

**EARLY CHILDHOOD EDUCATION TEACHERS' ATTITUDE TOWARDS  
THE IMPLEMENTATION OF INCLUSIVE LEARNING IN SELECTED  
PRESCHOOLS IN NAKURU**

**SUB COUNTY**

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## ABSTRACT

Inclusive education is the process of educating children with special needs together with their typically developing peers in a natural environment. Inclusive learning is geared at improving the social skills and friendship of children with special educational needs to avoid neglect and low self-esteem of learners with disabilities. The purpose of this study was to assess the early childhood education teachers' attitude towards the implementation of the inclusive learning in preschools in Nakuru town. The study was carried out in Nakuru Sub County(Nakuru Town).The hallmark of inclusive learning is the teachers' willingness to accept learners with special needs and be willing to alter their traditional whole- group instructional strategy in favour of specific individualized teaching. The target population was made up of 59 public preschools which have a total population of about 59 head teachers and 118teachers. The objectives guiding the study were: assessing the effect of preschool teachers' attitudes towards the implementation of Inclusive learning; to determine the effect of preschool teachers' attitude on the implementation of inclusive learning and to establish the possible trends of teachers' attitude towards inclusive learning in selected preschools in Nakuru Town. The study employed mixed research designs which have both qualitative and quantitative designs. The study employed the census technique in the determination and selection of the study subjects; whereby the entire target population was studied. The questionnaire was the main tool for data collection, while the interview schedule was the subsidiary tool. Data was collected from preschool teachers using questionnaires and teachers using the interview schedule. The study obtained data from the whole population of 59head teachers and 118teachers. Data collected was analysed for descriptive statistics (frequencies, means and percentages). The results from the analysis were then presented in form of tables and charts. The study findings show that: most teachers had a negative attitude toward inclusive learning and this greatly affected its implementation; the main factors contributing to this attitude included lack of proper training on how to deal with children with disabilities and shortage of teaching materials and unfavourable school environment. The study also established that teacher attitude negatively impacted on inclusive learning by slowing down its implementation. The effect is noted in such implementation aspects such as: failure by teachers to use appropriate teaching methods and approaches; non-involvement of key stakeholders such as parents; complexity in the management of inclusive learning; non-performance or poor performance of inclusive learning tasks; compromise of education quality; and less work commitment by teachers. The school environment in most preschools remains unfavourable for inclusive learning implementation. The study therefore recommended that the Ministry of Education should consider: working more intensively to implement the idea of inclusive education in order to impel positive attitudes towards disability; further in-service retraining and strengthening the collaboration between special and regular teachers is required in order to provide the in-service teachers with specific knowledge and skills to increase their confidence in teaching children with special needs; reviewing the current inclusive policy in respect to teacher preparation / training, professional competency, pupils' inclusive learning needs, teacher beliefs and resources that are particularly important for inclusive learning to be successful in Kenya. The study gives insights to the ministry of education on strategies for improving access, quality, equality and the outcomes of inclusive learning in early childhood education through pre-schools.