

**TEACHERS' ATTITUDE AND INCLUSION OF SPECIAL NEEDS EDUCATION
LEARNERS IN REGULAR SCHOOLS IN GWASSI DIVISION ,
SUBA DISTRICT – KENYA.**

**BY
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BED /15512/71/DF

**RESEARCH REPORT SUBMITTED TO SCHOOL OF OPEN AND DISTANCE
LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS
EDUCATION.**

KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I LYNNETTE ONYANGO, REG NO BED/15512/71/DF hereby do declare that this research report is my own original work and not a duplication of similarly published work of any scholar for academic purpose, nor has it been submitted to any other institution of higher learning for the award of certificate, diploma or degree in special needs education. I also declare that all materials cited in this report which are not my own, have been duly acknowledged.

Signature.....*Lyango*.....

Date.....*14/04/2009*.....

APPROVAL

This research report is submitted for examination with my approval as a university supervisor.

Signed



Lecturer's name.....

24th / April / 2008

DEDICATION

My supervisor Olivia, and John , Erickson , Wendy Philemon and Terry.

I affectionately dedicate this report.

ACKNOWLEDGEMENT

I wish to acknowledge contributions individuals and institutions that assisted in the production of this research report. This include:

District Assessment coordinator, Mr. W. Nyamuni, the AEO Gwasssi and zonal inspector of schools for the invaluable technical advice in the development and production of this report.

Many thanks still go to the entire teaching zone, all head teachers and the school management committees who gave their support to this study.

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Finally special thanks goes to Victoria Miseda for printing well done.

Definition of terms

Regular school – This is an ordinary educational set up that does not cater for learner diversity. Inclusive system – accepting and adjusting on individual within the same environment under curriculum differentiation in the ordinary classroom.

Inclusion- This is a goal that all participants in any society should aim at achieving to ensure that all persons regardless of their racial, economic, physical or any differences are not excluded from any of the society's activities.

Special Education Needs Education (SNE) – Is an education system that provides appropriate teaching method to meet the individual special education needs.

Handicap- A disadvantage that prevents a person from performing.

Disability- Lack of ability to perform.

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ABSTRACT

The research study was to investigate the teacher's attitudes and inclusion of special needs education learners , in regular schools in Kigoto Zone, Suba District .

In related literature, the researcher compared his work with what others had researched in the past. The same was worked with the modules , books and journals among other sources. Data Collection was done using questionnaires, quantitative method in the data interpretation and survey was used to as a design. Simple random sampling was used to get the collected data using 60 questionnaires and only 45 respondents responded positively.

It was noted that teachers' attitudes were relatively positive towards special needs education learners in the regular schools but there was lack of trained personnel and facilities hindering their positivity in the learners.

CHAPTER 1: BACKGROUND INFORMATION

1.0 Introduction

Education for the handicapped was not valued by the society as they were regarded helpless bad omen, a curse and disgrace to the society. Members of the community had feared being associated with the handicapped and they even called them derogatory names such as deaf, blind , lame and fools. Ture J (1994)

Although great advances have been made recently in providing appropriate educational services for the hand capped , such was not always the case. The handicapped were frequently left to die or if allowed to live, had to beg for their survival . The handicapped were often associated with demonology, witchcraft and were rejected as outcasts because of their alleged ties with the devil. Evans K.M (1965) . Some handicapped children went to regular primary schools where they were confronted by overcrowded, noisy and dilapidated schools. They were segregated by individual differences (disability) and many discouraged if not defeated teachers. Most handicapped children were enrolled in private schools, or if in special schools by special educators and process for handicapped children.

Handicapped children drop out of school due to negative attitude “ stay out” . Take them out, fix them up then return them to the class” as they wanted the learners to be worked with separately out the class , Wooley M (1994).

This finding has been approved by Christopher K (1990) in a study carried out in California, America. “Regular class teachers who had positive attitudes towards the handicapped were only those ho had taken special education courses and had already developed a sense of confidence in their ability to teach exceptional children. Regular class teachers may also feel threatened by the need to learn from and cooperate with other teachers whose specialized expertise passes a threat to their own autonomy”.

Persons with disability were excluded from the mainstream society due to cultural beliefs and practices. They were seen as helpless persons who meant bad omen or a curse
Evans K.M (1965)

1. Theory

This research is based on Slee's theory on inclusion (1996) states "Inclusion be adopted on a national scale as a means of educating all learners in regular schools

In that case there would be no more name-calling for special needs teachers, as they would meet among others in the regular school. Additionally, if they are seeking to be known, or constructed as regular teachers inclusion might give them that label of a society in reconstructing a system of inclusive schooling is not however, measured through the effectiveness of its capacity to others fit. It is more correctly gauged through evidence of the specific expression and valuing of differences in a new set of social relations."

1.2. Statement of the problem

Despite the world conference on special needs education (1994) which focused on the right to education and Dakar conference (2000) which advocated for education for all regardless of disability, since that time the policies have been picking up in different parts of Kenya with the teachers at the centre stage as chief implements on the ground. In Kigoto zone, it has never picked up well, so it was a situation worth addressing in order to investigate whether the teachers' attitudes had some impact on the delayed development of inclusive education in the zone.

Free primary education policy in Kenya has made many learners to join regular schools but it was still realized that learners with disabilities are still very few in regular schools I Kigoto zone, Suba District.

The research was intended to investigate the teachers attitudes and inclusive education because in spite of the schools, statistics from DEO's office (Education Assessment and Resource Centre) Suba District indicates that learners with special needs in education (SNE) are very few in the regular schools in Kigoto zone. Teachers attitudes towards inclusion of special needs learners in the regular schools could be a factor.

1.3 Purpose of the study

Purpose of the study was to investigate the teachers' attitudes and inclusion of special needs education learners in regular schools in Kigoto zone, Suba District.

1.4 Objectives.

The objectives of the study was to:

1. Find out the existence or presence of trained special needs education teachers in Kigoto zone, Suba district.
2. Find out whether there were special needs education learners.
3. Find out the effect of inclusive education on the current curriculum and academic performance.
4. Find out the major challenge met by teachers in inclusive set ups.
5. Find out the teachers' in Kigoto zone, Suba District.

1.5 Research questions

1. Are there trained SNE teachers in the zone?
2. Are there special needs education learners in the regular schools in the zone?
3. What is the effect of inclusive education on special needs education learners academic performance?
4. What major challenges is met by teachers in inclusive set ups?
5. What are the teachers' attitudes towards inclusive education zone?

1.6 Significance of the study

The study was to find out how teachers respond to learners with their participation on the teaching learning activities of such learners existing in those institutions.

The information was meant to inform the Ministry of education about the situation on the ground especially the department of special needs education. The researcher is to recommend to MOE to improve on the training of special needs education teachers to assist the learners both outside and inside the schools and to understand that children learn to live together regardless of their individual differences.

The research study was to create awareness among teachers, parents and the entire community towards education of learners with special needs

The research study was to help other people research further in the area of special needs education.

The study was to establish a basis for the development of policy on special needs education by Ministry of Education .

The study was to help advocate for rights of learners with special education needs such as to have them included in regular schools and the given equal opportunities and equal treatment as their normal peers in the community.

Limitations

1.7 Introductions

The researcher met problems that hindered the smooth running of the research . These included:

1. Literature concerning research variables were limited.

2. Data collection procedure
3. Length of the study
4. Inadequate finance to carry out research to its conclusive end
5. Sample size
6. Time factor did not allow the researcher to work with a larger population .

1.8. Scope of the study

Content scope

The research content was limited to teachers' attitudes and inclusion only as the study area of study.

Geographical scope

The research study was limited to Kigoto Zone as a case study for the whole of Suba District.

Time scope:

The research study was limited to a span of one year i.e. 2008 – 2009.

CHAPTER II LITERATURE REVIEW

2.0 Introduction

The review of the available related literature will draw relevant to the objectives of the study. The reviews literature is divided into the following categories; teachers, attitudes and inclusion in regular schools.

The above has prompted the researcher to review the literature and to relate whether they will have positive or negative effects on the delayed program in the zone and the positive measures to be taken in order to alleviate its development.

2.1 Teachers' attitudes and inclusion in regular schools

Attitudes are very important in a person. They influence and affect whether a person does or says. Studies on attitudes and leaning have been done by many physiologists, administrators and educationists. Attitudes are important not only in learning but are also in general life.

As attitudes are at the base of every deed and action of a person, on investigation of teachers' attitudes is necessary to establish what extent the teaching service influence he/her attitude towards incision of special needs education learners in regular schools. An attitude is defined as attendency, a state of readers to act or in certain manner when confronted with certain stimuli.

Oppenhien (1966) points that every human being holds attitude of one kind or another but for the most part these attitudes are dormant. They are expressed in speech or other forms of behavior only when an object of attitude is perceived.

Guilford (1954) states that attitudes are reinforced by beliefs and often attract strong feeling that will lead to particular forms of behavior. In the final analysis, one can hold with high degree of a currency that the way people view situations, objects in ways that can be called favorable or unfavorable.

Evans (1965) found out that interest and ability were directly related and that success was unlikely where interest was lacking. In early stages, interest may not necessarily be accompanied by good attainment, but it may nevertheless, result in continued effort eventually leading to success.

Keeves “ the attitude dimension” on task performance in education was associated with positive or favorable attitudes.

Williams, (1974) in deliberations of the UNESCO meeting of experts on the status of teachers held in Geneva in January 1966, one of the guiding principles adopted was that the status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives. This principle was laid down in the understanding that no organization can achieve its demands without using individuals.

2.2 The effects and presence of trained teachers for special needs education learners.

A teacher is a person charged with the responsibility of promoting learning and teaching in the classroom in any learning institution. Professional qualifications and experience, Hovey, Targer and Joyce, (1978) examined that effects of in-service on the behavior of teachers. The findings asserted the fact that teachers. The findings asserted the fact that teachers could utilize feedback in training develop simple and complex teaching skills and strategies and to implement curriculum. Teachers also have the ability to respond to instructional methodologies quite rapidly Kinyanjui (1979) points out that caliber of teachers in any school or systems from an important input variable which can have tremendous impacts on school, country like Kenya.

2.3 The impact of the current curriculum on Academic performance.

Woolly and (1994), points out that including children with special needs in education in early childhood programs is a benefit of educating young children with special needs together with their same best time for children to begin to respect all people differences and the contributions each individual makers.

2.4 Gap in knowledge

concept of curriculum for learners with special needs in Education is not highlighted in the literature but the research adequately provides information on curriculum which advocates for special needs learners to be provided with a differentiated curriculum which allows the teachers' to plan according to each learner's of the subjects into small teaching steps, adapting examination questions to suit the individual learners needs and using alternative ways of measuring the learner's competence such as: project work, direct observation as learner work as well as functional assessment as learners demonstrate skills and students self-assessment

CHAPTER III. METHODOLOGY

3.0 Research Approach

the researcher used quantitative research approach to collect research. It involved collection of data using standardized tools such as questionnaire. The approach was applicable as the researcher used numerical figures in whole exercise of data collection, analysis and presentation it was a fast method of collecting data from a large population.

3.1 Research Design

the research will be used the survey design in the study to collect data on current reviews and behavior of teachers on special needs education learner in an inclusive set-up

3.2 Population

the researchers target population was 86 teachers in 14 primary schools in the zone. Since the number was manageable, therefore, the researcher reached all the schools in the zone in order to get their views.

3.3 Sample

Since the number of schools in the study area was manageable, the researcher reached all the 14 primary schools in the zone in order to get a small population to present the target population to present the target population the researcher will be used simple random sampling to get the sample population.

3.4 sampling procedure

this is refers to the process of selecting a number of individuals for the study in such a way that the sampled population to represent the large group which they were selected.

3.5 Research instruments.

This was the method used by the researcher to conflict data from the researcher collected data using both closed ended and open ended questionnaires comprising of o r and multiple choices . the researcher used the tool as it covered a large population with a short time and could also be sent to respondents by post .

3.6 procedure of the study

the researcher first sought for permission from the relevant authorities before going and the area of study for data collection. The authorities included; the ministry of Education through the DEO'S officer, and the head teachers of various schools

CHAPTER IV: PRESENTATION, DATA ANALYSIS AND INTERPRETATION

4.0 Introduction.

This research was to find out teachers attitudes and inclusion of special needs education learners in regular set up in Kigoto zone in suba district.

The main objectives of the study were:-

- To find out whether there were special needs education learners.
- To find out the attitudes of teachers towards inclusive education.

The raw data collected from the respondents are therefore presented using tables , percentage frequencies and description basis using the quantitative approach . 60 questionnaires were distributed to schools but only 45 questionnaires were returned.

Section A : Analysis of personal information

4.1.1 Age of respondents

4.12. Table one

AGE	FREQUENCY	PRCENTAGE
20-30	12	27
31-40	28	62
50-60	5	11
TOTAL	45	100%

4.1.3

The table indicates clearly that out of 45 respondents who responded positively, majority fall between age bracket of 31-40 taking lead with 62% followed by 27% of age bracket 20-30 and lastly 11% age bracket to who are few.

4.2.1 Sex of the respondents

4.2.2 Table 2.

GENDER	FREQUENCY	PERCENTAGE
MALE	32	71
FEMALE	13	29
TOTAL L	45	100%

4.2.3 The table indicates that out of 45 respondents who responded positively 71. % were male while 29% were female teachers in the zone . It also shows that there were more male participants than the female.

4.3.1. Academic qualifications

4.3.2 Table 3

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
CERTIFICATE (P1)	36	80.
DIPLOMA	7	16
DEGREE	2	4
TOTAL	45	100%

4.3.3.

The total above shows that 80% of teachers in the zone have remained grade (certificate) and have never attended to other trainings that can enable them to handle learners with special needs in education.

4.4.1 Marital status

4.4.2 Table 4

MARITAL STATUS	FREQUENCY	PERCENTAGE
SINGLE	8	18
MARRIED	37	82
TOTAL	45	100%

4.4.3

The table above shows that majority of the respondents were married ,taking the lead with 82% while only a smaller number of the respondents were single with 18%.

SECTION B . Analysis of General information

4. 5.1 Existence of trained special needs education teachers .

4.5.2 Table 1.

RESPONSE	FREQUENCY	PERCENTAGE
YES	15	33
NO	30	67
TOTAL	45	100%

4.5.3 Following the table above, the response shows that in Kigoto zone there are no specially trained teachers to handle the special needs education learners. An important point to note is that there is need to train teachers or if there are teachers elsewhere, therefore they should be deployed to Kigoto zone in order to make teaching be effective,.

4.5.4 Are there special needs education learners ?

4.6.2 Table 2

LEARNERS	FREEQUENCY	PERCENTAGE
FEW	20	45
MANY	15	33
NOT THERE	10	22
TOTAL	45	100%

4.6.3 The table indicates that there are special needs education in schools and respondents confirmed that they are few and this is an indication that they are not well catered for by teachers in the regular schools and that has made them not to attend schools. This can only be solved by training more teachers on SNE or

posting them to Kigoto zone in order to cater for those who are still a home because of lack of proper care by specialists .

4.7.1 Effects of inclusive education on academic performance.

4.7.2 Table 3

RESPONSE	FREQUENCY	PERCENTAGE
POSITIVE	12	27
NEGATIVE	33	73
TOTAL	45	100%

4.7.3 Table 3 indicated that inclusive education has a bigger negative effect on academic performance since Kenya's system of grading is based on mean and that has made 73% of the teachers to accept that it has negative effect while 27% say that it does not affect and suggests that grading should be on individual basis and not collective thus letting the special needs learners to be disadvantaged by the teaching methods.

4.8.1 Challenges met by teachers inclusive setups

4.8.2 Table 4.

CHALLENGES	FREQUENCY	PERCENTAGE
LACK OF FACILITIES	10	22
DELAYED SYLLABUS COVERAGE	17	38
LACK OF TRAINED PERSONNEL	18	40
TOTAL	45	100%

4.8.3

The table 4 shows that lack of trained personnel is a major challenge and took the lead with 40. % among the challenges followed by delayed syllabus coverage 38% and lastly lack of facilities with 22% . Teaching of the special needs education learners needs skills and knowledge, therefore there is need for trained teachers to enter for the m and on the

other hand it has made the syllabus coverage to be slow in order to help the special needs education learners . The learning and teaching aids , assistive devices and modified ground should be put in place in order to effectively implement inclusive education in regular set ups .

4.9.1 Programmes for diverse needs

4.9.2 Table 5

PROGRAMMES	FREQUENCY	PERCENTAGE
NONE OF THE ABOVE	25	56
REMEDIAL SERVICES	20	44
ITENERANT SERVICES	0	0
RESOURCE ROOMS	0	0
TOTAL	45	100%

4.9.3 It is a clear indication that the majority of the respondents were not aware of the itinerant services and resource rooms and a few knew about the remedial services which they said I the only supportive programme available in the zone.

These services should be started in order to create exposure and to cater for the SNE learners so that they can also enjoy the learning opportunities in the inclusive set ups in Kigoto.

4.10.1. Does the current curriculum cater for different diversities ?

4. 10.1 Table 6

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	22
NO	25	56
I DON'T KNOW	10	22
TOTAL	45	100%

4.10.3 The table shows that 56% accepted that the current curriculum does not cater for different diversities while 22% respectively said yes and I don't know. This means that there is need for differentiated curriculum for different children in the regular set ups. The ministry should be advised to provide appropriate facilities in order to assist the SNE learners in the regular setups.

4.11.1 Teacher's views on inclusive education

4.11.2 Table 7

VIEWS	FREQUENCY	PERCENTAGE
POSITIVE	28	62
NEGATIVE	17	38
TOTAL	45	100%

4.11.3. The table above shows that the teachers had realized that children learn better in their own environment and 62%% are for inclusive education and are ready to support it while 38% said no to inclusive education suggesting that SNE learners be taken to special schools.

4.12.1. Teachers; attitudes towards special needs learners.

4.12.2 Table 8

ATTITUDE	FREQUENCY	PERCENTAGE
POSITIVE	30	67
NEGATIVE	15	33
TOTAL	45	100%

4.12.3 The table above clearly shows that the teachers; attitude towards SNE learners is 67% positive as they say that thy should also be treated equally, but there is dire need to

train teachers to handle them effectively. The 33% are arguing negatively that they should be in special schools.

CHAPTER V:

SUMMARY DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter deals with summary, discussion, conclusion and recommendations as was in the research results of the study. The main objectives of the study was to find out the teachers' attitude towards inclusion, the effects and presence of trained teachers for special needs education learners and academic performance and possible solutions to challenges encountered.

5.1 Summary

The purpose of the study was to investigate the teachers attitude and inclusion of special needs education learners in regular schools in Kigoto zone, Suba district.

In related literature, the researcher compared his work with what others had researched in the past. The same was worked with the modules, books and journals among other sources. Data Collection was done using questionnaires quantitative method in the data interpretation and survey was used as a design. Simple random using 60 questionnaires and only 45 respondents responded.

It was noted that teachers' attitudes were relatively positive towards special needs education learners in the regular schools but there was lack of trained personnel and facilities hindering their positivity in the learners.

5.2 Discussion

The special needs education learners, as their fellows equally need education and other services. The discussion was therefore to find out whether teachers attitudes was the major problem initiator in the schools in the zone.

In table 7 it was noted that only 38% were not for inclusive education in regular schools while 62% had positive attitudes towards it. It has been realized that teachers are for

inclusion at it is means through which expenses can be realized that teachers are for inclusion reduced to the parents of special needs educating learners, learning in a known environment socializing with peers whom they will stay with for life.

Following the efforts of Kenya institute of special education , teachers have been made aware of the special needs education and that has rubbed out the point of negative attitude on teachers Atender and strain (978) but the result has indicated hat there is positivity due to awareness creation put in place by the Government.

In table 6 it was noted that 56% of the respondents say No to the current curriculum, while 22% say yes and another 22% say they don't know , this is a clear indication that the curriculum needs some change in order to cater for different diversity of needs of learners in regular schools, Ngugi(2002) had also rigid assessment methods based on mean score so it is true that it needs change.

As it is realized that the teaching of special needs education learners still lags behind in Kigoto zone .

According to the finding of this research in table 8 realized that 67% of teachers are positive towards special need education in inclusive setups while 33% are against . This has affected the performance regular learners as the pace of learning has to be regulated to fit the diversities Nzioki (1988) had said that maybe as a result of lack of training opportunities for teachers handling these learners with special needs in education since the teachers present have inadequate knowledge. The ministry of education should see into it that the issue is solved since the teaching are not appropriate.

5.3Conclusion

Special needs education learners can lean together with others in regular schools if there are no skillful teachers . The research revealed that teachers are willing to help the learners with special needs in education but they lack knowledge with the special needs

education teacher training in place, teachers should join the institution in mass to help curb teachers' situation of lack of management skills.

From the look of things from the research analysis, teachers are demanding for curriculum review to allow for differentiated. Due to the fact that the academic performance is getting poorer, the teachers in one way or the other, has retarded the development of special needs education in regular schools.

The available facilities do not cater for special needs learners in the regular schools. The buildings, fields and desks are not assistive devices to improve the situation.

5.3 RECOMMENDATION

- These were the recommendations reached after the summary of the study based on the objectives;
- There is need to create awareness among the teachers, pupils and entire community on learners with special needs in the zone.
- Regular teachers need training special needs education so that they may be able to handle the learners competently.
- The curriculum should be adapted and modified to accommodate learners with special needs in education.
- New policies should be introduced to advocate for the rights of these learners.
- The educational Assessment and resource centers (EARC) should be established near the schools at least the zonal level
- Remedial work should be given to the learners to compensate for the time lost when they are in hospitals.

- Seminars , workshops , pre-service or in-service trainings should be organized regularly in the zone to improve on the management skills.

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Bed/15512/71/DF

Dear Teachers,

The questions below are meant for research work and responses cannot be diverted for any other purposes. The research i.e. on the teachers' attitudes and inclusion of special needs education learners in regular schools in Gwasssi division, Suba district. Please you are required to be frank and sincere in your response to the questions. These are research questions. The information will be treated with absolute confidentiality. Thanks in advance for your positive responses

INSTRUCTIONS

Tick in the box the correct response

SECTION A: PERSONAL INFORMATION

Age: 20-30 31-40 50 – 60

Gender: Male female

Academic qualification certificate Diploma Degree

Marital status single Married

SECTION B: GENERAL INFORMATION

1. Are there trained teachers for special Needs Education in the zone?

Yes No

Comment:

2. Are there Special Needs Education learners in the regular schools in the zone?

Few

Many

Not there

Comment

3. What is the effect of inclusive education on special needs education learners' academic performance?

Positive

Negative

Comment

4. What is the major challenge met by teachers in inclusive set-ups?

Lack of facilities

Delayed syllabus

Lack of personnel

5. Are there support programmes for the divers needs? Yes

No

If yes, which one?

Remedial services

Internet services

Resource rooms

None of the above

6. Does the current curriculum cater for different diversities?

Yes

No

Comment

7. What are the teachers' views on Inclusive Education?

Positive

Negative

Comment

8. What are the teachers' attitude towards inclusive learning in the zone?

Positive

Negative

Comment



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I. O. D. L

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. ONYANGO LYNNETTE

REG. # BED/15512/71/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

TEACHERS' ATTITUDES AND INCLUSION OF
SPECIAL NEEDS EDUCATION LEARNERS
IN REGULAR SCHOOLS IN KIGOTO ZONE,
GWASSI DIVISION, SUBA DISTRICT - KENYA.

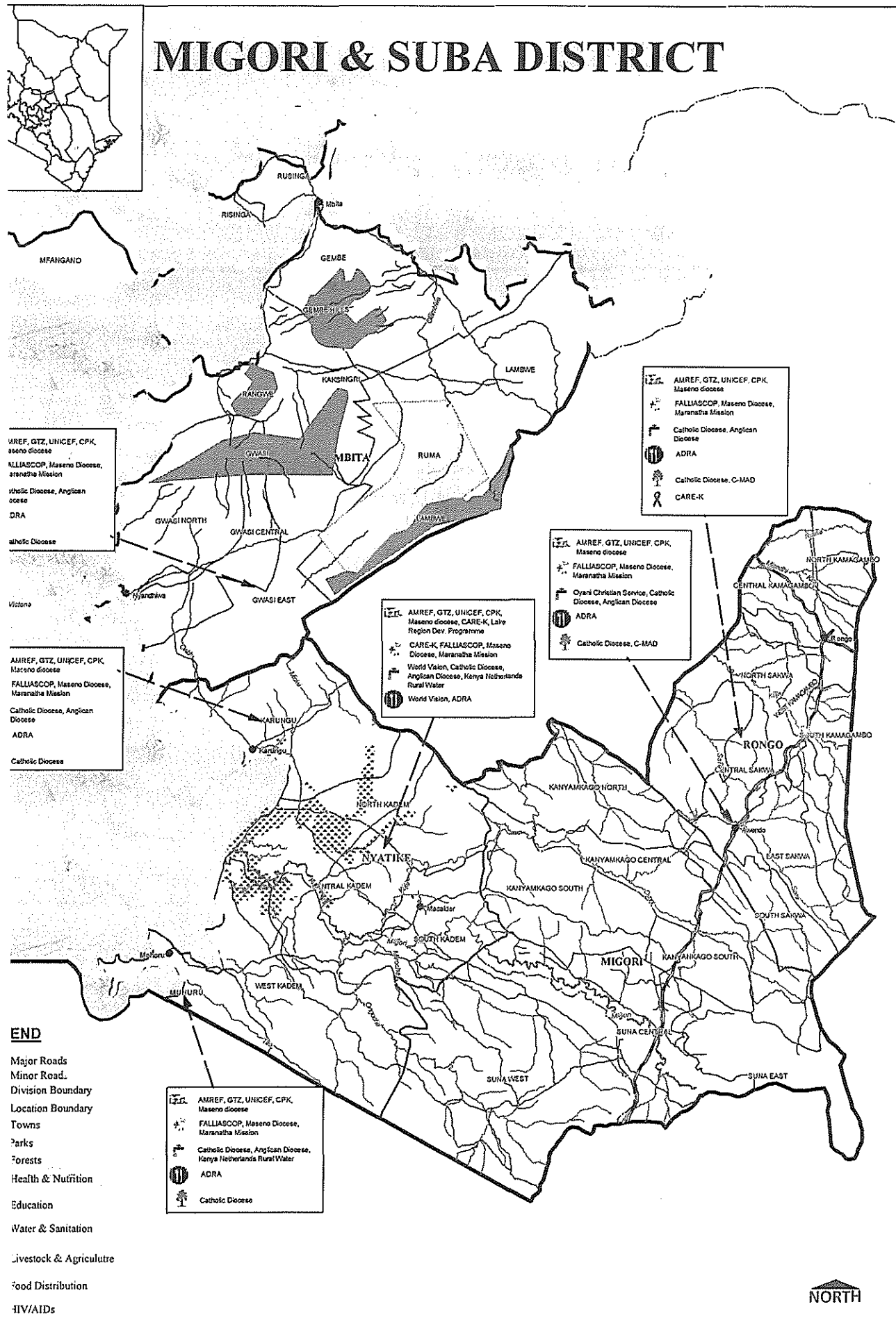
The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

MIGORI & SUBA DISTRICT



AMREF, GTZ, UNICEF, CPK, Maseno diocese
 FALLIASCOP, Maseno Diocese, Maranatha Mission
 Catholic Diocese, Anglican Diocese
 ADRA
 Catholic Diocese, C-MAD

AMREF, GTZ, UNICEF, CPK, Maseno diocese
 FALLIASCOP, Maseno Diocese, Maranatha Mission
 Catholic Diocese, Anglican Diocese
 ADRA
 Catholic Diocese, C-MAD
 CARE-K

AMREF, GTZ, UNICEF, CPK, Maseno diocese
 FALLIASCOP, Maseno Diocese, Maranatha Mission
 Oyasal Christian Service, Catholic Diocese, Anglican Diocese
 ADRA
 Catholic Diocese, C-MAD

AMREF, GTZ, UNICEF, CPK, Maseno diocese, CARE-K, Lake Region Dev. Programme
 CARE-K, FALLIASCOP, Maseno Diocese, Maranatha Mission
 World Vision, Catholic Diocese, Anglican Diocese, Kenya Netherlands Rural Water
 World Vision, ADRA

AMREF, GTZ, UNICEF, CPK, Maseno diocese
 FALLIASCOP, Maseno Diocese, Maranatha Mission
 Catholic Diocese, Anglican Diocese
 ADRA
 Catholic Diocese

AMREF, GTZ, UNICEF, CPK, Maseno diocese
 FALLIASCOP, Maseno Diocese, Maranatha Mission
 Catholic Diocese, Anglican Diocese, Kenya Netherlands Rural Water
 ADRA
 Catholic Diocese

- END**
- Major Roads
 - Minor Road
 - Division Boundary
 - Location Boundary
 - Towns
 - Parks
 - Forests
 - Health & Nutrition
 - Education
 - Water & Sanitation
 - Livestock & Agriculture
 - Food Distribution
 - HIV/AIDS



Names and names shown on this map do not imply endorsement or acceptance by the United Nations