



Capacity of School Teachers on the Implementing of Inclusive Education in Public Pre-Primary Schools in Belgut Sub-County

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Abstract: *Teacher capacity to implement inclusive education is critical to implementation of inclusive education. However, there are concerns that preschool teachers lack adequate capacity to implement inclusive education. The study sought to investigate how the capacity of preschool teachers influenced the implementation of inclusive education in public preschools in Belgut Sub-County. The specific objectives of the study were to: Assess the influence of training of preschool teachers, the preparation of individualized Education Plan, and classroom managerial skills on the capacity of preschool teachers to implement inclusive education in Belgut Sub-County. The target population comprised of 160 pre-school teachers and 65 primary school head teachers from 65 pre-primary schools. The study employed descriptive survey design. Krejcie and Morgan Table (1970) and stratified random sampling technique to sample 113 pre-primary school teachers and 56 primary school head teachers. Data were collected using preschool teachers' and the head teachers' questionnaires and analysed by the help of Statistical Package for Social Sciences (SPSS computer programme (SPSS), version 22 using descriptive statistics and the results were displayed using frequencies and percentages. The study findings found that most preschool teachers had attended in-service training courses, workshops and seminars on inclusive education, were trained in inclusive practices, and had good classroom managerial skill. However, slightly more than half (55.8%) prepared Individualized Education plans. The study recommends that preschool teachers' training programmes should emphasize on preparation and use of Individualized Education Plans and the headteachers should supervise teachers to ensure that they prepare IEPs for children with special needs*

Keyword: *Capacity, Implementation, Inclusive Education, School Teacher, Pre-Primary School*

1. Introduction

Inclusive education is a current global endeavour to ensure that all children, irrespective of differences such as abilities, gender, economic status, religion, ethnic and racial background access equitable and quality education. Its origin is the Salamanca Declaration and Framework for Action on Special Needs Education (1994) which states that the disadvantaged groups and learners with special needs should be educated together with the typically growing learners in schools close to their homes (United Nations Educational, Science and Cultural Organization [UNESCO 1994). It is also enshrined in other international conventions and policies. UN Sustainable Development

Goal No.4, Target 5 directs states to provide equal provide quality education to all persons (UNESCO, 2018). However, inclusive education has not been fully realized due to several barriers which include inability of teachers to adapt their teaching strategies to support all learners (World Bank, 2018).

According to UNESCO (2008), preparation of teachers is critical to the implementation of inclusive education. The Salamanca Declaration and Framework for Action on Special Needs Education (1994) also directed the international community to ensure that both initial and in-service teacher training address the provision of quality inclusive education (UNESCO, 1994). Pre-service and in-service trainings, workshops and seminars enhance teacher

capacity to implement inclusive education (European Agency for Development in Special Needs Education [EADSNE], 2020).

Teacher capacity, which comprises several competencies is critical to the implementation of inclusive education. The capacity of teachers to implement inclusive education comprises of knowledge, ideas and skills on inclusive practices (Florian (2000), cited in Shu Hui Ng, (2015). Some of the teacher competencies necessary for executing inclusive education include; screening and assessment of learners with special needs, preparation of Individualized Education Plans, classroom management, and support system for both teachers and learners with special needs (Owobo, Jurmang and Onwuadubeire, 2014) According to Shu Hui (2015), teachers' training is critical in the development of teachers' competencies necessary for implementing inclusive education. The Salamanca Declaration and Framework for Action on Special Needs Education (1994) directed the international community to ensure that both initial and in-service teacher trainings address the provision of quality inclusive education (UNESCO, 1994). Pre-service and in-service trainings, workshops and seminars enhance teachers' capacity to implement inclusive education (European Agency for Development in Special Needs Education [EADSNE] (2020).

Lieber, et al. (2009) points out that in-service training courses, seminars, and workshops on both special education and inclusive education enhance and improve teachers' methodologies on handling of learners with special needs in inclusive settings. The authors argue that teachers who attend professional development forums have improved teachers' instructions. According to New Brunswick Inclusive Education policy 322, the Department of Education and Early Childhood Development Ireland, teachers should be provided with opportunities to attend professional learning programs to enable them acquire the knowledge and skills needed for handling learners with special needs in inclusive settings (Government of Ireland, 2004). Similarly, teachers should attend professional development courses such as in-service training, workshops, and seminars in addition to pre-service training in order to keep them abreast with the constantly changing development in education programmes including inclusive education (EADSNE 2012).

Similarly, adequate knowledge on the preparation and use of an Individualized Education Programs [IEP] is key to the provision of inclusive education. According to Rabi, and Zulkefli (2018), effective implementation of inclusive education requires teachers to have classroom management skills. Hence, early childhood teachers should be knowledgeable in the development and evaluation of IEPs (Bruns and Mogharberran, 2009). An IEP is a written record which outlines the nature of education to be provided for a child with a special need (Dempsey, 2012).

It also shows the current learning and performance level of the child with a special need (Gregory, 2015; Logsdon, 2019). Further, it conveys how a child's special need impacts on how he or she operates in the environment (United States Department of Education [USDE] (2015). In addition, it outlines what the child is currently able to do, the learning goals, strategies, resources, and support required in order for the child to achieve the stated goals (Logsdon, 2019; Parent Information and Resource Center, 2017).

Similarly, an IEP describes how a child living with a disability progresses toward achieving the set goals which will be appraised and progress report issued periodically (Logsdon, 2019; Parent Information and Resource Center, 2017). Further still, it indicates the adjustments to be made on individual programme and methods of determining academic progress of the child (Ministry of Education British Columbia, 2009). European Disability Strategy 2010-2020 points out that individualized learning should be provided for people with special needs (European Commission, 2010). Teachers should also document each individualized plan to facilitate sharing information with parents and other specialists in the area of the child's special need (Savaria, Underwood and Sinclair, 2011).

According to Sugut (2019), trained teachers contribute immensely in building up the character of young children and helping them to become ideal citizens. The Kenyan Government has drawn several legal documents to guide on the provision of inclusive education. The Kenyan Government has drawn several legal documents that emphasize the need to train teachers on inclusive practices. Some of the legal documents on the implementation that have been drafted to guide provision of inclusive education include: Implementation for National Education Sector Plan 2013-2018 (RoK, 2015), National Pre-Primary Education Policy (RoK, 2017), and the Implementation Guidelines for Sector Policy for Learners and Trainees with Disabilities (RoK, 2018)

Training of teachers in inclusive practices is necessary for effective execution of inclusive education (Odeny, 2015). This is necessary because it enables teachers to acquire knowledge on how to handle learners with diverse needs in the regular schools (Odhiambo, 2014). In addition, Ogombe (2013) points out that teacher' competencies are necessary for effective application of inclusive education. Further still, Mukuti (2016), argues that teacher characteristics influence the provision of inclusive education in preschools programmes. The study established that the longer the teachers' experience, the better they implement school programmes. The study also argues that preschool teachers with more years of professional experience are better at implementing ECDE programmes

Despite the government policies advocating for building capacities of teachers on inclusive education, preschool teachers still lack the capacity to handle all learners

including those with special needs in the regular classrooms. There are also limited research studies dealing with the influence of capacity of preschool teachers in the implementation of inclusive education preschools in Belgut Sub-County. A study by Maiwa and Ngeno (2017), in exploring teachers' competencies to implement inclusive education for the physically challenged learners in primary schools in Kericho County, focused on teachers' professional qualification. Hence, the current study investigated the influence of teachers' training on inclusive education, preparation of IEPs and classroom management on capacity of preschool teachers to implement inclusive education.

1.1 Statement of the Problem

The success of inclusive education is dependent on teachers with knowledge and skills for handling learners with special needs in the regular schools. According to Sugut (2019), trained teachers contribute immensely to building the character of young children and helping them to become ideal citizens. However, teachers still lack the capacity to handle all learners, including in the regular classrooms (World Bank, 2018). Similarly, teachers' capacity to implement inclusive education is wanting (Maiwa and Ngeno, 2017, RoK. 2017).

Research has shown that teachers' competence influences how teachers handle learners with special needs in the regular schools (Ineke, Markova, Krischler and Krolak-Schwerdt, 2018). Despite the important role that preschool teachers play in implementing inclusive education, very few studies have been conducted to establish their capacity to do so. Hence, the current study sought to investigate the influence of capacity of preschool teachers on the implementation of inclusive education in Belgut Sub-County, Kericho County.

1.2 Objectives of the study

The study was guided by the following objectives:

- i. To establish the influence of training on the implementation of inclusive education in Belgut Sub-County.
- ii. To assess the influence of individualized Education Plans on the implementation of inclusive education in Belgut Sub-County.
- iii. To explore influence of classroom managerial skills on the implementation of inclusive education in Belgut Sub-County.

1.3 Conceptual Framework

The arrows in figure 1 show that the independent variables influence the dependent variable of the study. The independent variable is the capacity of preschool teachers to implement inclusive education and its indicators are: Teachers' training, Individualized education Plans and classroom management. The dependent variable of the study is the implementation of inclusive education in whose indicators are access to the learning materials and learning areas and full participation in the school activities by all learners in the regular classrooms.

The framework also shows that intervening variables which are attitude of parents toward inclusive education and Government policy could interact with the independent variables to influence the implementation of inclusive education. The attitude of parents determines whether they take their learners with special needs to the regular or special schools, thus influencing the implementation of inclusive education either favorably or unfavorably. Similarly, the Government policy, for example, Sessional Paper, No. 14 of 2012 requires teachers to be trained in inclusive practices and to prepare individualized education plans for learners with special needs (RoK, 2012). Hence, if the dependent variables of the study are favorable in public preschools, then inclusive education will be implemented successfully.

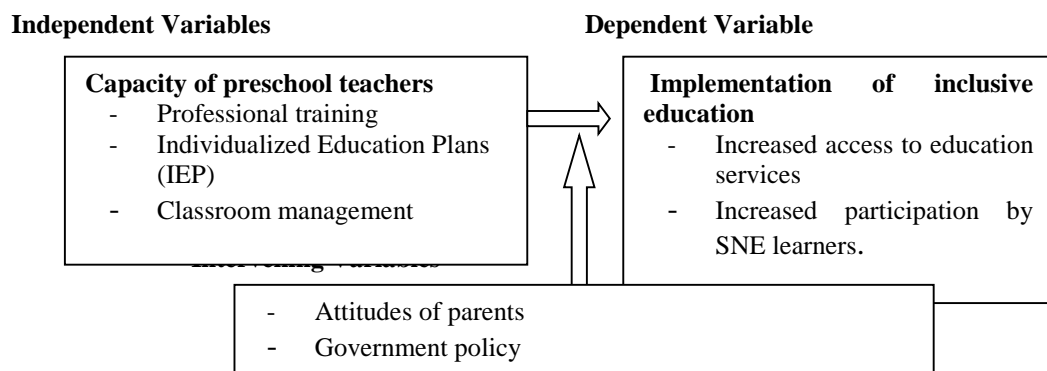


Figure 1: Conceptual framework of implementation of inclusive education

1.4 Theoretical Framework

The study was based on Social Model of Disability Theory (1975) by the Union of the Physically Impaired against

Segregation (UPIS) in Britain. The theory postulates that people with disabilities are not disabled by their impairments but rather by the barriers in the environment. The school is part of the larger environment where persons with disabilities operate. Similarly, Handicaps Welfare Association (2012) posit that children with disabilities are capable of performing the activities that the typically growing ones do if barriers in the school system were removed or if provided with the environment structured to suit them. According to the theory, the society has created barriers in the environment that prevents people with disabilities from doing what they are capable of doing.

According to Chaula (2014), disability is located in the educational system that creates barriers which prevent people with disabilities from meeting their needs. This implies that there are factors in the regular school environments that disable learners with special needs by preventing them from participating maximally in school activities. Symeonidou (2017) postulates that teacher's knowledge and understanding of the characteristics of the impairments that children may have, disables learners with special needs.

The theory applies to the study in the sense that preschool teachers ought to have adequate competencies in handling learners with special needs in the regular schools. Symeonidou (2017) claims that lack of knowledge and skills in identification of children with special needs results in teachers doing the following: Planning lesson plans meant for the whole class without regard for learners with special needs, using teaching and learning materials that are not adapted for learners with special needs, teaching using methods that are not suitable for some individuals with impairments, and making learning areas not accessible. Training of preschool teachers in inclusive practices will enhance their capacity to properly handle learners with special needs in the regular classrooms; thereby enabling them to participate fully and meaningfully in inclusive settings together with their typically growing peers (Government of Swaziland, 2016).

2. Literature Review

2.1 Influence of Teachers' Training on Capacity of Preschool Teachers

Teachers' training is key to development of teachers' competencies necessary for implementing inclusive education. However, Sharma, Forlin and Foreman (2007) claim that preschool teacher trainees and those who had just completed teacher education programs in Singapore lacked important competencies on inclusive education. The study further revealed that most preschool teachers lacked understanding on inclusive practices. The study further claims that pre-service teacher training institutions concentrate mainly on the subject matter of inclusive education. They suggested that teacher training institutions should provide teachers trainees with opportunities to

develop experience and gain more knowledge through working with children with special needs in the classrooms

A study by Sharma, Simi and Forlin (2015) in Solomon Island, Australia, found that there were few qualified teachers to implement inclusive education. Similarly, Travers et al. (2010) in a study of barriers to inclusive education in Ireland found that teachers in Irish schools were not trained in inclusive practices and hence did not have the skills to handle learners living with disabilities in inclusive classrooms.

According to the United State Department of Health and Human Services, [USDHS], (2016) training and expertise of preschool teachers in America vary from state to state. Smith and Tyler (2011) in a study on equipping professionals with necessary skills and knowledge observed that many teachers in America felt that they were not adequately prepared during pre-service training to handle learners with special needs in inclusive settings.

The findings of a study conducted by Muna (2014) in Arabia, and Johnson et al. (2014) in a study done in Bahamas indicate that teachers were not adequately prepared to teach all children in inclusive settings. According to the study, Johnson, Norissa, and Janelle (2014), the teachers who were interviewed reported that they lacked adequate training on inclusion of children living with disabilities in regular schools. Similarly, Sucuoglu, Bakkaloğlu, Karasu, Demir and Akalın. (2014), in their study on preschool teachers' attitudes and knowledge about inclusion in Turkey, postulate that pre-service teachers training is not sufficient in preparing teachers to adequately handle learners with special needs in the regular classrooms. They further noted that teachers claimed that the pre-service training course did not prepare them to teach learners with different abilities in inclusive classrooms. The study concluded that preschool teachers in Turkey lacked adequate knowledge and experience in handling learners with diverse needs in inclusive education. Hence, the study recommended that teachers needed to go for in-service training. This is necessary because it enables teachers to keep abreast with the constantly changing trends in education.

In South Africa, a study carried out by Zulu (2014) on teachers' preparedness for inclusive education found that teachers were not prepared to provide quality inclusive teaching. Similarly, in Tanzania, Chaula (2014) in his study found that one of the challenges that primary school teachers face in implementing inclusive education is lack of teachers' knowledge in inclusive education. The study argued that teachers' lack of knowledge had resulted in inclusive education not being implemented adequately. The current study argues that teachers had not been trained to know how to handle learners with special needs in inclusive classroom.

Pre-primary teacher training course in Kenya focuses on pedagogy and subject knowledge content (ROK, 2012).

Njuki (2017) in the study of inclusive education in preschools in Kenya found that pre-service teacher training did not equip teacher trainees with sufficient knowledge and skills on inclusive education. The study therefore recommended that pre-service teacher training should furnish teachers with adequate skills and knowledge on how to handle learners with special needs in the regular classrooms. The study further explained that to achieve inclusive education preschool teachers need to adapt redesigned lesson plans to suit learners with special needs.

Concerning training in special education, which is normally done as an in-service course in Kenya (Njuki, 2017), there is need to provide training opportunities for Special Needs Education teachers in specialized areas such as functional assessment. According to Amalemba (2014), in an investigation of the challenges facing implementation of inclusive education in public primary schools in Kakamega County, Kenya, majority of the primary school general class teachers acknowledged to having been trained in inclusive education. However, there is inadequacy of preschool teachers who have the requisite skills to handle children with special needs in the regular schools (RoK. 2012).

According to Nyaijoti (2013), primary school teachers lack the necessary training for handling learners with special needs in the mainstream schools. The researcher observed that lack of training in inclusive education impacted negatively on the provision of the same. In addition, the researcher argued that unless preschool teachers are given adequate training on inclusive techniques, inclusive education will not be accomplished in the near future.

Most studies on inclusive education are in agreement that majority of preschool teachers lacked training in inclusive practices (Gathumbi, Ayot, Kimemia and Ondigi, 2015; Mumbi, 2011; Mwangi and Orodho, 2014; Nadia, 2012; Wachira, 2012). Further still, Maiwa, and Ngeno, (2017) in a study on inclusive education in Kericho County found that most of the primary school teachers did not have adequate competencies to handle pupils with physical challenges in the primary schools.

Inadequate training in inclusive education inhibits participation of children with special needs in school activities thereby hampering the inclusive education educating learners with special needs in inclusive settings right from pre-primary unattainable. Hence, current study sought to establish whether preschools in Belgut Sub-County had training for effective implementation of inclusive education

2.2 Influence of Preparation of Individualized Education Plans on Capacity of Teachers

Bruns and Mogharberran (2009) observe that early childhood teachers should be knowledgeable in intervention and techniques for providing for learners with

different special needs and development, evaluation of IEPs, The United States Department of Education [USDE] (2015) maintains that teachers ought to have sufficient knowledge and skills in designing IEPs that cater for diverse needs of children in the regular preschools. It also notes that all young learners living with disabilities should be enrolled in quality inclusive early childhood programs where they will receive individualized instructions that meet their needs.

According to USDE (2015) and Health and Human Services and U.S. Department of Education (2015, September 14), some of the educators in United States of America lack basic knowledge and competencies in the preparation of Individualized Education Plans, thus compromising the provision of high quality inclusive preschool education.

Most teachers in Europe prepare IEPs for learners with special needs (European Union, 2013), For example, majority of teachers in Norway prepare IEPs to a large extent (Buli-Holmberg, Nilsen and Skogen, 2014). However, Travers et al. (2010) found that teachers in Ireland lacked adequate competencies in IEPs. This could be the main contributing factor for learners living with special needs not receiving the amount and type of attention that they need to be able to successfully complete their education (Global Campaign for Education-U.K., 2015; Ministry of Education--British Columbia, 2009).

In South Africa, a study by Dalton, Mckenzie and Kahonde (2012) found that teachers lacked skills and knowledge for differentiating the curriculum to address a wide range of learners' needs thereby hampering the implementation of inclusive education.

Hardly any studies have been done in Kenya and specifically, in Belgut Sub-County to establish preparation of Individualized Education Plans for children with special needs. Hence, the current study sought to establish whether preschool teachers in Belgut Sub-County prepared IEPs for effective implementation of inclusive education.

2.3 Influence of Classroom Management on Capacity of Preschool Teachers

According to Polirstok, (2015), in a study of management strategies for inclusive classroom, there are several classroom management strategies that teachers should use to enhance learning in the regular classrooms. The study asserts that effective classroom management entails using several strategies such as reinforcement, selective ignorance, punishment and disapproval as may be appropriate for particular behaviors.

In Turkey, Sucuoğlu, et al., (2014) investigated preschool teachers' attitudes and knowledge about inclusion which

showed that pre-service training did not prepare teachers on the classroom management in inclusive settings. The study revealed that preschool teachers had little knowledge in managing classrooms where there were learners with special needs. Similarly, some of the educators in the USA lack basic knowledge and competencies in the management of behaviour change in the classroom (Health and Human Services and U.S. Department of Education, 2015, September 14; State Department of Health and Human Services, 2016).

In Ghana, Alhassan (2014) in the study on inclusive education found that pre-school teachers had insufficient knowledge on inclusive classroom management. Chaula (2014), in his study in Tanzania also found that inclusive education had not been implemented adequately due to teachers' lack of knowledge in inclusive education. Hence, the current study argues that teachers' training had not

furnished them with inclusive classroom management strategies.

In Kenya, a study by Mwangi (2013) revealed that training can enhance teachers' capacity in classroom management. However, a study conducted by Nyaigoti (2013) on inclusive education in Nyamira County, Kenya, found that majority (86.9%) of primary school teachers lacked training in the management of inclusive schools. Similarly, a study by (Njuki, 2017) on knowledge on inclusive education in Kenya found that preschool teachers lacked adequate knowledge and skills on how to handle learners with special needs in inclusive classrooms. Hardly any studies have been done in Belgut Sub-County to establish preschool teachers' competencies on classroom management on inclusive education. Hence, current study sought to establish whether preschools in Belgut Sub-County had adequate classroom management skills for effective implementation of inclusive education.

3 Methodology

3.1 Research Design

The study employed descriptive survey design to investigate capacity of preschool teachers to implement inclusive in Belgut Sub-County, Kenya. The design was preferred for this study because it would enable the researcher to use both structured and unstructured questionnaire items to collect quantitative and qualitative data within one study from a large numbers of respondents within a short period of time, and to draw on the experiences of the participants.

3.2 Target Population, Sampling Technique and Sample Size

The target population for the study was 160 pre-school teachers and 65 head teachers in Belgut Sub-County, Kenya. Krejcie and Morgan (1970) Table and simple stratified sampling technique were used to sample 113 preschool teachers and 56 head teachers. Sampling began with getting the numbers of preschool teachers and the head teachers for the study by referring to the table. As shown in the table. Thereafter, schools were placed under four education and the samples computed using random sampling technique as per the sampling frame in Table 1 below.

Table 1: Sample size

		Education Zones				N	(%)
		Chemamul	Chaik	Walda	Kabianga		
Preschool Teachers	Sample Size	15	22	51	25	113	70.6
	Target	22	31	72	35	160	100
	Population						
Head teachers	Sample Size	8	11	24	13	56	86.2
	Target	11	15	35	17	65	100
	Population						

3.3 Data Collection Instruments

The study utilized preschool teachers' and the head teachers' questionnaires to collect data on capacity of teachers to implement inclusive education in pre-schools in Belgut Sub-County, Kericho County. The Information thus obtained from the tools were analyzed by the help of Statistical Package for Social Sciences (SPSS) Version 22 software using descriptive statistics such as frequency percentages, means, and standard deviations.

3.4 Data Analysis and Presentation

The researcher analyzed information obtained from the instruments separately with the help of Statistical Package for Social Sciences (SPSS) Version 12 software using descriptive statistics such as frequency distribution tables and percentages. Qualitative were analyzed through thematic content analysis where information was summarized and emerging themes outlined and integrated with quantitative data to elaborate on the findings. The qualitative data was obtained from statements and opinions

in the head teachers' requiring the respondents to state the challenges facing inclusive education.

4. Results and Discussion

Table 2: Ratings on the Influence of Preschool Teachers' Competencies

Statement	Respondents	SA	A	D	SD	Mean	Std Dev.
Pre-service teachers' training course assist sits teachers in teaching learners in inclusive preschools	Preschool Teachers	48 (47.1%)	37 (36.6%)	5 (4.9%)	12 (11.8%)	3.19	0.982
	Head teachers	4 (8.2%)	30 (61.2%)	6 (12.2%)	9 (8.2%)		
Preschool teachers attend in-service training on inclusive education	Preschool Teachers	21 (20.6%)	44 (43.1%)	11 (10.8%)	26 (25.5%)	2.5	1.084

As shown in Table 2 above, majority of preschool teachers were of the opinion that teachers had the capacity to execute inclusive education in preschools. With regard to the pre-service teachers' training course, 85 (83.7%) of preschool teachers and 34 (69.4%) of the teachers were of the view that it assisted teachers in teaching learners with special needs in inclusive. The study findings are in line with the National Pre-Primary Education Policy (2017) which stipulates that teachers should be trained on the best practices for handling learners with special needs in the regular classrooms (RoK, 2017). However, the findings contradict Sucuoğlu, et al., (2014) who posit that pre-service teachers training is not sufficient in preparing teachers to handle learners with special needs in the regular classrooms. Preservice training equips teachers with knowledge and skills of handling learners with special needs in the regular schools. Hence the Government's commitment to building capacity of teachers in order to implement inclusive education effectively.

Majority of preschool teachers had been trained in inclusive practices necessary for implementing inclusive education. This is evidenced in the trainings they had attended and the competencies they had acquired. As for training to implement inclusive education, 83 (81.3%) of preschool teachers and 29 (59.6%) of the head teachers said preschool teachers were trained in the implementation of inclusive education. Most preschool teachers 65 (63.7%) and 34 (69.4%) of the head teachers acknowledged that preschool teachers had attended in-service training, seminars, and workshops on inclusive education, similarly, 76 (74.5%) of preschool teachers and 27 (55.1%) of the head teachers acknowledged that preschool teachers were

trained to teach learners with special needs. In addition, 86 (84.3%) of preschool teachers and 43 (87.7%) of the head teachers acknowledged that preschool teaches were trained in identification of learners with special needs in the regular schools Further, 73 (71.6%) preschool teachers acknowledged that preschool teachers were knowledgeable in inclusive practices.

The status of preschool teachers' training can be attributed to inclusive education policy statements require the Ministry of Education to build the capacity of teachers to provide quality of education for all learners in the regular schools. The findings are in line with Salamanca Declaration and Framework for Action which emphasizes that governments should include aspects of inclusive education in both initial and in-service teacher training courses UNESCO, 2008).The findings also resonate with Sessional Paper, No.14 of 2012 that teachers should be trained and the Ministry of Education should organize continuous professional development course for teachers in order to improve on provision of quality education for all.

However, the findings on teachers training contradict Anyango (2017) Gathumbi, Ayot, Kimemia and Ondigi (2015) and Nyaigoti (2013) who observed that teachers lacked training in inclusive education. The findings also contradict Muna (2014 Njike (2017), and Sucuoğlu, et al., (2014), who claim that teachers were not sufficiently trained to handle learners with special needs in the regular classrooms. The findings are also with those of Adoyo and Odeny (2015) who found that preschool teachers do not conduct assessments to establish the health and physical status of young children in preschools. In addition, findings contradict Nyaigoti (2013), Travers (2010) and Zulu (2014)

who found that majority of the teachers were not trained to handle learners with special needs in the regular schools.

Further still, the findings disapprove Cologon (2013) and Mambo (2013) who noted that teachers lacked professional development on the implementation inclusive education. Effective inclusion of learners with special needs requires

all teachers to be trained in handling of such learners in the mainstream school. Hence, training of teachers in teaching of learners with special needs requires to be scaled up in order to enhance provision of inclusive education. Hence, all teachers need to attend in-service training, seminars and workshops on inclusive education in order to improve on provision of quality education for all learners.

Table 3: Preparation of IEP

Statement	Respondents	SA	A	D	SD	Mean	Std Dev.
Preschool teachers attend seminars and workshops on inclusive education.	Preschool Teachers	36 (35.3%)	36 (35.3%)	13 (12.7%)	17 (16.7%)	2.86	1.034
	Head Teachers	4 (8.2%)	30 (61.2%)	6 (12.2%)	9 (18.4%)	2.63	1.035
Preschool teachers are trained to implement inclusive education.	Preschool Teachers	49 (48.0%)	34 (33.3%)	4 (3.9%)	15 (14.7%)	2.63	1.035
	Head Teachers	11 (22.4%)	18 (37.4%)	11 (22.4%)	9 (18.4%)	2.63	1.035
Preschool teachers are trained to teach learners with special needs (SNE)	Preschool Teachers	40 (39.2%)	36 (35.3%)	11 (10.8%)	15 (14.7%)	2.99	1.048
	Head Teachers	4 (8.2%)	23 (46.9%)	11 (22.4%)	11 (22.4%)	2.59	0.888
Preschool teachers to identify on of learners with special need	Preschool Teachers	49 (48.0%)	37 (36.3%)	8 (7.8%)	8 (7.8%)	3.43	0.802
	Head Teachers	11 (22.4%)	32 (65.3%)	0 (100 %)	6 (12.2%)	2.92	0.954
Preschool teachers have knowledge in inclusive education	Preschool Teachers	26 (25.5%)	47 (46.1%)	6 (5.9%)	23 (22.5%)	2.70	1.079
Preschool teachers are trained in preparation of IEPs	Preschool Teachers	23 (22.5%)	45 (33.3%)	26 (25.5%)	19 (18.6%)	2.85	0.894
	Head Teachers	4 (8.2%)	23 (46.9%)	11 (22.4%)	11 (22.4%)	2.41	0.934
Checking of IEPs for learners with special needs	Head Teachers	4 (8.2%)	23 (46.9%)	11 (22.4%)	11 (22.4%)	2.41	0.934
Preschool teachers have inclusive class room management skills.	Preschool Teachers	58 (56.9%)	36 (35.5%)	2 (2.0%)	6 (5.9%)	3.43	0.802

As for preparation of IEPs, Table 3 indicates that just slightly more than half 68 (55.8%) of preschool teachers acknowledged that they prepared IEPs, and 27 (55.1%) of

the head teachers agreed that they checked the IEPs. The percentage of preschool teachers who prepared the IEPs correspond to that of the head teachers who checked. This

indicates that the teachers' preparation IEPs is wanting. Hence, preschool teachers' preparation of IEPs need to be scaled up as inclusive education will not be achieved with several learners not being attended to accordingly

Although the results are consistent with the view of European Union (2013) that most teachers in several European countries prepare IEPs, a significant number (44.2%) of preschool teachers did not. However, the study findings are inconsistent with Health and Human Services and U.S. Department of Education, (2015, September 14) who posit that some teachers lack basic knowledge and competencies in the preparation of IEPs. For effective inclusion of learners with special needs in preschool, all preschool teachers should be competent in the preparation and use of IEPs. Without adequate knowledge and skills on preparation of IEPs and constant checking of the same by the head teachers, inclusive education will not be actualized.

In relation to classroom managerial skills, majority 94 (92.2%) of preschool teachers consented that they had good classroom managerial skills. The study findings disapprove U.S. Department of Education (2015) that some of the educators lack basic knowledge and competencies in the management of behavior change in the classrooms. They also contradict Alhassan (2014) who observed that preschool teachers had insufficient knowledge on inclusive classroom management. Good classroom management facilitates learners' acquisition of skills, knowledge and attitudes that will enable them to operate in an inclusive society

5. Conclusion and Recommendations

5.1 Conclusion

Based on the study objectives, the study concluded that most preschool teachers have the capacity to implement inclusive education. The first objective of the study intended to find out how teachers' training influenced the capacity of preschool teachers to implement inclusive education in public preschools in Belgut-Sub-County. The results reveal that the knowledge and skills that preschool teachers acquire during pre-service training assist teachers in executing inclusive education in pre-primary schools. The results also show that most preschool teachers attend in-service courses, seminars and workshops on inclusive education in Belgut Sub-County.

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In addition, the results show that most preschool teachers were knowledgeable in inclusive education. Further still, the results indicate that most preschool teachers are trained to implement inclusive education, to teach learners with special needs in inclusive practices, and to identify learners with special needs, attend in-service courses, seminars and workshops on inclusive education. The study concluded that preschool teachers are adequately trained in the implementation of inclusive education teachers have the capacity to implement inclusive education

The second objective of the study was to assess the influence of individualized Education Plans on the implementation of inclusive education in Belgut Sub-County. The results show that preparation of IEPs has not been fully embraced by preschool teachers as slightly more than half (55.8%) of them prepare them. On the same note, the results show that slightly more than half of head teachers (55.1%) check IEPs for learners with special needs. The study concluded that preparation of IEPs influences is yet to be fully addressed by preschool teachers in Belgut sub-county.

The third objective sought to explore the influence of classroom managerial skills on the implementation of inclusive education in Belgut Sub-County. The study concluded that most preschool teachers have good classroom management skills.

5.2 Recommendations

The study recommends that:

- i. Pre-service training institutions for preschool teachers should emphasize on the preparation of Individualized Education Plans during training and should follow it up during teaching practice supervision to ensure that teacher trainees are applying inclusive techniques on real learners with special needs.
- ii. The County Education Department should consider conducting seminars and workshops to induct preschool teachers on the preparation and use of IEPs
- iii. The head teachers should check on the IEPs prepared by preschool teachers regularly to ensure that all class teachers are making and using them

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