

**AN INVESTIGATION ON THE ATTITUDES OF REGULAR
PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE
EDUCATION: A CASE STUDY OF THIKA EDUCATION
ZONE, THIKA DISTRICT.**

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ABSTRACT

Inclusive education is the process of imparting knowledge and skills to all learners irrespective of their special needs in education. Learners with special need range from those who are physically handicapped, visually impaired, mentally challenged to those with general learning difficulties.

Thika Zone is in Thika District in Thika Municipality. The area is in an urban area with a very high population hence there are many schools both public under municipality primary schools and private sponsored.

The purpose of the study is to investigate the factors constituting to negligence of students with special needs in schools in Thika Zone, Thika District.

The researcher used survey method and collected information by use of questionnaires which were later analyzed. The target population was 10 schools in Thika Zone. Simple random sampling was used to select the 20 teachers to represent their schools that were used in the study.

The study proved that most teachers had knowledge about inclusive education and most of them had negative attitudes towards inclusive education. They on the other hand agreed that learners should be taught only that they feared the workload that would arise from inclusion.

My research concluded that most teachers did not have a positive attitude towards inclusion, but were mere interested in monetary gains that would be realized.

The research recommends that the government should source funds to implement inclusive education. Also, teachers in regular primary schools should be sensitized on special needs education.

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