

**PRINCIPALS' ADMINISTRATIVE PRACTICES  
INFLUENCING CURBING OF DRUG AND SUBSTANCE  
ABUSE IN PUBLIC SECONDARY SCHOOLS IN BUSIA  
COUNTY, KENYA**

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Philosophy in Educational Administration**

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## DECLARATION

This thesis is my original work and has not been presented for examination in any university.

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## **DEDICATION**

This research work is dedicated to my father Ojambo Micah Masinde and mother Angela Auma Ojambo for their love and inspiration that has enabled me to excel and further my studies. May the will of God be done in our family forever.

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## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	x
LIST OF FIGURES .....	xiii
ABBREVIATIONS AND ACRONYMS .....	xiv
ABSTRACT .....	xv
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study .....	8
1.4 Objectives of the Study.....	9
1.5 Research Questions.....	9
1.6 Significance of the Study .....	10
1.7 Limitations of the Study.....	11
1.8 Delimitations of the Study .....	12
1.9 Assumptions of the Study .....	12
1.10 Definitions of Significant Terms .....	13
1.11 Organization of the Study .....	15

CHAPTER TWO .....	16
REVIEW OF RELATED LITERATURE .....	16
2.1 Introduction.....	16
2.2 Concept of Drug and Substance Abuse among Students.....	16
2.3 Peer Education and Curbing of Drug and Substance Abuse.....	17
2.4 Mentoring Programmes and Curbing of Drug and Substance Abuse.....	18
2.5 Ex-addicts Experience and Curbing of Drug and Substance Abuse.....	20
2.6 Student Searches and Curbing of Drug and Substance Abuse .....	22
2.7 Collaboration with National Agency Campaign against Drug Abuse (NACADA) Education and Curbing of Drug and Substance Abuse .....	23
2.8 Summary of Review of Related Literature .....	25
2.9 Theoretical Framework.....	26
2.10 Conceptual Framework.....	29
CHAPTER THREE .....	31
RESEARCH METHODOLOGY.....	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.3 Target Population.....	31
3.4 Sample Size and Sampling Procedures.....	32
3.5 Research Instruments .....	34
3.6 Validity of Research Instruments.....	35
3.7 Reliability of Research Instruments.....	36

3.8 Data Collection Procedure .....	36
3.9 Data Analysis Techniques.....	37
3.10 Ethical Considerations .....	40
CHAPTER FOUR.....	41
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS .....	41
4.1 Introduction.....	41
4.2 Instrument Return Rate .....	41
4.3 Demographic Factors .....	42
4.3.1 Age and Gender of Respondents.....	42
4.4 Research Questions .....	48
4.5 Principals’ Support of Peer Education and Curbing of Drug and Substance Abuse .....	48
4.6 Principals’ Use of Mentoring Programmes and Curbing of Drug and Substance Abuse .....	57
4.7 Principals’ Invitation of Ex-addicts and Curbing of Drug and Substance .....	66
4.8 Principals’ Use of Student Searches and Curbing of Drug and Substance Abuse .....	73
4.9 Principals Collaboration with National Control against Drug Abuse and Curbing of Drug and Substance Abuse.....	81
4.10 Sources of Drugs by Some Secondary Students .....	91

CHAPTER FIVE .....	96
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	96
5.1 Introduction.....	96
5.2 Summary of the Study .....	96
5.2.1 Principals’ Support of Peer Education and Curbing of Drug and Substance Abuse in Public Secondary School in Busia County, Kenya.....	96
5.2.2 Principals’ use of Mentoring Programmes and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County Kenya.....	98
5.2.3 Principals’ Invitation of Ex-Addicts and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County Kenya .....	99
5.2.4 Principals’ Use of Student Searches and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County, Kenya .....	101
5.2.5 Principals’ Collaboration with NACADA and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County, Kenya.....	103
5.3 Conclusions.....	105
5.4 Recommendations.....	106
5.5 Suggestions for Further Research .....	108
REFERENCES .....	109
APPENDICES .....	115
Appendix I: Introductory Letter to All Respondents .....	115
Appendix II: Questionnaire for Students on Drug and Substance Abuse.....	116
Appendix III: Head of Department for Guidance and Counselling Questionnaire	122



Appendix IV: Interview Guide for Principals.....	129
Appendix V: Focus Group Discussion for Education Officers .....	131
Appendix VI: List of Public Secondary Schools which Participated in the Study .	133
Appendix VII: Letter of Research Authorization from Busia County Commissioner .....	135
Appendix VIII: Research Authorization from National Commission for Science, Technology and Innovation .....	136
Appendix IX: Research Permit .....	137
Appendix X: Map of Busia County .....	138

## LIST OF TABLES

Table 3.1: Sample Size School Type .....	33
Table 3.2: Tabulations on data analysis techniques .....	39
Table 4.1: Responses on return rate .....	42
Table 4.2: Distribution of Students by Gender .....	43
Table 4.3: Distribution of students by age .....	43
Table 4.4: Distribution of students by forms .....	44
Table 4.5: Distribution of Schools by type .....	45
Table 4.6: Distribution of schools by categories .....	46
Table 4.7: Use of peers in curbing drug and substance abuse .....	48
Table 4.8: Frequency of abuse of various forms of drugs in schools .....	50
Table 4.9: Test on groups statistics on peer education drugs and substance abuse .....	52
Table 4.10: Independent samples test between schools which support peer education versus those which do not support peer education .....	53
Table 4.11: Independent sample test sig (2-tailed) and mean difference between schools which support peer education versus those which do not support peer education .....	54
Table 4.12: Independent samples test for T.test equality of means at 95 per cent .....	55
Table 4.13: Forms of mentoring programmes to address drug and substance abuse .....	58
Table 4.14: Methods used by guidance and counselling teachers to discourage drug and substance abuse among students in schools .....	59
Table 4.15: T.test on group statistics on invitation of professionals .....	60

Table 4.16: Levene’s test for equality of variances between schools which supported mentoring programmes versus those which do not support mentoring programmes.....	62
Table 4.17: Independent test (2-tailed) and the mean difference on mentoring programmes.....	63
Table 4.18: T.test for confidence interval of the difference on mentoring programmes.....	64
Table 4.19: Address on invitation of ex-addicts on drug and substance abuse .....	66
Table 4.20: T.test on group statistics on invitation of former addicts .....	67
Table 4.21: Levene’s Test for Equality of Variances and T.test for Equality of Means on ex-addicts .....	69
Table 4.22: Independent samples T.test on sig (2-tailed) on ex-addicts.....	70
Table 4.23: T.test for confidence interval of the difference on ex-addicts .....	71
Table 4.24: Forms of student searches to address drug and substance abuse .....	74
Table 4.25: T-test on group statistics about screening of students .....	76
Table 4.26: Levene’s test for equality of variances and the t.test for equality of means on students searches.....	77
Table 4.27: T.test for equality of means sig (2-tailed) on students searches .....	78
Table 4.28: T.test for equality of means 95% confidence of difference on students searches .....	79
Table 4.29: Forms which NACADA uses to address drug and substance abuse ....	82
Table 4.30: T.test on group statistics of NACADA.....	84

Table 4.31: Levene’s test for equality of variances and T.test for equality of means on NACADA .....	86
Table 4.32: T.test for equality of means sig (2-tailed) on schools that collaborate with NACADA .....	87
Table 4.33: T.test for equality of means at 95% confidence interval of the difference on NACADA .....	89
Table 4.34: Sources of drugs sneaked in by some secondary students.....	92
Table 4.35: Drugs sneaked in by non-teaching staff.....	93
Table 4.36: Obtaining drug and substance from outside peddlers by gender .....	94

**LIST OF FIGURES**

Figure 2.1: Principals’ administrative practices and drug and substance abuse  
among students.....29

## **ABBREVIATIONS AND ACRONYMS**

<b>AP</b>	Administrative Practices
<b>ATS</b>	Amphetamine Type Stimulant
<b>BOM</b>	Board of Management
<b>CDE</b>	County Director of Education
<b>DARE</b>	Drug Abuse Resistance Education
<b>DSA</b>	Drug and Substance Abuse
<b>HODGC</b>	Head of Department Guidance and Counselling
<b>FGD</b>	Focused Group Discussion
<b>MOESTII</b>	Ministry of Education, Science, Technology and innovation
<b>NACADA</b>	National Authority for the Campaign against Alcohol and Drug Abuse
<b>PAD</b>	Parent action on Drugs
<b>PTA</b>	Parents Teachers Association
<b>SCDE</b>	Sub County Director of Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SSA</b>	Sub Saharan African
<b>PSOADE</b>	Primary Stimuli of the Addicts Drug Experience
<b>SRS</b>	Social Resistance Skills
<b>SRT</b>	Social Resistance Theory
<b>UNODC</b>	United Nations Office on Drugs and Crime
<b>UNDCP</b>	United Nations Drug Control Programme
<b>UNICEF</b>	United Nations Children's Fund
<b>WHO</b>	World Health Organization

## ABSTRACT

The study sought to determine whether significant differences existed between principals who supported peer education, mentoring programmes, invitation of ex-addicts, student searches as well as collaboration with National Authority Control Against Drug and Substance Abuse as opposed to those who did not support the indicated administrative practices. The study utilized descriptive survey design and the target population of students was 30,745. Out of 30,745, 420 students formed sample size for the study from 35 schools, 35 principals, five Education Officers for focus group discussion and 35 guidance and counselling teachers totaling to 495 respondents. The instruments used were questionnaires for students and guidance and counselling teachers, interview guide for principals and focus group discussion. The computer programme on Statistical Package for Social Sciences (SPSS) was used for the analysis. The study had a return rate of 401 students (95.4%), 35 principals (100%), 35 (100%) Heads of Guidance and five (100%) Education Officers. Levene's t-test for equality of variances and means was used for independent and dependent samples to determine whether significant differences existed between schools on curbing of drug and substance abuse. The study established that schools which had peer education had a significant difference on the Curbing of drug and substance abuse hence compared to those which do not have peer education. Similarly, schools which have mentoring programmes had significant differences on Curbing of drug and substance abuse hence experience higher levels on Curbing of drug and substance abuse compared to those schools which did not have mentoring programmes. Also, the schools which invited ex-addicts to talk to the students on Curbing of drug and substance abuse had significant difference on levels of Curbing of drug and substance abuse compared to those schools which did not have hence have higher levels on Curbing of drug and substance abuse. The schools which use students searches have significant difference on levels of Curbing of drug and substance abuse compared to those schools which do not have student searches. The schools which collaborate with NACADA have significant difference on Curbing of drug and substance abuse compared to those schools which do not collaborate with NACADA. This meant that there are lower cases reported on drug and substance abuse in the schools which collaborate with NACADA. The study concluded that significant differences existed between schools based on their principals' administrative practices (peer education, mentoring programmes, invitation of ex-addicts, student searches as well as collaboration with National Authority Control Against Drug and Substance Abuse) and the level of curbing drug and substance abuse in schools. Where the principals engaged in the cited practices, cases of drug and substance abuse were lower. The study recommends that all the cited administrative practices be made part of a regular audit of schools to ensure that drug and substance abuse cases are curbed. The principals should strive involve their surrounding communities in the fight against drug and substance abuse among students in secondary schools. The Ministry of Education Science and Technology in conjunction with the Kenya Institute of Curriculum Development should explore integrating more relevant content on drug and substance abuse in secondary school curriculum. The Ministry of Education should enhance training opportunities for psychological and career counsellors. The Teachers Service Commission should make a point to post teacher counselors in every school and with a reduced workload to enable them to discharge their counselling roles.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Drug and Substance Abuse among the youth is a major challenge facing the education sector globally. It creates social-economic hardships, breeding misery which increases crime, violence and a drain in all affected strata of the society. According to a survey conducted by the United Nations Office on Drugs and Crime (UNODC, 2010), the war against drug abuse is far from over and drug barons are so powerful and ruthless that they are able to hold at ransom any one standing in the way of their evil trade irrespective of his/her position of authority. Countries like Peru, Bolivia, and Colombia have large plantations of cocaine, while opium poppy a flower like plant from which heroin is produced grows illegally in Pakistan and Afghanistan (Golden crescent) and around Cambodia, Thailand and Laos (Golden triangle, UNODC, 2013).

Balding (2011) in a national survey conducted in England revealed that up to 53 per cent of 14 to 15 year olds are more likely to have been offered and taken drugs. The opium war of 1839 between Britain and China was triggered by drug trade. In 1992, the then UN secretary general Boutros Boutros Ghali lamented the escalation in drug abuse among the youth and emphasized that the war against Drug and Substance Abuse (DSA) should be fought by all nations (United Nations, 2000). He called on all UN member states to enact drug trafficking laws



that would significantly reduce the global illicit drug supply and demand (UNODC, 2013).

In Africa, the drug problem is part of the larger social problem that affects sub-Saharan African (SSA) nations which have been transformed from transit points in an international drug network to consumer countries (Affinity, 2008). Three decades ago, in a workshop on alcoholism and drug addiction in Africa held in Nairobi Kenya, poverty, moral decadence and lack of goodwill among the leaders were found to be major hindrances to the fight against drug related crime in many African countries (Olatuwara & Odejide, 2006). However, the situation is not different today as indicated by Odejide (2006) who further blamed inability to decisively deal with drug abuse in many African countries and schools on rampant corruption and involvement of organized cartels in the drug trade.

The issue of drug abuse is therefore not new in our Kenyan public secondary schools but has only escalated. According to a survey done by the big issue team, there is a general consensus that the problem of drug abuse and trafficking in schools is on the increase (East African Standard, January 19, 2004). Another research done by the National Agency for the campaign Against Drug Abuse (NACADA) shows that up to 92 per cent of children aged between 16 and 26 are reported to have experimented with drugs, more than half of these stop using the

drugs after some time but 25 per cent continue abusing the substance (Maithya, 2009).

The role of the principal is to develop strategies through the use of school curriculum, staff personnel, student personnel, school finance, school plant, and the school community for effective management of schools (Okumbe, 1999; Obiero, 2006). Through the secondary school curriculum, content on DSA is taught in Biology, Religious Education, Social Education and Ethics and Life skills. The general objective for teaching the DSA topic is to create awareness and deter the use of drugs by students (KIE, 2002 & 2008). Informal curriculum is also used in the fight against Drug and Substance Abuse through the use of sports, plays and music. The power of sport is far more than symbolic and co-curricular activities such as drama, clubs, debates, and public lectures are used to create DSA awareness in schools (Matsigulu, 2006, Muraguri, 2004). In 2002, at the Olympic Aid Round Table Forum in Salt Lake City, the then UN Secretary General, Koffi Annan stated that “Sport can play a role in improving the lives of individuals and the whole community”. He encouraged stake holders to involve the youth in sports from an early age to enhance responsibility and professionalism (UNODC, 2011).

Guidance and counselling has been instrumental in the fight against DSA according to (Chand, 2008; Mungai, 2007). Mungai (2007) further noted that

individual counselling, group counselling, peer counselling, mentoring, and role modelling are used to help students overcome drug abuse. Through counselling and mentoring, students are taught the dangers of DSA and how to overcome peer pressure to smoke or drink (Botvin, 2000). Republic of Kenya (2008) indicates that principals and teachers are involved in prevention, control and mitigation of DSA through formal and non-formal curriculum. The study also emphasizes role modelling where students learn responsible behaviour from their teachers. Furthermore, the teachers' code of ethics and conduct prohibits smoking and drinking in the presence of students (Republic of Kenya, 2005).

Curbing Drug and substance abuse through peer education programming is based on the premise that younger students will relate to and benefit from the diverse experiences of slightly older students. Darcis (2012) they are more likely to be engaged by and receptive to the information and learning opportunities presented by those who are in similar situations to themselves (Hyman& Perone, 1998). Parent Action on Drugs (PAD) has developed and delivered peer-led substance misuse prevention programmes for over two decades (Ehlenberger, 2001; Johnson, 2000). The programmes are developed in partnership with key stakeholders, including the youth themselves, and have been shown to have a significant impact on both the peer leaders and the younger students. Peer education is based on the reality that many people make changes not only based

on what they know, but on the opinions and actions of their close, trusted peers (Ngesu, Ndiku & Masese, 2008).

Studies by Ng'ang'a (2007); Ngesu, Ndiku and Masese (2008); and Maithya (2009) established that mentoring programmes was useful in controlling onset of drug abuse among students and could also be used in the rehabilitation stage. Ng'ang'a (2007) recommended strategies that would combatively handle students in the drug abusing stage. Ngesu *et al* (2008) concluded that no one strategy could successfully curb drug abuse in a school environment. They concur that a combination approach that deals with awareness, prevention and intervention on abusers and follow up was the best way to deal with DSA in schools. It is for such reasons that this study has been conceived with an aim of suggesting the most appropriate strategy or combination of strategies that would work to curb DSA in different school categories.

Imbosa (2009) established that drug use and abuse occurs in the student population as result of a complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem, all of which are beyond the scope of the programmes put in place by the schools to address the problem. These findings have in part formed the basis for this study, which will seek to explore the role of the ex-addict as a strategy for curbing drug abuse among students in Busia County. Khanyisile (2010) argues that there

is official ambivalence towards substance use in Kenya. Alcohol and tobacco are a cause of ill-health, but are legal with the two substances being a source of tax-income; the brewing and use of indigenous alcoholic drinks is mainly illegal, yet the production and use of alcoholic drinks on an industrial scale is extensive and legal.

The use of student searchers is very important to curb down drug and substance abuse Khanyisile (2010). Young people are individuals in the process of development and change. Gillis noted that during this period they experiment with newly discovered aspects of their physical and emotional selves. The youth are likely to experiment with drugs and some will be addicted. National Authority for Campaign Against Alcohol and Drug Abuse was established. The principals should use this so as to reduce the drug and substance abuse in order to get better results.

## **1.2 Statement of the Problem**

Drug and Substance Abuse is rampant among students in secondary schools in Kenya and efforts by principals to mitigate the problem has yielded insignificant results, this trend is fuelled by proximity to drug peddlers, high levels of poverty, ease of availability and slum life which make many students vulnerable to the allure of drugs (NACADA, 2006; and Republic of Kenya, 2008).

As a policy strategy to curb DSA, the Ministry of Education established DSA departments in every district, infused DSA in the school curriculum (KIE, 2002; 2008) and established Guidance and Counselling departments in all schools (Republic of Kenya, 2008). However with these policies in place among others, the problem continues to escalate with reported cases of students using drugs and causing irregular damages to school property, fellow students and the community at large. Principals also use drama, sports, music, and resource persons to further create DSA awareness (Muraguri, 2004; Matsigulu, 2006; & Mungai, 2007). Studies by Ng'ang'a (2003), Kwamanga (2003), Muraguri (2004), Matsigulu (2006), King'endo (2007), Mungai (2007), Munyoki (2008), Maithya (2009) and Kimori (2010) explored other aspects of DSA but none explored principals strategies in curbing the problem. This study investigated the effectiveness of the principals' strategies used to curb drug and substance abuse in public secondary schools in Busia County, Kenya.

It is important to note that Busia County is found along Nairobi-Kampala highway. It is also a cosmopolitan county. There are various different tribes from Kenya and Uganda staying together. This is because it is a border county which has several activities for example smuggling of goods from Kenya to Uganda and from Uganda to Kenya. Trade, business, migrants, and others have attracted the high population though the county is small in size. The different tribes have encouraged indiscipline cases among the public secondary schools in Busia

County as students practice what they see. Also it is important to note that these public secondary schools are located in varied and geographical locations within the area of study. Busia County has a high agricultural potential. Some of its public secondary schools are located either in urban areas while majority of the schools are located in predominantly rural areas of the county.

Many studies have been carried out on eradication of drug and substance abuse for instance the National Strategy on Prevention, Control and Mitigation of Drug and Substance Abuse, Drama, sports, music have also been used to stop drug abuse but none of the above have come up with the solution to curb drug and substance abuse in Busia County in public secondary schools. It is because of the persistence of drug and substance abuse still going on in public secondary schools in Busia County which prompted the researcher to investigate the effectiveness of using principals so as to curb down this problem. Therefore the study investigated principals' administrative practices influencing Curbing of drug and substance abuse in public secondary schools in Busia County, Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate principals' administrative practices influencing Curbing of drug and substance abuse in public secondary schools in Busia County, Kenya.

#### **1.4 Objectives of the Study**

The study sought to meet the following objectives:

- i. To examine the influence of principals' support of peer education on Curbing of drug and substance abuse in public secondary schools in Busia County, Kenya.
- ii. To establish the influence of principals' use of mentoring programmes on Curbing of drug and substance abuse in public secondary schools in Busia county, Kenya.
- iii. To examine the extent to which principals' invitation of ex-addicts influences curbing of drug and substance abuse in public secondary schools in Busia County, Kenya.
- iv. To determine the influence of principals' use of student searches on Curbing of drug and substance abuse in public secondary schools in Busia County, Kenya.
- v. To examine influence of principals' collaboration with National Control Against Drug Abuse on Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County, Kenya.

#### **1.5 Research Questions**

- i. How does principals' support of peer education influence Curbing of drug and substance abuse in public secondary schools Busia County?



- ii. To what extent does principals' use of mentoring programmes influence Curbing of drug and substance abuse in public secondary schools in Busia County?
- iii. To what extent does principals' invitation of ex-addicts influence the Curbing of drug and substance abuse in public secondary schools in Busia County?
- iv. How do principals' use of student searches influence Curbing of drug and substance abuse in public secondary schools in Busia County?
- v. To what extent does principals' collaboration with National Agency on Control against Drug Abuse education influence curbing of drug and substance abuse in public secondary schools in Busia County?

### **1.6 Significance of the Study**

The findings may help the Ministry of Education officials in understanding the causes of drug and substance abuse amongst public secondary school students hence help them develop intervention strategies so as to curb the vice in public secondary schools. The findings may also yield significant empirical data and information on the effect of drug and substance abuse on participation in learning and school participation of learners. The study is also likely to add to the body of knowledge in the area of drug and substance abuse in Kenyan public secondary schools that may be utilized by other researchers. The study may also help

NACADA to increase more participation in public secondary schools. The study may also help in further research on drug and substance abuse.

### **1.7 Limitations of the Study**

It was possible some respondents were not free at first, until the researcher assured of the privacy and then they furnished the researcher with correct information concerning drug and substance abuse.

Bad weather conditions also arose, for instance too much rain, hail stones thunder and flooding which slowed the collection of data.

Some areas had insecurity problems similar to the political atmosphere of 2007 that hindered the researchers' data collection. The data was collected in 2017 when there was election tension.

The researcher was not in position to control the attitudes of the respondents as they respond.

Data collection was too tiresome considering the covering of the whole county.

Some schools were inaccessible to reach there with a car or any vehicle. This made the researcher to walk long distances to reach the schools so as to get the data.

The researcher severely fell sick during the data collection due to the harsh weather of rains.

The researcher faced transport problem for example the vehicle in which the researcher was travelling broke down for some time before the mechanical repairs

took place. This slowed down the data collection since the researcher was going in the whole county.

It took a lot of time to convince the principals for their cooperation in the study. This was so because some of them felt that by accepting their schools experience drug and substance abuse could ruin the reputation of their school.

The researcher found that analysing of data was hectic and confusing.

### **1.8 Delimitations of the Study**

The study was restricted to 68 public secondary schools in Busia County and delimited to responses from principals, heads of guidance and counselling departments and students of public secondary schools.

### **1.9 Assumptions of the Study**

The study was based on the following assumptions.

- (i) The students were aware of the extent to which drugs are abused in their schools.
- (ii) Those principals and counsellors, teachers and other secondary school stakeholders used deliberate and discrete approaches in preventing drug dependence or abuse in their schools.
- (iii) That school administration, teachers and students were able to assist in determining ways or interventions which can help curb drug taking.

- (iv) That there were students who abuse drugs and others who do not in public secondary schools in Busia County.

The sample collected represented the entire population under study.

### **1.10 Definitions of Significant Terms**

**Administrative Practices:** refers to specific practices meant to curb drug and substance abuse in public secondary schools which include principals' support for peer education, support of mentoring programmes, invitation of ex-addicts to schools to talk to students, searching students for drug and substance abuse, as well as collaborating with National Authority Control Against Drug and Substance Abuse to organization of work so as to improve.

**Board of Management:** refers to a body of corporate or institutions in the Ministry of Education and its agencies in the Republic of Kenya

**Curbing and Drug Abuse:** refers to the control or limit something that is not wanted while drug abuse refers to persistent excessive use of chemical or substance for any reason other than its acceptable medical purposes.

**Drug:** refers to a substance rather than food that is purposely introduced into the body to change normal body functions.

**Guidance and Counselling:** refers to the process by which guidance and counselling teachers help students to avoid evils like drug abuse and live responsible life in

**Mentoring programmes:** a relationship between a teacher and a student meant to provide professional and social support to the mentee by the mentor.

on skills or performance by a leader of an institution (examples of administrative practices are use of peer education, use of mentoring programmes, invitation of ex-addicts, students searches, collaboration with NACADA.

**Peer Education:** refer to the teaching or sharing of health information, values and behaviour in educating others who may share similar social backgrounds or life experiences.

**Principals' Practices:** refers to the nature or practices employed by principles with a view to reducing incidences of drug and substance abuse.

**Rehabilitation Centres:** These are institutions where the drug addicts are taken for counselling and guidance in order to stop abusing drug and substance.

**Student Searches:** refer to practice in which school management and teachers carry out regular activities to rid schools of drugs.

**Substance:** refers to a type of solid, liquid or gas that has particular qualities. It is also a chemical or radioactive substance banned or illegal substance and it is based on facts of truth.

**Treatment Agencies:** refer to the Non-Governmental Organizations or government institutions that render guidance and counselling to the addicts on drug and substance abuse.

### **1.11 Organization of the Study**

The study was organized into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations, basic assumptions and definitions. Chapter two covers the literature review which was divided into the following subtopics; concept of drug and substance abuse and more importantly the Curbing ways the school principals use in curbing drug and substance abuse among public secondary school students, as well as the conceptual framework of the study.

Chapter three constitutes the methodology section, which was divided into research design targeted population, sample and sampling procedure research instrument, validity of the instruments, data collection procedure and data analysis techniques. Chapter four presents data analysis, interpretation and discussing of research findings while chapter five presents summary of findings, conclusions, and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents a review of previous studies related to drug and substance abuse curbing especially in secondary schools. First, the section discusses Curbing of drug and substance abuse, preventive strategies. In addition, the study presents theoretical framework which helps understand the principal's practices that influences curbing of drug and substance in the secondary schools. Finally, the section discusses the summary and the conceptual framework.

#### **2.2 Concept of Drug and Substance Abuse among Students**

A drug is any substance which when introduced into the body will alter the normal biological and psychological functioning of the body especially the central nervous system (Escandon & Galvez, 2006, Okumbe, 1999; & Obiero, 2006). The term 'drug' in general sense will include all the substances that will alter the brain functions and create dependence. Different drugs and substances abused produce adverse negative effects within the body. W.H.O. (2010) defines drug abuse as the self-administration of any in a manner that diverts from approved medical or social patterns within a given culture. Drugs abused, that impact on psyche of the individual are normally referred to as psychoactive substances. The definition includes both legal and illegal drugs and substances. The legal or licit drugs and substances are socially accepted and their use does not constitute any criminal

offence or breaking the laws of the state and some of the legal drugs and substances in Kenya include alcohol, khat, and cigarettes. Illegal drugs and substances are socially rejected their use, possession, or sale constitutes a criminal offence (NACADA, 2004).

### **2.3 Peer Education and Curbing of Drug and Substance Abuse**

Peer education' refers to the process of sharing information among members of a specific community to achieve positive health outcomes. As Carnegie, Turner (2009) and Shiner (1999) states, peer education's success lies in the passing on of health information among individuals who identify with a particular culture. Peer education recognizes young people's skills and abilities in assisting society in solving problems. It involves training and supporting members of a specific group (such as drug users) in order to encourage a desirable behavioural change among members of the same group. From a review of the literature, it appears that there are many and varied definitions of peer education. Furthermore, there is also lack of clarity with regard to the definition of the concept of peer.

Bleeker (2012) defines peer education as a process of sharing information among group members with similar characteristics, with the aim of achieving positive health outcomes. In a similar vein, as Carnegie, Turner Stevenson and Shiner (2012) suggests that peer education involves members of the same societal group educating each other. Such definitions focus on the similarity between group



members and on the act of educating other group members. It is true peer education can improve on drug and substance abuse in schools because younger people like listening to their age mates. This can help in improvement in academic performance in schools if the principal use them often.

Moving into the drug and alcohol field, Broadbent (2013) noted that peer education involves young people teaching other young people about drug issues and Gove (2000) defines peer education as “a set of specific education strategies devised and implemented by members of a subculture, community or group of people for their peers. According to this study, peer education has a lot of influence on Curbing of drug and substance in schools. The principals have used the peers in schools to address their fellow age-mates to change the habit of abusing drugs in schools. This has yielded fruits as the students are changing positively. For instance the principals are using student councils and young Christian society leaders to address the issue of performance in schools. Though drug and substance has not stopped completely, there is a point to note that, there is tremendous positive change in public secondary schools in Busia County.

#### **2.4 Mentoring Programmes and Curbing of Drug and Substance Abuse**

According to mentor advocate Riley Ng’ang’a, 2007 and Poipoi (1998), effective mentoring programmes steered teenagers away from trouble, gave extra encouragement to students, and provided a role such as Big Brothers/Big Sisters,

increased participants' grade-point averages by 37 points. Riley also reported that student' attendance rates increased by 5 per cent. Mentoring was often viewed as a beneficial and cost-effective approach to assisting a targeted number of students. As a means of sharing real-life experiences and knowledge, mentoring became popular in both the business and education fields. The most common characteristic of a mentoring programme was the one-on-one relationship between an older adult and a younger person. The principals should use mentoring programmes as one –one relationship between an older adult and young person.

The purpose of this relationship was to provide guidance, pass on knowledge, share experience, provide a background for more sound judgment, and establish friendship. Schools throughout the nation are engaged in programmes that use adults from the community to help at-risk youth make steady progress through the middle and secondary grades and complete high school general approaches, mentoring and advocacy are widely used as promising mechanisms to provide sustained goal-directed support for students (Rew 2005 & Lund 2002). Mentors are very important in schools because they help in guiding students on how to avoid drug and substance abuse in order to achieve better performance.

Imbosa (2012) carried out a study in six boys' secondary schools in Nairobi with the aim of finding out the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse. The study involved both

students and teachers. It established that drug use and abuse occurs in the student population as a result of a complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem, all of which are beyond the scope of the programmes put in place by the schools to address the problem.

The researcher in the general view strengthened the point that the guidance and counselling teachers are very vital in the schools. The students mentioned above have helped the researcher to identify the mentors as one of the practices the principals should use in schools to guide the students on Curbing of drug and substance abuse for better performances in their academics. Students can also copy from their mentors good behaviors so as to be better people in their lives. Therefore mentoring is very important in schools and above all public secondary schools.

## **2.5 Ex-addicts Experience and Curbing of Drug and Substance Abuse**

Many adolescents overestimate the Curbing of smoking, drinking, and the use of certain drugs, which can make substance use seem to be normative behavior. Educating youth about actual rates of use, which are almost always lower than the perceived rates of use, can reduce perceptions regarding the social acceptability of drug use Ngesu, Ndiku and Masese (2008) Maithya (2009) & Botvin, (2010) One way to present this information would be to collect and provide findings from

classroom, school, or local community survey data that show actual Curbing rates of substance use in the immediate social environment. Otherwise, this can be taught using national survey data which typically show Curbing rates that are considerably lower than what teens believe.

Witters, Venturelli and Glen, (1992) and Ng'ang'a, (2007) additionally, principals can use normative education attempts to undermine popular but inaccurate beliefs that substance use is considered acceptable and not particularly dangerous. This can be done by highlighting evidence from national studies that shows strong anti-drug social norms and generally high perceived risks of drug use in the population. Normative education materials are often included in social resistance programmes. Ex-addicts are very important to be used in schools by the principals. They help their fellow students to see the positive sides of stopping using drug and substance abuse to achieve a better life. This also helps students to perform well in their academics if they see the changed groups in good life.

According to this study, ex-addicts are very vital because they confess before others what they were doing but after changing from abusing drug and substance, they tell the students their progress hence students change positively. The ex-addicts play a big role and they are more effective to students on Curbing of drug and substance than the adults. The students tend to listen to ex-addicts than the counselors.

## **2.6 Student Searches and Curbing of Drug and Substance Abuse**

According to a study by UNICEF (2011) young people are individuals in the process of development and change. Gillis further notes that during this period they experiment with newly discovered aspects of their physical and emotional selves. During this period the youth are likely to experiment with drugs and some will become addicted.

Early intervention and prevention activities should characterize a schools drug abuse programme (Olatuwar Odejide, 1974) & (Mutua, 2011). The principals should determine the extent of drug problem within their jurisdiction before initiating a new intervention programme. Collaboration should be made with parents, school boards, treatment agencies and concerned groups within the community to ensure successful programmes. Principals should establish clear consistency enforced drug use policies that specify drug offences, consequences (including notification to police), and procedures. Security measures should be implemented to eliminate drugs from school premises and school function. Inspection in schools is very important because it helps to find out the students who take drugs in school and in so doing they take them for guidance and counselling so that they can stop and improve in their academics.

This study in relation with the literature review was helped the researcher to identify student searches as very important in schools. This is so because the

searches reduce the carrying of drug and substance in schools. Students get scared to be in possession with the drug and substance due to the right rules and regulations in schools which may make them be suspended or expelled. This makes the students concentrate on their academics hence good performance.

## **2.7 Collaboration with National Agency Campaign against Drug Abuse**

### **(NACADA) Education and Curbing of Drug and Substance Abuse**

The National Authority for the Campaign Against Alcohol and Drug Abuse (NACADA) was established by an Act of Parliament on 24th July, 2012. The principals should use NACADA's main focus on demand on reduction of drug and substance abuse, which involves providing preventive education, public awareness, life skills, treatment, rehabilitation and psycho-social support to the general public. Ngesu *et al* (2008). According to the National Campaign Against Drug Abuse (NACADA) in Kenya which was initiated in early 2001, the past twenty years has seen drugs and drug abuse soar to an extent that it now cuts across all sectors of life. The level of drug abuse is startling and even more frightening because of the fact that many young people are getting hooked on drugs each passing day. Alcohol, bhang and tobacco are increasingly being abused by school going children. Research and seizure statistics show it has a steady upward trend.

A countrywide survey conducted by NACADA (2012) among students and school leavers revealed that substances of abuse, both licit and illicit, were forming a sub-culture among Kenyan youth. Contrary to common assumptions, the survey demonstrated that drug and substance abuse was widespread, and that it affected the youth mostly; and cut across all social groups. Overall, the most commonly abused drugs were found to be alcohol, tobacco, khat and cannabis. Principals should use NACADA organizations to curb down the drug and substance abuse in their schools. The organization is very important because it deals with curbing down the problem of drug and substance abuse. If the principals use the organization then there will be better performance in schools because students will stop taking drugs and see the positive side of education.

In this study of drug and substance abuse, the researcher found out that agencies like NACADA are important to be in collaboration with the principals of public secondary schools in the Curbing of drug and substance abuse. This is so because these institutions give professional advices to students on the effects of drug and substance abuse which are dangerous to the students in the public secondary schools. When the students take their advices, the standards of the schools improve tremendously.

## **2.8 Summary of Review of Related Literature**

This section covers the Principals Practices Influencing Curbing of Drug and Substance abuse in Public Secondary Schools, which include; involvement of peer, mentoring programme, ex-addicts, student searches (inspection) and role of NACADA in prevailing over drug and substance abuse. Mwenesi (1995) carried out a survey on the increase use of drug and substance abuse revealing that most high school students are sneaking abusive substances through juices, fruits and other foods into schools. However, a current research to explain how these factors manifests in secondary schools is still missing. This research study sought to investigate the principals' Practices Influencing Curbing of Drug and Substance Abuse in public Secondary Schools in Busia County, Kenya.

The foregone literature review shows that the problem of substance abuse has attracted the attention of quite a number of scholars in Kenya and elsewhere. These studies focused on principals practices in curbing down drug and substance abuse as an historical problem, (Borg 1996), effects of experimentation on drugs leading to drug dependency (Fetsch & Young, 1990), the effects of experimentation by the young with gateway drugs and the inevitable danger of graduating into hard drugs (Mwenesi, 1996), secondary school students as the most prone age group to experiment with and later abuse drugs (Kandel & Yamaguchi, 1992; Bachman et.al, 2000) and the dangers of drug abuse in Kenya (UN 2007; Heymans, 2003; NACADA, 2007; Kaguthi, 2004; Ndeti, 2004 and



Ngesu et al, 2008). None of these studies however focused on the extent and incidence of drug abuse among secondary school students in Busia County. Therefore this research study intended to fill the gaps on how principals' practices influence Curbing of drug and substance abuse in public secondary schools in Busia County, Kenya.

## **2.9 Theoretical Framework**

The theory used in the study is social resistance skills. The theory was proposed by Gilbert Botvin (2010). The social resistance skills theory holds that drug and substance abuse results from pro-drug social influences from peers, persuasive advertising appeals and media portrayals encouraging the drug use, along with exposure to drug – using role models. This implies that the youth apply what they see in the media. When the youth are exposed to drug and substance abuse, they have to apply since it is shown in the media.

The theory of social resistance skills is relevant to the study in that, it shows the youth to resist drug and substance abuse. The theory also will tame youth not to be exposed to drugs and substance, since they lack confidence to turn down. Since the youth lack confidence to turn down, then the drug and substance should not be exposed to them. Social resistance skill theory also is relevant to the study in that it exposes students to other alternative methods of being self-esteemed and not only think of drug and substance abuse. The theory of social resistance skill also

will help in study in that some programmes of drug and substance on media will be avoided. When this is done the peers will stop abusing drug and substance. However this theory may not apply well in the media because the programmes may not be available only for the youth who are peer influenced but for everybody since they expose such pictures for money.

Social resistance skills theory may not apply 100 per cent because the peers feel grown-ups when they take drug and substance. The social resistance skills theory may also not apply well because some peers use drug and substance to realize their esteem. Some of the youths are low self-esteemed so they abuse drug and substance. The social resistance skills theory may not do so well because the media people cannot stop advertising their different types of drinks. As they continue advertising because that is where they get their finances, the peers continue abusing drug and substance though the principals have various ways of curbing down drug and substance abuse.

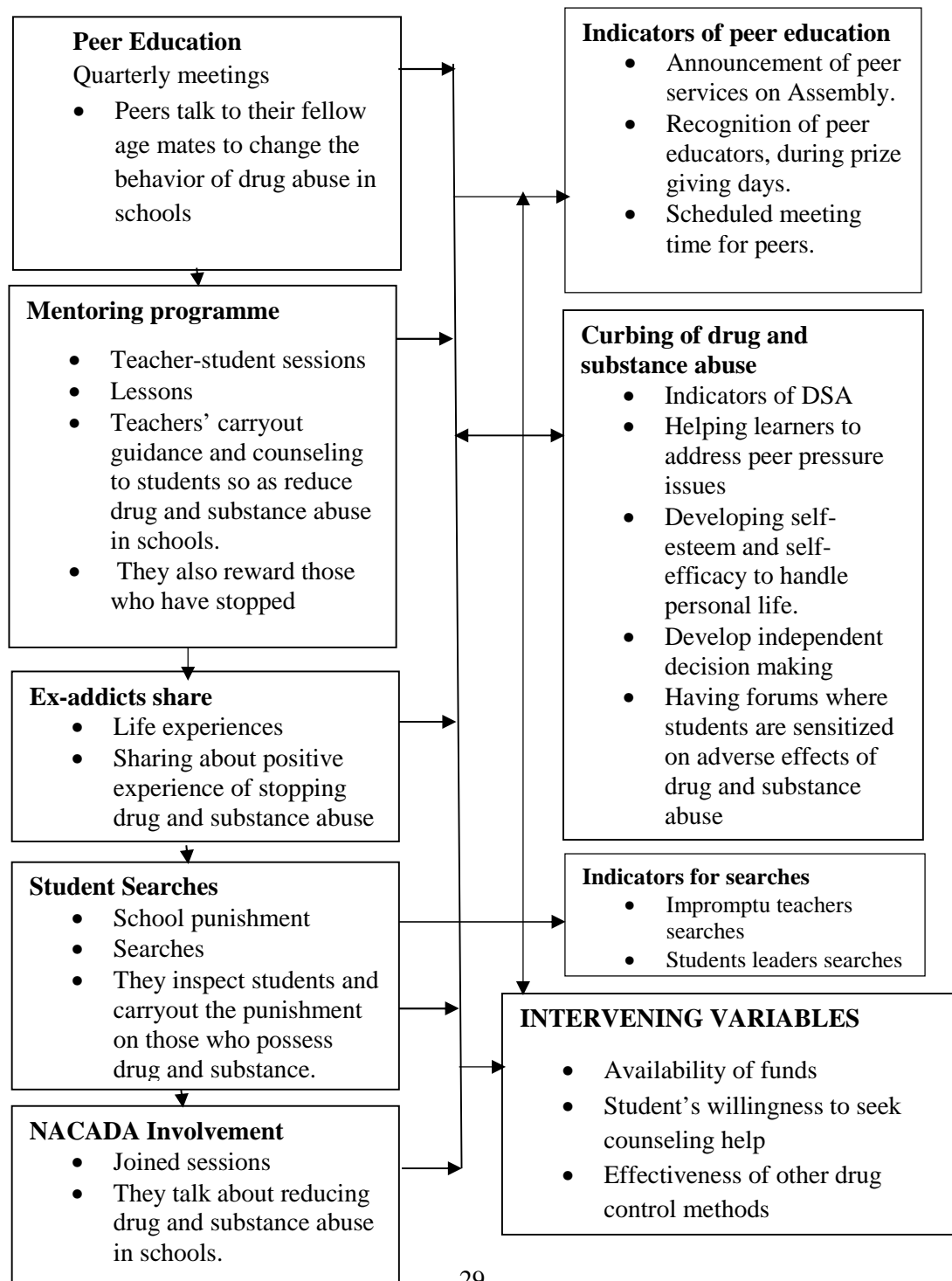
The study is based on the social resistance skills theory as proposed by Gilbert Botvin in 2010. The social resistance skills theory argues that social and psychological factors are central in promoting the onset of cigarette smoking and later, drug and alcohol abuse. The social resistance theory holds that drug abuse result from pro-drug social influences from peers, persuasive advertising appeals and media portrayals encouraging drug use, along with exposure to drug-using

role models. The causes of drug abuse cited in this study, centre on some of the above psychosocial factors. Based on this theory, principals need to adopt secondary indication in the environment (including not only physical aspect of the environment but also the addicts' life style). This is associated with the primary stimuli of the addict's drug experience. Resistance skills programmes as a whole have generally been successful in the UK. A comprehensive review of resistance skills studies published from 1980 to 1990 reported that the majority of prevention studies (63 per cent ) had positive effects on drug use behaviour, with fewer studies having neutral (26 per cent ) or negative effects on behaviour (11 percent) (Botvin, 2000). The most popular school-based drug education programme based on the social influence theory is Drug Abuse Resistance Education, or Project DARE.

The limitation of the social resistance skills approach is that it assumes that young people do not want to use drugs but lack the skills or confidence to refuse. For some youth, however, using drugs may not be a matter of yielding to peer-pressure but may have instrumental value, it may for example help them deal with anxiety, low self-esteem, or a lack of comfort in social situations. For some, use of drugs especially alcohol makes them feel grown- ups. The theory also assumes that if youth are not exposed to drugs, drug using role models and pro-drug social influences, then they are unlikely to become drug abusers. All in all the social resistance skills theory as proposed by Gilbert Botvin cannot work alone on curbing down drug and substance but should be supplemented by other theories.

## 2.10 Conceptual Framework

**Figure 2.1: Principals' administrative practices and drug and substance abuse among students**



The conceptual framework is a concise description of the phenomenon under study accompanied by a graphic depiction of the major variables of the study (Mugenda, 2008). It is the perspective or the set of lenses through which the researcher views the problem. It conceptualizes the inter-relationship between the two study variables; in this case, principals practices used to curb DSA (independent variable) and curbing of drug abuse in schools (dependent variable) as shown in Figure 2.1.

The conceptual framework shows the principals' administrative practices in curbing DSA among students. In this study, the level of DSA is conceptualized as an outcome of head teachers' administrative strategies. The principals' characteristics and the school category influence the strategies used to curb DSA. The school curriculum, guidance and counselling sessions are used to create awareness and shape students' behaviors. School rules play to deter abuse of drugs and substances. NACADA involved in initiating intervention programmes, enacting and enforcing drug trafficking laws, teaching moral values to students and, reporting cases of traffickers and abusers within the context of the DSA mitigation process so that the use of Drug and Substance Abuse in schools is reduced.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter the research methodology used in the study has been described. The study design, data collection procedures, population and sample size were described. Ethical considerations were taken into account. The instruments for data collection, validity and reliability of the instrument were described and data analysis.

#### **3.2 Research Design**

Descriptive survey design was used to obtain information from the various departments. Orodho and Kombo (2003) described descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2003).

#### **3.3 Target Population**

Mugenda and Mugenda (2003) defined a sampling frame as a list, directing or index of cases selected. According to list obtained from the County Director of Education office (2013), Busia County had 68 public secondary schools, 19 boys, 20 girls, and 29 mixed schools. The population for the students was 30745. Out of

30745, 420 students were chosen for the study. All the 68 principals, 68 heads of guidance and counselling and all the 420 students out of 30,745 formed the target population of this study.

### **3.4 Sample Size and Sampling Procedures**

Stratified Proportionate Sampling was used to select the sample in the study. The authority used to quote 50 per cent was Mugenda 2008. Best and Kahn (2010) define a sample as a small proportion selected for observation and analysis. Fifty per cent of the schools, principals, heads of guidance and counselling departments and 50 per cent of the students were used as recommended by Mugenda, (2008). Stratified sampling was used to classify schools into; girls only, boys only and mixed schools, mainly because single gender schools are fine with different experiences or the problem of drug abuse hence adopt different strategies to curb the problem compared to mixed schools as observed by (Imbosa, 2009). The summary of the target population and sample size of the school type is shown in table 3.1.

**Table 3.1: Sample Size School Type**

School Type	Target pop	Sample size	Principal	HOD	Form 1	Form 2	Form 3	Form 4
Boys	19	10	10	10	30	30	30	30
Girls	20	10	10	10	30	30	30	30
Mixed	29	15	15	15	45	45	45	45
<b>Total</b>	<b>68</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>105</b>	<b>105</b>	<b>105</b>	<b>105</b>

$n = p\% \times q\% \times \left(\frac{z}{e}\right)^2$  i.e.  $7\% \times 72$ , where n is the minimum sample size required if the target population is greater than 1000. P per cent is the proportion in the target population estimated to have the characteristic (assume 5 per cent if unknown). Q per cent the proportion estimated not to have the characteristic (1-p) z is the standard normal deviation at the required confidence level E per cent is the level of statistical significance. Substituted as;

$$50 \times 50 \times \left[\frac{1.96}{5}\right]^2 = 2500 \times (0.392)^2 = 2500 \times 0.154 = 385$$

385 students.

Selection of students; to calculate the sample of students, the formula provided by Sounders, Lewis and Thornwill (2007); and Mugenda (2008) was used. The formula was preferred because it gave a fair presentation of students per class and gender. Selection of principals: after selecting 50 per cent of schools in the county, all the principals of the selected schools were used in the study using



stratified proportionate sampling; hence a total of 35 principals, selection of H.O.D Guidance and Counselling; All the heads of guidance and counselling departments in the 35 selected schools were included in the study by stratified proportionate sampling because they are responsible for guiding students and counselling those with Drug and Substance Abuse problems in schools.

The table shows the study population and the sample of schools, principals, H.O.D's guidance and counselling and students as per their class. Selection of schools; simple random sampling was used to select 50 per cent of each type; giving a total of 10 boys' schools, 10 girls' school and 15 mixed school. There were two national schools which were purposively included in the study, that is, one boys' school and one girls' school. The study noted there is no mixed national school in Busia County.

### **3.5 Research Instruments**

The researcher used questionnaire for students (Appendix II), questionnaire for guidance and counselling (Appendix III), interview guide for principals (Appendix IV) and group discussion with officers from education office (Appendix V). The questionnaire was preferred over all the others because it normally takes less time to construct and was cheaper to administer according to Mugenda and Mugenda (2003). It also gives no room for irrelevant information as is the case with other instruments like interviews (Mugenda & Mugenda,

2003). The questionnaires were divided into three parts, consisting of items on the objectives. There was a questionnaire for students (Appendix II), questionnaire for guidance and counselling teachers (Appendix III), there was interview guide for the principals (Appendix IV) and Focus Group Discussions Guide for education officers (Appendix V).

### **3.6 Validity of Research Instruments**

Five questionnaires were distributed to five research experts at the University of Nairobi. The responses received in the questionnaires were analyzed in terms of content validity, which addresses the extent to which the questionnaire provides adequate coverage of the topic provided under study. The interview guide was conducted for the principals and was analyzed. This ensured that the data obtained from questionnaires were meaningful and accurate. The group discussion was also analyzed and presented in the way it is supposed to be.

The researcher incorporated in the instruments inputs from experienced researchers and graduate research supervision, the discipline of Educational administration, through their advice, more items were modified or omitted completely to improve the validity of instruments. However, the overall aim was to improve instrument items and gather the intended data.

### **3.7 Reliability of Research Instruments**

Reliability refers to the extent to which the measure is without bias or results is consistent overtime, was done using the test –retest reliability method. This was used because of ease of accessibility and availability of the participants. The five questionnaires were re-administered to the experts after two weeks. A test –retest method was used to determine reliability of the interviewer schedule. This involved administering the instruments first group with similar characteristics to survey or research settings then the instrument items were improved depending on extent to which the items were suitable to gather the required information when instruments were administered in the main study. This method ensured that the instrument gathered relatively the same information obtained in the first test when administered in the main study. This is due to the fact that ambiguous difficulty and unclear items were either simplified or discarded altogether or new items added to instruments depending on the outcome of the first test.

### **3.8 Data Collection Procedure**

The researcher started data collection after seeking and obtaining a research permit from National Commission of Science, Technology and Innovation (NACOSTI) to conduct research from the various public secondary schools in Busia County. The researcher then contacted the County Director of Education to be allowed to carry out the research in the county. The researcher also contacted the County Commissioner to be allowed to carry out research in the county. The

sampled schools were visited and the principals informed about the study was explained to the respondents. The questionnaires were self, administered to students, guidance and counselling teachers who were the respondents. Thereafter, the interview schedule was used on principals after explaining to them the purpose of the study. Also the focus group discussion was conducted with County Education Officers adequately. There were five County Education officials who participated in the study. These were County Director of Education, (Teachers Management), County Director of Education, County Quality Assurance, County Human Resource and Sub-County Director of Education.

### **3.9 Data Analysis Techniques**

The data collected was organized, tabulated and analyzed using descriptive and inferential statistics, frequencies and per cent ages were used and presentation was done using graphs as a summary. The gender difference on perception of drug abuse was also analyzed. Perception of the students on drug and substance use and its effects on behavior towards drugs was done. Gender difference was considered so as to ascertain facts in both males and females on drug and substance abuse, that is if they all abuse. This is so because also female school type (boarding) were picked up for the study. The computer programme on statistical package for Social Sciences (SPSS) was used to assist in data analysis. Analysis of data was important in explaining the variables of the study. The data

from the interview schedule for the principals was analyzed using descriptive statistics.

The t.test was carried out among the variables. The data from the research questions was analyzed using the statistical package for social sciences (SPSS) following arrangement below; comparison of schools where the principals support of peer education is positive and where it is negative in relation to the Curbing of drug and substance abuse was carried out. t test was carried out to show the significance of the variables on drug and substance abuse. The frequencies and per cent ages on drug and substance abuse were used. Computer programme on statistical package for social sciences (SPSS) was used on analysis of peer education. Comparison of schools where principals conduct student mentoring programmes versus those which don't conduct in relation to Curbing of drug and substance abuse was carried out. Per cent ages and frequencies on Curbing of drug and substance abuse was carried out on mentoring programmes. t test was carried out on these mentoring programmes so as to get the significance on Curbing of drug and substance abuse in schools where it is carried out. The SPSS was used for analysis of all the data. The statistical measures used were frequencies and per cent ages in the study.

Comparison of schools where invitation of ex-addicts is carried out versus those who do not invite ex-addicts was carried out. The per cent ages and frequencies

on the Curbing of drug and substance abuse was carried out. The t test was used to find out the significance of the invitation of ex-addicts on Curbing of drug and substance abuse. The computer program on statistical package for social sciences (SPSS) was used on these ex-addicts to get the results.

Comparison of schools that have frequent student searches versus those which do not conduct or rare in conducting student searches in relation with Curbing of drug and substance abuse was done. The frequencies and per cent ages were used on Curbing of drug and substance abuse. The t test to find out the significance of drug and substance using student searches was carried out. The computer programme on statistical package for social sciences (SPSS) was used to get all the results on student searches.

**Table 3.2: Tabulations on data analysis techniques**

Independent variable	Indicators involved	Statistical measure
Principals' support of peer education	<ul style="list-style-type: none"> <li>• Those who supported</li> <li>• Those who did not support</li> </ul>	t-test
Principals' support of mentoring programmes	<ul style="list-style-type: none"> <li>• Those who supported.</li> <li>• Those who did not.</li> </ul>	t-test
Principals' invitation of ex-addicts.	<ul style="list-style-type: none"> <li>• Those who invited ex-addicts versus</li> <li>• Those who did not.</li> </ul>	t-test
Student searches	Frequency of search <ul style="list-style-type: none"> <li>- Once a term</li> <li>- Twice a term</li> <li>- Annually</li> </ul>	ANOVA
Principals' collaboration with NACADA	Those who collaborated Those who did not collaborate.	t-test

Finally, comparing schools that have links with NACADA and the ones where they have none in relation with Curbing of drug and substance abuse was carried out. Frequencies and per cent ages were used on Curbing of drug and substance abuse. The t test on Curbing of drug and substance abuse using NACADA was done so as to find out the significance of NACADA use. The computer programme on statistical package for social sciences was used to analyze the data on Curbing of drug and substance abuse in relation to NACADA.

### **3.10 Ethical Considerations**

Confidentiality and privacy was ensured for subjects to safe guard their interests. Participation was voluntary. It was clearly explained to participants that the purpose of the research was to collect data and develop a programme that was used to help students and the youths in dealing with the problem of drug and substance abuse, the eventual aim being to benefit the school youth and the country as a whole.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

#### **4.1 Introduction**

The main focus of this chapter was to report the results of the data collected in the study. This chapter is divided into four parts. The first part presents the introduction, the second part focuses on questionnaire return rate, the third part demographic facts and the fourth part focuses on research questions.

#### **4.2 Instrument Return Rate**

A total number of 35 principals in public secondary schools in Busia County were interviewed with return rate of 100 per cent . The schools which were visited were 10 boys' boarding schools, 10 girls boarding secondary schools and 15 mixed schools. For the focused group discussion the return rate was 100 per cent who participated in the study and these included County Director of Education (Ministry of Education), County Director Teachers Service Commission, County Quality Assurance, County Human Resource and Sub County Director of Education. The students had 420 questionnaires which were administered to them of which 401 were returned representing a return rate of 95.4 per cent. The return rate was probably motivated by the mood of the students since they were experiencing such issues amongst themselves. The length of the questionnaires were short and also the time given for the study was enough only 19



questionnaires were spoilt 4.5 per cent out of 35 questionnaires administered to head of departments, there was 100 per cent return rate as showed in table 4.1.

**Table 4.1: Responses on return rate**

Category	Total no. of questionnaires	Returned	Per cent age
Students	420	401	95.4
Head of Department Guidance and Counselling	35	35	100

Table 4.1 shows that the main participants in the study who are the students. The underlying reasons for the pattern of findings are; to get the duly answered questionnaires and the questionnaires which were spoilt by students. Also to identify the main participants in the questionnaires return rate versus other instruments used in the same study.

### **4.3 Demographic Factors**

#### **4.3.1 Age and Gender of Respondents**

The onset of teenage possesses a number of challenges which include experiment with drugs, bad behavior among others. In light of this, the study ought to classify students by age.

**Table 4.2: Distribution of Students by Gender**

	Frequency	Per cent
Male	282	70.3
Female	119	29.7
Total	401	100.0

Table 4.2 shows that number of males outweigh the female in the study who responded the questionnaires duly. The possible reasons for the pattern of gender are; finding out the number of students who participated in the study as per their gender, to also find out which gender participated more than the other in the study on Curbing of drug and substance abuse.

**Table 4.3: Distribution of students by age**

	Frequency	Per cent
Below 13 years	18	4.5
14 -15 years	42	10.5
16 – 17 years	260	64.8
18 – 19 years	57	14.2
20 years and above	24	6.0
Total	401	100.0

The table 4.3 shows that most of the students who participated in the study fall under the age of 16 – 17 year. According to Nova Volkow, mod, the Director of Nation, Institute of Drug Abuse (2009), young adults of age respond to drug and substance abuse more frequently in schools than when at their homes. Also the age bracket influences their abusing of drug and substance for instance Broadbent (2013) noted that the age bracket involving young people is dangerous as they want to explore more by tasting their manhood or womanhood in taking part in the exercise of drugs. The age bracket especially from 16 to 17 believes leisure is abusing drug and substance.

**Table 4.4: Distribution of students by forms**

	Frequency	Per cent
Form one	79	19.7
Form Two	100	24.9
Form three	130	32.4
Form Four	92	23.0
Total	401	100.0

Table 4.4 shows form three students were the majority in the participation of the study. The forms are very vital in providing information about drug and substance for instance according to the study Form threes and Form fours are the most abusers of drug and substance in schools. The Form ones and Form twos assist in

the identification and information to the administration about drug abusers. According to Darcis (2012) says that young students will relate and benefit from the diverse experiences of slightly older students. They are more likely to be engaged and receptive to the information and the learning opportunities presented by those who are in similar situations to themselves. This states that the form level influences drug and substance abuse in schools. The new forms are influenced with the older forms in abusing drug and substance.

**Table 4.5: Distribution of Schools by type**

	Frequency	Per cent
Girls boarding	47	11.7
Boys boarding	28	7.0
Mixed day	299	74.6
Mixed day and boarding	27	6.7
Total	40.1	100.0

Table 4.5 shows that mixed day schools were the majority in the participation of the study. There are studies that link drug and substance abuse by school type. For instance, Imbosa (2012) carried out a study in six boys' secondary schools in Nairobi, Kenya with the aim of finding out the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse. The study involved both students and teachers. It established that drug use and abuse occurs

in the student population as a result of a complex range of factors including parental engagement in substance use, depression, anxiety, learning difficulties and low self-esteem. All of which are beyond the scope of the programmes put in place by the schools to address the problem.

The possible implications of the distribution of schools by type on drug and substance abuse are to establish the schools which abuse drug and substance more than the others. It helps to identify whether the boarding schools of boys or girls abuse more than mixed day schools or boarding mixed schools. This will assist in finding out the solutions to curb down the drug and substance abuse.

**Table 4.6: Distribution of schools by categories**

	Frequency	Per cent
National school	29	7.2
Extra county	18	4.5
County School	79	19.7
Sub-county	243	60.6
Private secondary school	32	8.0
Total	401	100.0

Table 4.6 shows` that Sub-county schools were the highest in the participation of the study. The researcher ascertained that there are possibilities that certain school categories abuse drug and substance more than others. For example; Extra County schools, county schools and sub- county schools abuse drugs and substance more than national schools.

The previous study of Ngesu, Ndiku and Masese (2008), Maithya (2009) and Botvin (2000) one way to present this information would be to collect and provide findings from classrooms, schools, or local communities' survey data that show actual Curbing of substance use in the immediate social environment. Otherwise, this can be taught using National Survey Data which typically show Curbing rates that are considerably lower than what teens believe. The locality in which the school is found and categorized can be associated with drug and substance abuse. When the school is national or Extra County and is placed where there is no influence of drug and substance, will have less drug and substance abusers. But if the school is County or sub County and the students come from the community which abuse drug and substance, the students will have more associates in drug and substance abuse compared to those schools where locality is far from abusers of drug and substance. Also national and extra county schools are more strict than County and sub County schools on Curbing of drug and substance abuse.

#### 4.4 Research Questions

Total of five major research questions were analyzed presented and discussed as per their subheadings.

#### 4.5 Principals' Support of Peer Education and Curbing of Drug and Substance Abuse

Peer education was carried out in 29 schools at 83 per cent. It was only 6 schools which did not have peer education and this was at 17 per cent.

**Table 4.7: Use of peers in curbing drug and substance abuse**

Forms of peer education to address drug and substance abuse.

Statement	Response	Frequency	Per cent
i. Does your school use peers to address drug and substance abuse?	Yes	261	65.1
	No	140	34.9
	Total	401	100
ii. Does your school use clubs to address drug	Yes	299	79.6
	No	102	25.4
	Total	401	100.0
iii. Does your school use societies to address drug and substance abuse?	Yes	300	74.8
	No	101	25.2
	Total	401	100.0
iv. Does your school use skits to address drug and substance abuse?	Yes	118	29.4
	No	283	70.6
	Total	401	100.0
v. Does your school use plays to address drug and substance abuse?	Yes	209	52.1
	No	192	47.9
	Total	401	100.0
vi. Does your school use music to address drug and substance abuse/	Yes	64	16.0
	No	337	84.0
	Total	401	100.0
vii. Does your school use drama to address drug and substance abuse?	Yes	203	50.6
	No	198	49.4
	Total	401	100.0

From table 4.7, the most commonly used form of peer education activities to address drug and substance abuse were societies at 47.8 per cent followed by plays at 52.1 per cent . The findings could be informed by the fact that societies are programmed on a weekly basis and they could be used to discourage drug and substance abuse in schools .Use of plays is a rather innovative approach since it is likely to capture the attention of young students in schools. The next subsection focuses on the frequency of abuse of various forms of drugs in schools. The schools which use peer education on Curbing on drug and substance abuse hence higher levels of Curbing of drug and substance abuse compared to those schools which do not have peer education.

The societies and plays being the most activities used in schools to address drug and substance abuse indicate that the schools using them have the highest levels of drug and substance abuse compared to those schools which do not use them though they use other activities.



**Table 4.8: Frequency of abuse of various forms of drugs in schools**

Statement	Very Commonly abused	Commonly abused	Fairly abused	Rarely abused	Never abused	Total
i. Frequency of alcohol abuse by students	172 (42.9%)	179 (44.6%)	6 (1.5%)	21 (5.2%)	23 (5.7%)	401 100%
ii. Frequency of tobacco abuse by students	151 37.7%	149 37.2%	69 17.2%	15 3.7%	17 4.2%	401 100%
iii. Frequency of cigarettes abuse by students	72 18.0%	197 49.1%	36 9.0%	66 16.5%	29 7.2%	401 99.8 Missing system 1(2%) Final total 401
iii. Frequency of miraa abuse by students	167 41.6%	172 42.9%	19 4.7%	26 6.5%	17 4.2%	401 100%
iv. Frequency of cocaine abuse by students	110 27.4	24 6.0%	114 28.4%	22 5.5%	131 32.7%	401 100%
v. Frequency of bhang abuse by students	231 57.6%	122 30.4%	4 1.0%	9 2.2%	33 6.2%	399 99.5% Missing system 2 (5%) total 401
vi. Frequency of kuber abuse by students	163 40.6%	64 16.0%	39 9.7%	79 19.7%	56 14.0%	401 100%
vii. Frequency of heroine abuse by students	84 20.9%	68 17.0%	63 15.7%	51 12.7%	135 33.7%	401 100%
viii. Frequency of mandrax abuse by students	77 19.1%	20 (50%)	99 24.7%	76 19.0%	129 32.2%	401 100%
ix. Frequency of hashish abuse by students	38 9.4%	71 17.7%	44 11.0%	192 47.9%	56 14.0%	401 100%

Table 4.8 shows the most commonly abused drug and substance is alcohol with 42.9 per cent with a frequency of 172. It is followed by miraa with a frequency of 167 at 41.6 per cent. This cuts across in all the public secondary schools in Busia county. In the schools where these drugs and substance are abused, there is a problem of bad performance among the students as they do not concentrate on the academics. The researcher also ascertained in the schools where alcohol and miraa are highly abused, there are bad performances in the academics of the students.

The researcher also noted that the schools which abuse drug and substance have a tendency of students being indisciplined which leads to strikes and destruction of properties compared to those schools which do not abuse drug and substance. Therefore there is a serious need for the principal's administrative practices on Curbing of drug and substance abuse to be carried out among students.

It was also noted that almost all schools abuse drug and substance in Busia county but it is more frequent in those schools which do not carry out all principal's administrative practices. The researcher also noted that there is high curbing of drug and substance abuse in boarding public secondary schools compared to day mixed schools. This is because boarding schools' students are easy to be tamed or controlled compared to day mixed secondary schools.

**Table 4.9: Test on groups statistics on peer education drugs and substance abuse**

		F	Mean	Standard deviation	Standard error deviation
Does your school use peers to address drug and substance abuse?					
Do you have school mates who abuse drugs?	Yes	261	1.0038	0.6190	0.0383
	No	140	1.0857	0.28095	0.2374

Table 4.9 shows that out of 401 students, 261 have school mates who abuse drug and substance at 65.1 per cent. While 140 do not have school mates who abuse drug and substance at 34.9 per cent. The table also shows the mean for school mates who abuse drugs of 1.0038 while for those who do not abuse drugs being 1.0857. The standard deviation for abusers of drug and substance is 0.6190 while those who do not abuse drug is 0.02374 the table also shows the standard error deviation with those who acknowledge the use of peer education having 0.0383 while those who did not acknowledge the use of peer education having 0.02374 in

terms of drug and substance abuse this means the statistics show there is the use of peer education on Curbing of drug and substance abuse. Therefore the schools which use peer education have higher Curbing on drug and substance abuse compared to the schools which do not have the exercise.

**Table 4.10: Independent samples test between schools which support peer education versus those which do not support peer education**

		Levene's test		T.test for
		for equality		equality of
		of variances		means
		F	Sig	t
Do you have	Equal	94.944	.000	-4.513
schoolmates	variances			
who abuse	assumed			
drugs	equal			-3.404
	variances not			
	assumed			

Table 4.10 shows Independent samples test shows that the t-test for equality of variances assumed is 94.944, significance 0.000 and equality of means is -4.513. The t-test shows it is -4.513 for the equal variances assumed and the t-test for equal variances not assumed is -3.404. This means that there is significant

difference on using peer education. The t-test shows the variances are not assumed and all were taken into consideration. Since the significance is .000, this shows there is a significant difference between schools that use peer education and the ones that do not on their levels of curbing drug and substance abuse. Therefore the schools which use peer education have a higher Curbing on drug and substance abuse compared to those schools which do not use peer education.

**Table 4.11: Independent sample means between schools which support peer education versus those which do not**

T. test for equality of means				
		Df	sig. (2 tailed)	Mean difference
Do you have	Equal	399	.000	-0.8188
schoolmates	variances			
who	abuse	assumed		
drugs	Equal	146.280	.001	-0.8188
	variances	not		
		assumed		

Table 4.11 shows t-test for independent sample sig. (2 tailed) shows that when using the mean difference the result was 0.01888 for equal variances assumed. While the t test for equal variances not assumed is -0.8188 and this acts as a mean

difference. This implies that there is a significant difference of the mean differences. Since the sig (2 tailed) is.000, it means there is a significant difference on using more than two items on peer education on Curbing of drug and substance abuse. Table 4.11 shows that the schools which use peer education though using more than two items have higher levels of Curbing of drug and substance abuse compared to those schools which do not have peer education.

**Table 4.12: Independent samples test for T-test equality of means at 95 per cent**

Table 4.12 shows independent tests for equality of means 95 per cent confidence interval.

t. test for equality of means		
95% confidence interval of the difference		
	Lower	Upper
Do you have school mates who abuse drugs	-11755	-04622

Table 4.12 shows independent test for equality of means 95 per cent confidence interval of the intervals was with two levels, that is, the lower having -11755 and the upper was -04622. This shows that there is significant difference in using peer education on Curbing of drug and substance abuse. The t test on peer education

on curbing of drug and substance abuse has significant difference on the levels of drug and substance in those schools where it exists because the figure show it is less than 0.05. Any figure less than 0.05 shows it is significant.

There is a significant difference which exists between levels on curbing of drug and substance abuse in schools where principals supported peer education versus those which do not support peer education. Those schools which have peer education have higher levels or curbing of drug and substance abuse compared to those schools which do not practice the exercise. Peer education was carried out in 29 schools and only 6 schools do not have it. The study noted that the interview of principals and focus group discussion of education officers concurred with the use of peer education in public secondary schools.

Since the significance is .000, this shows that all the schools which use peer education have higher levels of curbing of drug and substance abuse compared to those schools which do not use the method therefore since the 95 per cent confidence is reading -11755 and -04622, this implies that these figures are less than 0.000. In this case the 95 per cent confidence shows that the use of peer education has a significant difference on Curbing of drug and substance abuse.

According to the previous study of Carnigie, Turner (2009) and Shinner (1999) which states that peer education success lies among individuals who identify with

a particular culture, it is therefore concurring with this study where principals are passing on information to the students through peer education to prevail the culture of drug and substance abuse among students in public secondary schools. For example a principal from one of the extra county schools had to say that peer education is one of the administrative practices assisting the curbing down of drug and substance abuse in a public secondary school. All schools should practice it so as to improve in academic performance. He also stated that schools which perform well, have a reduction in drug and substance abuse. The focus group discussion of education officers concurred with the use of peer education in public secondary schools at 100 per cent.

#### **4.6 Principals' Use of Mentoring Programmes and Curbing of Drug and Substance Abuse**

Mentoring refer to a relationship between a teacher and a student meant to provide professional and social support to the mentee by the mentor. The guidance and counselling teachers are used as mentors in schools on curbing of drug and substance abuse among students. In this case the guidance and counselling teachers are supposed to provide professional and social guidance to students on Curbing of drug and substance abuse. The guidance and counselling teachers should help in curbing down drug and substance abuse in schools among students. The guidance and counselling teachers use the following methods to curb down drug and substance in schools among students.



**Table 4.13: Forms of mentoring programmes to address drug and substance abuse**

Statement	Response	Frequency	Per cent
i. Does your school use pairing new students with senior student for guidance social support to address drug and substance abuse among students?	Yes	127	31.7
	No	274	68.3
	total	401	100
ii. Does your school use teaching students to discern right and wrong to address drug and substance abuse among students?	Yes	221	55.1
	No	180	44.9
	total	401	100
iii. Does your school encourage students to be independent minded to address drug and substance among students?	Yes	214	53.4
	No	187	46.6
	total	401	100
iv. Does your school use pairing students with teachers for academic and social support to address drug and substance among students?	Yes	79	19.7
	No	322	80.3
	total	401	100
v. Does your school invite professionals to provide career and social guidance to address drug and substance abuse among students?	Yes	109	39.4
	No	292	60.6
	total	401	100
vi. Does your school invite former students to guide current students to address drug and substance abuse among students?	Yes	89	22.2
	No	312	77.8
	total	401	100

From table 4.13, the most commonly used mentoring programme activities to address drug and substance abuse were teaching students to discern right at 51.1 per cent by encouraging students to be independent minded with 53.4 per cent. The finding could be informed by the fact that teaching to discern right and wrong is done on daily basis and could be used to discourage the drug and substance abuse in schools. Encouraging students to be independent minded is a rather innovative approach since it is likely to capture attention of young students in schools. The schools which use mentoring programs and most especially to discern right and wrong, followed by discouraging students to be independent included, have higher levels on curbing of drug and substance abuse compared to those schools which do not practice the mentoring programs.

**Table 4.14: Methods used by guidance and counselling teachers to discourage drug and substance abuse among students in schools**

Method	Frequency	Per cent
Verbal warning	16	46
Expulsion	5	14
Inviting parents	6	17
Arraigned in court	8	23
Total	35	100

Table 4.14 shows that verbal warning to students, expulsion of students, inviting parents of students, and arraigning students in courts are the methods used by guidance and counselling teachers to discourage drug and substance abuse among students in schools.

This study found out that the guidance and counselling teachers are most used in schools on mentoring programmes, the focused group discussion of education officers concurred with the use of mentoring programmes in schools.

**Table 4.15: T.test on group statistics on invitation of professionals**

		F	MEAN	Standard Deviation on inviting professionals.	Standard Error
Providing professionals to provide career and social support	Yes	158	0.04050	0.23251	0.01850
	No	243	0.04050		0.00818
Do you have schoolmates who abuse drugs?	Yes	158	0.04050	0.23251	0.01850
	No	243	0.04050		0.00818

Table 4.15 shows that 158 respondent's acknowledged having professionals to provide career and social guidance on drug and substance abuse at 39.4 per cent while 243 did not acknowledge inviting professionals to provide career and social guidance at 60.6 per cent . The standard deviation was got of the students who acknowledged the invitation of professionals to provide career and social guidance being 0.23 251 and those who did not acknowledge got 0.2750 .This shows there is significant difference in using the method of mentoring on curbing on drug and substance abuse.

The group standard error difference of students who acknowledged the use of inviting professionals to provide career and social guidance was 0.01850 and the non-acknowledgement was 0.00818 the figures shows that there is a significant difference because they are all less than 0.05. Any figure less than 0.05 is taken to be significant.

The mean is 0.04050 which means that schools carrying out mentoring programs have higher levels on curbing of drug and substance abuse compared to those schools which do not have mentoring programs.

**Table 4.16: Levene’s test for equality of variances between schools which supported mentoring programmes versus those which do not support mentoring programmes**

		Levene’s test for equality of variances		T test for equality of means
		F	Sig	T
Do you have schoolmates who abuse drugs	Equal variances assumed	20.807	.000	2.240
	Equal variances not assumed	20.807		2.003

Table 4.16 shows t. test shows variances and equality of means. It also shows the equal variances assumed which is f 20.807. This means that all the variances are taken into consideration. t test for equality of means assumed is 2.240 and not assumed is 2.003. Since the significance difference is 0.000 this means that the schools which have mentoring programs have higher levels of curbing of drug and substance abuse compared to those schools which do not use the method. Also because the significance is 0.000, any number below 0.05 is meant to be

significant therefore the use of mentoring programmes is significant on Curbing of drug and substance.

**Table 4.17: Independent test (2-tailed) and the mean difference on mentoring programmes**

Table 4.17 shows the equality of means assumed and those not assumed on mentoring programmes.

		T. test for equality of means		
		df	Sig (2 tailed)	Mean difference
Do you have	Equal	399	-.025	.04050
school mates	variances			
who abuse	assumed			
drugs	Equal	216.968	-.046	.04050
	variances not			
	assumed			

Table 4.17 shows t test for equality of means assumed is 0.2240 and not assumed is 0.2003. The t test also brought out a significance of 2 tailed meaning more than two items or two items are being tested. Therefore the sig. of 2 tailed was -.025 for equal variances assumed and the mean difference of equal variance assumed was

0.04050. While the sig. (2 tailed) equal variance was – 046 and the mean difference of equal variance not assumed was 0.04050. This means the significance difference of -0.46 is less than 0.05 and this shows that there was a significance difference on using mentoring programmes on curbing of drugs and substance abuse. The significance is -0.25 for equal variances assumed and -0.46 for equal variances not assumed. This shows that since the figures are less than 0.05 there is significant differences between the schools which use mentoring programs as a means to curb down drug and substance abuse compared to those schools which do not use the method. Therefore this shows that the schools which use mentoring programs hence higher levels of curbing of drug and substance abuse compared to those schools which do not use the method.

**Table 4.18: T.test for confidence interval of the difference on mentoring programmes**

		T-test for equality means 95% confidence interval of the differences	
		Lower	Upper
Do you have schoolmates who abuse drugs	Equal variances assumed	.00505	.07595
	Equal variances not assumed	.00064	.08036

Table 4.18 shows t test for equality of means 95 per cent confidence interval of the differences was calculated. The equal variance assumed was 0.0505 on lower side and upper was 0.7595 was received. The equal variances not assumed of lower was 0.00064 and 0.080036 at upper side. All the t test fall under less than 0.05. This means that the mentoring programmes using the methods given by students are very significant in public secondary schools on the curbing of drug and substance abuse.

There is a significant difference which exists between levels on curbing of drug and substance abuse in schools where principals support mentoring programmes versus those which do not support mentoring programmes. Those schools which have mentoring programmes have higher levels on Curbing of drug and substance abuse when compared with those schools which do not practise such.

Comparing the current study to the previous study of mentoring and advocacy, it is widely used as promising mechanisms to provide sustained goal directed support for student. Mentors are therefore very important in school because they help in guiding students on how to avoid drug and substance abuse in order to achieve better performance.



#### 4.7 Principals' Invitation of Ex-addicts and Curbing of Drug and Substance

Ex-addicts are invited in 20 schools with 57 per cent while those schools which do not invite ex-addicts have 43 per cent and they are 15 schools. The principals' used the following methods with the invited ex-addicts on the curbing of drug and substance abuse.

**Table 4.19: Address on invitation of ex-addicts on drug and substance abuse**

Statement	Response	Frequency	Per cent
i. Does your school invite former drug addicts to share their journey to recovery to address challenges on drug and substance abuse among students?	Yes	85	21.2
	No	316	78.8
	total	401	100
ii. Does your school allow former and recovery of addicts to share the dangers of drug and substance abuse among students?	Yes	62	15.5
	No	339	84.5
	total	401	100
iii. Does your school support students with literature from former addicts to address challenges on drug and substance abuse?	Yes	187	46.6
	No	214	53.4
	total	401	100
iv. Does your school create clubs that advocate living alcohol free life to address challenges on drug and substance abuse among students?	Yes	98	24.4
	No	303	75.6
	total	401	100

From table 4.19 the most commonly used forms of invitation of ex-addicts to address drug and substance abuse where support of students with literature from former addicts at 46.6 per cent followed by creating of clubs that advocate living alcohol free life at 24.4 per cent . The findings could be informed by the fact that literature from former students is given on the daily basis and they could be used to discourage the drug and substance abuse in schools. Use of clubs that advocate free life are a rather innovative approach since it is likely to capture the attention of young students in schools.

**Table 4.20: T.test on group statistics on invitation of former addicts**

Inviting former addicts to share their journey to recovery		Standard deviation	Standard error deviation
Do you have schoolmates who abuse drugs?	Yes	85	1.0353
	No	316	1.0316
			0.18562
			0.17533
			0.02013
			0.00988

Table 4.20 shows that the number of respondents who use former addicts to address drug and substance abuse is 85 at 21.2 per cent . It is less than those who do not use the method. Those who do not use the method are 316 with 78.8 per cent . This implies that this method is used in few schools. The table also shows that those who use invitation of ex-addicts to address drug and substance abuse have a mean of 1.0353 while those who do not use invitation of ex-addicts have the mean of 1.0316. The standard mean for those who invite former addicts to share their journey to recovery was 0.18562 while those who do not invite former addicts to share their journey to recovery was 0.017533. This implies that the standard mean is less than 0.05 and therefore there is a significant difference between the level of curbing of drug and substance abuse in schools where principals supported invitation of ex-addicts versus those who did not invite ex-addicts. The standard mean error was 0.02013 for those who acknowledged and 0.00988 for those who did not acknowledge the invitation of ex-addicts. This also implies that the schools which invited ex-addicts to address drug and substance abuse register less cases on drug and substance abuse compared to those schools which do not invite ex-addicts.

The researcher also noted the schools which do not invite ex-addicts to address drug and substance abuse register higher cases as compared to those schools which invite ex-addicts. In other words there are less cases of drug and substance abuse in schools which invite ex-addicts compared to those schools which do not

invite ex-addicts on curbing of drug and substance abuse. It was noted that it was only boarding schools which invite the ex-addicts to address drug and substance abuse.

**Table 4.21: Levene’s Test for Equality of Variances and T.test for Equality of Means on ex-addicts**

		Levene’s test for equality of variances		T. test for equality of means
		F	Sig	t
Do you have school mates who abuse drugs	Equal variances assumed	.113	.737	.168
	Equal variances not assumed			.163

Table 4.21 shows t test for equality of variances of both equal variances assumed of 0.113, significance of 0.737 and the t test of equality of means 0.168 were received. The equality of means for variance is not assumed of 0.163 was calculated. This implies that since the results are less than 0.05, there is a significant difference in using invitation of ex-addicts on curbing of drug and

substance abuse. This statement implies that the schools which invite ex-addicts to address drug and substance abuse register less cases on curbing of drug and substance abuse as compared to those schools which do not invite ex-addicts .Therefore implies that there are fewer cases on drug and substance abuse in schools which invite ex-addicts as compared to those which do not invite ex-addicts and therefore they register high cases on drug and substance abuse.

**Table 4.22: Independent samples T.test on sig (2-tailed) on ex-addicts**

		T. test for equality of means		
		df	Sig (2 –tailed)	Mean difference
Do you have schoolmates who abuse drugs	Equal variances assumed	399	.867	00.365
	Equal variances not assumed	127	.871	000.365

Table 4.22 shows significance of two tailed which means two or more items are being tested. The equal variance assumed is df 399 significance of 0.867 and mean difference of 00.365. The equal variance not assumed was df 127 significance of 2 tailed 0.871 and the mean difference of 0.365. Since the results

are below 0.05, this means that there is a significance difference on curbing of drug and substance abuse in using the invitation of the ex-addicts. This implies that the schools where ex-addicts are invited there are fewer cases of drug and substance abuse witnessed as compared to those schools which do not invite ex-addicts and hence register higher cases of drug and substance abuse.

**Table 4.23: T.test for confidence interval of the difference on ex-addicts**

				t. test for equality	
				of members	
				95% confidence	
				interval of the	
				difference	
				Lower	Upper
Do	you	have	Equal variances	.03900	.04630
schoolmates	who	assumed			
abuse	drugs				
			Variiances not	.4071	.04801
			assumed		

Table 4.23 shows 95 per cent confidence interval of the difference of equal variances assumed was 0.3900 at lower level and 0.04630 at upper level. While the variances not assumed are 0.4071 at lower level and 0.4801 at upper level.

Therefore, the figures being less than 0.05, there is a significant difference on curbing of drug and substance abuse using the invitation of the ex-addicts.

There is a significant difference which exists between levels on curbing of drug and substance abuse in schools where principals supported invitation of ex-addicts versus those which did not support invitation of ex-addicts. These schools which have invitation of ex-addicts have lower cases reported on drug and substance abuse compared to those schools which do not practice invitation of ex-addicts. The schools which do not invite ex-addicts have higher cases reported on drug and substance abuse compared to those schools which have invitation of ex-addicts.

A principal from one of the extra county schools X said that there are lower cases reported in the 20 schools with invitation of ex-addicts compared to 15 schools which have higher cases reported on drug and substance abuse. The focus group discussion of education officers also concurred with the exercise. Ngesu, Ndiku and Masese Use (2008) Maithya (2009) and Bioton (2000) said one way to present this information would be to collect and provide finding from classrooms, school and local community survey data that show actual Curbing rates of substance use in the immediate social environment. This can be caught using national survey data which typically show curbing rate that are considerably

lower than teen believe. Therefore this study according to the previous studies is adequate but may slightly show high rates of curbing of drug and substance abuse.

According to Witters Ventratby and Allen 1992 and Ng'ang'a (2007) principals may use normative education attempts to undermine popular but inaccurate beliefs that substance use is considered acceptable and not particularly dangerous. This can be done by highlighting evidence from national studies that show strong anti-drug social norms and generally high perceived risks of drug use in population normative education materials are often included in social resistance programmes.

#### **4.8 Principals' Use of Student Searches and Curbing of Drug and Substance Abuse**

The study established that student searches are done in all the 35 public secondary. The only thing is that the frequency in which each school conducts the search differs. The use of student searches is at 100 per cent in schools. This is the only objective practiced at 100 per cent in all schools though it is frequently done in boarding schools than day. The following methods were used in schools as students' searches on curbing of drug and substance abuse.



**Table 4.24: Forms of student searches to address drug and substance abuse**

Statement	Response	Frequency	Per cent
i. Does your school screen students every time they are coming from home to curb drug and substance abuse?	Yes	65	16.2
	No	336	83.8
	total	401	100
ii. Does your school use undertake random searches to ascertain whether students could be hiding drugs?	Yes	65	16.2
	No	336	83.8
	total	401	100
iii. Does your school use cabinet secretaries to monitor drug and substance abuse among students?	Yes	78	19.5
	No	323	80.5
	total	401	100
iv. Does your school check students every time they are leaving the school compound?	Yes	59	14.7
	No	342	85.3
	total	401	100
v. Does your school use different networks to catch those who abuse drug and substance among students?	Yes	71	17.7
	No	330	82.3
	total	401	100

Table 4.24 shows the most commonly used forms of student searches activities to address drug and substance abuse where using of cabinet secretaries to monitor drug and substance abuse at 19.5 per cent followed by use of different networks to catch those who abuse drug and substance with 17.7 per cent . The findings could be informed by the fact that cabinet secretaries monitor drug and substance abuse quarterly a month in schools. Use different networks to catch those who abuse drug and substance is a rather innovative approach since it is likely to capture the attention of young students in school.

From the information of the table 4.25, it shows that the schools which have frequent searches have higher levels of curbing of drug and substance abuse compared to those schools which have one in the standard searches though student searches are done in all the schools, there are more frequent in the boarding schools compared to day schools. The researcher also noted that where the cabinet secretaries monitor drug and substance abuse, the curbing of drug and substance abuse is higher compared to other methods of searches. It was also noted by the researcher that the schools which use different networks to catch those who abuse drug and substance, there are higher levels on curbing of drug and substance compared to those schools which do not use these method on curbing of drug and substance abuse.

**Table 4.25: T-test on group statistics about screening of students**

Screen	F	Mean	Standard	Standard	
students			Deviation	Error	
every time					
they are					
from home					
Do you have	YES	133	1.0451	-20834	0.01807
schoolmates	NO	268	1.0261	-15979	0.00976
who abuse					
drugs?					

Table 4.25 shows that 133 students acknowledged the use of screening form of student searches in their schools while 268 students did not acknowledge the use of screening method as a form of student search in their schools. This implies that the form of search is earned out in few secondary schools as compared to the total number of schools. The number of students mean who acknowledged the use of student searches in their schools being 1.0451 and the mean of the number of students who did not acknowledge the use of student searches also being 1.0261.

The standard deviation is -20834 while those who acknowledged this type of student search of screening student every time they are coming from home while those who did not acknowledge had a standard deviation of -15979. The table also

shows that those who acknowledged the use of screening form of students search had a standard error mean of 0.01807 while those who did not acknowledge the use of screening form of student search had 0.00976. This implies that the standard mean is less than 0.05 and therefore there is a significant difference which exists between levels on curbing on drug and substance abuse in schools where principals supported the use of student searches versus those who did not support the use of student searches.

The information from the table justifies that information collected by the researcher which states that the schools which use all forms of student searches more frequently have higher levels on curbing of drug and substance abuse compared to those schools which do not use the method.

**Table 4.26: Levene’s test for equality of variances and the t.test for equality of means on students searches**

		Levene’s test for equality of variances		T. test for equality of means
		F	sig.	f
Do you have schoolmates who abuse drugs	Equal variances assumed	4.063	.045	1.010
	Equal variances not assumed			.925

Table 4.26 shows t test for equality of variances was done. Equal variance assumed of frequency 4.063 was carried out giving a significance of 0.045. A t test for equality of means was done on equal variance assumed a result of 1.010 and equal variances not assumed giving the result of 0.925. The significance of 0.45 indicates that the method of using students' searches in schools is significant on curbing of drug and substance abuse.

Table 4.26 shows that the schools which use the students' searches have higher levels on curbing of drug and substance abuse as compared to those which do not use the method. The table shows that there is the significance difference which exists between schools which use student searches as a method of curbing down the drug and substance abuse because the figure is 0.045 which is less than 0.05. This is because any figure less than 0.05 is said to be significant.

**Table 4.27: T.test for equality of means sig (2-tailed) on students searches**

		T. test for equality of means		
		df	sig (2 tailed)	Mean difference
Do you have schoolmates who abuse drugs	Equal variance assumed	399	313	.01899
	Equal variance not assumed	211.412	.356	.01899

Table 4.27 shows t test for equality of means. 2- tailed was carried out indicating equal variance on means assumed df 399 and equal variance of means not assumed df 211.412 while the significance of equal variance not assumed .313 and equal variance not assume .316. The mean difference for equal variance not assumed is 0.01899 and equal variance not assumed 0.01899. This means that there is a significant difference on using student searches on students because the results is below 0.05 as it is emphasized that any result below 0.5 is significant. 2 tailed means two or more than two items for the test.

**Table 4.28: T.test for equality of means 95% confidence of difference on students searches**

		t-test for equality of means 95% confidence of the difference	
		Lower	Upper
Do you have	Equal variances	-01796	.05597
school mates who	assumed		
abuse drugs	Equal variances	-02148	.05947
	not assumed		

Table 4.28 shows equality of means 95 per cent confidence of the difference which was also calculated using the t test and the equal variances assumed had - 0.1796 on the lower side while 0.5597 on the upper side. This means that there is

a significant difference between the use of student searches on the Curbing of drug and substance abuse.

The study shows that there is a significant difference which exists between levels on curbing of drug and substance abuse in schools which principals supported students' searches frequently and versus those which have once in a while the searches. This implies that in the boarding schools where there are frequent student searches, have higher levels on curbing of drug and substance abuse compared to day mixed schools. Since the t test is reading less than 0.05, this implies that the student searches are very effective on curbing of drug and substance abuse.

The researcher also identified that since 95 per cent for equal variance assumed is -0.1796 lower and upper is 0.5597, while for equal variance not assumed is -0.2148 lower and upper is 0.05947, therefore schools which use students search has a means of curbing down drug and substance, has a higher level of Curbing of drug and substance abuse compared to those schools which do not use student search frequently. The focus group discussion of education officers and the principals concurred with the use of student search in school. This is also according to (Olatuwar & Odejide, 1974 & Mutua, 2011). Early intervention and prevention activities should characterize a school's drug and substance abuse programme. The principals should determine the extent of drug problem within their

jurisdiction before initiating a new intervention programme. Collaboration should be made with parents, school boards, treatment agencies and concerned groups within the community to ensure successful programmes. Therefore comparing these previous studies and current one, it is very important to carryout students searches to find out which students abuse drug and substance, what type of drug and substance they abuse and then eventually lay down the measures to curb the vice.

#### **4.9 Principals Collaboration with National Control against Drug Abuse and Curbing of Drug and Substance Abuse**

The study established that there were 26 schools out of 35 which have principals' collaboration with NACADA. This was 74 per cent while those schools which do not collaborate with NACADA were 9 with 17 per cent. The schools which collaborate with NACADA have the following activities done on curbing of drug and substance abuse.



**Table 4.29: Forms which NACADA uses to address drug and substance abuse**

Statement	Response	Frequency	Per cent
i. Does your school get literature (books, magazines) from NACADA that addresses drug and substance abuse among students?	Yes	128	31.9
	No	273	68.1
	Total	401	100.0
ii. Does your school invite officials from NACADA to share with students on drug and substance abuse?	Yes	26	6.5
	No	375	93.5
	Total	401	100.0
iii. Does your school get posters from NACADA highlighting dangers of drug and substance abuse among students?	Yes	138	34.4
	No	263	65.6
	total	401	100.0
iv. Does your school write periodic reports to NACADA on status of drug and substance abuse about students?	Yes	30	7.5
	No	371	92.5
	total	401	100.0
v. Does your school monitor the quality of books provided by NACADA on drug and substance abuse among students?	Yes	52	13.0
	No	348	87.0
	total	401	100.0

Table 4.29 the most commonly used forms of NACADA activities to address drug and substance abuse were getting posters from NACADA highlighting dangers of Drug and Substance abuse at 34.4 per cent followed by getting literature from NACADA books, magazines addressing drug and substance abuse among students at 31.9 per cent. The findings could be informed by the fact that getting posters from NACADA highlighting on a monthly basis and they could be used to discourage drug and substance abuse in schools. Getting of literature from NACADA books, magazines that addresses drug and substance abuse is a rather innovative approach since it is likely to capture the attention of young students in schools.

The researcher noted that the schools which use the most commonly forms of activities to address drug and substance abuse like; getting posters from NACADA highlighting dangers of drug and substance abuse and getting literature from NACADA books, magazines addressing drug and substance abuse among students register lower cases on drug and substance abuse compared to those schools which do not use such activities. Also the schools which use all forms of NACADA activities on curbing of drug and substance abuse register lower case on drug and substance as compared to those schools which do not use NACADA on curbing of drug and substance abuse. There is high curbing of drug and substance in schools which use NACADA activities among students compared to those schools which do not involve NACADA.

**Table 4.30: T.test on group statistics of NACADA**

Getting posters from	F	Mean	Standard	Standard	
NACADA			deviation	error	
highlighting dangers					
of drug and substance					
abuse					
Do you have	Yes	138	1.0870	0.28280	0.02407
schoolmates who	No	263	1.0038	0.06166	0.00380
abuse drugs?					

Table 4.30 shows that 138 students acknowledged the use of NACADA in their schools on drug and substance abuse by using poster highlighting dangers of drug and substance abuse; while 263 students did not acknowledge the use of posters from NACADA highlighting dangers of drug and substance abuse. The table also shows the student who acknowledged the use of poster from NACADA highlighting dangers of drug and substance abuse had a mean of 1.0870 and those who did not acknowledge the use of posters from NACADA had a mean of 1.0038. The standard deviation for the students who acknowledged the use of posters from NACADA highlighting dangers of drug and substance abuse was 0.28280. While those who did not acknowledge the use of posters had 0.06166. The standard error mean for those students who acknowledged the use of posters

from NACADA was 0.02407. While those who did not acknowledge the use of posters from NACADA had 0.00380.

From the table findings, the researcher noted that the schools which carried out NACADA activities register lower case on drug and substance abuse compared to those schools which do not carry out NACADA activities. Also there is high level on curbing of drug and substance abuse in schools which carry out NACADA activities as compared to those schools which do not carry out NACADA activities. In the table there is standard deviation of 0.028280 for those who acknowledged and those who did not acknowledge having 0.06166. This shows that there is a significant difference which exist in schools which use NACADA activities on curbing of drug and substance abuse compared to those schools which do not use NACADA activities and hence register higher cases on drug and substance abuse.

The standard error mean shows the figure for those who acknowledged the use of NACADA having 0.02407 and those who do not use NACADA having 0.0380. Both figures are less than 0.05 and therefore this implies that there is a significant difference which exist in using NACADA on curbing of drug and substance abuse in schools which use its activities compared to those schools which do not use NACADA

**Table 4.31: Levene’s test for equality of variances and T.test for equality of means on NACADA**

		Levene’s test for equality of variances		t. test for equality of means
		df	Sig.	f
Do you have	Equal	97.629	.000	4.571
schoolmates	variances			
who abuse	assumed			
drugs?				
	Equal			3.412
	variances not			
	assumed			

Table 4.31 shows t test for equality of variances was carried out with equal variances assumed being df 97.629 with the significance of 0.000. The t test for equality of means was reached at with equal variance assumed being 4.571. The equal variance not assumed of equality of means is 3.412.

Since the T.test is 0.00. This means that there is a significant difference between the schools which use NACADA on curbing of drug and substance abuse compared to those schools which do not use NACADA. This also implies that the

schools which involve NACADA on curbing of drug and substance abuse register lower cases compared to those schools which do not use NACADA. The table also indicates that though there was a degree of freedom (df) of 97.629, still the significance was 0.000. Therefore this indicates that the use of NACADA has a significant difference on the curbing of drug and substance abuse in the schools it is involved compared to those schools which do not involve it and hence register higher cases on drug and substance abuse which affect the performance of students in schools.

**Table 4.32: T.test for equality of means sig (2-tailed) on schools that collaborate with NACADA**

		t-test	for	
		equality	of	
		means		
		df	Sig. (2 tailed)	Mean difference
Do you have	Equal	399	.000	
schoolmates	variances			
who abuse	assumed			
drugs				
	Equal	143.874	.001	
	variances not			
	assumed			

Table 4.32 shows t test for 2 tailed were carried out with equal variance assumed being df 399 and significance being 0.000. While equality of means for equal variance not assumed having df 143.384 and significance of two tailed being 0.001. This shows there is a significant difference which exists on using NACADA on curbing of drug and substance abuse. Sig. (2 tailed) means a test for two or more items.

Table 4.32 shows that there is a significant difference using more than two items because the figures are 0.000 This implies that the schools which use NACADA register less case on drug and substance abuse compared to those schools which do not involve NACADA. The table also shows that there is high curbing on drug and substance abuse in schools which use NACADA as compared to those schools which do not use NACADA. The table indicates therefore that there is a significant difference which exist between using NACADA on curbing of drug and substance abuse compared to those schools which do not use NACADA and hence register higher cases on drug and substance abuse.

**Table 4.33: T.test for equality of means at 95% confidence interval of the difference on NACADA**

		t. test for equality of means	
		95% confidence interval of the difference	
		Lower	Upper
Do you have	Equal variances assumed	.04739	.11892
schoolmates who	Equal variances not assumed	.03498	.13133
abuse drugs			

The t test were carried out on equality of means on 95 per cent confidence interval of the difference, the equal variance assumed at the lower level was 0.04739 and the upper interval was 0.11892. While equal variance not assumed was 0.3498 on the lower interval and 0.13133 on the other interval. This indicates that there is a significant difference which exists between NACADA being used in schools on curbing of drugs and substance abuse.

The study shows that there is a significant difference which exists between levels on curbing of drug and substance abuse in schools which principals collaborate with NACADA versus those which do not collaborate with NACADA. This implies that there are lower cases of drug and substance abuse in these schools



which collaborate with NACADA compared to those schools which do not collaborate with NACADA. The schools which do not collaborate with NACADA. Therefore there are higher levels on curbing of drugs and substance abuse in schools which collaborate with NACADA compared to those schools which do not collaborate. The t-test proves the curbing of drug and substance abuse. The most commonly abused drugs are alcohol, tobacco, khat and cannabis. The principal and the focus group discussion concurred with the collaboration of NACADA on curbing of drug and substance abuse.

Table 4.33 indicates that the equal variance of lower difference is 0.0739 and upper of 0.11892. While equal variances not assumed are 0.3498 lower and upper 0.13133. This indicates that the lower side is less than 0.05 and therefore there is a significant difference which exist in using NACADA on curbing of drug and substance abuse in schools which it exists compared to those schools which do not involve it.

The researcher also noted that there are higher levels of curbing of drug and substance abuse in the schools where NACADA is involved compared to those schools it is not involved.

Comparing to previous studies to involvement of NACADA and the current study, it is important to note that the principals should use NACADA as the main

focus on demand of reduction of drug and substance abuse which involve providing preventive education, public awareness, life skills, treatment, rehabilitation and psychological support to the general public.

According to the previous study of Ngesu et al (2008), NACADA in Kenya which was initiated in early 2001, the past years has been drug and substance to an extent that it now cuts across all sectors of life. This is evident that drug and substance is starting and even more frightening because of the fact that many young people are getting hooked on drugs each passing day. Alcohol, bhang and tobacco are increasingly being abused by school going children. When the researcher compared the current study and the previous survey conducted by NACADA (2012) among students and school learners, reveal that substance of abuse both illicit were forming a sub culture among Kenyan youth, contrary to common assumptions. The survey demonstrated that drug and substance abuse is wide spread and that it affects the youth mostly and across all social groups.

#### **4.10 Sources of Drugs by Some Secondary Students**

There are three sources where the students get drug and substance. They are sneaked in by students, obtain the drugs from outside peddlers and finally, they are sneaked in by non-teaching staff. The most common ones are sneaking in by students and sneaking in by non-teaching staff.

**Table 4.34: Sources of drugs sneaked in by some secondary students**

	Frequency	Per cent
Most common source	240	59.9
A common source	32	8.0
Fairly common source	3	1.7
A rare source	121	30.2
Missing system	1	0.2
Total	401	100.0

Table 4.34 shows that the students get drug and substance from their fellow students at 60 per cent , this is followed by other students saying it is rare to get from their fellow students with 30.2 per cent . The findings could be informed by the fact that students’ sneaking in drugs and substances is easier for their colleagues to get and abuse together than getting from other sources. It may also follow by the source being rare from other schools due to the strict rules and so students can get from non-teaching staff or outside peddlers.

**Table 4.35: Drugs sneaked in by non-teaching staff**

	Frequency	Per cent
Most common	11	2.7
Common source	117	29.2
Fairly common source	25	6.2
A rare source	248	61.8
Missing system	1	0.1
Total	401	100.2

Table 4.35 shows the drug and substance sneaked in by non-teaching staff in frequency. The non-teaching staff is the second to the students sneaking in drug and substances in schools with 28 per cent though other students say it is a rare source. It may be rare to those who do not abuse. But those who abuse it is the most common according to the table. Its per cent age follows students sneaking in drug and substance in schools. The sources of drug and substance assisted the researcher to find out how the students get the drugs and which drugs and substance are abused by peers in various schools.

The sources of drugs and substance also assisted the researcher to come up with the methods on mentoring on how to curb the drug and substance abuse in school. The sources of drug and substance have made the researcher to find out how the ex-addicts can be useful in schools after experiencing the effect of drug and

substance abuse. The sources of drug and substance have made the study to identify the various means of student searches so as to get the culprits who later go under guidance and counselling to become better students. The sources on how students get drug and substance in schools have made more schools to involve NACADA so as to address the problem. One would wonder how drug and substance can get into schools and yet there are security guards at the gate therefore it was necessary for this study to find out the sources of drug and substance into schools for further mechanisms to be put into place to curb the vice though several measures are already being implemented.

**Table 4.36: Obtaining drug and substance from outside peddlers by gender**

	Very common	common	Fairly common	Not common
Female	4	48	30	26
	1%	24.5%	25.6%	22.6%
Male	0	69	115	87
	0%	24.5%	40.8%	30.9%

Table 4.36 shows how students obtain drug and substance from outside peddlers by gender. It is a fairly common source for both female and male .The male are the highest on responding that they also get drug and substance from the outside peddlers at 40.8 per cent, while the female 25.6 per cent. Table 4.41 was very

important so as to ascertain whether the female students also abuse drugs and substance. It was also important to know that even female students abuse drugs and substance. The researcher ascertained that both male and female students abuse drugs and substance in public schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study sought to determine the extent to which Principals' Support for Peer Education, use of Mentoring Programmes, Invitation of Ex-addicts, conducting of Student Searches and Collaboration with National agency Against Drug and Substance abuse influence Curbing of Drug and Substance abuse among Public Secondary schools. This chapter consists of the summary, conclusions and recommendation of the study.

#### **5.2 Summary of the Study**

##### **5.2.1 Principals' Support of Peer Education and Curbing of Drug and Substance Abuse in Public Secondary School in Busia County, Kenya**

The study established that the schools use peer education on Curbing of drug and substance abuse, the schools also use clubs, societies, plays, music and drama to address the problem of drug and substance abuse. The study established that 29 schools out of 35 carried out peer education. There were only 6 schools which did not carry out peer education. The t. test carried out on peer education established that there was significant difference which existed between levels on Curbing of drug and substance abuse in schools which principals carried out peer education versus those schools which do not carry out the exercise.

T. test for equality of variances was carried out on both equal variances assumed and equal variances not assumed. t test for equality of means was done for equal variance which had -4.513 while equal variance not assumed had -3.404. The t test for equality of means of 2 tails significance was done where by two tailed means t test on two or more than two items. Mean difference was -0.8188 on equal variances assumed while equal variance not assumed had -0.8188. t test on standard error difference was carried out where equal variance assumed had 0.1814 and equal variance not assumed had 0.204. The equality on confidentiality interval of the difference was done at the lower level and it had -11755 on the lower level while upper was -04622. This shows that there is a significance different which exists between the levels on curbing of drug and substance abuse in schools where principals supported peer education versus those who did not support peer education.

This implies that all the schools had the significant differences less than 0.05 and therefore this shows that the use of peer education is effective in the schools which are using this. This therefore indicates that there are higher levels on curbing of drug and substance abuse in the schools which have peer education compared to those schools which do not have peer education.



### **5.2.2 Principals' use of Mentoring Programmes and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County Kenya**

The study established that 25 schools out of 35 acknowledged the use of mentoring programmes. There is the use of senior students for social support on curbing of drug and substance abuse as a method of mentoring. The mentoring programmes also included teaching students to discern right and wrong, encouraging students to be independent minded, pairing students with teachers for academic and social support, inviting former students to guide current students and also inviting professionals to provide career and social guidance.

The study also found that there was need to use gender on respondents on mentoring programmes and the males came out to be highest in the participation on the methods used on mentoring. However the females led in the two methods that is the method of former students guiding the students and inviting professionals to provide career and social guidance.

T. test for equality of means was carried on the significance of 2 tailed. The mean difference on equal variances assumed was .04050 while for variances not assumed was 0.04050. Meaning it is significant because it is less than 0.05. t test for equality of means for standard error difference was carried out and the variances assumed was 0.1803 while for equal variances not assumed was 0.02022. The t test for equality means 95 per cent confidentiality was carried out

and equal variance assumed on lower level was 0.0505 while at upper level was 0.07595. Equal variances not assumed on confidentiality lower was at 0.08036. This test determines that there is significant difference existing between levels of curbing of drug and substance abuse in schools where principals supported mentoring programmes versus those who did not support mentoring programmes.

Levene's test for quality of variances was carried out and it was less than 0.05 meaning there is a significant difference which existed between levels on curbing of drug and substance abuse in schools where principals support mentoring programmes versus those which do have mentoring programmes hence have higher levels on curbing of drug and substance abuse compared to those schools which do not practice the exercise.

### **5.2.3 Principals' Invitation of Ex-Addicts and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County Kenya**

The study established that there was use of principals' invitation of ex-addicts on curbing of drug and substance abuse. The study established that there was use of principals invitation of former addicts to share their journey to recovery, allowing former and recovering addicts to share the dangers of drug and substance abuse, supporting students with literature from addicts and creating clubs that advocate living alcohol free life, are the methods used on curbing of drug and substance in schools. The study also used gender of the respondents on the methods used on

invitation of ex-addicts. In all the methods used, males supporters are leading except in supporting of literature from former addicts and networks to catch those who abuse drugs where females took the lead.

T test for equality for the means was carried out on equal variances assumed which was 0.168 and equal variances not assumed was 0.163. The t-test on the significance of two tailed was done and the mean difference for equal variance was 0.365 and the variances not assumed was 0.365. Standard error difference was carried out and the equal variance assumed was 0.02169 while not assumed 0.02242. The t test on confidentiality was carried out and the lower equal variance was 0.3900 while the upper was 0.4630. The assumed variance for confidentiality was 0.4071 for lower case while 0.4801 for upper case. The significance for 2 tailed equal variance assumed was 0.867, while the significance of 2 tailed equal variance not assumed was 0.871. This therefore determines that there is a significant difference which exists between levels on curbing of drugs and substance abuse in schools where principals supported the invitation of ex-addicts versus those who did not support the invitation of ex-addicts.

Levene's test for equality of variances was carried out and it was less than 0.05 meaning there is a significant difference which exists between levels on curbing of drug and substance abuse in these schools where principals invite ex-addicts to share their life experience versus those schools which do not invite ex-addicts.

This implies that these schools which invite ex-addicts have lower cases reported on drug and substance abuse compared to those schools which do not invite ex-addicts the schools which do not invite ex-addicts have higher cases reported on drug and substance abuse. There are 20 schools which use invitation of ex-addicts out of 35 selected for the study.

#### **5.2.4 Principals' Use of Student Searches and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County, Kenya**

The researcher established that student searches are done in all the 35 public secondary schools selected for the study. The only thing is that the frequencies of searches are more in the boarding schools than in the day schools. This is the only objective at 100 per cent in all schools though it is frequent in boarding schools. The study included screening students every time they come from home, undertaking random searches to ascertain whether students could be hiding drugs using cabinet secretaries to monitor drug and substance abuse, checking students every time they are leaving school compound and using different networks to catch those who abuse drugs and substance as methods of student searches on curbing of drug and substance abuse.

Gender of the respondents was also used on student searches. The male students were more in most of the methods used except in allowing former and recovering addicts to share the danger of drug and substance abuse, creating clubs that

advocate living alcohol free life and use of cabinet secretaries to monitor drug and substance abuse. t test for equality of variances was used with the equal variances assumed being 4.063 with the significance of 0.045 and equality of means being 1.010. While equality of means not assumed 0.925. The t test for equality of means with sig. (2 tailed) was carried out with equal variance assumed being 0.1899 and equal variance not assumed being 0.1899.

The t test for equality of standard error means was carried out with equal variances assumed being 0.01881 while equal variances not assumed being 0.02053. The t test for equality of means confidentiality was done with equal variances assumed being -01796 on lower side and -05597 on the upper side. While equal variances not assumed at lower side was -02148 and upper was 0.05947. Therefore this determines that there is significant difference which exist between levels on curbing of drug and substance abuse in schools where principals supported the use of student searches versus those who did not support student searches.

Levene's t test for equality of variances was carried out and it was less than 0.05 meaning there is a significant difference which exist between levels of Curbing of drug and substance abuse in these schools which principals supported student searches frequently versus those which have once in a while searches. This means that in the boarding schools where the searches are frequent there are higher

levels on curbing of drug and substance abuse compared to the day mixed schools.

#### **5.2.5 Principals' Collaboration with NACADA and Curbing of Drug and Substance Abuse in Public Secondary Schools in Busia County, Kenya**

The study established that there are 26 schools out of 35 which collaborated with NACADA on Curbing of drug and substance. 9 schools do not have collaboration with NACADA. The methods on Curbing of drug and substance abuse used in the schools who collaborate with NACADA are using literature from NACADA books, magazines that address drug and substance abuse, inviting officials from NACADA to share with students on Drug and Substance abuse, getting posters from NACADA highlighting dangers of drug and substance abuse, writing periodic reports to NACADA on status of Drug and Substance Abuse and monitoring quality of books provided by NACADA.

The methods stated are to make sure that drug and substance does not exist in schools. Gender of the respondent was also used so as to know how many males and females support NACADA on curbing of drug substance. The support of males is more on the methods used by NACADA on curbing of drug and substance than the females except the periodic reports and monitoring quality books where the women took the lead.

The t test for equality of means was carried out for the two tailed significance, meaning t test for two or more items. The significance for equal variance assumed was 0.000 while significance for variance not assumed was 0.001. t test for equality of means of standard error difference was carried out and equal variance assumed was 0.01819 while equal variances not assumed was 0.02437.

The t test for confidentiality was done and equal variances assumed was 0.4739 at lower side and 0.11892 at upper level. While confidentiality for equal variances not assumed was 0.03498 at a lower level and 0.13133 at upper side. This therefore determines that there is significant difference which exist between levels on curbing of drug and substance abuse in schools where principals supported NACADA versus those who did not support NACADA. Therefore there are fewer cases reported on drug and substance in schools where NACADA exists compared to where NACADA does not exist. There are higher levels on curbing of drug and substance abuse in schools where NACADA exists compared to schools where NACADA does not exist and hence they experience lower levels on curbing of drug and substance abuse.

Levene's t test for equality of variances was carried out and it was less than 0.05 meaning there is a significant difference which exists between levels on curbing of drug and substance abuse in these schools which principals supported collaboration with NACADA versus those which do not collaborate with

NACADA. This implies that there are lower cases of drug and substance abuse in those which collaborate with NACADA compared to those schools which do not collaborate with NACADA. The schools which do not collaborate with NACADA have higher cases on drug and substance abuse compared to those which collaborate with NACADA. Therefore there are higher levels on curbing of drug and substance abuse in schools which collaborate with NACADA compared to those schools which do not collaborate. The t-test proves the curbing of drug and substance abuse.

### **5.3 Conclusions**

In conclusion therefore, the study established that there were significant differences between levels of curbing of drug and substance abuse in schools where principals supported peer education versus those who did not support peer education, principals supported mentoring programmes versus those who did not support mentoring programmes, principals supported invitation of ex-addicts versus those who did not support invitation of ex-addicts, principals supported the use of student searches versus those who did not support student searches and principals who collaborated with NACADA versus those who did not support collaboration with NACADA.

The study established that in schools where principals' administrative practices of use of peer education, mentoring programmes, invitation of ex-addicts, use of



students searches and collaboration with NACADA are carried out there are fewer cases reported on drug and substance abuse compared to the schools which do not use any of the principals' administrative practices discussed in the study.

The study also established that there are higher levels on curbing of drug and substance abuse in schools which carry principals' administrative practices of peer education, mentoring programs, invitation of ex-addicts, use of student searches and collaboration with NACADA compared to those schools which do not carry out the exercise and hence experience lower levels on curbing of drug and substance abuse.

The study also established that both the males and females students abuse drugs and substances in schools though it is at a lower rate in female students compared to the males. The study established that in each public secondary schools in Busia County, Kenya, there is an element of drug and substance abuse regardless of the location and gender.

#### **5.4 Recommendations**

From the findings of the study and conclusions, the following recommendations were pointed out.

- i) Use of peer education, use of mentoring programmes, invitation of ex-addicts, use of student searches and collaboration with NACADA on

Curbing of drug and substance abuse should be conducted in all public secondary schools in Busia County, Kenya.

- ii) NACADA should be improved so that it targets schools right from primary, secondary, and tertiary institutions on curbing of drug and substance abuse.
- iii) The Ministry of Education Science Technology and Innovation should include drug and substance education in the curriculum implementation.
- iv) Government should open up the training opportunities for teachers as psychological counsellors. The government should also employ guidance and counselling personnel in schools on drug and substance abuse instead of depending on teachers who also have more load in class to do.
- v) Serious education should target parents on the dangers of their children abusing drug and substance. Also parents should stop taking drug and substance when their children are watching. This is so because the children practice what they see.
- vi) Principals should strive to get support from communities and parents in the areas where schools are located. They should attempt to establish good relationships among the students, parents and communities. When they do this, it will make the communities around to cooperate on discouraging students to abuse drug and substance and even they will stop selling to them. Nyumba Kumi initiative at school level will be an added advantage

### **5.5 Suggestions for Further Research**

- i) There is need to carry out research in the private secondary schools and public primary schools on curbing of drug and substance abuse among students. This is because they are prone to drug and substance like any other students. In addition, a similar study can be undertaken in other counties in Kenya.
- ii) This research should be replicated in the urban set up because it was carried out in few schools in the rural environment. Most sampled schools were situated in the rural environment.
- iii) There is need to carry out research on the effects of drug and substance abuse in public secondary schools.
- iv) There is need to have a study on administrative impediments facing principals in curbing of drug and substance abuse.
- v) There is need to carryout research on behaviours of students who abuse drugs and substance in public secondary schools.

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## **APPENDICES**

### **Appendix I: Introductory Letter to All Respondents**

Judith Mary Aguttu  
University of Nairobi  
P.O Box 30197-00100  
Nairobi

19<sup>th</sup> April 2017

#### **SUBJECT: PERMISSION TO CONDUCT RESEARCH**

I am a postgraduate student at University of Nairobi pursuing a Doctor of philosophy Degree in Educational Administration in the department of Educational Administration and Planning. I am currently conducting a study on principals administrative practices influencing Curbing of drug and substance abuse in public secondary schools in Busia County, Kenya.

Your honesty in responding to all the items in the questionnaire and in the interview schedule will be appreciated. The interview schedule and the questionnaire are designed for research purposes only; since the research is on drug and substance abuse which is a sensitive topic, I promise that your identity will remain confidential.

Please respond to all the items in the interview schedule/ questionnaire.

Yours sincerely,

Judith Mary Aguttu

## **Appendix II: Questionnaire for Students on Drug and Substance Abuse**

### **Instructions**

1. Please do not write your name or reveal your identity or that of your school in this questionnaire.
2. Provide the required information by use of a tick ( ) or brief explanation in the spaces provided. Your identify will be kept confidential and obtained data will be strictly used for academic purposes.

### **Part A: Background Information**

By use of a tick ( ), please indicate your:

(i) Gender:

Male ( )

Female ( )

2. Age bracket

(i) Below 13 years ( )

(ii) 14 – 15 years ( )

(iii) 16 – 17 years ( )

(iv) 18 – 19 years ( )

(v) 20 years and above ( )

3. I am in form:

(i) One ( )

(ii) Two ( )

(iii) Three ( )

(iii) Four ( )

4. My school is a

(i) Girls boarding ( )

(ii) Boys boarding ( )

(iii) Mixed day ( )

(iv) Mixed day and boarding ( )

5. I am in a .....school (school category)

(i) National school ( )

(ii) Extra- county school ( )

(iii) County school ( )

(iv) Sub-county ( )

(v) Private secondary school ( )

**Part B: Principals' Administrative Practices Students' Perspectives**

6. Peer education

Does your school use the following ways of peer education to address drug and substance abuse	Yes	No
(i) Peer counselors		
(ii) Clubs		
(iii) Societies		
(iv) Skits		
(v) Plays		
(vi) Music		
(vii) Drama		

7. Please indicate whether your school uses the following mentoring practices to address drug and substance abuse among students.

Practice	Yes	No
(i) Pairing new students with senior students for guidance social support		
(ii) Teaching students to discern right and wrong		
(iii) Encouraging students to be independent minded		
(iv) Pairing students with teachers for academic and social support		
(v) Inviting former students to guide current students		
(vi) Inviting professionals to provide area and social guidance.		

8. By use of a tick ( ), indicate whether your school does the following to address challenges of drug and substance abuse (inviting ex-addicts)

Practice	Yes	No
(i) Inviting former drug addicts to share their journey to recovery		
(ii) Allowing former and recovering addicts to share the dangers of drug and substance abuse		
(iii) Supporting students with literature from former addicts.		
(iv) Creating clubs that advocate living alcohol free life		

9. By use of a tick ( ) indicate whether your school administration undertakes students searches no curb drug and substance abuse (student searches).

Does your school	Yes	No
(i) screen students everytime they are coming from home?		
(ii) undertake random searches to ascertain whether students could be hiding drugs?		
(iii) use cabinet secretaries to monitor drug and substance abuse?		
(iv) check students every time they are leaving the school compound?		
(v) use different networks to catch those who abuse drugs		

Does your school	Yes	No
(i) get literature (books, magazines) from NACADA that addresses drug and substance abuse?		
(ii) Invite officials from NACADA to share with students on drug and substance abuse?		
(iii) Get posters from NACADA highlighting dangers of drug and substance abuse?		
(iv) Write periodic reports to NACADA on status of drug and substance abuse.		
(v) Monitor the quality of books provided by NACADA.		

### Part C: Drug Abuse among Secondary Schools

11(a) Do you have school mate who abuse drugs?

Yes ( )

No ( )

(b) Are you under pressure from friends to abuse drugs?

Yes ( )

No ( )

12. Statement	Statement	
	Yes	No
Do you know secondary school students who abuse (i) Alcohol (ii) Tobacco (iii) Cigarettes		
Do you know secondary school students who abuse (i) Miraa (khat) (ii) Cocaine (iii) Bhang (cannabis sativa) (iv) Kuber (v) Heroine (vi) Mandrax (vii) Hashish (viii) Any other, places .....		

13. By use of a tick ( ), please rate the following sources of drug by some secondary school students	Most common source	A common source	Fairly common source	Rare source	Not a source
(i) Sneaked in students (ii) Obtained from outside peddlers (iii) Sneaked in by non-teaching staff					

14. Statement					
Please indicate the frequency of abuse of the following	Very commonly abused	Commonly abused	Fairly common source	Rarely abused	Never abused
(a) Alcohol					
(b) Tobacco					
(c) Cigarettes					
(d) Miraa (Khat)					
(e) Cocaine					
(f) Bhang (cannabis sativa)					
(g) Kuber					
(h) Heroine					
(i) Mandrax					
(j) Hashish					

15. Statement	Very serious challenge	Serious challenge	Fairly serious challenge	Little challenge	Not a challenge
Please indicate the seriousness of the following drugs in secondary schools.					
(a) Alcohol					

(b) Tobacco					
(c) Cigarettes					
(d) Miraa (Khat)					
(e) Cocaine					
(f) Bhang (cannabis sativa)					
(g) Kuber					
(h) Heroine					
(i) Mandrax					
(j) Hashish					

16. Statement	Very easily accessible	Easily accessible	Fairly easily accessible	Limited access	Not accessible
Please indicate the ease of access of the following drugs by secondary schools.					
(a) Alcohol					
(b) Tobacco					
(c) Cigarettes					
(d) Miraa (Khat)					
(e) Cocaine					
(f) Bhang (cannabis sativa)					
(g) Kuber					
(h) Heroine					
(i) Mandrax					
(j) Hashish					



## **Appendix III: Head of Department for Guidance and Counselling**

### **Questionnaire**

Influence of principals administrative practices on Curbing of drug and substance abuse among secondary school students in Kenya

#### **Questionnaire for HOD Guidance and Counselling**

This questionnaire is designed to gather information on influence of principals' administrative practice on curbing of drug and substance abuse among secondary school students in Kenya.

#### **Instructions**

1. Please do not write your name or reveal your identity or that of your school in this questionnaire.
2. Provide the required information by use of a ( ) or brief explanation in the spaces provided. Your identity will be kept confidential and the obtained data will be strictly be used for academic purposes.

#### **Part A: Background Information**

By use of a tick ( ) please indicate your

##### **1. Gender:**

Male ( )

Female ( )

2. Age bracket

Below 30 years ( )

(ii) 30 – 39 years ( )

(iii) 40 – 49 years ( )

(iv) 50 – 59 years ( )

(v) 60 years and above ( )

3. I am in a .....school

(i) National ( )

(ii) Extra –county school ( )

(iii) County ( )

(iv) Sub –county ( )

(v) Private ( )

4. My school is a (type)

(i) Girls boarding ( )

(ii) Boys boarding ( )

(iii) Mixed day ( )

(iv) Mixed day and boarding ( )

**Part B: Principals' Administrative Practice Students Perspectives**

5. Peer Education

Does your school use the listed peer education practices to address drug and substance abuse?	Yes	No
(i) Peer education		
(ii) Peer counsellors		
(iii) Clubs		
(iv) Societies		
(v) Skits		
(vi) Plays		
(vii) Music		
(viii) Drama		

6. Please indicate whether your school uses the following student mentoring practice to address drug and substance abuse.

Practice	Yes	No
(i) Pairing new students with senior or students for guidance social support.		
(ii) Teaching students to be discern right and wrong		
(iii) Encouraging students to be independent minded		
(iv) Pairing students with teachers for academic and social support		
(v) Inviting former students to guide current students		
(vi) Inviting professionals to provide career and social guidance		

7. By use of a tick ( ) indicate whether your school undertakes the following practices to address challenges of drug and substance abuse (inviting ex-addicts)

Practice	Yes	No
(i) Inviting former drug addicts to share their journey to recovery		
(ii) Allowing former and recovering addicts to share the dangers of drug and substance abuse.		
(iii) Supporting students literature from former addicts.		
(iv) Creating clubs that advocate living alcohol free life.		

8. By use of a tick ( ) indicate whether your school administration undertakes student searches to curb drug and substance abuse (student searches).

Does your school	Yes	No
(i) Screen students every time they are coming from home?		
(ii) Undertake random searches to ascertain whether students could be hiding drugs?		
(iii) Use cabinet secretaries to monitor drug and substance abuse		
(iv) Check students every time they are leaving the school compound		
(v) Use different networks to catch those who abuse drugs?		

9. Does your school	Yes	No
(i) Get literature (books, magazines) from NACADA that addresses drug and substance abuse		
(ii) Invite officials from NACADA to share with students on drug and substance abuse		
(iii) Get posters form NACADA highlighting dangers of drug and substance abuse?		
(iv) Write periodic reports to NACADA on the status of drug and substance abuse		
(v) Monitor the quality of books provided by NACADA		

**Part C: Drug Abuse in Secondary Schools**

10. Do you have cases of students who have been reported to authorities for abuse of drugs?

Yes ( )

No ( )

(b)

Statement	Response	
	Yes	No
Please indicate whether you had reported cases of abuse of the following		
(i) Alcohol		
(ii) Tobacco		
(iii) Cigarettes		
(iv) Miraa (khat)		
(v) Cocaine		
(vi) Bhang (cannabis sativa)		
(vii) Kuber		
(viii) Heroine		
(ix) Mandrax		
(x) Hashish		
(xi) Valium		
(xii) any other, please specify		

c) Please indicate your perception of the seriousness of drug and substance abuse among secondary school students

Drug	Very serious	serious challenge	fairly serious challenge	Not a serious challenge	Not applicable
(i) Alcohol					
(ii) Tobacco					
(iii) Cigarettes					
(iv) Bhang / Cannabis					

sativa)					
(v) Kuber					
(vi) Heroine					
(vii) Mandrax					
(viii) Heroine					
(ix) Hashish					
x) Any other specify					

7. By use of a tick ( ) please rate the following sources of drugs by some secondary school students	Most common source	Common source	Fairly common source	A rare source	Not a source
(i) Sneaked in by students					
(ii) Obtained from outsider peddlers					
(iii) Sneaked in by non-teaching staff					

8. Statement	Commonly Abused	Commonly Abused	Fairly Commonly Abused	Never Abused
Please indicate the frequency of abuse of the following drugs by students				
(a) Alcohol				
(b) Tobacco				
(c) Cigarettes				
(d) Miraa (Khat)				
(e) Cocaine				
(f) Bhang (Cannabis sativa)				
(g) Kuber				
(h) Heroine				
(i) Mandrax				
(j) Hashish				

9. Statement	Serious challenge	Serious challenge	Fairly serious challenge	Little challenge	Not a challenge
Please indicate the seriousness of the following					
drugs in secondary schools					
(a) Alcohol					
(b) Tobacco					
(c) Cigarettes					
(d) Miraa (Khat)					
(e) Cocaine					
(f) Bhang (cannabis sativa)					
(g) Kuber					
(h) Heroine					
(i) Mandrax					
(j) Hashish					

	Very easily accessible	easily accessible	fairly easily access	Limited access	Not accessible
Please indicate the ease of access of the following drugs by secondary schools					
(a) Alcohol					
(b) Tobacco					
(c) Miraa (khat)					
(d) Cocaine					
(e) Bhang (cannabis sativa)					
(f) Kuber					
(g) Heroine					
(h) Mandrax					
(i) Hashish					

Thank you for your cooperation.

#### **Appendix IV: Interview Guide for Principals**

1. (a) Do you have peer Education in your school?
  - (b) How do you carry out peer education if your answer in 1a) if yes?
2. (a) Do you have mentoring programmes in your school?
  - (b) If your answer is yes in 2a) how is it carried out?
  - (c) Which people carry out mentoring programmes in your school?
3. (a) Do you invite ex-addicts to have talks about drug and substance abuse with students in your school?
  - (b) If your answer is yes in 3a), how do you do it?
4. (a) Do you carry out students searches in your school?
  - (b) How is it done?
  - (c) When is it done?
  - (d) How often is it carried out?
5. (a) Does you school collaborate with National Agency for Control Against Drug Abuse Education?
  - (b) If your answer in 5a) is yes, in which ways does your school collaborate with NACADA
6. Which forms (classes) in your school are the most likely abusers of drug and Substance?
7. What problems has your school experienced as a result of drug and substance abuse?



8. (a) What other practices are used in discouraging drug and substance abuse in your school?
- (b) What effects have these practices used in discouraging drug and substance abuse in your school have on students?
9. What strategies or networks have you created for drug and substance management in your school?
10. How can drug and substance abuse be minimized in your school?
11. Give suggestions on how best you think schools can address the problem of Drug and substance abuse among students.

Thank you for taking your time to answer the questions.

### **Appendix V: Focus Group Discussion for Education Officers**

1. What is the government doing about drug and substance abuse?
2. Do you have peer education in schools?
- 3 a) Do you have mentoring programmes in your schools?
  - b) Which people carry out mentoring programmes in schools if your answer is yes in 3a)?
  - c) How is it carried out?
- 4 a) Do your schools invite ex-addicts to talk to the students about drug and substance abuse?
  - b) How is it carried out?
5. Do you carry out students searches in your schools?
  - b) How is it carried out?
  - c) When is it done?
6. a) Do your schools collaborate with national control against drug abuse education?
  - b) How do your schools collaborate with National Agency on Control Against Drug abuse?
7. In which ways do the principals minimize drug and substance abuse with which results?
8. What are the appropriate methods to control drug and substance abuse?
9. What initiative is the government doing on Curbing of drug and substance abuse in schools?

10. What are the challenges you are facing when carrying out Curbing of drug and substance abuse?
11. Give suggestions on how best you think the schools in Kenya can address the problem of drug and substance abuse among students.

NB: You may suggest starting from:

- |                 |                     |
|-----------------|---------------------|
| a) School level | b) Sub-county level |
| c) County level | d) Ministry level   |
| e) NACADA       |                     |

Thank you for taking your time to participate in this focused group discussion.

**Appendix VI: List of Public Secondary Schools which Participated in the  
Study**

Mundika Boys high school.  
St. Mathias Busia Secondary School  
St. John Nambale Secondary School  
Bunyala Model School  
Nambale Boys  
Butala Boys High School  
Bumala AC Secondary School  
St. Jacobs Kaliwa Secondary School  
Bujwanga Secondary School  
Sigalame High School  
Kolanya Boys  
Our Lady of Mercy Secondary School  
St. Stephen Lwanya Girls  
Mundere Secondary School  
Namenya Girls Secondary School  
Kisoko Girls Secondary School  
Elwanikha Girls Secondary School  
Busiada Girls Secondary School  
St. Monica Chakol Girls  
Nangina Girls

Kolanya Girls High School  
Busia Township Secondary school  
St. Peters Buyosi Mixed  
St. Mary's Burumba Mixed  
Makunda Mixed Secondary School  
St. Joseph Chakol Secondary School  
Ojaamong Secondary School  
Nambokoto Secondary School  
Kakalet Mixed Secondary School  
Malanga Mixed Secondary School  
Mayenje Secondary School  
Muyafwa Secondary School  
Buyende Secondary School  
Esirisia Secondary School  
Busibwabo Secondary School

**Appendix VII: Letter of Research Authorization from Busia County**

**Commissioner**

REPUBLIC OF KENYA



**THE PRESIDENCY**

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL  
GOVERNMENT

ccbusia@gmail.com  
Telephone: 055 - 22598  
Fax No: 055 - 22231  
When replying please quote  
Ref No. ADM 15/4/140  
and Date

COUNTY COMMISSIONER'S OFFICE  
BUSIA COUNTY  
P.O. BOX 14  
BUSIA (K)

17<sup>th</sup> May, 2017

All Deputy County Commissioners  
BUSIA COUNTY

RESEARCH AUTHORIZATION

Following research authorization vide Ref. NACOSTI/P/17/94784/17007 dated 28<sup>th</sup> April, 2017 by the National Commission for Science, Technology and Innovation on "**Principal's administrative practices influencing prevalence of drug and substance abuse in public secondary schools in Busia County, Kenya,**"

I am pleased to inform **Judith Mary Agutu** that he has been authorized to carry out research on the same in the County for a period ending **28<sup>th</sup> April, 2018.**

COUNTY COMMISSIONER  
BUSIA (K)  
P.O. Box 14, BUSIA, KENYA  
Email: ccbusia@gmail.com  
Date.....Sign.....

S.Kimani  
For: County Commissioner  
BUSIA COUNTY

Copy to

JUDITH MARY AGUTU

**Appendix VIII: Research Authorization from National Commission for  
Science, Technology and Innovation**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/94784/17007**

Date: **28<sup>th</sup> April, 2017**

Judith Mary Aguttu  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Principal's administrative practices influencing prevalence of drug and substance abuse in public secondary schools in Busia County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **28<sup>th</sup> April, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Busia County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Busia County.


The County Director of Education  
Busia County.

## Appendix IX: Research Permit

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No.A 13916**

**CONDITIONS: see back page**

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**THIS IS TO CERTIFY THAT:**


**MISS. JUDITH MARY AGUTTU**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**Nairobi, has been permitted to conduct**  
**research in Busia County**

**on the topic: PRINCIPAL'S**  
**ADMINISTRATIVE PRACTICES**  
**INFLUENCING PREVALENCE OF DRUG**  
**AND SUBSTANCE ABUSE IN PUBLIC**  
**SECONDARY SCHOOLS IN BUSIA**  
**COUNTY, KENYA**

**for the period ending:**  
**28th April, 2018**

  
**Applicant's Signature**

  
**Director General**  
**National Commission for Science, Technology & Innovation**





**Appendix X: Map of Busia County**

