

**ATTITUDES OF PRIMARY SCHOOL TEACHERS
TOWARDS INCLUSIVE EDUCATION IN KARIMA
IRIAINI ZONE IN NYERI SOUTH DISRICT**

**FRANCIS K MACHIRA
BED/SB/09/04912**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FUFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF A BACHELOR OF
EDUCATION SCIENCE.**

August 2012

ABSTRACT

The study aimed at investigating the attitudes of regular primary school teachers towards inclusion of learners with special needs and possibly looks for solutions to the problems of inclusive learning. This investigation is brought about by observations of trends in international educational developments that tend to bring the education of children with special needs into the fore. . The Ministry of Education in Kenya subscribes to various international conventions that address inclusion in education. The study was to enable learners with special needs realize their full potential and make teachers in regular schools have a positive attitude towards learners with special needs. It is critical to understand the attitudes of teachers for the successful implementation of inclusive learning. The participants were drawn from six public schools from karima –iriaini zone of Nyeri south district. The sample comprised twenty trained teachers selected through convenience sampling. This study was based on Maslow’s theory of motivation which divides motivation into higher and lower needs. The researcher employed the survey research design. Data was collected from the teachers through questionnaires and then analyzed both qualitatively and quantitatively. The study showed that most of the teachers have a negative Attitude towards inclusive learning.