

FACTORS AFFECTING THE EFFECTIVE MANAGEMENT OF SECONDARY SCHOOLS: A  
SURVEY OF SECONDARY SCHOOLS IN NYERI COUNTY

By

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post Graduate Diploma in Education of the University of Nairobi

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## DECLARATION

This research project is my original work and has not been presented for any academic award in any other university.

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Date

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This research project has been submitted for examination with my approval as the university supervisor

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## **DEDICATION**

This project is dedicated to my husband Patrick Mwendwa for his support and encouragement throughout my studies. Not forgetting my children Antony and Beatrice.

## **ACKNOWLEDGMENT**

Many people have contributed in one way or the other in making this research project a success. I would like to acknowledge my supervisor Dr.Kyalo who kept me on toes and for guiding and directing me throughout the entire research study. Her effort is highly appreciated. I also wish to acknowledge all the respondents selected from the various schools in Nyeri County. My principal Mr. Kitema and colleagues from Kiundwani Secondary school.

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## **ABBREVIATIONS**

BOG - Board of Governors

CNS - Central Nervous System

DEO- District Education Officers

MDG -Millennium Development Goals

PTA- Parent Teacher Association

WB- World Bank

## **ABSTRACT**

The aim of the study was to investigate the factors that affect the effective management of secondary schools. The purpose of the study was to determine the effects of bullying, drugs and students unrest to the management of the school. Also the research was conducted to determine the role that guidance and counseling play in dealing with these challenges.

The research design employed was a descriptive survey of secondary schools in Nyeri. The descriptive survey method was adopted since the main focus was to gather information among teachers and school heads about the challenges secondary school management and school heads, teachers and teaching in Nyeri Secondary schools.

The questionnaire was the data collection tool that was employed in the data collection. The researcher explained the purpose of the study to participants after the explanation; participants were invited to fill in the questionnaire and to participate in focus group meeting.

The data collected was organized, tabulated and analyzed to help explain the variables of research. Data was analyzed by use of tables and graphs. The computer program, Excel was also used to assist in data analysis.

The research conclusion was that indiscipline and school unrest impacted negatively on the performance of the schools. The causes of the school unrest were attributed to academic workload. The recommendations were that guidance and counseling should be encouraged in every school and the teachers ought to be trained on how to properly

counsel and guide the students. Another recommendation was the effects of drug abuse to be taught to students and awareness campaigns to be carried out extensively in all schools.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Review of literature indicates that secondary school management experience multiple of challenges as they execute their role and responsibilities. The challenges include among others, sponsors interference and intimidation, widespread insecurity issues linked to students' unrest, lack of adequate resources, lack of adequate and qualified teachers and drug abuse. Some of these challenges have grown in intensity and frequency over the years; for instance, in Kenya in 2007, 300 secondary schools were closed following student rampage destroying property and lives (Kirui, et al., 2011).

Lethoko et al., (2001) identifies lack of professionalism among teachers and principals, poor management of the school by the principals and lack of preparation of lessons by under-qualified teachers as factors that have negative influence on the learning in South Africa. Also students' indiscipline has been linked to the use of alcohol, drugs and other substance misuse (Oteyo and Kariuki, 2009). Also report that the condition of students' discipline in secondary schools in Kenya is disheartening.

Inadequate learning facilities have been identified as a common feature in many schools and can be impinge on effective access and participation in secondary education. It is further noted that schools with adequate facilities perform better in national examinations especially in core subjects such as mathematics. Performance in national examination is not only a yard stick for measuring a success in schools but also for

evaluating curriculum both at local and national levels. Other factors which contribute to success include the teachers' experience and competence, and syllabus coverage or completion. For instance, a principal of a leading secondary school in Kenya noted that students fail in mathematics because they do not cover their syllabus and are therefore unprepared for examination (Yara and Wanjohi, 2011). They further report that students in boarding schools cover syllabus in time and are exposed to remedial exercise because they are always in school compared to day schools which are characterized by absenteeism of both teachers and students which contributes to con-completion of the syllabus in a given year (Philius and Wanjohi, 2011). Therefore suggestive those boarding schools students do better in national examination compared to their peers in day schools.

According to Oduor (2009), school management bodies are also faced with multiple, complex and wide ranging challenges as they execute various roles and responsibilities in secondary schools. The challenges include dealing with low motivation, managing class sizes, dealing with inadequate resources and managing with fewer funds. In Liberia, for instance, education is engulfed with bribery, sex for grade, lack of infrastructural facilities and equipment coupled with unqualified instructors. Qualified and competent teachers are insufficient (Lavalah, 2012). In Southern Thailand, principals work under intensified and vulnerable situation, insufficient funding and also dealing with the effect of the intensity of cultural unrest and safety of students and staff. (Sungdong, 2007). Inadequate finance has also been noted by Kamunde (2010).

In Pakistan head teachers have to deal with issues affecting teachers and student, the curriculum, parents, school visitors and central office. Other challenges include role ambiguity, the conflicting expectations of various stakeholders, the tension between inadequate financial resources and the lack of incentives and authority to deal with relevant issues. There are also issues linked to socio-political and sectarian conflicts and disruptions. As a result head teachers pay more attention to maintaining order and discipline than addressing the issues of staff development and support, and students' academic achievements (Shafa, 2011).

Kiumi et al., (2009) underscores the importance of student discipline, arguing that it is critical to the attainment of positive school outcomes. According to World Bank (2008) school heads are recognized as accounting officers by the government. They are accountable to District Education Officers (DEO), Board of Governors (BOG) and are supposed to report to Parent Teacher association (PTA) in relation to the use of resources. According to Kiprop (2012), head teachers have very important role to play in maintaining discipline in schools, they achieve this by setting the tone and morale of the school and through their remarkable influence over the teachers and students. And therefore the role of head teachers remains critical in the successful implementation of various government reforms (Kamunde, 2010).

## **1.2 Problem Statement**

Secondary schools are tasked with an enormous responsibility of providing our generations of children and young people with knowledge, skills and attitudes needed to become autonomous, responsible and productive citizens. it is important to note that

secondary schools play a vital role in developing and sustaining rural communities and are crucial to Kenya's sustainability and the realization of the Millennium Development Goals (MDG)s; inter alia, eradication of poverty and hunger; and realization of universal basic education by 2030.

However for many families in Kenya, accessing quality education in the local area is becoming increasingly difficult due to a number of factors. The challenges vary and it is important to understand the challenges. According to Mulkeen, (2005), poor quality of schooling is evident in many ways in the public school system, especially in the secondary schools. Cases of bullying are still being reported in our secondary schools, inadequate finances and lack of learning equipments such as text books, laboratory equipment and drug and substance abuse among the secondary school students are some of the challenges that the management of various secondary school face.

### **1.3 Research Objectives**

- To establish the effects of bullying in the management of secondary schools in Nyeri County.
- To determine the effects of drugs and substance abuse in the management of secondary schools in Nyeri County.
- To determine the role of guidance and counseling in the management of student behavior.
- To determine widespread insecurity issues linked to students' unrest in the management of secondary schools.

#### **1.4 Research Questions**

- What are the effects of bullying in the management of secondary schools in Nyeri County?
- How do drugs and other substance abuse affect the management of secondary schools?
- What is the role of guidance and counseling in the management of student behavior?
- How does widespread insecurity issues linked to students' unrest affect the management of secondary schools?

#### **1.5 Significance Of The Study**

The research study was significant to secondary school principals, teachers and students who were in a position to identify the challenges that they face and how effectively they can address these challenges in a manner that can help in ensuring that the performance of the school and students is improved. The guiding and counseling teachers were also in a position to use the research findings when addressing problems of teenage pregnancies and drug abuse among the students.

The research findings were also significant to the Ministry of Education which was in a position to identify the challenges that most schools face and how they can help. This is because the challenges that schools face affect everyone in the system and it is through



the collaboration of teachers, students and other stakeholders that the challenges can be addressed.

### **1.6 Scope of The Study**

The research study was conducted within the Nyeri County and it covered both the boarding and day schools in the area. The research study targeted the secondary schools in the area because the area was affected by drug abuse among the youths and some of the victims of the drug abuse are the secondary school boys and girls. The principals of these schools were involved in the research study to ensure that it was a success.

### **1.7 Limitations Of The Study**

The research study encountered several limitations in the course of the research study. There was reluctance by the respondents especially secondary school who thought that they would be punished by the school administrations if it was found that some were abusing drugs or had previously engaged in violent acts within the school premises. This limitation were addressed by thoroughly explaining the purpose of the research and thus a rapport was created with the respondents and they were also informed that confidentiality was of paramount interest by the researcher and privacy was ensured to boost the confidence of the respondents.

## **1.8 Assumptions Of The Study**

Some of the common assumptions that was included:

- Secondary school students had experimented with drug or alcohol in the four year period that they were in the school without the knowledge of either their teacher or parents at home.

Another assumption was that the biggest challenge that most secondary school principals faced was bullying and drug and substance abuse among their students.

## **1.9 Definition of Significant Terms**

**Bullying-** This is when a student deliberately intimidates or persecutes another student who they view as weaker or inferior to them.

**Drug-** any substance legal or illegal; which when administered - orally, or by injecting, snorting, smoking inhaling, Stimulates or depresses the Central Nervous System(CNS) that is Stimulating and increasing the CNS activity; Depressing in turn lessening the CNS activity thereby enhancing relaxation.

**Drug abuse-** This is the use or misuse of a drug for purposes that it is not intended to.

## **CHAPTER TWO**

### **LITERATURE**

#### **2.1 Introduction**

This chapter will focus on the literature that the researcher will use in the course of the study. The chapter will use information from other published materials, journals, periodicals and other unpublished research of other researchers.

#### **2.2 Theoretical Review**

This section will highlight on the theory that was put forward to explain on the research study.

##### **2.2.1 Social Cognitive learning theory**

The research study was guided by the social cognitive learning theory by Albert Bandura. According to this theory behavior is determined by a person's thought processes, the environment and behavior itself. This means that individuals determine their own behavior though they are influenced by the environmental factors surrounding them. This show that the challenges that occur in secondary schools are due to the students learning some bad habits such as violence, drug abuse from the media or by observing what goes on within their environment.

The social cognitive learning theory perspective emphasizes social cognition and not simply personal coping skills. For example since cigarette smoking is depicted as a 'cool habit' by the media through advertisements while alcohol drinking is shown also shown as a cool way of relaxing after a long tiresome way, most youths are likely to try out

these habits and experience for themselves. Bandura (1986) argues that behavior is largely regulated by cognitive factors and the pattern within the environment. Social cognitive theory emphasizes the role of observational learning with regard to the presence and influence of models. Social cognitive learning theory postulates that role modeling does not only affects behaviors but that it also leads to the development of thoughts and emotions that shape behavior. From this theory, the research established that it is true to say that students will engage in bad habits such as drug abuse and violence that they mostly learn the behavior from environment they associate or come to contact with and the availability of the drug or miraa in that environment.

### **2.3 Challenges facing Secondary Schools**

Secondary schools are faced with various challenges that affect the discipline and the academic performance of the schools. These challenges vary from school to school but mostly they are similar in various schools. Some of the challenges include bullying that is still rampant in some schools, drugs and substance abuse and school unrest and violence in schools. Some of the challenges are discussed below.

#### **2.3.1 Drug abuse, alcohol and cigarettes use**

A pilot survey carried out found that in most school compounds today, there is a ready and wide variety of drugs. For instance in Lugari District, it was confirmed from the school records that in the last five years, over 20 students were either suspended or expelled from Lumakanda Secondary School for having taken drugs in the same year (Chesile, 1996).

Ngesu et al., (2008) report on the acts of indiscipline among students in the Nigerian educational institutions which were blamed on the use and abuse of drugs. These acts of indiscipline have been reported on two institutions namely, Kilys College in Lagos and that of Methodist boys high school in Ooron. Similar associations were also reported by the 1998 presidential commission of inquiry into education and training in Kenya. The findings of the commission showed that lack of morals and deteriorating learning standards and strikes in school were caused by drug abuse by students (Ngesu et al., 2008). In Kenya it has also been reported that drug consumption and dependence among secondary schools and college students led to unrest that resulted in wide ranging destruction of life and property. Student drug abuse is attributable to peer pressure, curiosity, parental influence, availability of cash, easy availability of drugs, corporal punishment, harsh treatment of students by the school administration, lack of freedom on the side of students and students failure to have their grievances addressed create stress which lead to the abuse of drugs (Ngesu et al., 2008).

Aluede et al., (2005) report that drugs use bring into the school environment illegal practices, connected to drugs use, namely prostitution, theft and selling of drugs to others. Kirui et al. (2011) report that drug abuse is usually associated with aggressive behavior, irritability and overexcitement among other antisocial behaviors thus leads to violence and destruction of school property. Besides drugs use undermines the students' academic ability and performance. In the USA for instance, students who use Marijuana regularly are twice as likely to obtain below average marks or failing grades and school dropouts are twice as likely to be frequent drug users (Aluede et al., 2005).

Numerous studies have been conducted to unravel etiological complexities of alcohol and cigarettes use in an attempt to search for effective prevention programs. It is evident from the studies done that a variety of factors account for initial experimentation of these drugs and progression to more frequent drug use patterns. However, family factors, peer-group influence, exposure to pro-alcohol and cigarettes mass media content and level of self-esteem are among the major risk factors contributing to alcohol and cigarettes use (Hawkins et al., 1992). Studies have documented that correlations do exist between social influences that arise from parents, siblings, peers and mass media with alcohol and cigarettes use (Hwang and Akers, 2006; Gibbs, 2005; Bahr et al., 2005; Sargent et al., 2001). Other investigations have found that the students with low self-esteem than those with high self-esteem were more likely to use alcohol and cigarettes (Donnelly, 2004).

Whereas research has identified alcohol and cigarettes use risk factors, few studies have examined which of these factors most strongly contributes to the use of these drugs. Kandel, Kessler and Margulies (1978) as cited in Botvin (2006) noted that the extent of personal, parental and peer influences on drug taking differed in the four stages (drinking of alcohol, smoking of cigarette, smoking of marijuana and using of hard drugs like cocaine and heroine) of adolescent drug use progression.

According to Kandel, Kessler and Margulies (1978), starting to use alcohol and cigarettes was determined primarily by parental and peers' influence not very much by personal characteristics of the adolescents. Peer modeling more than parental modeling influenced the initiation into marijuana use. Personal factors like low self-esteem and

psychological distress were likely to play a role in initiation of hard drugs. Hwang and Akers (2006) asserted that parental variables contributed less than peer variables because adolescents spent more time with their peers than the parents. Similarly, Brooks et al. (2006) on their study on 1468 adolescents aged 12 - 17 from South America indicated that personal attributes and peer drug use explained largest proportion of variance in adolescent frequency of illegal drugs.

### **2.3.2 Bullying in Secondary schools**

In Kenya, Kigotho (1999) claimed that the well known form of bullying in Kenya had been the subtle type. This had been going on since 1970, especially in boys' schools. In such schools, victims of bullying were subjected to mental torture by being forced to answer several questions, give out money, shape their mouths funnily by moving jaws apart and sideways according to the instructions from a bully's palms and to sing obscene songs. In girls' schools on the other hand, less violence had been reported and bullying had mainly been in the form of name-calling, taunting and threats. As a result of that, it is still difficult to prove that some one was bullied (involving rape), except where some physical force was visibly used. Indeed, violence has resulted in many dire consequences on students' social and academic endeavor. For instance, Ohsako (2007) discovered during his work on truancy that approximately 19% of truants had started to miss school because of bullying and had continued to miss school for this same reason. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with their risks of being bullied (Kisia, 2010). Eventually, victims of this form of violence experience depression and low esteem

(problems that can be carried into adulthood). Mathiu (2008) noted that over the past decade, many secondary schools had suffered from strikes most of which placed head teachers in the spot light. For instance, in 1991, male students in a mixed high school invaded the girls 'dormitory and raped more than 70 girls, of which 19 female students lost their lives at a tender age of 15. In another incident in 1999, a group of male students locked up 4 prefects in their cubicles at night and doused them in petrol killing them instantly. The worst calamity was in 2001 when 68 students were burnt to death and some injured after their dormitory was set on fire by two boys who petrol bombed the school. Consequently, several reasons were advanced by different stakeholders as the underlying root causes of riots in schools. They included: overloaded curriculum, autocratic school administration, drug and substance abuse, poor living conditions in schools, excessive use of corporal punishment, lack of an effective school guidance and counseling service, pressure for excellent academic performance, abdication of parental responsibility, incompetent board of governors, culture of impunity in the society and adolescence identity crisis and mass media campaigns.

In 2008, over 254 secondary schools experienced the ongoing orgy of violence in Kenya per province as follows: Central (68), Rift valley (55), Eastern (53), Nyanza (27), Coast (24), Nairobi (19), Western (8) and North Eastern has none (Kuchio and Njagi, 2008). Therefore in order to reduce escalating anxiety among parents, teachers and students over the impact of violence, there was need to study teachers' and students' perceptions of psychological factors contributing to violent behavior in secondary schools.



### **2.3.3 School Security Unrest Issues and Bullying**

Review of literature reveals serious and widespread security management issues in educational institutions across the globe. For instance, Kirui et al. (2011) and Voice of America (2001), report on the growing concern of security management in secondary schools in Kenya. They further note that students' unrest has been on the rise in the last decade and it is violent and destructive in nature. In March 2001, for instance, 67 boys died when their dormitory was set on fire by fellow students (Voice of America, 2001). There is also the St. Kizito School Incident in Kenya where 70 girls were raped while 19 others lost their lives when male students descended on them during a school strike (Ruto, 2009). In South Africa, Mnyaka (2006), reports that violence is an issue of the decade. Aluede et al (2005) report that in Nigeria protests and unrests are regular features in tertiary institutions. Matsoga (2003) also reports that violence is prevalent in Botswana schools. In the USA, Marshall (2000) in Dunne et al., (2010) reports on the 1999 Columbine high school massacre of 19 people and 23 others injured. The two senior high school assailant also committed suicide shortly afterwards. The reasons given for the massacre are that the two felt isolated and teased by their fellow students. Furlong and Morrisons (2000) in Dunnes et al. (2010) also reports about the Arkansas (in the USA) incident where the eleven and thirteen years old fired at their classmates at the playground and killed four girls as a result of rejection from female classmates.

The forgoing examples demonstrate that schools are not safe anymore and also that the culture of learning has deteriorated (Matsoga, 2003). The examples also highlight the scale or magnitude and impact of violence in educational institutions. It is also in line with Medlen's (2012) view that 'times have changed inside schools; there is no doubt about that.' The issues that confront schools or educational institutions are different, sophisticated, frequent and complex. For instance, Kiumi et al., (2012) describes the condition of student discipline in secondary in Kenya as disheartening because violent behavior incidences are widespread and frequent. Violent behavior manifests in a wide range of aggressive acts from name calling to physical assault to sexual abuse (Dunne et al., 2010).

Some of these aggressive acts have grown in sophistry due to technological advancement, for instance, bullying now include cyber-bullying, texting, through social media, through emails and through silent treatment. Dunne et al., (2010) describes it as interpersonal violence or social exclusion. This also reflects a certain degree of sophistry in the way students intimidate their peers and teachers (Medlen, 2012). Dunne et al. (2012) observe that 'bullying aggression and other forms of violence in schools can blight student experiences of formal education and their abilities to make the best of the opportunities they have.' Similar views are also expressed by Medlen (2012) who reflecting on the impact of cyber-bullying observes that "a lot of students will go home distressed from school which is a shame because school should be a positive component of a child's life." However, The West Australia School Teachers Union has raised concerns regarding how much bullying via social media is a school-based problem and

how it should be dealt with in the home. Dunne et al., (2010) observe that physical and psychological bullying is prevalent in many schools and students experience them on daily basis. Bullying is one among other forms of violence in school. Others include sexual violence, rioting and fighting. Verbal bullying characterized by negative comments about victim's appearance, targets of rumors and sexual comments and these have been reported as prominent for both males and females (Poipoi et al., 2010). Poipoi et al., also cites more males than females reported being victims of physical bullying which involved hitting, slapping and pushing.

According to Morrell (2002) in Matsoga(2003) violence is acknowledged as a worldwide phenomenon and is viewed as a gender issue because 'women bear the highest cost of violence , particularly in the categories of sexual assault and rape". Similar view is expressed by Ohsako (1997) in Matsoga (2003) who also observes that "it is the female students who are recipients of the most violence." Also a study conducted in Addis Ababa in Ethiopia involving eight schools found a much higher rate of victimization on the part of girls (Matsoga, 2003). Also alarming higher rate of attempted rape has been reported in the same study (Matsoga, 2003). In South Africa, Wood and Jewkes (1997) in Dunne et al., (2010) indicate that "girls experienced acts of aggression such as beating and slapping by male friends demanding sex and a startling 30% of girls stated that they were forced to have sex the first time." Other studies conducted in South Africa also reveal that girls were raped in school toilets, empty classrooms, dormitories and hostels (Dunne et al., 2010). Ruto (2009) argues that sexual safety in learning institutions in Kenya is threatened because of increase in incidents of reported crimes of sexual nature

and the periodic mass sexual violence directed at girls within schools. The writer notes that perpetrators can be teachers, fellow classmates or outsiders. In the case of outsiders the writer further cites a police officer and a college boy.

The impacts of sexual violence include unexpected teenage pregnancies, transmission of sexually transmitted diseases such as HIV/AIDs and Hepatitis, and serious depression leading to suicide, dropout from school and deaths (Ruto, 2009; Hunt, 2008). Were (2007) notes, for instance, that teenage pregnancy is both a reproductive health issue and a socio-economic well-being issue of the female teenage victim. Studies have identified factors attributable to various forms of violence in school including poor academic performance, high absenteeism, leaving school early and unstructured free time (UN 2005 in Dunne et al., 2010). The factors identified are more likely to make a child either a victim or a perpetrator. Other factors include family violence, low social economic status, low self-esteem and other problems may contribute to violence or delinquent behavior and perpetrate the cycle of youth violence (Matsoga, 2003; Oteyo and Kariuki, 2009). Thompson (2000) reports that experts have identified the family and communities as the primary source of 'protective' factors which include solid family relationships, strong community ties, positive peer environment, conflict skills and a healthy self-esteem.

These factors according to Thompson, prevents or reduces violent behaviors. Several studies have strongly associated violence in schools with consumption of alcohol, substance abuse and drug abuse (Ngesu et al., 2008). Kenya Times, July 4th 2003 in Ngesu et al. (2008) reports that: The issue of drug abuse is a major headache to the

societies and authorities from the cities of the North Africa, Latin America and Asia. The menace of drugs has strangled the youthful population reducing them to dummies, zombies and drooling figures only to waste out the prime of their lives when they are most needed to invest their energy in worthy nation building ventures.

#### **2.3.4 The Role of Guidance and Counselling In the Management of Student Behaviours**

Review of literature recognises the importance of using guidance and counselling in the running of schools and especially in dealing with drugs abuse issues and other problems that face students (Maithya, 2009). Nyaegah (2011) reports that there is sufficient evidence that counselling produce positive result even with difficult students. Positive results have also been reported by Kirui et al., (2011). Wachura and Adhulas (2002) in Nyaegah (2011) also indicate that counselling had become something of a remedy for disruptive behaviour in British schools. Guidance and counselling in Kenya has a long history and yet not well developed in school. It was introduced in 1967 and it has been of great concerns of some of the education commissions, for instance, the 1976 Gathachi report recommended that Ministry of Education expand its services to include guidance and counselling services. The report also recommended that University should offer a course to provide training for professional workers in guidance and counselling ( Kiprop, 2012). Further recommendation on guidance and counselling were made by the Kamunge report (1988). The recommendations are that schools should establish guidance and counselling services and senior teachers should be responsible for them (Republic of Kenya, 1988) in Kiprop (2012): It is the responsibility of the head teacher to

ensure that guidance and counseling services are offered to pupils. Each school should establish guidance and counseling committee headed by a teacher appointed by the head teacher.

However the presidential committee on student unrest and indiscipline in Kenyan secondary schools (2001) indicated that the Kamunge recommendation on guidance and counselling has not been implemented in most schools. That also raises some questions concerning the government's level of commitment regarding guidance and counselling services in schools.

The committee attributed the problem of indiscipline in schools to a culture of violence in institution partly due to poor guidance and counselling. While the Kenya government through the Ministry of Education (MOE) has also recognized and appreciated the importance of guidance and counselling and has emphasised the provision of the service in schools, the government has not put in place qualified and competent personnel to offer the services in learning institutions (Kiprop, 2012).

In other words the government's emphasis has not been matched with the provision of adequate training for teachers and principals who serve in the guidance and counselling services in schools. A study by Nyaegah (2011) reveals that 84% of the principals were not trained in guidance and counselling. The study also reveals that a majority of the principals were not clearly informed what guidance and counselling was all about. Wahome (2005) in Nyaegah (2011) also reports that "principals and teachers counsellors have no training for the job except probably for the courses they took during undergraduate or diploma training".

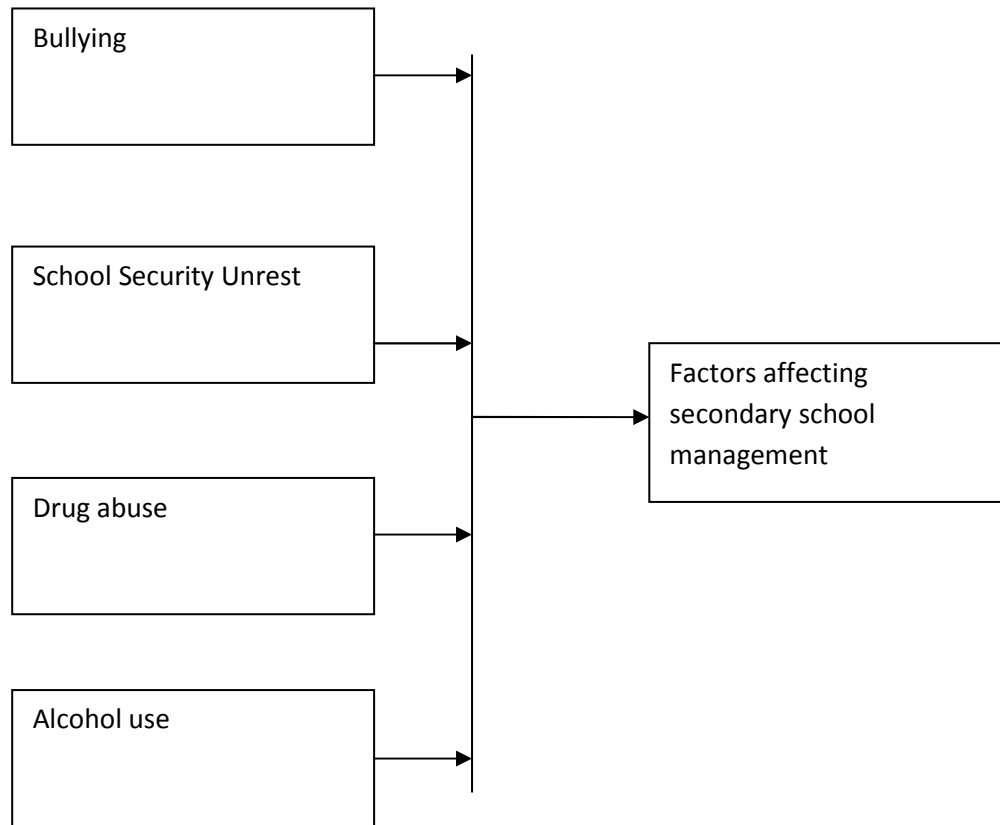
Nyaegah (2011) observes that lack of training made them feel inadequate and incompetent in guiding and counselling students. This is also reinforced by Kirui et al. (2011) who report that in a study, 88.9 per cent of the schools confirmed that they have a guidance and counselling department but just over 40 per cent of their departments are run by teachers who are not qualified in guidance and counselling.

Ruto (2009) feels that guidance and counselling in schools lacks responsiveness which could be attributed to lack of relevant skills, techniques and knowledge on the part of those charged with the responsibility of providing the service. In other words the principals and teachers lack the appropriate capacity to provide adequate guidance and counselling services. Nyaegah (2011) argues that the success of the guidance and counselling services in schools require the support of the principal who is a key player in the initiation and organisation of good guidance and counselling. Also Nyaegah (2011) underscores the fact that counselling is a profession and as such it requires competence, knowledge and skills which cannot be acquired unless one undergoes a relevant training.

## 2.4 Conceptual Framework

**Independent Variable**

**Dependent Variable**



**Figure 1: Conceptual Framework**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter highlights the research methodology that will be used when carrying out the research. The chapter will cover the research design, research population, sample size and the sampling procedures.

#### **3.2 Research Design**

The design employed for this study was a descriptive survey in which multiple methods were used to obtain, explain and understand the viewpoints of participants in this research. The study used the descriptive survey method since the main focus was to gather information among teachers and school heads about the challenges secondary school management and school heads, teachers in Nyeri Secondary schools.

#### **3.2 Research Population**

All secondary school teachers and school heads working in Nyeri County were constituted the population of this study. Eighty (80) teachers and twenty (20) school heads working in Nyeri County constituted the sample of this study.

#### **3.3 Sampling Procedure and Design**

A sample of teachers and principals was required for the study. All the teachers and principals selected class formed part of the sample. A table of random numbers was used to obtain a simple random sample. In order to include a significant number of male and female respondents, a stratified simple random number was selected. Ten heads of

departments of guidance and counseling (one from each school) and ten heads of secondary school were purposively sampled.

The researcher used stratified sampling. The researcher divided the research population into groups based on age, gender and level of education. This achieved the desired representation of both the teachers tasked with counseling and guiding the teachers and principals of the various schools. Getting responses from each group ensured that no group was omitted in the study.

### **3.4 Sample Size**

The sample size of the research study was the principals, teachers from the various schools in the County. This was meant to aid the researcher in obtaining varied and timely responses from the various groups of responses.

### **3.5 Data Collection Instrument**

The research was conducted in Nyeri County secondary schools with teachers, students and school heads. The questionnaire was the data collection tool that was employed. Secondary school heads and teachers in Nyeri County were then approached by the researcher to discuss the purpose of the study and to seek their consent for completing the questionnaires and also to participate in the focus group meetings and interviews. The researcher explained the purpose of the study to participants after the explanation; participants were invited to fill in the questionnaire and to participate in focus group meeting. Data were collected over a five week period in 2013.

### **3.6 Validity and Reliability of the Instruments**

The validity of a questionnaire is the degree to which the questionnaire is actually measuring or collecting data about what you think it should be measuring or collecting data about. While the reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent

#### **3.6.1 Validity of the Instrument**

Validity means that researchers can draw meaningful and justifiable inferences from scores about a sample or population. Establishing validity meant that the researcher was to ensure the testing method delivered the results that were intended to deliver. Once the validity of the test was established, the researcher established the reliability of the test by performing a mock test with a group of individuals similar to those of the actual study.

#### **3.6.2 Reliability of the Instrument**

The reliability of a questionnaire is the ability of the questionnaire to give the same results when filled out by like-minded people in similar circumstances. Reliability was expressed on a numerical scale from zero (very unreliable) to one (extremely reliable). Questionnaires were considered to be reliable to the extent that they were free of measurement errors. The less error in the questionnaire instrument, the more consistently they were measured the same attribute time after time.

### **3.7 Data Collection Procedures**

The data collection procedure involved the use of questionnaires that were administered to the teachers and principals of the various secondary schools in Nyeri County.

### **3.8 Data Analysis Techniques**

The data was analyzed with the help of a computer package Excel. The researcher used frequency distribution tables in the analysis of the research work.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter represents the findings of the research and analysis of the findings. The data was analyzed and presented by the use of graphs and tables. The findings were based on the responses obtained from the questionnaires that were issued to the respondents and the interviews conducted. The data analysis was guided by the research objectives presented in chapter one. The analysis of the data relied on the Microsoft Excel Statistical package.

#### 4.2 Demographic Information

**TABLE 4.1: Distribution of Respondents by Age**

Age	Frequency	Percentage
20-25	5	10
26-30	10	20
31-35	15	30
36- 40 years	10	20
40-Above years	10	20
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

The research study showed that the age of the respondents between the ages of 20-25 years was represented by a frequency of 5. The respondents aged between 26-30 years were represented by a frequency of 10 while those that were aged between the ages of 31-35 were represented by a frequency of 15.

Those aged between 36-40 years were represented by a frequency of 10 while those that were aged between the ages of 40 and above were represented by a frequency of 10.

**TABLE 4.2:** *Gender of Respondents*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Males	40	80
Females	10	20
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

The gender of respondents was dominated by the male who were the majority. Male were represented by a frequency of 40 while their female counterparts were represented by a frequency of 10.

**TABLE 4.3:** *Education Qualification*

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	15	30
Post-Diploma	10	20
Bachelor degree	20	40
Masters	5	10
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

The qualification of the respondents gave us varied results. Those who had attained a diploma were represented by a frequency of 15 while the respondents who had attained a post-diploma were represented by a frequency of 10.

The respondents who had attained a bachelor's degree in education formed the highest the number and these were represented by a frequency of 20 while those that had attained masters were represented by a frequency of 5.

**TABLE 4.4:** *Years of Teaching Experience*

<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	5	10
6-10 years	15	30
11-15 years	25	50
15-Above years	5	10
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

The research study sought to find out the teaching experience that the respondents had attained. Those who had a teaching experience of 1-5 years were represented by a frequency of 5 while those who had attained an experience of 6-10 years were represented by a frequency of 15.

Most of the respondents had attained a lengthy teaching experience of between 11-15 years and were represented by a frequency of 25 while those who had attained a teaching experience of more than 15 years were represented by a frequency of 5.

**TABLE 4.5:** *Counseling Experience in years*

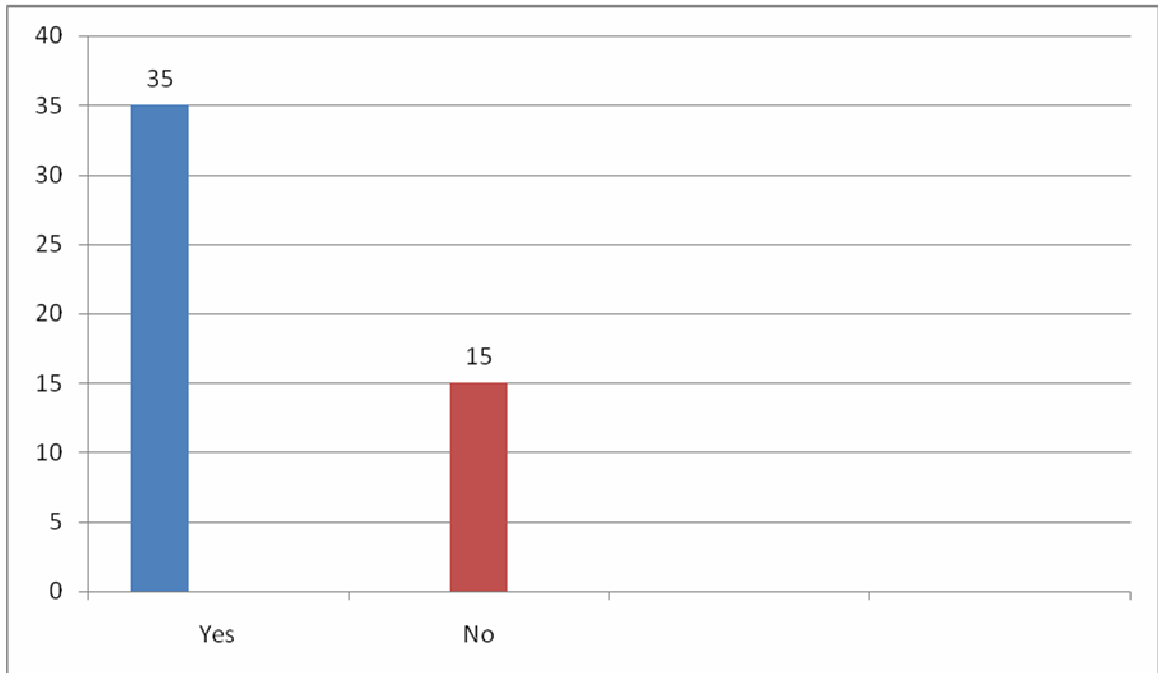
<b>Counseling Experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	32	64
6-10 years	5	10
11-15 years	8	16
15-Above years	5	10
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

The research study found out that most of the respondents had a few years of counseling experience. This was represented by a frequency of 32 for those with an experience of 1-5 years. Respondents who had a counseling experience of 15 and above years were represented by a frequency of 5.



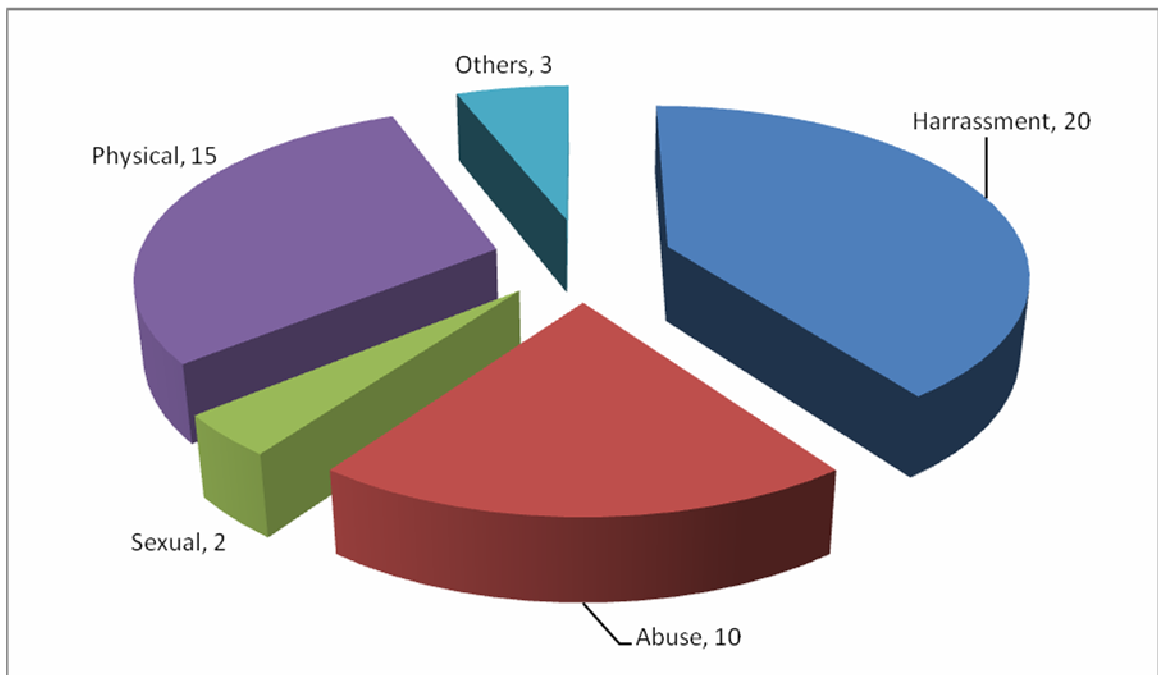
**Figure 1: Is bullying rampant in your secondary**

**school**



70% of the respondents were of the opinion that bullying was still rampant in their secondary schools. The respondents who were of the opinion that bullying was not rampant in their secondary schools were represented by a frequency of 30%.

**Figure 2: Bullying in secondary schools**



The findings on the form of bullying that were mostly witnessed in secondary schools showed that harassment was the common form of bullying that occurred in most secondary and this was represented by a percentage of 40 while the least form of bullying was sexual which was represented by a percentage of 4%.

The other forms of bullying that were noted were physical bullying such as kicking or beating junior students by their senior counterparts. This was represented by a frequency of 15.

**TABLE 4.6:** *Is the School Administration Effectively Dealing with Bullying?*

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	31	62
Agree	9	18
Neutral	5	10
Strongly disagree	2	4
Disagree	3	6
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

On the question of whether the respective school administrations were effectively dealing with bullying, an overwhelming number of respondents strongly agreed that the school administrations were committed to dealing with bullying. This was represented by a frequency of 31%.

The set of respondents who only agreed that the school administration was doing enough to deal with bullying were represented by a frequency of 9 while those who were neutral were represented by a frequency of 5.

The respondents who strongly disagreed that the respondents were doing enough to deal with bullying were represented by a frequency of 4 while those that just disagreed were represented by a frequency of 3.

**TABLE 4.7:** *Indiscipline type in Secondary Schools*

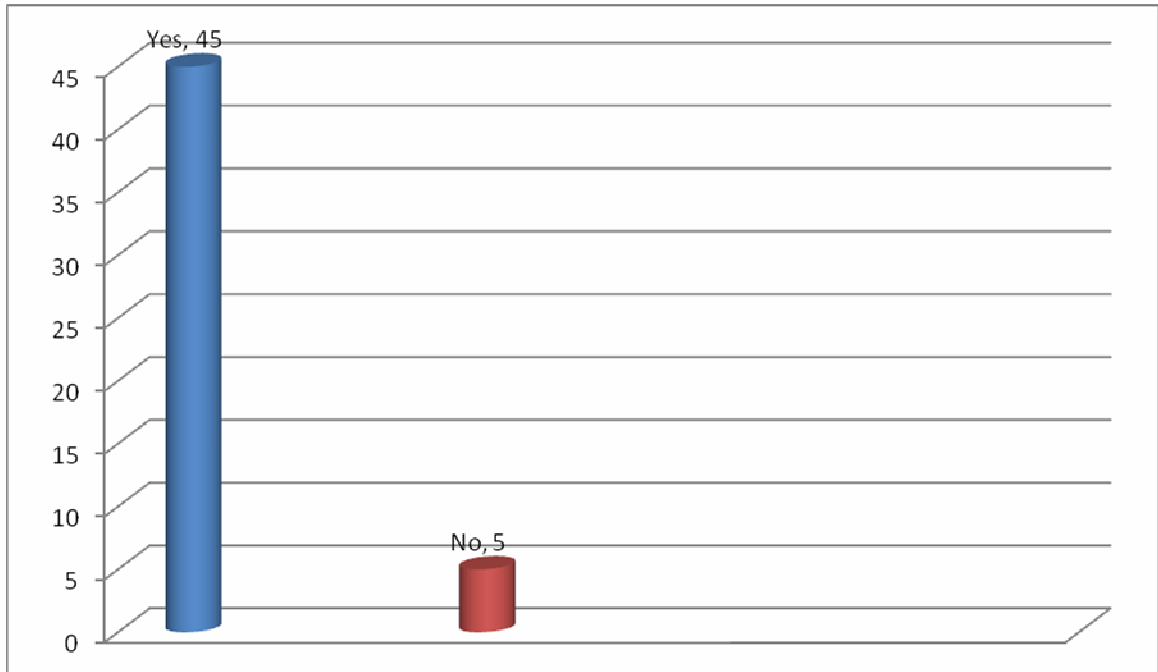
<b>Indiscipline Type</b>	<b>Frequency</b>	<b>Percentage</b>
Arson	5	10
Mock boycott	15	30
Strikes	20	40
Bullying	10	20
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

Strikes were identified as the common form of indiscipline that students engaged in. this was represented by 40% while mock exam boycotts was the next form of indiscipline that was identified by the respondents and this was represented by 30%.

Bullying was another indiscipline issue that was identified as an issue affecting the effective management of secondary schools. It was represented by 20%.

The least form of indiscipline that was identified was arson which was represented by 10%. Very few schools had been hit by arson attacks.

**Figure 3: Is there an impact of indiscipline on academic performance of students?**



Indiscipline among the students had a big impact on the academic performance of the schools that experienced such acts. This was represented by 90% of the respondents who were of the view that schools with high cases of indiscipline had a poor academic performance.

Only 10% of the respondents believed that indiscipline did not directly affect the academic performance but the poor academic performance was as a result of other factors.

**TABLE 4.8:** *Reasons to engage in strike*

<b>Reasons for striking</b>	<b>Frequency</b>	<b>Percentage</b>
Poor administration	5	10
Food	15	30
Academic workload	23	46
Peer pressure	7	14
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

Complaints about academic workload was the major reason why the students were known to engage in strikes. This was the opinion of the major of the respondents represented by 46%. Sub standard food was the other reasons why the students engaged in strikes and this was represented by 30%.

Peer pressure and poor administration were the other reasons that were cited as contributing factors to the problems of strikes. This was represented by 14% and 10% respectively.

**TABLE 4.9:** *Disciplinary methods Used*

<b>Disciplinary methods used</b>	<b>Frequency</b>	<b>Percentage</b>
Manual labour	5	10
Corporal punishment	10	20
Suspension	25	50
Expulsion	10	20
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

The disciplinary methods identified by the respondents, suspension were cited as the common disciplinary method that was used by most of the schools. This was represented by 50%. Expulsion was the other disciplinary method that was identified for the students who were a thorn in the school administration for a while. They were represented by 20%.

Corporal punishment and manual labor were the other forms of disciplinary actions that were identified. They were represented by 20% and 10% respectively.

**Table 4.10:** *Measures to deal with student's unrest*

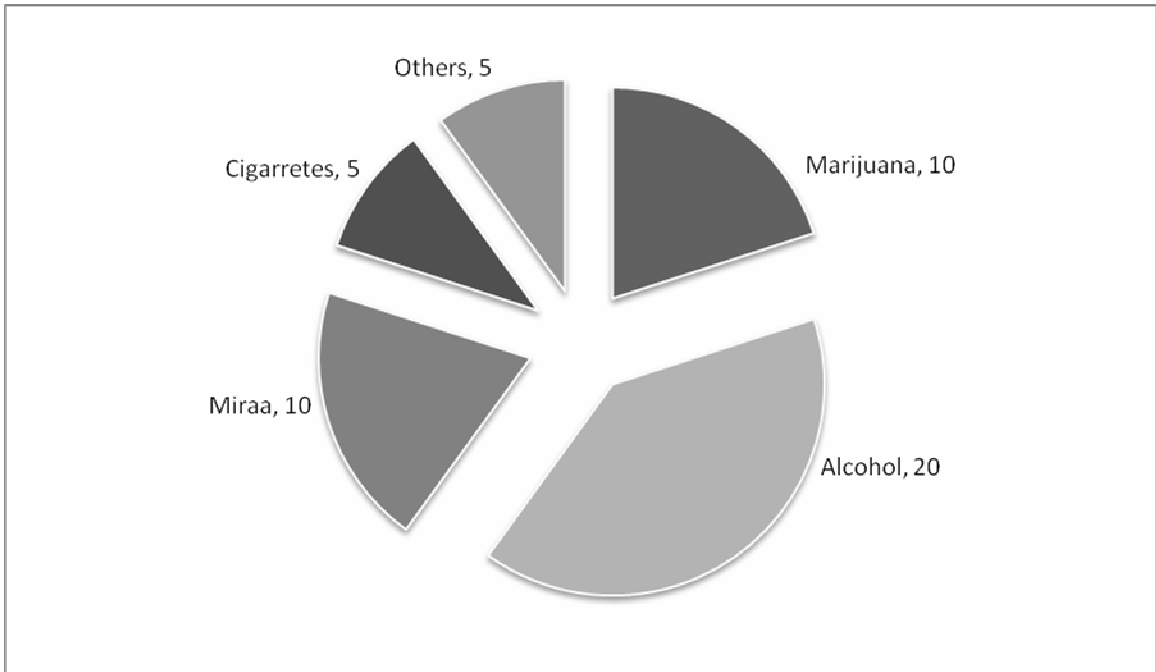
<b>Measures to deal with students unrest</b>	<b>Frequency</b>	<b>Percentage</b>
Open forums	15	30
Guidance & Counseling	10	20
Curbing drug use	13	26
Involve parent	12	24
<b>Total</b>	<b>n= 50</b>	<b>100%</b>

Some of the measures identified as appropriate for dealing with student's unrest in secondary schools, open forums were the measure that was supported by most of the respondents with a representation of 30%. Curbing drug use in schools was the other measure identified to deal with student's unrest. It was represented by 26%.

Guidance and counseling was the next measure that was identified and it was represented by 20% while involvement with parents was the other measure proposed represented by 24%.

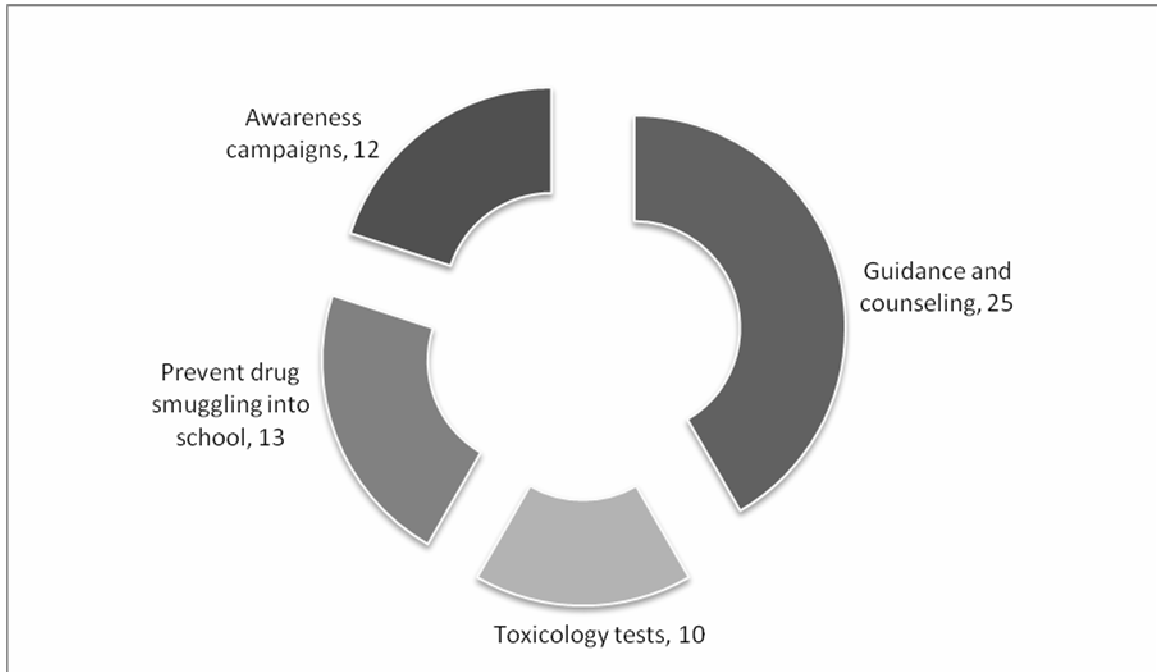


**Figure 4: Drugs abused by students**



Alcohol was the drug that most of the students abused within the school premises. This was represented by 40%. It was closely followed by marijuana and miraa with a representation of 20% each. Cigarette smoking was the other drug used by the students and was represented by 10%. Other drugs were also used.

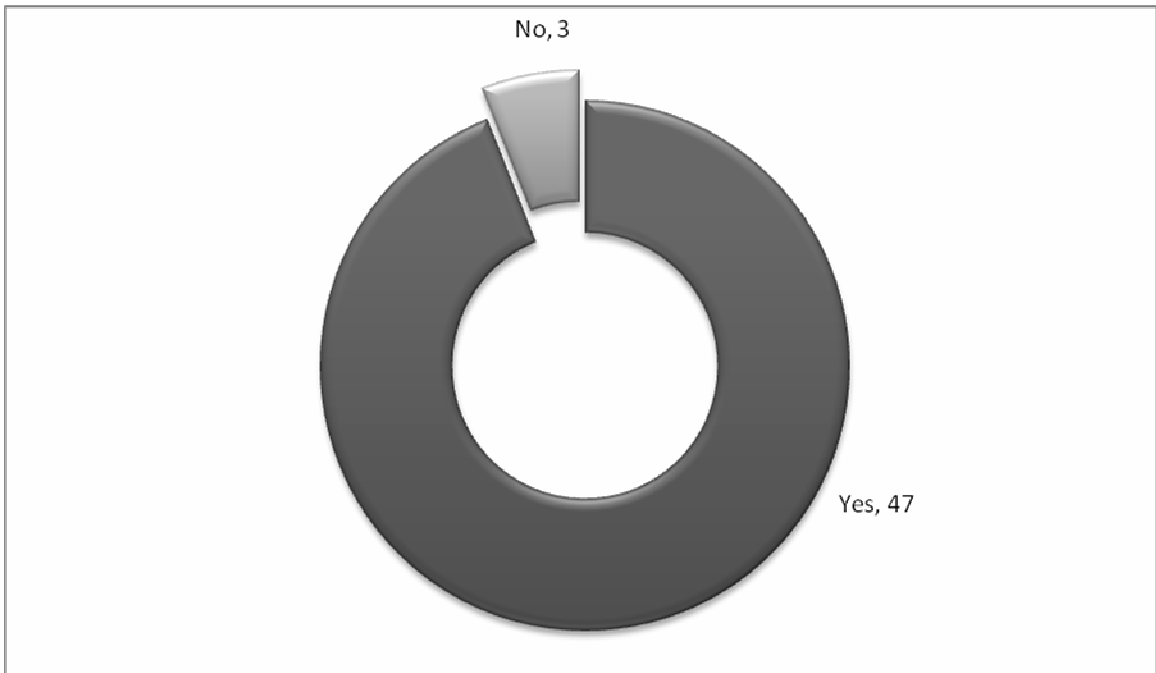
**Figure 5: What measures are available to deal with drugs and substance abuse?**



The measures available for dealing with drugs and substance abuse in school were guidance and counseling at 50%. This was heavily supported as it sought to rehabilitate the students. Prevention of smuggling of drugs into the school premise was the other measure that was identified as appropriate for dealing with the issue of drug and substance in secondary schools. This was represented by 26%.

Awareness campaigns were another measure that was identified with a representation of 24%. The last measure identified was impromptu toxicology tests to test the drug level in students. This was represented by 20% and was meant to discourage drug use.

**Figure 6: Role of guidance and counseling in Secondary Schools**



Guidance and counseling was supported by 94% of the respondents as playing an active role in dealing with problems of bullying, drugs and substance and strikes in secondary schools.

The respondents who were of the opinion that guidance and counseling was not able to deal with all the problems facing secondary schools were represented by 6%.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter highlights the conclusions and recommendations that the researcher arrived at after data was collected and analyzed. These conclusions and recommendations are in line with the research purpose and objectives the research.

#### **5.2 Discussion of Research Findings**

The data shows that majority of the administrators / teachers have sufficient work experience in terms of years worked to deal with issues that arise among students, with more than 90% of the teachers trained. This implies that the teachers have the necessary knowledge and training to deal with the students.

The majority (50%) of administrators and teachers reported that they used counseling as the predominant method to solve problems that arose among the students. The teachers believed that guidance and counseling was the best way for handling drugs and substance abuse and student's unrest. This suggests a movement away from punishments.

The major impact of schools strikes on performance was the reduction in the academic performance of the students according to 90% of the respondents. It was found that there was a negative correlation between students' unrests and academic performance.

Further, schools where students went on strike showed higher variation in the mean grade 16 when compared to schools where students did not go on strike. Clearly, strikes lead to poor academic performance.

Peer pressure was the leading cause of unrest, followed by the media and drugs. Fear of examinations and poor administration as well as inadequate and poor quality of food also contributed to students' unrests.

Out of the measures the schools had taken to reduce unrests in schools such as open forums or *barazas* between students and school administration, addressing students' concerns and encouraging parents to play their roles, guidance and counseling seemed to be given very low priority. We have, however, seen that counseling was a preferred option, and to this end, its use needs to be encouraged in schools.

As its primary objectives, this study sought to investigate, examine drug abuse in Kenyan Secondary Schools and strategies for intervention. The results were conclusive. Majority of the respondents (40%) agreed that alcohol was the most frequently abused drug followed bhang and miraa.

Alcohol was the most commonly abused drug largely because it is sold legally and has attained a commodity status. Most alcohol adverts target men and tend to portray a picture that alcohol drinking is masculine. Those who escaped the allure of alcohol advertisements are captured by the fact that moderate alcohol drinking is good for one's health.

It is concluded that violent behavior is still a challenge in secondary schools. Respondents were able to identify forms and psychological factors contributing to

violent behavior in secondary schools. The forms of violence included: sexual violence, bullying, fighting and rioting.

Majority of the respondents of teachers reported that guidance and counseling played a big role in dealing with the challenges that face secondary schools. Guidance and counseling was supported by 94% of the respondents as playing an active role in dealing with problems of bullying, drugs and substance and strikes in secondary schools.

### **5.3 Recommendations**

The section will cover on the research recommendations that were proposed to deal with bullying, student's unrest and indiscipline, and drugs and substance abuse in the various secondary schools.

#### **5.3.1 Guidance and Counseling**

Guidance and counseling programs have been a part of secondary education in Kenya since for a long period. Their main roles includes helping students explore their difficulties and concerns, and to develop their capabilities and resilience; Fostering conditions in which a student can grow and develop as a person; Offering leadership and sharing expertise in promoting positive relationships between students; Promoting awareness of and respect for differences; and Advocating for those who are disempowered.

Even though guidance and counseling programs have been put in place, they have never been used or explored to their full potential. Majority of them have remained adamant with no or very little use to the students and the school at large.

With an operational guidance and counseling program in a school, the cases of teenage pregnancy and drug abuse can be reduced considerably. All schools need the skills of professionally trained guidance counselors to fulfill their obligations to their students. The principal of the school therefore has to take all reasonable steps to ensure that students get good guidance and counseling in order to facilitate their growth.

### **5.3.2 Financial support**

The government through the ministry of education and the treasury should put into consideration the system used to allocate funds to the different schools in the country. Schools with a little students' population have always been underfunded in regard to personnel that is teachers and even capital for infrastructure development.

Schools in rural areas that are not in a position to attract the needed number of students and have therefore been disadvantaged which has subsequently led to their continued poor performance.

Both the central and county governments in place should therefore consider alternative methods that can be used to adequately fund rural school to ensure that quality education is guaranteed for throughout the country.

### **5.3.3 Drug abuse education for the youth and entire Public**

The government should focus its efforts on fact-based education as well as programs to dissuade adolescents from the use and abuse of drugs and substances. Effort made by 'Mututho laws' are not enough as strict implementation should be done for example where bars and other points of sale for alcoholics should be far from schools.

Education is a key component of any plan to change self-destructive behavior. In order for it to be effective and not undermine its purpose, education must be completely factual and rational. By relying on scare-tactics and unfounded assertions, the current drug policy prevention has failed to achieve its purpose.



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## Questionnaire

### SECTION A

#### 1. Age

20-25 Years [    ]

26-30 Years [    ]

31-35 Years [    ]

36-40 Years [    ]

40-Above Years [    ]

#### 2. Gender

Male [    ]

Female [    ]

#### 3. Qualifications

Diploma [    ]

Post diploma [    ]

Bachelor's degree [    ]

Masters [    ]

#### 4. Number of years teaching

1-5 years [    ]

6-10 years [    ]

11-15 years [    ]

16-Above years [    ]

5. Number of years counseling

1-5 years [    ]

6-10 Years [    ]

11-15 years [    ]

16-Above years [    ]

**SECTION B**

6. Is bullying rampant in your secondary school

YES [    ]

NO [    ]

7. Forms of bullying that exist in Secondary school

Physical [    ]

Sexual [    ]

Harassment [    ]

Abuse [    ]

Others [    ]

8. Is the School administration effectively dealing with bullying?

Strongly agree [    ]

Agree [    ]

Neutral [    ]

Strongly disagree [    ]

Disagree [    ]

9. Is there an impact of indiscipline on academic performance of students?

Yes [ ]

No [ ]

10. Indiscipline Type in Secondary schools

Arson [ ]

Bullying [ ]

Strikes [ ]

Mock exam boycott [ ]

11. Reasons to engage in strikes

Poor administration [ ]

Food [ ]

Academic workload [ ]

Peer pressure [ ]

12. Does indiscipline in secondary schools impact on the academic performance of students?

Yes [ ]

No [ ]

13. Disciplinary methods used

Manual labour [ ]

Corporal punishment [ ]

Suspension [ ]

Expulsion [ ]

Guidance and counseling [ ]

14. Measures to deal with student's unrest

Open forums [ ]

Guidance and counseling [ ]

Involve parents [ ]

Curbing drug use [ ]

**SECTION C**

15. What are some of the drugs that are abused by students?

Marijuana [ ]

Alcohol [ ]

Cigarettes [ ]

Miraa [ ]

Others [ ]

16. What are the reasons why the students engage in drugs and substance abuse?

Peer pressure [ ]

Stress coping mechanism [ ]

Media [ ]

17. Do drugs affect the academic performance of students?



Yes [ ]

No [ ]

18. What measures are there to deal with drug and substance abuse in schools?

Guidance and counseling [ ]

Prevent drug smuggling into schools [ ]

Toxicology tests [ ]

### SECTION C

19. What is the role of guidance and counseling in managing the problems that schools are faced with?

Instill discipline [ ]

Monitor behavior of students [ ]

Identify issues affecting students [ ]

Provide solutions to student's problems [ ]

20. Does guidance and counseling effectively impact positively on the academic performance of students?

Yes [ ]

No [ ]

Thank you for participating in the research study.