will be successful or not. Teachers being good role models should lead classes because their views on life and behavior guide the student.

In short, the nature of teachers’ attitudes may determine the achievement of students with MIDs. This was also supported by Sylod, 2016 who indicated that in teaching, attitudes of the teachers play an important role in students’ academic achievement. Furthermore, one of the factors that have been identified as being of great importance in education of students with disability is the teachers’ attitudes. When teachers perceive positively pupils with special educational needs in their classes, they are more likely to use effective teaching behaviors (Stanovich & Jordan, 1998).

Table 4.7: Students Individual Education Plan goals set analysis

The table below depicts the study results gathered from the previous academic years 2020-2021 and 2022- 2023 about how students with MIDs achieved the goals that were set for them.

Student set goals	2020-2021	2022-2023	Average completion rate (%)
Completed	3	2	12.5
Half way completed	6	4	25
Repeated	11	14	62.5
Total	20	20	100

Source: Field Data (2023)

Table 4.7 reveals that a big number of students averaged at 62.5 % repeated goals that were set for them in academic years 2020-2021 and 2022-2023 whereas only 12.5 % completed their goals and 25% completed them half way. Built on the students’ Individual Education Plan goals analysis, these show that students’ academic achievement was negatively affected by teachers characteristic such as qualification, experience, and attitudes. This was also supported by Studies particularly indicated that educators are the absolute most significant factor affecting how much students benefit from the school, and further, they assert that the support from educators is an essential strategy to accommodate students with special needs. Furthermore, Cate et al. (2018) affirmed that the successful implementation of Special Needs Education practice largely depends on teachers. These are the reason why teachers should be equipped with a high level of multiple competencies since they are the Heart of Education.

4.4 Teachers' qualification and student's academic achievement

The study findings to what extent does teachers' academic qualification influence academic achievement of students with Moderate Intellectual Disabilities revealed that 90% (mean =4.5) were of the view that level and qualification of a teacher has a significant influence on teaching effectiveness and students' academic achievements ; 88% (mean =4.4) were of the view that strong relationship exists between teacher's qualification and students' academic achievements ; 94% (mean=4.7) were of the view that teacher's lack of professional in put can influence the academic achievements of students with Moderate Intellectual Disabilities ; 72 (mean=3.4) were of the view that teacher's area of specialization can dramatically affect the academic achievements of their students.

Based on the findings in the table4.4, the respondents valid cumulative average of 87.5% accumulated from the responses of those who agreed and strongly agreed confirms that teachers' qualification has an influence on the academic achievement of students with Moderate Intellectual disabilities. In a study on the impact of teachers' qualification on students' performance, Colfalteret et al. (2006) found that a significant difference exists in the mean performance of the students in schools, staffed with qualified teachers and those schools staffed with unqualified teachers.

“This was also supported by the interview of Head teacher who stated that difference exists between qualified teachers and unqualified teachers in terms of teaching and learning process, preparing pedagogical document, and teaching approaches. In our school all teachers did general education none of them did Special Needs Education but few of them did training and got certificates in Special Education. Even though qualification and area of specialization alone are not enough to handle children with ID but they mater because those who did Special needs education they only come and do internships for few months and get familiar with the children easily as they are really putting into practice what they did learn. However those who did not do Special Needs Education find it difficult to cope with students with disabilities and practice what they did no learn theoretically where they end up making some students repeating the same goals.

Studies particularly indicated that educators are the absolute most significant factor affecting how much students benefit from the school, and further, they assert that the support from educators is an essential strategy to accommodate students with special needs. Adeniji (2004) supported these findings to a great extent that teachers' qualification has strong relationship with students' achievements.

Iheanacho (2002) argued that teachers with higher education qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the skilled.

4.5 Teacher's years of experience and students' academic achievement

The study results revealed that 86% (mean=4.3) were of the opinion that teacher's experience in the field of Special Needs Education can influence the academic achievement of students with Moderate Intellectual Disabilities ; 94% (mean=4.7) were of the opinion that teacher trainings can influence the academic achievements of students with Moderate Intellectual Disabilities; 90% (mean=4.5) were of the opinion that years of teaching experience have an effect on overall achievements of students with Moderate Intellectual ; 86% (mean=4.3) were of the opinion that level of experience has a significant effect on teaching effectiveness of the teachers and their students' academic achievement,

whereas 72 % (mean=4.1) were of the opinion that strong relationship exists between teacher's experience and students' academic achievements. In the table 4. 5, research findings of those who agreed and strongly agreed averages at 84%. It shows that meaningfully teacher's years of experience affects the academic achievement of students with Moderate Intellectual disabilities.

Numbers of years of teaching experience has been proven to be problematic in predicting such gains. Generally beginning teachers (three or less years of teaching experience) are not as effective as teachers with more years of teaching experience, with brand-new teachers typically being the least effective teachers. The overall findings of this study indicated that the majority of teachers at HVP Gatagara /Humura had 1-5 years of experience in Special Education meaning that 60% of the teachers are in-experienced as it is illustrated in the table 4.3

“From the interview with Director of Studies, he pointed out that teacher teaching experience plays an important role in teaching and learning process because teachers get to master the content to deliver to students. Additionally teachers with more experience working with the students with disabilities have more techniques of teaching and supporting them than those with little or no experience.”

On the other hand respondents commented that more training is required to help them catering for students with Intellectual Disability (ID). They also said that working together as team would help them sorting out some of the challenges encountered by teachers in teaching students with ID.

4.6 Teachers’ attitudes affect students’ students’ academic achievement

The study findings on how teachers’ attitudes affect academic achievements of students with Moderate Intellectual Disabilities revealed that 92% (mean=4.6) were of the view that teachers’ expectations towards academic achievements of students with Moderate Intellectual Disabilities can influence their attitudes; 68% (mean=3.4) were of the view that the nature of a disability of a student can affect teachers’ attitudes ; 86% (mean=4.3) were of the view that teacher’s attitude affects the academic achievements of students with Moderate Intellectual Disabilities; 92% (mean=4.6) were of the view that teacher’s job commitment towards teaching students with Moderate Intellectual Disabilities affects their academic achievements; 78% (mean=3.9) were of the view that teacher’s attitude towards students with Moderate Intellectual Disabilities affects their academic achievement; 62% (mean=3.1) were of the view that the severity of a disability of a student can affect teacher’s attitudes while 94% (mean=4.9) were of the view that as teachers their expectations towards students with Moderate Intellectual Disabilities can affect their academic achievements.

According to table 4.6, on teachers’ attitude and students’ academic achievement, the findings revealed that teachers’ attitudes affected the achievement of students with Moderate Intellectual Disabilities as shown by 75.71% of cumulative average of respondents who agreed and strongly agreed. In other word, the nature of teachers’ attitudes may determine the achievement of students with MIDs. This was also supported by Sylod, 2016 who indicated that in teaching, attitudes of the teachers play an important role in students’ academic achievement.

Furthermore, one of the factors that have been identified as being of great importance in education of students with disability is the teachers' attitudes. When teachers perceive positively pupils with special educational needs in their classes, they are more likely to use effective teaching behaviors.

“During an interview with the Head teacher, he asserted that teacher’s attitudes play a significant role in teaching students with Moderate Intellectual Disabilities whereby teachers who show positive attitudes, set high expectation to their students and believe that they can make progress at their level, students learnt well at their level of abilities and achieve their IEP goals whereas teachers who set low expectations and portray negative attitudes to their students believing that they cannot make any progress in their learning, directly affect students’ academic achievement. They are ones whose students are working on the same goals the whole year and we have them here in our school.”

This was additionally pointed out by the Director of Studies who said that *“If a teacher does not believe that the student has the potential to learn, it can result in less attention, less commitment, and unable to learn new teaching approaches that can teach effectively and manage the students. These also result in not following up the students’ progress and less interest in his or her students’” academic achievement.*

He continued saying that teachers should do their job as a calling not money oriented because if they reflect on the tasks they have and the types of students they are teaching, these bring up also negative attitudes that lead to high students’ goals repetition, students do not study well, absconding from school, and students’ insecurity consequently end up in long stay working on the same goals years.”

As attitude is a key aspect to education since it influences students’ academic achievement and their behavior, research findings also revealed that teachers believe that there is need of close collaboration between teachers, school administrators, and parents as essential factors that improves their attitudes; this can be attributed to the fact that parents have detailed information regarding their children. Thus, working closely with teachers will help them to determine the appropriate learning environment and placement and hence improving on their attitudes.

4.7 Students Individual Education Plan set goals analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice to and meaning around an assessment topic (Bowen, 2009). In this study the researcher analyzed and evaluated the IEP set goals for 20 sampled students in two different academic years to gather information about how well students were able to achieve the goals set for them by the school multidisciplinary team. Study findings in the table 4.7 revealed that a big number of students averaged at 62.5 % repeated goals in the two academic years while only 12.5 % completed their set goals and 25% completed them half way.

Based on the findings from students' Individual Education Plan set goals analysis, these show that students' academic achievement was negatively affected by teachers' characteristics containing, qualification, experience, and attitudes whereby for instance some students goals were insufficient and they ended up failing to complete them and this might be the sign of teachers' low expectation to students.

This was also supported by Studies particularly indicated that educators are the absolute most significant factor affecting how much students benefit from the school, and further, they asserted that the support from educators is an essential strategy to accommodate students with special needs. Furthermore, Cate et al. (2018) affirmed that the successful implementation of Special Needs Education practice largely depends on teachers. These are the reason why teachers should be equipped with a high level of multiple competencies since they are the Heart of Education.

4.8 Conclusion

The chapter commenced with the introduction of the respondents' background to offer thorough understanding of their demographic characteristics and in addition that they were also teachers' variables. The chapter dealt with presentation, analysis and interpretation of the findings on the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities which includes: teacher's academic qualification and its influence on students' academic achievement, teacher's teaching experience and its influence on students' academic achievement, and the effect of teacher's attitude on academic achievement of students with MIDs.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to examine the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities in a private primary special school in Gasabo District, Rwanda. This chapter presents the summary of the findings, conclusion and recommendations of the study. The chapter concludes with suggestions of areas for further study.

5.2 Summary of the study

The purpose of this study was to examine the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities. It was guided by three objectives namely: to investigate whether teacher's academic qualifications influence academic achievement of students with MIDs, to examine whether teacher's teaching experience influences academic achievement of students with MIDs, and to find out the effect of teacher's attitude on academic achievement of students with MIDs in HVP Gatagara /Humura, a private primary special school in Gasabo District, Rwanda.

The study findings revealed that teacher's qualification has an influence on the academic achievement of students with Moderate Intellectual disabilities and these were also affirmed by the Head Teacher who declared that in their school all teachers did general education none of them did Special Needs Education but few of them did training and got certificates in Special Education. Even though qualification and area of specialization alone are not enough to handle children with ID but they matter because those who did Special Needs Education solely come and do internships for few months and get used to these children easily.

However those who did not do Special Needs Education find it difficult to cope with students with disabilities and practice what they did not learn theoretically where they end up making some students repeating the same goals over years. These led to low academic achievement and students' long stay working on the same IEP goals over academic-years end up sometimes quitting the school.

Studies particularly indicated that educators are the absolute most significant factor affecting how much students benefit from the school, and further, they assert that the support from educators is an essential strategy to accommodate students with Special Needs. Adeniji (2004) supported these findings to a great extent that teachers' qualification has strong relationship with student' achievement. Iheanacho (2002) argued that teachers with higher education qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the skilled.

The study also meaningfully indicated teacher's year of experience affects the academic achievement of students with Moderate Intellectual disabilities. Numbers of years of teaching experience has been proven to be problematic in predicting such gains. Generally beginning teachers (three or less years of teaching experience) are not as effective as teachers with more years of teaching experience, with brand-new teachers typically being the least effective teachers. The overall findings of this study indicated that the majority of teachers at HVP Gatagara /Humura had 1-5 years of experience in Special Education meaning that 60% of the teachers are in-experienced as it is illustrated in the table 4.3

According to table 4.6, on teachers' attitude and students' academic achievement, the findings revealed that teachers' attitudes affected the achievement of students with Moderate Intellectual Disabilities. In other word, the nature of teacher's attitudes may determine the achievement of students with MIDs. This was also supported by Sylod, 2016 who indicated that in teaching, attitudes of the teachers play an important role in students' academic achievement. Furthermore, one of the factors that have been identified as being of great importance in education of students with disability is the teachers' attitudes.

As attitude is a key aspect to education since it influences students' academic achievement and their behavior, research findings also revealed that teachers believe that there is need of close collaboration between teachers, school administrators, and parents as essential factors that improves their attitudes; this can be attributed to the fact that parents have detailed information regarding their children. Thus, working closely with teachers will help them to determine the appropriate learning environment and placement and hence improving on their attitudes.

This was also supported by Studies particularly indicated that educators are the absolute most significant factor affecting how much students benefit from the school, and further, they assert that the support from educators is an essential strategy to accommodate students with special needs. Furthermore, Cate et al. (2018) affirmed that the successful implementation of Special Needs Education practice largely depends on teachers. These are the reason why teachers should be equipped with a high level of multiple competencies since they are the Heart of Education.

5.3 Conclusion of the study

From the findings of the analysis of the data presented in this study, the researcher has revealed a number of factors as regards teachers' characteristics in relation to students' academic achievement. It was found out that all teachers at HVP Gatagara/ Humura had no qualification in Special Needs Education and majority their experiences range from 1-5 years in the field of Special Education hence they are in-experienced teachers. It was also established that teacher's qualification significantly affects students' academic achievement.

5.4 Recommendations

Based on the fallouts of this study, the following recommendations were made:

- 1) The Government should provide books to special schools to make sure that teachers are not inventing the content to be taught and setting unachievable goals for children.
- 2) The school administrators should ensure that teachers with qualification in the field of Inclusive and Special Needs Education are hired because teachers with higher education qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the skilled.
- 3) In order to improve the quality of education for students with disabilities, there is a dire need to spend on teacher training in order to produce competent teachers who positively understand the students.
- 4) The school should encourage its teachers to take some English training courses or look for them training to improve their English speaking and listening abilities.
- 5) Parents should also try as much as possible to give their children basic home training and also show love to them, most of the behavior exhibited by students are replica or repeat after what they obtained in their homes.

- 6) The school should encourage teachers to relent and grow on the job so that the accumulated experience to provide a leeway for student to enhance academic achievement.
- 7) The government should increase funds to special needs education to necessitate purchase of learning resources, development of infrastructure, train and recruit adequate teachers and that there is need for collaboration and partnership between different departments and stakeholders to ensure the smooth learning of academic achievement of students with disabilities.

5.4 Suggestions for further study

The researcher suggested the following areas for further research. The study focused on the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities in Gasabo district, Rwanda.

- I. The study recommends a study be done on the influence of parental factors on academic achievement of students with Moderate Intellectual Disabilities.
- II. Further the study recommends that a study to be carried out on the impact of abilities of students with Moderate Intellectual Disabilities on their academic achievement.

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Appendix 1: Authorization letter for data collection

EMAIL: principal.ce@ur.ac.rw
www.ur.ac.rw

P.O. Box:55 Rwamagana, Rwanda WEBSITE:



COLLEGE OF EDUCATION

TO WHOM IT MAY CONCERN

Student Name: *Celestin MUSATIMANA*
Registration number: *221027698*

The School of Inclusive and Special Needs Education offers a master's degree in special Needs Education. As part of the academic requirements students must write their dissertation on a topic of their choice after conducting a research study.

We seek your cooperation in facilitating the student to conduct research on the topic:

Influence of Teachers Characteristics on Academic Achievements of Students with moderate Intellectual Disabilities in special schools in Gasabo District.

by collecting data in your Institution/ Organization.

For further information please contact the Postgraduate Coordinator

Dr Gonzague Habinshuti; Phone: 0788809234; Email: habinshutihgo@gmail.com

Thank you for your cooperation.



Ass.Prof. Evariste Karangwa
Dean, School of Inclusive and Special Needs Education
Email: karangwa28@vmail.com
Phone: 0785489767

EMAIL: principal.ce@ur.ac.rw
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P.O. Box:55 Rwamagana, Rwanda WEBSITE:

Appendix 2: Questionnaire for teachers

This questionnaire is meant to collect data on the Influence of Teacher's Characteristics on Academic Achievements of Students with Moderate Intellectual Disabilities in your school. The information you provide will be confidential. The questionnaire is composed of two sections. Read each question carefully and answer accordingly by ticking the appropriate answer.

Section A: Demographic information

1. Please indicate your gender by ticking in the right block

Male Female

2. Please indicate your level of education?

- Bachelor's Degree with Education (AO)
- Bachelor's Degree without Education (AO)
- Diploma with Education (A1)
- Diploma without Education (A1)
- Primary Teacher Education Certificate (A2)
- Secondary Certificate (A2)

Other (Please Specify).....

3. Please indicate your years of experience in Special Education

1-5 years 6-10 years 11-15 years
15-20 years above 20 years

4. Did you receive any training about Special Education? If yes, in short explain how the trainings you attended helped you in your teaching career.

.....
.....
.....

Section B: 1. Teachers’ attitude and students’ academic achievement

Below are statements regarding how teacher’s attitudes influence academic achievements of students with Moderate Intellectual Disabilities. Please tick the appropriate Whereby 5-Strongly Agree (SA) 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD).

Statements	Responses				
	SA	A	N	D	SD
Teachers’ expectations towards academic achievements of students with Moderate Intellectual Disabilities can influence their attitudes.					
The nature of a disability of a student can affect teachers’ attitudes					
Teacher’s attitude affects the academic achievements of students with Moderate Intellectual Disabilities.					
Teacher’s job commitment towards teaching students with Moderate Intellectual Disabilities affects their academic achievements.					
Teacher’s attitude towards students with Moderate Intellectual Disabilities affects their academic achievement.					
The severity of a disability of a student can affect teacher’s attitudes					
Teacher’s expectations towards students with Moderate Intellectual Disabilities can affect their academic achievements.					

2. Teachers’ qualification and student’s academic achievements

Below are the statements regarding how teacher’s level and qualification influences academic achievements of students with Moderate Intellectual Disabilities. Please tick the appropriate Whereby 5-Strongly Agree (SA) 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD).

Statements	Responses				
	SA	A	N	D	SD
Level and qualification of a teacher has a significant influence on teaching effectiveness and students’ academic achievements.					

Strong relationship exists between teacher's qualification and students' academic achievements.					
Teacher's lack of professional in put can influence the academic achievements of students with Moderate Intellectual Disabilities.					
The teacher's area of specialization can dramatically affect the academic achievements of their students.					

3. Teacher's years of experience and students' academic achievements

Below are the statements regarding how teacher's years of experience influences academic achievements of students with Moderate Intellectual Disabilities. Please tick the appropriate Whereby 5-Strongly Agree (SA) 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD).

Statements	Responses				
	SA	A	N	D	SD
Teachers' experience in the field of Special Needs Education can influence the academic achievement of students with Moderate Intellectual Disabilities.					
Teacher trainings can influence the academic achievements of students with Moderate Intellectual Disabilities.					
Years of teaching experience have an effect on overall achievements of with Moderate Intellectual Disabilities.					
Level of experience has a significant influence on teaching effectiveness of the teachers and their students' academic achievements.					
Strong relationship exists between teacher's experience and students' academic achievements.					

4. Any additional comments/remarks

.....
.....
.....

Appendix 3: Interview guide for Head teacher and Director of studies

My name is Celestin Musabyimana. I am a postgraduate student pursuing a Master of Education in Special Needs Education at University of Rwanda-College of Education. I am conducting a research study on the topic entitled: “Influence of teacher’s characteristics on academic achievement of students with Moderate Intellectual Disabilities in Gasabo district, Kigali City-Rwanda.”

- 1) Explain how teacher’s attitudes affect academic achievements of students with Moderate Intellectual Disabilities in your School?
- 2) Did your teachers receive any training about Special Education? Describe how you have found the training supportive for your teachers in their teaching career.
- 3) Do teachers in your school have qualification in the field of Special Needs Education? Explain how teacher’s qualification plays roles in influencing the academic achievements of students with Moderate Intellectual Disabilities.
- 4) Do think teacher’s expectations towards students with Moderate Intellectual Disabilities can affect their academic achievements? Explain
- 5) Why does teacher’s job commitment towards teaching students with Moderate Intellectual Disabilities affect their academic achievements?

Appendix 4: Sample of student Individual Education Plan

Frères de la charité
Ecole Spéciale

PLAN DE SERVICE INDIVIDUEL
ENFANTS AVEC HANDICAP MENTAL – ECOLE SPECIALE

Nom : .. <i>Abagisenge</i>	Prénom .. <i>Celrick</i>
Date de naissance : <i>21.3.2015</i>	Age : .. <i>7 ans</i>
Date de remplissage : <i>11.3.2022</i>	Groupe? .. <i>D. Stimuler l'écriture et l'orientation</i>
Plan discuté par : .. <i>Chantal E. Equipe multidisciplinaire</i>	
Formulaire rempli par : .. <i>Chantal</i>	

I. PARTIE GENERALE

Question d'aide (Pourquoi les parents / l'enfant ont besoin de l'aide du centre ? Qu'est-ce qui manque dans l'accompagnement actuel ? Qu'est-ce qui doit changer ?)

.....*Ariyubagana, abimba, akwama*
*ariyubagana, abimba, akwama*
*akwama, abimba, ariyubagana*

II. VOLET DES SOINS

Besoins médicaux :

L'enfant a-t-il des problèmes médicaux, visuels, auditifs ou autres à côté de la problème mentaux ? Lesquelles ? Quelles sont les conclusions du médecin ?

.....*l'absence d'épilepsie*.....

Déficience physique

L'enfant a des problèmes moteurs ? Lesquels ?

.....*l'absence*.....

III VOLET SOCIAL-EMOTIONNELLE

Etat émotionnel- comportemental

(Expliquer l'état, le comportement de l'enfant p.ex. semble malheureux, trop timide, méchant, agressif, dépressif ... donner des exemples !!)

Etat émotionnel- comportemental (Expliquer l'état, le comportement de l'enfant p.ex. semble malheureux, trop timide, méchant, agressif, dépressif ... donner des exemples !!)	
A l'école N gira amahame Akubita abandi bana Akukubagana ntabwo Aguma Hamwe	A la maison Akukubagana ntabwo aguma Hamwe
Communication La manière de communiquer, niveau verbal (comprendre et parler) et/ou niveau non-verbal (Utiliser des photo, pictogramme, signes,... ? Lesquelles ?) Comment est son vocabulaire ?	
A l'école Akumva agerageza kubwira amegamba Amwe akoresha shimweye	A la maison Akumva amwe Amembo Amwe Agakoresha shimweye
Relationnel Est-ce que l'enfant a du contact d'une manière positive/négative, il n'a pas de contact...(avec le adultes et d'autres enfants) Il suit les règles de la politesse,	
A l'école ashakisha umushyamba Ariko atayishakira mu buryo buwira	A la maison utashakira gukomeye k'iza amashyamba mu buryo buwira

IV VOLET EDUCATIF

Exploration du monde extérieur	
Est-ce que l'enfant donne des intérêts pour le monde des objets et est-ce qu'il explore les objets ? Lesquelles ? Quand ? Comment ?	
Forces Akumwe k'izya gukomeye Keli Bwambwira Akumwe gutegereye Amashyamba	Difficultés ntabwo aguma Hamwe amashyamba vuba
Les différents domaines du développement à l'école (programme des activités selon l'horaire scolaire)	

Frères de la charité
Ecole Spéciale

<p>Agerageza gufata gkaramu agerageza autonome ku block gufata gasharabugaga gasharabugaga</p>	
<p>(Pré) scolaire Lire, écrire, calculer et connaissances de l'argent, mémoire</p>	
<p>Forces Agerageza gufata ika karamu agasharabugaga</p>	<p>Difficultés arambirena vuba kaneli utabere ateza</p>
<p>L'autonomie personnelle (se laver, manger, aller à la toilette...) ou l'autonomie pratique (selon le groupe)</p>	
<p>Forces Agerageza kwirisha</p>	<p>Difficultés Arafashura gutaraba wo kwiriga keli toilette kuko atarabimuraga uteza</p>
<p>La motricité globale et motricité fine</p>	
<p>Forces Arageneta Arineta agerageza gutomele block</p>	<p>Difficultés Arambirena vuba</p>
<p>Transfert des activités à la maison</p>	
<p>Forces Akaraba gutoki</p>	<p>Difficultés</p>

V. VOLET DE REINTEGRATION

Y- a- t- il besoin d'entreprendre des actions pour la réinsertion de l'élève ? Lesquels ?
(ex : chercher un stage, accompagnement de la famille, apprendre un métier, ...)

..... Akaraba gutoki

.....

Frères de la charité
Ecole Spéciale

OBJECTIFS

OBJECTIF 1

Objectif : *Gukaraba Intoke*

Actions concrètes à prendre

Qui : *umweliyezi umubanyi*

Quoi : *Gukaraba Intoke*

Comment : *Kumwerekera ibikorero
kumwerekera kumwerekera ako*

Quand : *mu 10/11 - kuva 11/11*

Evaluation objectif 1 (après 6 mois)

L'objectif est atteint ou pas et la raison ? (p.ex. trop difficile, pas assez de temps, pas la bonne stratégie, ...)

12/3/2023 Intoke yaguzweho

OBJECTIF 2

Objectif :

Actions concrètes à prendre

Qui :

Quoi :

Comment :

Quand :

Evaluation objectif 2 (après 6 mois)

**PLAN DE SERVICE INDIVIDUEL
ENFANTS AVEC HANDICAP MENTAL – ECOLE SPECIALE**

Nom : ... <i>Boyer, Jeanne</i>	Prénom : ... <i>Leoline</i>
Date de naissance : <i>21/3/2015</i>	Age : ... <i>8 ans</i>
Date de remplissage : ... <i>12/3/2023</i>	Groupe : ... <i>Autisme par sévère</i>
Plan discuté par : ... <i>M. et M. de l'école + Stagnone</i>	
Formulaire rempli par : <i>Alison D'Almeida</i>	

I. PARTIE GENERALE

Question d'aide (Pourquoi les parents / l'enfant ont besoin de l'aide du centre ? Qu'est-ce qui manque dans l'accompagnement actuel ? Qu'est-ce qui doit changer ?)

... *il a besoin d'apprendre à lire, à écrire, à compter, à faire des tâches simples de la vie quotidienne, les soins, le respect, la patience*

II. VOLET DES SOINS

Besoins médicaux :

L'enfant a-t-il des problèmes médicaux, visuels, auditifs ou autres à côté de la problème mentaux ? Lesquelles ? Quelles sont les conclusions du médecin ?

... *Oui il fait de très épilepsies*

Déficiences physiques

L'enfant a des problèmes moteurs ? Lesquels ?

... *pas de problèmes moteurs*

III VOLET SOCIAL-EMOTIONNELLE

Etat émotionnel- comportemental (Expliquer l'état, le comportement de l'enfant p.ex. semble malheureux, trop timide, méchant, agressif, dépressif ... donner des exemples !!)

Frères de la charité
Ecole Spéciale

<p>A l'école</p> <p>il semble heureux mais obéit de temps en temps égaré par les autres - il est instable</p>	<p>A la maison</p> <p>il semble heureux il est instable.</p>
<p>Communication La manière de communiquer, niveau verbal (comprendre et parler) et/ou niveau non-verbal (Utiliser des photo, pictogramme, signes,... ? Lesquelles ?) Comment est son vocabulaire ?</p>	
<p>A l'école</p> <p>il essaie de prononcer quelques mots, mais souvent, il utilise des signes</p>	<p>A la maison</p> <p>il essaie de prononcer quelques mots, mais souvent il utilise les signes</p>
<p>Relationnel Est-ce que l'enfant a du contact d'une manière positive/négative, il n'a pas de contact...(avec les adultes et d'autres enfants) Il suit les règles de la politesse,</p>	
<p>A l'école</p> <p>il essaie de créer un contact avec les autres mais depuis il est égaré</p>	<p>A la maison</p> <p>il essaie de créer un contact avec les autres mais depuis il est égaré</p>

IV VOLET EDUCATIF

<p>Exploration du monde extérieur</p>	
<p>Est-ce que l'enfant donne des intérêts pour le monde des objets et est-ce qu'il explore les objets ? Lesquelles ? Quand ? Comment ?</p>	
<p>Forces</p> <p>il aime jouer avec les balles et blocs, aime bien et beaucoup de motifs</p>	<p>Difficultés</p> <p>il aime jouer avec rien.</p>
<p>Les différents domaines du développement à l'école (programme des activités selon l'horaire scolaire)</p>	
<p>Facteur spatial et temporel</p>	
<p>Forces</p>	<p>Difficultés</p>

Frères de la charité
Ecole Spéciale

<p>il essaie d'imiter ce que l'étudiant a écrit en fait (beaucoup de fois) mais n'arrive pas à écrire</p>		<p>il essaie de tomber ou de mettre en marche ses mains</p>	
<p>(Pré) scolaire : Lire, écrire, calculer et connaissances de l'argent, mémoire</p>			
<p>Forces il essaie de prendre un sac et pousser quelque chose sur le pupitre</p>		<p>Difficultés il est peu concentré il est instable il se fatigue vite</p>	
<p>L'autonomie personnelle (se laver, manger, aller à la toilette...) ou l'autonomie pratique (selon le groupe)</p>			
<p>Forces il essaie de se lever des mois, de manger avec une cuillère et d'utiliser la feuille</p>		<p>Difficultés il ne peut pas encore prendre d'initiatives, il est très instable.</p>	
<p>La motricité globale et motricité fine</p>			
<p>Forces il essaie de jouer au ballon, il marche bien, fait une supposition de plus de 5 blocs</p>		<p>Difficultés il est distrait instable peu concentré</p>	
<p>Transfert des activités à la maison</p>			
<p>Forces - le shir son habit facile le 9/18/2013 pendant la visite à domicile</p>		<p>Difficultés - problème d'interaction avec la famille des l'opportunité de l'enfant est à continuer d'être stimuler!</p>	

V. VOLET DE REINTEGRATION

Y- a- t- il besoin d'entreprendre des actions pour la réinsertion de l'élève ? Lesquels ?
(ex : chercher un stage, accompagnement de la famille, apprendre un métier, ...)

.....
.....

OBJECTIFS

OBJECTIF 1

Objectif : lessiver son habit facile

Actions concrètes à prendre

Qui : Educateur et parents

Quoi : lessiver son habit facile

Comment : lui expliquer verbalement, lui montrer le modèle
lui aide à se souvenir, le souvenir.

Quand : pendant l'activité de lavage à l'école puis
et à domicile.

Evaluation objectif 1 (après 6 mois)

L'objectif est atteint ou pas et la raison ? (p.ex. trop difficile, pas assez de temps, pas la bonne stratégie,...)

OBJECTIF 2

Objectif :

Actions concrètes à prendre

Qui :

Quoi :

Comment :

Quand :

Evaluation objectif 2 (après 6 mois)

Appendix 5: Consent form for participating in research

CONSENT FORM FOR PARTICIPATING IN RESEARCH

PROJECT:

Study title: Influence of Teacher's Characteristics on Academic Achievement of Students with Moderate Intellectual Disabilities in special schools in Rwanda.

Investigator: Celestin MUSABYIMANA

Reg. No. 221027698

Masters of education in Special Needs Education.

Email: celestnmsabyimana@gmail.com

Tel: +250788964507

Purpose of the study.

To examine the influence of teacher's characteristics on academic achievement of students with Moderate Intellectual Disabilities in special schools in Rwanda.

Procedure.

The data of this research will be collected using questionnaires, semi- structured interview guides, and Documentary analysis (IEP analysis) that will be filled by teachers and directors of studies respectively. The respondents will be put at ease and encouraged to provide relevant data.

Duration and location

This research will be conducted in HVP Gatagara/Humura-Ndera a private special school for Brothers of Charity that accommodates students with Mental Disabilities. The study will last for 8 months.

Anonymity and Confidentiality

Throughout this research activity, presentation, and analysis of research findings, codes will be used to protect the respondents' anonymity. Moreover, the participants will be ensured that the information provided during data collection will be kept confidential and not be used for any other purposes outside the research nor disclosed to any other person.

Risks.

During data collection, a respondent may fail to participate in research due to personal reasons like fear.

Benefits.

There may be no personal benefit from participating in research, but the knowledge received may be of educational value to the researcher and leads to the improvement of academic achievement of students with Moderate Intellectual Disabilities.

I N.Y. IRABANAMA EPIPLICANI Director of studies/ Teacher from.....accepts to participate in the research performance in HVP Gatagara/Humura in Gasabo district. I will willingly provide the information without basing on any personal interest, emotions, and feelings. The information provided will be true, sincere and related to real situation and research purpose.

Name and signature of participant.....N.Y. IRABANAMA EPIPLICANI.....

Phone number of participant.....0788770849.....

