

**TEACHERS' ATTITUDE TOWARDS INTEGRATION OF LEARNERS WITH
INTELLECTUAL CHALLENGES IN PUBLIC PRIMARY SCHOOL IN
WESTLAND DISTRICT NAIROBI COUNTY**

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ABSTRACT

The purpose of this study was to investigate the attitude of teachers towards integration of learners with intellectual challenges in public primary schools in Westland District, Nairobi County. The study 's objectives were to find out the attitude of teachers towards the integration of learners with intellectual challenges, to find out how teachers attitude influence classroom delivery in the integration of learners with intellectual challenges, determine the extent to which teachers' individual qualifications influence the integration of learners with intellectual challenges, to find out the level of support given by head teachers to the integration of learners with intellectual challenges in Westland District, Nairobi County. The study was based on the systems theory that emphasize that real education systems are open to, and interact with their environments. Both qualitative and quantitative research methods were used while adopting a descriptive survey design. Data was collected from a target population of 154 respondents; 149 teachers and 5 head teachers. Census was used to sample the population which will be stratified into five strata. The study used probability and non-probability sampling procedures to get the sample size. Teachers were randomly selected and head teachers purposively. Questionnaires and interview guides were used to collect the data. Validity of the research instruments was determined by a pilot study while reliability was ensured through test-re-test methods. Data was analyzed both qualitatively and quantitatively through Statistical Package for Social Scientists Version 16.0 and thereafter presented in form of tables, graphs and pie charts. The main finding of the study, the attitude of teachers towards integration of learners with intellectual challenges was the major reason that influenced classroom delivery in Westland District, Nairobi County. Similarly, level of training of teachers also influenced integration of learners with intellectual challenges, head teacher support was critical in influencing integration of learners with intellectual challenges in Westland District, Nairobi County. Major recommendations were as follows: there is need to equip the student with special needs with life skills to enable them cope with every day challenges. A study on the attitude of parents towards the integration of learners with intellectual challenges should be carried out since parents are crucial actors in the education sector. The leadership role of head teacher is crucial for improved education for students with disability. Support from head teachers has strong direct and indirect effects on virtually all critical aspects of teachers' working conditions; therefore head teachers need to be specially equipped with ability to support teachers teaching pupils or students with special needs. Policy makers should enforce compliance and procedural requirement as legally mandated in the individuals with Disabilities Education Act (IDEA).