

MT. KENYA UNIVERSITY

**PROBLEMS ENCOUNTERED BY TEACHERS TEACHING LEARNERS
AFFECTED BY DRUG AND SUBSTANCE ABUSE IN MATINYANI
ZONE KITUI WEST DISTRICT**

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ABSTRACT

In this study the researcher aimed at establishing the challenges faced by teachers teaching learners affected by drug and substance abuse inclusive settings in Matinyani Zone-Kitui West district. The researcher also looked at the views of the community on such learners. The study was carried out in eight regular schools which were chosen as the sample population to represent fifteen schools in the whole zone.

The researcher had targeted a sample population of (40) forty teachers and all teachers responded by returning the questionnaires in time for final analysis. During the research qualitative method of approach was preferred by the researcher to select the sample size. The researcher used questionnaires to collect the information from the respondents who were teachers. The researcher had asked for permission from her school headteacher and head teachers from targeted schools to carry out her research. The researcher visited the schools personally and briefed the teachers on how to answer the questionnaire: she then distributed the questionnaires and left them and agreed to collect them after one week. The data generated from this study was analyzed using quantitative analysis where frequency tables and percentages were used. The researcher found that teachers' attitudes towards the learners affected by drug and substance abuse is negative because they think that these learners are disruptive and have no respect to the authority. Teachers do not offer support services to the learners and the environment is not conducive enough to encourage these learners. The researcher indicates that teaching and learning resources used by teachers are not adequate for the learners affected by drug and substance abuse to perform.