Original Article

Influence of Planning on Implementation of Inclusive Education in Regular Primary Schools in Samia Sub-County, Kenya

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ABSTRACT

Inclusive schooling is defined as the practice of including everyone irrespective of talent, disability, socio – economic background or cultural origin in supportive regular schools, classrooms where all students' needs are met (Stainback and Stainback, 2000). This study focuses attention on the influence of planning on implementation of inclusive education in the regular primary schools in Samia District. The researcher used descriptive research. The study utilized a sample of forty-nine (49) teachers who are in the four schools practicing inclusive education. The researcher used simple random sampling for sampling the population. Each and every member had an equal and independent opportunity in the selection, (Kombo and Tromp, 2006). The four schools practicing inclusive Education in the District were included. The schools shared similar socio-economic, political and cultural background. Pilot study was done in a school outside the district because of the fewer schools practicing inclusive education in the district. An interview schedule for the teachers in charge, questionnaires for the head-teachers, different questionnaire for the regular teacher population and another questionnaire for teachers in the units were administered. Observation schedule was also carried out. Findings in the study indicated that the regular teachers were not trained to handle learners with Special needs. The government has tried to provide teaching/learning resources to the regular learners but not provided for learners with special needs for example Braille. Schools were not constructed to favour learners with special needs since there were no facilities like adopted toilets, ramps and the like. Most children identified to these schools are intellectually challenged and a few from other categories. The research recommends that every regular teacher should be trained to handle children with special needs for proper accommodation in schools, availability of adequate facilities and all-round personnel to carter for the diversity such as medical personnel, community at large should be sensitized on the values of accommodation of the diversity. Finally, the research recommends that before implementation of inclusive education can be emphasized, there should be effective planning since it is a powerful weapon in any educational system.

INTRODUCTION

Equalization of Opportunities according to the (Salamanca Report, 1994) is defined as the process through which the various systems of society and the environment, such as services, activities, information and documentation are made available to all. Salamanca, (1994) states that inclusion is the practice of ensuring that children with special educational needs are included in all initiatives so that they can take their rightful place in a learning society and that school should become enjoyable and challenging learning environment. Ted and Carol (1988) bring in the concepts of least restrictive environment which is interpreted to mean that, children have concurrent rights to live their lives in as near normal as possible and have access to any and all educational services and setting necessary for their optimal development both educationally and socially. However, they ignore the fact that the inclusion to begin, there should be the getting of all the professional, parental and political interest's together so that the inclusion of pupils can be planned and implemented to the best education interest of each one of them (Turnbull, 1977). Inclusion as described by (Bauer and Shea, 1994), is the philosophy that all the children regardless of disability are a vital and integral part of the general education system.

Inclusive education according to (UNESCO, 2000) is removing all barriers to learning and the participation of all vulnerable sectors from exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. According to KISE (2007), inclusive education referred to a philosophy of ensuring that schools, centres of learning and educational systems are open to all children. These children should not be excluded from the society's activities due to disabilities or otherwise background. Categorically, inclusive education planning and implementation stand to be a sensitive debate among educators, stakeholders and any other participants alike.

Schulman (1980) explains that, in some ancient and even today cultures, people afflicted with certain exceptionalities were thought to be cursed by gods. Others looked at them as insane, dregs to society, bad omens or as being incapable of engaging in gainful employment. Citing (Hallahan and Kauffman, 1997), people who are mentally retarded were called dumb, stupid, immature, defective, deficient, subnormal, feebleminded, incompetent, dull, idiot, and fool. Many groups of people in the society are not perceived favourably by the community at large. As (Wolfendale, 1992) points out, "how a person is perceived affects how that person is treated." If a certain group of people is perceived negatively, then its members will be treated less than favourably. Exceptionalism is a phenomenon similar to racism, sexism, ageism, in its resulting mistaken beliefs, prejudice and pejorative actions on the part of individuals or society (ibid). The changing perceptions have led to the emergency of inclusive education philosophy as a way of educating people with exceptionalities.

Among the 200 million children who are denied access to education throughout the world, a significant number have special educational needs (Salamanca, 1994). A study by (Ayodo, 2004), estimated a number of people with disabilities as 10% of the total Kenyan population which translates to 3 million. In the second study by (Karugu, 1999), that service to people with special needs started in Kenya in 1945. He categorically stated that 11,572 people with special needs were receiving services by 1998. About 80,000 people had been identified through 52 previous Districts (Currently 209). He further cited that, that was commissioned by the Ministry of Education in 1986. That translated the number of people requiring special education to be 2.3 million.

Qualified Manpower

Regular educators must serve a more diverse group of children and assume functions for which they may not have received specific training (Reynolds et al., 1987). Schools require ongoing training and professional development for teachers to effectively support learners with disabilities. This includes training in the use of Assistive technologies and inclusive teaching strategies (UNESCO, 2021). Teachers are often expected to accept new policies and practices and cope with these changes without giving much consideration to their personal beliefs and rights. Teachers are the key elements of the successful implementation of inclusive policies (Sharma, U. et al., 2016) Inclusive education practices require people to work together to invent opportunities and solutions that maximize the learning experiences of all children. Teachers who choose to meet the challenge of educating diverse group of learners improve their teaching for the entire class (Hunt and Goetz 1997). They sharpen powers of observation and also their senses and perceptions to explore new possibilities and search for opportunities (ibid).

Educational Resources and Environment

These are both human and mental resources that are necessary for the learner to learn effectively (KISE, 2007). Shared educational experiences take place in environment predominantly frequented by people without disabilities such as general Education Classroom, lessons, Labs and field studies. In this case, the learning objectives should be individualized, which means there should be different objectives in the same curriculum area during a shared activity. In such kind of a scenario, all learners are considered members of a class rather than intruders. This creates a welcoming atmosphere to the learners (Campbell et al., 1998). Well planned inclusion can have social and academic outcomes for students with or without disabilities. Classroom layout, class size, curriculum, time, physical conditions such as overcrowding, equipment, support structures as well as funding should be a consideration.

According to (Oluoch, 2002), schools embarking on the new curriculum should be those which can obtain the necessary facilities and equipment. For example, one should expect to find acceptable classrooms, desks, blackboards, playing fields, textbooks for teachers and pupils in the schools which are ready for curriculum improvement. Schools catering for children with special needs in education should for example have magnifying glasses and other optical devices to reinforce the reduced vision, hearing aids for learners who are hard of hearing, walkers and crutches made of local materials to help learners with mobility difficulties.

Modified or Differentiated Curriculum

Curriculum refers to how the subject matter is planned to be taught by the teachers and learnt by the learners at each level of education (Ted and Carol, 1988). According to (Oluoch, 1987) curriculum is all that is planned to enable the learner to acquire and develop the desired knowledge, skills and attitude. It provides guidelines on the content, sequence of activities, teaching methods educational resources, time schedules and evaluation procedures. The curriculum framework aims at reaching the average learner. These learners may require a slightly different curriculum dispensation. This implies that curriculum implementation has to be more focused on a child and not a group of

children. This is why inclusive education calls for the recognition that all pupils may not do the same work in the same way at the same speed. This requires flexibility in terms of content and teaching approaches to meet each learners needs, (Ndurumo, 1993). According to KISE (2007) a differentiated curriculum is an attempt to modify the regular curriculum to meet the individual needs of the learner. It involves manipulating the environmental factors. It also involves adapting the teaching approach and time schedules. Modifying the content presentation and adapting the examination questions and assessment procedures is another factor. Providing appropriate learning to meet the learners' needs including other relevant vital subjects for life long education required by some learners with special needs in education such as Independent Living Skills, Sign Language, Braille Orientation and Mobility among others. These had to be examinable alternatives to other subjects which may not be compulsory. The education policy should however clearly allow the modification by empowering the schools to make decisions concerning learners. In these situations, attempt should be made to make the general curriculum accessible to groups or individuals by breaking the work down into smaller steps by the use of micro-technology or through teachers.

Once learning experiences and opportunities have been selected, they usually have to be organized so that the desired learning can take place. The curriculum is usually organized according to subjects. Subjects taught in schools form the medium through which the objectives may be achieved. The various subjects are curriculum areas which must be organized into a school programme. This involves consideration for a sequence of presentation, time allocation and approaches to instructions. Another consideration in organizing learning experience for the individual learners' needs. This can be done by organizing the classroom to address the learners' difficulty. For example, moving the learner to sit near the teacher or away from too much light, modifying the teaching style to involve more group activities where each learner can participate

and also encouraging learners to help each other rather than competing with each other (Ted and Carol, 1988). This can only be achieved if during the planning session, curriculum modification is thought. Re-definition of the curriculum objectives to suit all learners will be vital for effective implementation.

Differentiated Teaching Methods

Numerous challenges face educators as exceptional students become an integral part of the student body. The complexity of instructing students with a wide range of abilities and limitations must be recognized (Ted and Carol, 1988). This should be appropriate to the learners' ability and process (Stainback and Stainback, 2002). Included are: Child to child approach- In this approach you give an opportunity to children who know something different about a task to share their experience with others who have acquired a different skill or knowledge. Peer Tutoring- One student instructs a small group of others who are weak in an area in which he/she is strong. This approach is good for those who cannot answer or ask questions in a huge class. Acceleration - Emphasizes advanced content of subject matter. Priority is given to the mastery of the subject matter.

Cooperative Learning involves peer discussion groups and peer project for it enhances interaction among diverse students. Task analysis - Is a system of breaking into its components and then a learner completes the first part before he proceeds to another until the parts are managed at last. Co-teaching- Involves two teachers who work as partners in the same class, time and lesson. They plan their programme together, fill in on each other's knowledge and share responsibility for the benefit of all learners in the class. In this model, general and special educators work together to provide direct services to the students. Both collaborators have direct contact with students. Thematic approach - teaching the main skill within other skills. The teacher can teach the concept of ordering of numbers through music, Group work - In this approach the task is planned in such a way that each member does a bit of the

task so that all can contribute to the finished product.

Ability grouping - Is dividing children into homogenous group based upon students' performance in meeting set criteria necessary for participation in a particular group. Teacher assistance teams - These are school based teams set up to help the general education teachers to meet the need of all learners demonstrating difficulties. They comprise of teachers and other instructional support personnel. These teams enable professionals to bring a diverse set of skills and experience in solving specific student problems. It is important therefore for each teacher teaching in an inclusive school to have a diverse knowledge of teaching methods to suit diversity. To promote effective implementation methods of teaching therefore should be well planned for. For example, one should not use sign language to learners with visual impairment because they will not be able to see nor lecture method should not be used for learners with H.I. Every method of instruction should be systematically and effectively planned to give away to effective implementation.

Differentiated Support Services

Teachers in a school need a lot of support from quality and standards assurance officers, educational administrators and other educational authorities during the stage of curriculum implementation. This cadre of curriculum workers should be strengthened in numbers and made more effective with better facilities in order to enable them give efficient support to the school as new curricula are implemented (Oluoch, 2002). Learners with SNE require basic services if their learning will be effective in an inclusive setting (KISE, 2007).

Support services address several challenges such as Improving the quality of education, meeting individual needs, determining accurately the least restriction environment for each exceptional learner and providing adequate resource service. It also establishes optimal learning environment, determining the parameters of intervention for exceptional students and individual learners in a regular classroom, Identify the knowledge, methods and attitudes that constitute the competencies of excellence in teaching and to establish procedures for imparting and encouraging them in teacher's professional lives. Support services help in developing positive attitudes among regular educators and other school personnel toward exceptional students to improve relationship with parents (Ted and Carol, 1988).

The following are some of the support services that should be made available to the learners with special needs in a regular class.

Figure 2.1 Consultation administration support services.
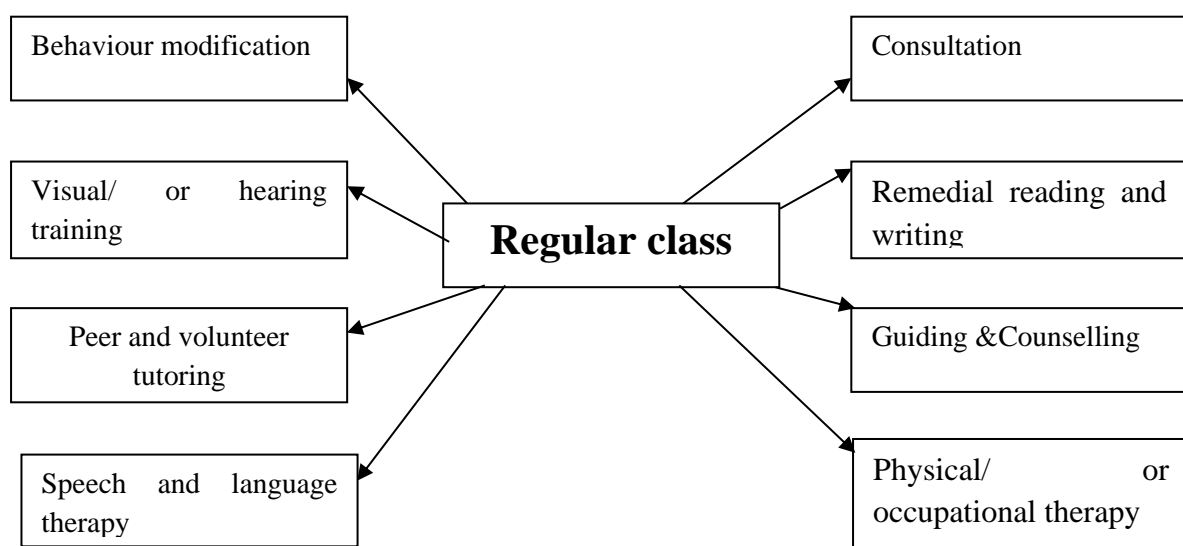
Other services include:

Resource room, Social workers, Teacher Aid: Para educators, Special Education Teacher, The General Education Teacher, Peripatetic or Itinerant teacher, Audiologist, Neurophysiologist, School nurse, Ophthalmologist, Paediatrician, physician. These are medical practitioners who provide medical care to children with special needs (SNE). They can also advise on intervention, prevention and placement of those children in schools. When all these services are put in place during planning, then the implementation of the curriculum will be rest assured.

Social and Cultural Perception

The dominant group in a society defines the features of the culture that differentiate "those who can" and "those who cannot." The beliefs and attitude of people in a community are also reflected in the economic and political arrangements and organization and these are contexts for differentiated treatment of members (Shakespeare, 1994). The educational system was constructed to include some children and not others because of some deficits. The separation of students with special learning needs has also resulted in a marginalized population that has institutionalized, segregated, socially rejected, physically excluded and made unemployed (Ballard, 1997). Socially, most people continue to subscribe to the traditional medical paradigm that treats disability as a disease and also as a deviance from a defined social norm (Turner and Louis, 1996). It is possible that these cultural constructions of difference and school success that are represented in personal beliefs, attitudes and values shape new educators. The level of parental ability to deal with the handicapping conditions, to manage the child, to cooperate with the school personnel and to participate in the programme must be considered. Teachers must be aware of the fears and apprehensions parents may have about their child placement in a regular class. Parents can make a valuable contribution regarding placement and success in the appropriate setting (Ted and Carol, 1988).

RESEARCH METHODOLOGY

This chapter presents the description of the research methodology. It comprises of Research design, Target population, Sample selection and Sample size, Research instruments that were used, validity of the instruments. Reliability and data collecting methods, data analysis and ethical consideration.

Research Design

Research design refers to the way a study is planned and conducted. The procedures and techniques employed to answer the research problem or question (McMillan and Schumacher, 1984). It also shows the tools required and, the resources. Descriptive research was appropriate in this study because it determined and reported the way things were. Descriptive research was employed because in this case the researcher sought to obtain information which described the existing phenomenon such as the influence of planning on implementation of Inclusive education in the regular primary schools. It (descriptive research) was useful because it helped to collect data in order to test hypotheses and to answer questions concerning the current status of the subjects in the study (Mugenda and Mugenda 2003). The dependent variable in this study is effective implementation of inclusive education while the independent variable is planning for effective inclusion.

Target Population.

Target population according to (Borg and Gall, 1977Z), is all numbers of the hypothetical set of people, events or objects to which the researcher has generalized the results of the research categorically. In Samia District there are four regular primary schools practicing inclusive education; three have units of intellectually challenged and one physically challenged pupils though other categories were also found. In this research, four (4) head-teachers, four (4) teacher in-charge, five (5) teachers in the units and thirty-six regular primary school teachers formed the researcher's target population.

Sample selection and Sample size

According to (Mugenda and Mugenda, 2003), a sample is a smaller group obtained from the whole population. It is a sub-group carefully selected so as to be representative of the whole population with the relevant characteristics, while sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. Therefore, in this research, all the four schools practicing inclusive Education were used as the sample for the study. Four head-teachers and four teachers in-charge, five assistant teachers in the units and the thirty-six regular teachers who are government (TSC) employees formed the study sample to enable the researcher establish the influence of planning on implementation of inclusive Education in Samia District. In this case purposive sampling was used for the forty-nine (49) respondents because of getting the required information for they had the sufficient knowledge.

Research Instruments

These are the tools to be used for collecting data and how they should be developed (Oso and Onen, 2005). The main instruments of the study included: primary data collection and secondary data from documents and records. The selection of these tools was guided by the nature of the data as the researcher was carrying out the study, the researcher was mainly concerned with views, opinions, perceptions, feelings and attitudes, and therefore questionnaires and interviews schedule was appropriate so as to find out the influence of planning on implementation of Inclusive Education in Samia District. Observation schedule was also used for general data.

Observation schedule was used so that the researcher could make a depended decision of what she observed. Questions asked were both open and closed ended. At the end of the questionnaire for the Head-teachers and the teachers in the units, a chance was given to them to make any comments about their school unit as pertained inclusive education. The interview schedule for the teachers in charge was available to find out the influence of planning on implementation of inclusive education in regular primary schools in Samia District was also available. The process was done by asking respondents their educational qualifications, attitudes, values. It was helpful in that the researcher explored the existing status of variables at one point or another such as qualified manpower, teaching methods, nature of curriculum, the resource support services and social and cultural perceptions. Therefore, it helped the researcher to make conclusions about the influence of planning on implementation of inclusive education in regular primary schools in Samia District.

Reliability and Validity of research instruments

One would have to be remarkably insensitive to the problems of research if she does not at some stage question the accuracy and reliability of the official figures used either as fundamental data or as a frame of reference (Peil M. 1995). Therefore, the reliability of the instruments was tested to find out whether it was capable of bringing out the required information. The pilot study results in validity of the instruments were used to help the researcher intervene against error that really occurred as a result of the instruments design. Split-halve technique was used as a method of estimating reliability in this study. The researcher subjected the test to respondents only once but split up the test into halves. Mugenda and Mugenda (2003) ascertains that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. A pilot study was conducted to ascertain the questioning technique and the understanding of the questions. Therefore, a pilot study was carried out in one school (selected randomly) with teachers filling the questionnaires. The researcher personally administered the questionnaire so as to identify areas that needed changes. After the pilot study, there was re-definition of tools. Predictive validity was used to establish the influence of planning in implementation of inclusive education.

A ½   B ½

This meant that there were two tests within one test thus

X-item

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       /  \
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    ½        ½
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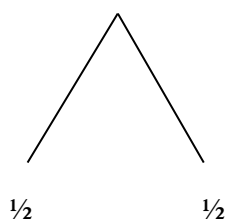
Correlations were carried out and defined a high degree of reliability of the data.

The spearman- Brown prophecy formula was used to estimate the reliability of the full test as follows:
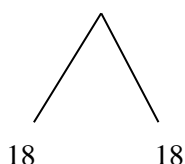
$$r_{xx} = \frac{kr}{(1+k-1)r}$$
$$(1+k-1)r$$

rxx - Predicted reliability of a test K times as long as the original

r - Reliability of the original test

k - The ratio of the number of items of the new

    test to the number of items in the original

Regular teachers = 36

    X = 36

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        /\
       /  \
      /    \
     /      \
    18      18
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$$r_{xx} = \frac{2(18)}{1+36} = \frac{36}{37}$$

      = 0.97

This shows that the test was reliable.

Data Collection procedure

The researcher sought permission to conduct the study from the Ministry of Education headquarters. There was the introductory letter from the University of Nairobi to affirm to the same. The researcher had also an introductory letter accompanying the questionnaires requesting for cooperation from respondents. S carried out the pilot study in one of the neighbouring schools in the district. The researcher then visited the four schools practising inclusive education beforehand (reconnaissance study) to familiarise with the teachers. During this preliminary period, the researcher clarified the purpose of the visit and the intended study. The researcher later visited the schools personally to administer the instruments accompanied by one research assistant so as to hasten the exercise. The whole exercise of data collection took four days due to few schools practising inclusive education in the district.

Data analysis Techniques

Data analysis was done using descriptive statistics such as frequencies and percentages. The percentages showed a given category was of the whole sample times 100 for example, out of the 4 head-teachers, none was female. Therefore, gender for male was 4/4 X 100 = 100% and the 4 teachers in-charge 2/4 were females being represented thus: 2/4 x 100 = 50%. The process of analysis involved organization, manipulation and consideration of their meaning. This was done in order to transfer classified data from data gathering tools such as questionnaires. It was a process of examining data and making deduction and drawing meaning out of them. The researcher assigned numbers to responses because most of the questions in the questionnaire were closed ended though a few gave room for explanations. The researcher summarized the data using descriptive statistics because it allowed her to meaningfully describe a distribution of scores or measurements using a few indices or statistics. The analysed data formed the basis for research findings, conclusion and recommendations of the study.

Ethical Consideration

The issue of ethics was very important in research (Oso and Onen, 2005). Therefore, the respondents in this research made their decision to participate based on the adequate knowledge of the study where privacy, confidentiality, anonymity was observed

Limitations of the study

The researcher encountered challenges in accessing all respondents simultaneously. To address this, permission was sought through sub-county directors, which required that all teachers complete the questionnaire at the education office.

Influence of the nature of curriculum on the implementation of inclusive education

This section provides an analysis of how the respondents responded to the questions involving influence of the nature of curriculum on the implementation of inclusive education. Table 1 shows the differentiated curriculum and its bearing. It also establishes whether there was a differentiated curriculum in teaching common subjects such as Literacy and numeracy. The study found out that the majority of respondents (80%) affirmed that there wasn't a differentiated curriculum which means the curriculum used is that of regular learners. From the study findings the (60%) of respondents were not satisfied with time allocated for these subjects. The Ministry of education through K.I.E should seriously consider the nature of the curriculum to be used in inclusive setting when planning. This will allow effective implementation.

Table 1: Differentiated Curriculum

Responses	Frequency	Percentage
Yes	0	0
No	4	80
No answer	1	20
Total	5	100

Curriculum is all that is planned to enable the learners acquire and develop the desired knowledge, skills and attitudes (Oluoch, 2002). Curriculum differentiation is the adjustment of the curriculum to suit children with different abilities and capabilities in a given situation. The teacher has the responsibility to plan for each individual child according to his/her needs and abilities. For example, in an Inclusive setting, some learners may require more time to accomplish a given task like those who have a problem or strain from seeing from the chalkboard. She should consider the different roles for which boys and girls would be prepared for by the curriculum. For instance, it should emphasise on wood work for boys or needlework and home-science for girls to prepare them for adult roles. Therefore, for the success of a differentiated curriculum, it should involve modifying the time, method and resources. Findings from the 9 (100%) respondents in the units revealed that the nature of the curriculum has a bearing in the implementation of inclusive education. 4 (100%) of head teachers rated the work load of teaching SNE learners to be too much.

Effects of methods of instruction on implementation of inclusive education

Instruction is a generic term that encompasses curriculum and methods. Most instructional methods are perceived by teachers as being effective for the regular pupils but not conducive to the needs of learners with special needs. Asked whether the instructional practices were appropriate, the 4 teachers in-charge interviewed responses were as below (Table 2):

Table 2 Effect of methods of instruction on implementation of inclusive education

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	3	75.0	75.0	75.0
	No	1	25.5	25.5	100.0
	Total	4	100.0	100.0	

From the table below it was evident that method of instruction does not accommodate learners with special needs. For the Regular teacher 23, (63.8%) out of 36 felt that it was not appropriate for the learners with special needs to be placed in the same classroom with the regular Learners since it proved to be a very challenging experience to have them in class. 22 teachers (61.1%) also felt that inclusion of learners with Special Needs lowered their class mean score since they require a lot of knowledge, skills and adjustment of pedagogy. Remedial teaching proved from the responses that it was the best preferred method for learners who were slow in understanding a concept as depicted in the table below (Table 3).

Table 3 methods of teaching

	Frequency	Percentage	Cumulative Frequency
Ignore	1	2.8	2.8
Give remedial	30	83.3	86.1
Peer tutoring	3	8.3	94.4
Consult	1	2.8	97.2
Do not know	1	2.8	100.0
Total	36	100.0	

In the study, it was conclusive that effective planning for inclusive will allow for effective implementation. Table 3 was used to analyse the preferred method of teaching in an inclusive setting. The majority (83.3%) thought it wise to give remedial teaching to the learners who cannot understand a concept. In order to cater for diversity in an inclusive setting, methods of instruction should be planned in such a way that every learner is considered for example an I.E.P for learners who are intellectually challenged. Methods of teaching such as peer tutoring, acceleration, thematic approach, group work among others should also be considered.

SUMMARY OF FINDINGS

The intent of the study was to determine the influence of planning on implementation of inclusive education in regular primary schools in Samia District. Samia District is one among 19 districts that form Western province. It has a surface area of 264.2 km^2 and water surface 17 km^2. School enrolment for the regular primary was approximately thirty thousand (30,000) pupils while the units had registered 250 learners. This is the population from the 65 regular primary schools. Considering the literature review, however, the factors discussed included qualified manpower, educational and environmental resources, modified or differentiated curriculum, differentiated teaching methods, differentiated support services and social and cultural perception.

Respondents were derived from 4 schools practising inclusive education out of the 65 regular primary schools in the district. All the 46 respondents (4 head-teachers, 5 teachers from the units and 36 regular teachers) completed the questionnaires. The 4 teachers in-charge in the 4 units yielded and participated in the interview schedule meant for them. All the research instruments were administered, that is, the questionnaires, interview schedule and the observation schedule. The study came up with very important findings which should be taken up by Kenya Institute of Education (KIE) who are responsible for planning and implementation purposes.

First, the researcher found out that the largest number of respondents were males 31 (63.3%) and also established that the nature of curriculum has an influence on implementation of inclusive education. 75% translating to 3 teachers in-charge out of 4 conclusively indicated from the study that methods of instruction cannot be overlooked. This is because 9 teachers in the units (100%)

responded that it had a bearing. Secondly, that methods of instruction had an influence on the implementation of inclusive education. Thirdly, the study found out that qualified manpower had an influence on implementation inclusive education because it bridges the gap between knowledge and ignorance. Qualified manpower was an element that could not be overlooked since from the study findings, only 20.45 had been trained in special needs education. Fourthly, the study established that teaching and learning resources played a major role on implementation of inclusive education since schools showed from the study that teaching and learning resources were inadequate and seriously calls for modification to suit learners' diversity and fifthly, the study examined that support services also play a major role on implementation of inclusive

education due to the absence of these facilities. This finally calls for proper planning before the implementation is done.

Quality of teacher's contribution to the implementation of inclusive education

The study showed that 49 (100%) respondents had the requirements needed for one to be recognized as a full-fledged teacher. The first obvious step for consideration for recruitment to special needs training was the attainment of P1 certificate or university degree. They had undergone P1 teacher certificate course. The current grade expected is C (Plain) and above for one to join regular teacher training course. 10 (20.4%) respondents had obtained special training in special needs education leading to additional qualification.

Figure 1 Special Needs Training
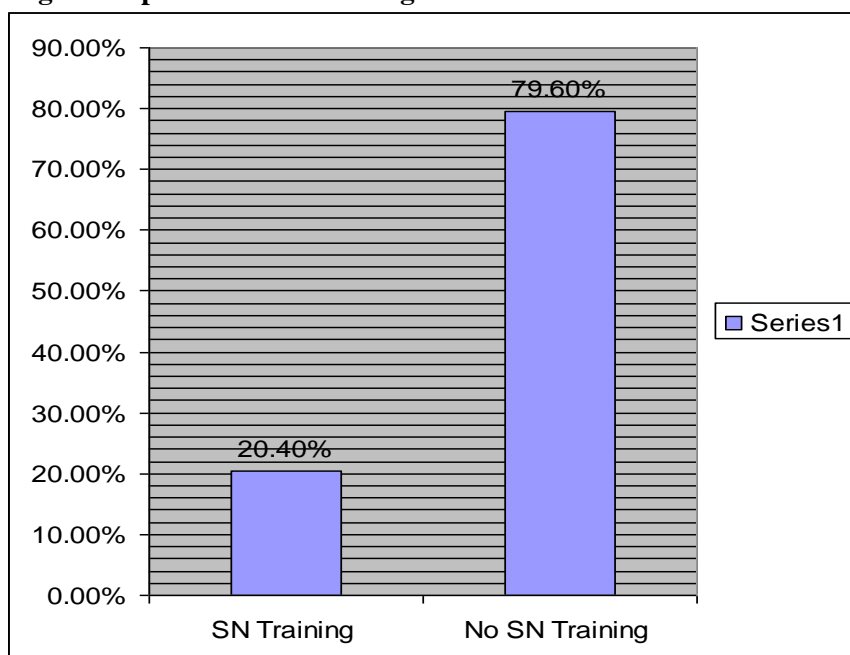
Source: Survey data (2009)

As a regular teacher, this was to ensure complementarity and mobility to handle special need learners. Out of 36 respondents from regular section 4 (11.1%) felt that the perception towards the special learners is not good while 32 (88.9%) did not respond to the question. This is an indication that without the special knowledge, one may not view these learners favourably. The training of special teachers needs to be

reconsidered with a view to enabling them to work without low attitude, feeling and perceptions about learners. The graph used in the study was to analyse the percentage of teachers who had special training. This finding was in good indication showing those who have been trained in S.N. It was clear that teachers lacked adequate knowledge, skills and training for effective implementation of inclusive education in Samia

District. A comprehensive study conducted by the researcher revealed that 79.6% had a definite lack of knowledge about issues relating to inclusive education in Samia District (Kenya). Furthermore, the 36 regular teachers in the four schools felt unprepared and unequipped to teach in an inclusive classroom as a result of training, lack of time, overpopulation in classrooms due to primary education and lack of teacher experience. There was also fear of not being able to manage diversity. These findings are similar to what (Oketch et al.,2021) found out that while some students can thrive under a regular curriculum, others need a more specialised curriculum tailored to their specific needs. Teachers who implement proper method of instruction, create classrooms where students with different abilities engage more meaningfully with the curriculum (McMurray & Thompson, 2016; Peterson, 2019). Ferguson et al, (2018) emphasizes that professional development and teacher training are key to equipping teachers with the necessary skills for inclusive education. Lyons (2012) emphasizes that the interplay between teaching resources, student motivation, and curriculum can significantly affect how well inclusive education is implemented and finally, education support services (ESS) are essential in enabling access to education for learners with barriers, ensuring they receive adequate support to thrive in inclusive setting. the study findings, M.O.E should therefore plan effectively for these possible concerns which facilitate effective implementation of inclusive education.

Summary of findings

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manpower, educational and environmental resources, modified or differentiated curriculum, differentiated teaching methods, differentiated support services and social and cultural perception.

Respondents were derived from 4 schools practising inclusive education out of the 65 regular primary schools in the district. All the 46 respondents (4 head-teachers, 5 teachers from the units and 36 regular teachers) completed the questionnaires. The 4 teachers in-charge in the 4 units yielded and participated in the interview schedule meant for them. All the research instruments were administered, that is, the questionnaires, interview schedule and the observation schedule. The study came up with very important findings which should be taken up by Kenya Institute of Education (KIE) who are responsible for planning and implementation purposes.

First, the researcher found out that the largest number of respondents were males 31 (63.3%) and also established that the nature of curriculum has an influence on implementation of inclusive education. 75% translating to 3 teachers in-charge out of 4 conclusively indicated from the study that methods of instruction cannot be overlooked. This is because 9 teachers in the units (100%) responded that it had a bearing. Secondly, that methods of instruction had an influence on the implementation of inclusive education. Thirdly, the study found out that qualified manpower had an influence on implementation inclusive education because it bridges the gap between knowledge and ignorance. Qualified manpower was an element that could not be overlooked since from the study findings, only 20.45 had been trained in special needs education. Fourthly, the study established that teaching and learning resources played a major role on implementation of inclusive education since schools showed from the study that teaching and learning resources were inadequate and seriously calls for modification to suit learners' diversity and fifthly, the study examined that support services also play a major role on implementation of inclusive education due to the absence of these facilities.

This finally calls for proper planning before the implementation is done.

The role of teaching and learning resources on implementation of inclusive education.

Resources consists of any personnel, activities, system or data sources outside the classroom that serve the purpose of assisting teachers in meeting group or individual needs, be it academic, behavioural or social. Teachers use common resources such as textbooks, teachers' manuals, and instructional materials. The resources also include audio-visual aids such as maps, charts, audio-visual equipment's, Braille and mobility aids such as wheel chairs. Teaching and learning resources influence learning in an inclusive setting for instance learners with visual impairment required Braille machine for writing because they use fingers to read. They were assisted by orientation and mobility training, training of activities of daily living, provided with tactile diagrams and auditory skills. Learners with intellectual impairment, because of their substantial limitations in present functioning required assorted aids for them to manipulate like the assorted blocks, lacing boards, picture books. Intellectual challenges may also have been present as part of another condition such as autism, cerebral palsy, epilepsy and other medical syndrome.

Gifted and talented learners tended to show exemplary performance required activities which busied them. They also needed teachers handling them to be tolerant, loving, understanding, flexible, competent, have broad range of interests and skills, creative and ready to learn. Learners with physical and multiple challenges needed mobility facilities such as wheelchairs, scratches, crutches, walking sticks. They also needed typewriters, pencil-holders, book-holders, head pointers/gears. This was needed for adapting physical environments to ensure maximum performance. Learners with hearing impairment needed hearing devices, sign language specialists so as to function independently.

Table 4 Teaching and learning resources has influence on implementation of inclusive education

	H/T		Unit teachers	
	No	**%**	**No**	**%**
Yes	4	100.0	5	100.0
No	0	0.0	0	
Total	4	100.0	5	100.0

Resources such as textbooks both for teachers and pupils are very important for any teaching and learning because it is the source of information where a teacher derives any pedagogical information. Writing materials were also found out to be important since most teachers felt they were inadequate and that hindered the improvement in writing skills. Visual aids included maps slides, photographs, charts 9 (100%) of teachers felt they were not enough as showed in table 4. When used they make the lesson real, motivating and interesting. They also help clarify concepts. Availability of teachers was clear that there was human resource which is the government initiative to have the human resource in place. Teachers played a greater role in creativity for the intellectually challenged. There was the availability of resources like concerned assorted materials that had been locally collected. Research findings were that schools had adequate teaching and learning materials such as textbooks which the contents had not been modified to suit learners with diversity. This calls for proper planning after the needs assessment has been done before the implementation can be effective.

The role of support services on implementation of inclusive education

Whether students are assigned to a special class or receive supplementary services, they have particular needs that cannot be met in a regular class alone. Other learners require special attention and therefore attention were made to aid these students within the classroom structure by

providing corrective or individualized instruction or additional material. These include; resource room which is a special education setting which identified exceptional students receive direct instruction in content areas needing remediation. Members of the regular class move to the resource room at scheduled times. The room is expected to have materials which aid learners and stimulate their learning. From the respondent's view, the resource rooms were non-existent in schools since 40 (81.6 %) out of 49 responded that they were not available while 9 (18.4%) opted for no answer. Itinerant teachers who are trained teachers in Special needs education moves from school to school where learners with special needs are accommodated to advise the regular teacher and give technical support where need arises. 11 (84.6%) out of 13 responded that they were not available in schools which means that it was considered to have an influence.

Communication is the process of exchanging ideas, information and experiences. Communication difficulty therefore interfered with the smooth flow of one's speech and language or hinders the acquisition and development of such language. Speech difficulties included articulation difficulties – poor pronunciation of words, fluency difficulties – inability to talk in an easy and relaxed way, voice difficulty – loudness/softness or inability. Speech trainers were also not available in the district as a whole. 32 (88.9%) regular teachers felt the services were viable while 4 (11.1%) decided not to respond to the question.

Traditionally, guidance and counselling personnel have been employed at the secondary level. Fewer are found in regular (elementary) schools. They interpret the test scores and other information including family data. They observe the confidentiality and privacy of the counselling relationship shared. They also encourage and give way forward. 40 (81.6%) respondents, 4 head teachers and 36 regular teachers felt the services were viable for the regular child while 9 (18.4%) felt they were viable because of the diversity of the learners.

Physiotherapist services provide physical activities that strengthened the muscles for learners with motor problems. This encourages the child to move and manipulate learning environment effectively. The service is not offered even at the District Hospital since there is no physiotherapist. It was evident from Busembe Integrated School that there was no availability of such services. This helped in orientation and mobility. It was evident from the responses that it was viable since 32(88.9%) saw the need.

School psychologists consult with teachers to recommend pre-referral and preventive strategies. They organize the assessment team, test students, conduct the planning and IEP meetings, and meet with parents. They also counsel students and their parents to accept the situation or condition. From the study, no such services were available.

A neurologist is a medical doctor or osteopath who has trained in the diagnosis and treatment of nervous system disorders, including diseases of the brain, spinal cord, nerves, and muscles. Neurologists perform neurological examinations of the nerves of the head and neck; muscle strength and movement; balance, ambulation, and reflexes; and sensation, memory, speech, language, and other cognitive abilities. They also perform diagnostic tests.

Social workers facilitate communication between the school and the home and consult with teachers and the school staff. They provide liaison and coordination of services among home, school and other community agencies when referrals are necessary. They also work in a counselling role at the school and at home in the family setting, or in emergency situations. There seemed to be inadequacy of this resource as per the identified respondents. It was therefore evident from the research findings that planning for these services is crucial for effective implementation of inclusion because without them then the objectives will not be met. The study established that support services contribute immensely to the implementation of inclusive education. This therefore calls for effective planning for those facilities so that each and every school with

inclusive setting can benefit from equitable resources, ensuring that all students, regardless of their abilities, have access to the necessary tools, support and learning environments that foster both academic and social development

CONCLUSION OF THE STUDY

The main focus in this study was the Influence of planning on implementation of inclusive education using Samia District as an example. From the research findings, possible conclusions were emphasized. The government has accepted as a dynamic instrument of development because education continues to get the highest financial allocation through FPE. Regular teachers are not trained to handle children with diversity and therefore they lack skills and knowledge which is depicted by their responses. Regular teachers believe that learners with special needs lower their class/schools' mean score and therefore they should not be placed in regular classrooms. If the government wishes to move towards inclusive schooling, all the stakeholders should be involved during the planning process since they play a role in designing and implementation.

Regular education was not originally designed for exceptional learners, therefore, there is need to ensure that social justice and equity goals are meant for all learners. This should be done by having legal framework to guide inclusion and proper sensitization to follow suit Educational resources/facilities are grossly inadequate. Most of the special education teachers have been trained in the area of Mental challenges. This was shown by the number of units in the area on M. H. Implementation of inclusive policies depends on cooperation and commitment of those most directly involved. The teachers' knowledge, believes and values creates the effective learning environment for pupils, and thus they are a crucial influence in the development of inclusive system. It is clear that regular teachers lack adequate knowledge, skills and training for effective implementation of inclusive education in Samia district. This is due to lack of training, time, lack classes and teacher experience. Therefore, from the study findings, effective planning will help in avoiding catastrophic failure in implementation of inclusive education.

SUGGESTIONS FOR FUTURE RESEARCH

This study investigated the influence of planning on implementation of inclusive education in Samia district. The researcher argues that the same study can be carried out in any other part of the Country where the population sample can either be the same, smaller or larger. The following related areas can be researched on to add up to what this study has established: - Harmful and cultural benefits related to inclusion, policy decision on inclusion, teacher's perception and expectations as pertains inclusion and lastly, monitoring and evaluation procedures in inclusive setting.

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