

**INFLUENCE OF THE HEAD TEACHERS' PRACTICES IN CURBING
DRUG AND SUBSTANCE ABUSE AMONG STUDENTS IN PUBLIC
SECONDARY SCHOOLS IN MUKURWEINI SUB-COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

To my dear parents Danny Bosire and Joyce Bosire; to my siblings Benjamin, Eric, Millicent, Ruth and Asah Bosire, I dedicate this report to you

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ABBREVIATIONS AND ACRONYMS

ADF	Australian Drug Foundation
DSA	Drug and Substance Abuse
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACADA	National Campaign Against Drug Abuse
G & C	Guidance and Counseling
WHO	World Health Organization
NSDUH	National Survey on Drug Use and Health
UNODC	United Nations Office on Drugs and Crime
DEO	District Education Office
GOK	Government of Kenya
UNDCP	United Nations Drug Control Program
USA	United States of America
TSC	Teachers Service Commission
KICD	Kenya Institute of Curriculum Development
HOD	Head of Department

ABSTRACT

Drug and substance abuse has continued to ruin school going children and subsequently education despite various measures to stop it. This study aimed at establishing the influence of head teachers' practices to curb drug and substance abuse among students. The objectives were: to assess the influence of the head teachers' use of curriculum in curbing drug and substance abuse, to determine the influence of the head teachers' use of Guidance and Counseling in curbing drug and substance abuse, to assess the influence of the head teachers' use of school rules and regulations in curbing drug and substance abuse and to establish the extent to which head teachers' characteristics influence practices of curbing drug and substance abuse in public secondary schools in Mukurwe-ini Sub-County, Kenya. The study employed descriptive research design. The target population comprised of 33 public secondary schools, consisting of 33 head teachers, 33 heads of guidance and counseling department and 2260 Form Three and Form Four students. Stratified random sampling was used to select 15 schools and respondents from each stratum. The sample size consisted of 15 head teachers, 15 heads of guidance and counseling and 230 students. Data was collected by use of questionnaires and interviews. Quantitative data was coded and entered into computer using SPSS, version 20. The study established that; the curriculum contained little content on drug and substance abuse; that guidance and counseling was not being exploited fully to address drug and substance abuse among students, and that school rules were not being fully enforced. The head teachers' age had a negative influence, gender had a positive influence and academic qualifications had a positive influence on practices used for curbing drug abuse. The study recommends; that the Ministry of Education should organize national workshops aimed at training guidance and counseling teachers; the Teachers Service Commission should identify and deploy qualified guidance and counseling teachers to schools to enhance quality and meaningful counseling to students. Head teachers should; establish drug and substance abuse prevention programs in their schools; they should provide secluded rooms for counseling to enhance privacy; involve students in formulation of school rules and firmly enforce school rules on students; the Kenya Institute of Curriculum and Development should design curriculum to contain content addressing drug abuse.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Kenya education sector has been faced by drug and substance abuse as a major challenge. A report by United Nations Drug Control Program (UNDCP) shows that 60% of students abuse drugs and substances. A drug has been defined as any substance which when introduced into the body by way of ingestion, smoking, inhalation, injected, dissolved under the tongue or absorbed through a patch on the skin, will alter the normal biological and psychological functioning of the body especially the Central Nervous System (Myers, 2006). Drug and substance abuse globally is an epidemic, (McCabe, Boyd & Teter, 2009). Studies show that globally more preadolescents and teenage children are using drugs and alcohol (Australian Drug Foundation, 2000).

Current evidence reveals a continuing upward trend in Drug and Substance Abuse worldwide (World Drug, 2004). The report by WHO (2004), estimates that 1.1 thousands million people representing a third of the world population above age 15 years use tobacco in form of cigarette. The National Centre on Addiction and Substance Abuse (CASA) at Colombia University, for instance found out that students in college had higher rates of drug addiction compared to the general public. The study revealed that 22.9% of students met the medical definition of drug abuse or dependence which is a compulsive use of substances in spite of the consequences. In Texas Department of Health

Services in conjunction with the Public Policy Research Institute at Texas A&M University, United States of America (USA), revealed that alcohol was widely abused by secondary school students.

The head teachers' practices through the school curriculum, staff personnel, student personnel, school finance, school plant and the school community fosters effective management of schools (Okumbe, 1999; and Obiero, 2006). In the USA, the Safe and Drug- Free School Program is a comprehensive federal initiative funded by the U.S.A Department of Education, which is designed to strengthen programs that prevent the use of drugs and violence in and around the nation's schools (Martinez, 2004). A similar study carried in the USA indicates that a large percentage of high school learners are involved in substance abuse, aberrant sexual behavior and violence (Greenberg, et al., 2003: 467). In Zimbabwe the 1998 Presidential commission of inquiry into education and training revealed that lack of morals and deteriorating learning standards as well as school unrest were caused by drug and substance abuse among students (Ngesu & Masese, 2008). Republic of Kenya (2008) indicates that head teachers and teachers are involved in the prevention, control and mitigation of DSA through formal and non formal curriculum. Through the secondary school curriculum, content on DSA is taught in Biology, Chemistry, Social Ethics and Life Skills. The general objective of teaching the DSA topics is to create awareness and deter the use of drugs by students (KIE, 2008). Informal curriculum is also helpful in the fight against DSA through the use of sports and games, plays and music, drama, club and societies, public lectures as well as debates as observed by Matzingulu (2006) and Muraguri

(2004). A variety of sports are available for Kenyan youths both at school and community levels and the Ministry of Education recommends that all students should access equal chances to participate in sports, clubs and societies for their well being and to reduce idleness that leads to DSA (Republic of Kenya, 2008).

School guidance and counseling is necessary as it reduces anxiety, decreases classroom disturbances and that preventive counseling occurring before students are in a crisis can reduce risks of school dropout (Mullis & Otwell, 1997). According to Amayo (1994), use of drugs, in particular heroin has become a serious threat in Egypt, where around 6 percent of a sample of secondary school students admitted to having experimented with drugs. According to Mpaata (2008), drug abuse is the leading cause of school dropout by students in Uganda. The Global School Based Students Health Survey carried out in Tanzania established that alcohol was the widely abused by students (Gelinas, 2006).

According to Chand (2008) school guidance and counseling teachers are effective in teaching life and social skills. A research done in the USA by Baker and Gerler (2001) shows those students who participate in school counseling programs have significantly less inappropriate behaviors and have more positive attitudes toward school and life than those who don't participate. In South Africa, the Norms and Standards of Educators (NSE), places the demands of pastoral care on all teachers (Department of Education, 2000: 18). Their roles are to provide guidance to learners, to tutor and counsel

them in regard to their social problems, to support them, to act as mentors and to be able to identify and assist them with any learning or social difficulties (Jansen, 2001). According to Kirangari (2010), Chand (2008) and Mungai (2007), effective guidance and counseling programs in schools have contributed significantly in reducing drug and substance abuse among students. Role modeling from teachers also helps students to develop positive character since the teachers' code of ethics and conduct prohibits public smoking and drinking in the presence of students (Republic of Kenya, 2005).

A survey by NACADA (2006) and Kimori (2010) hinted that most drugs enter schools at the opening of a new term as students carry them hidden in their personal effects. Jeruto and Kiprop (2011) conducted a research on the extent of student participation in decision making in secondary schools in Kenya and they reported students' minimal participation. Ideally, schools set rules and regulations for the proper management of students in terms of their lifestyle while in school which contain the dos and don'ts (Okumbe, 2008). According to Eshiwani (1993), school heads have power by virtue of their positions to enhance discipline in schools by punishing students caught engaging in DSA, enforce school rules, inspect students' belongings regularly and act on information about drug abusing students.

Sisungu, Buhere and Sang (2011) found that headship of secondary school requires knowledge and experience in managerial skills. Okumbe (1999) noted the importance of qualification and experience in enhancing the head teachers expertise, credibility, confidence and decisiveness in management practice. A

study by the Global School Based Students Health Survey in Kenya, indicate that 14.6% of the students had an experience drinking alcohol; 205 testified to have drunk at least once in their life, 13.9% smoked cigarettes while 135 had use bhang (WHO, 2003). A survey conducted by NACADA (2004) on the extent of drug and substance abuse among students in post secondary institutions in Kenya, revealed that the trend for drug and substance abuse was rising. It was noted that learning institutions had become a hub for drug sale and consumption. Alcohol is the most widely abused substance according to a NACADA (2008) report. Ouru (2008) and Oside (2003) concur that head teachers with many years of experience in handling students had a better understanding of their students and their practices as principals. Drug abuse affect students at all levels of development and has adverse effects on their education, poses health risks to the user as well as predisposing them to criminal activities (Kyalo & Mbugua, 2011).

There have been reported cases of student abusing drugs in Mukurweini Sub-county currently and in the recent past. Notably, in 2004, about 300 students of Ngoru secondary school most of who were high on bhang and alcohol went on rampage and damaged school property (District Education Office, 2013). Elsewhere in the same Sub-county , in 2012 400 students from Mukurweini Boys matched out of the school and trekked to nearby shopping centers to buy alcohol, bhang and cigarettes which they consumed and disturbed the entire neighborhood (The Star newspaper June 5, 2012). Police have on several occasions arrested students found possessing bhang, alcohol and other substances within their school compounds and at night clubs within

Mukurweini (DEO, 2016). A number of cases handled by the Mukurweini magistrate's court indicate students who have been charged for drug possession and peddling and convicted to different degrees (Magistrate's court Mukurweini, 2016). Despite all the government efforts, drug and substance abuse among secondary school students is increasing by the day. It is on this basis therefore that this study sought to assess the influence of the head teachers' practices in curbing Drug and Substance Abuse among students in public secondary schools in Mukurweini sub-county, Kenya.

1.2 Statement of the Problem

Kenyan secondary schools have experienced several problems associated with drug abuse including examination poor performance, school dropout, suicides, unplanned pregnancy, arson, violence, school unrest and truancy (Orifa, 2004: NACADA, 2004: GOK, 2001). Drug and substance abuse most often begin in early adolescents because of social economic pressures, poverty and cultural practices of this age group (Kandel & Chan, 1995). Due to this, the GOK is currently implementing several measures aimed at curbing various cases of drug and substance abuse in secondary schools particularly the use of Guidance and Counseling Units (MOEST, 2005). Other strategies include the National strategy on prevention, control and mitigation of DSA in Kenya 2008-2013 (Republic of Kenya, 2008) and an inclusive curriculum. There has been noted and reported cases of student indiscipline in Mukurweini sub-county (District Education Office, 2016). Despite the government efforts in place to curb the menace of DSA in secondary schools in Kenya, the problem seems to be escalating at an alarming rate (Orifa, 2004). Therefore this study

sought to assess the influence of the head teachers' practices in curbing Drug and Substance Abuse among students in public secondary schools in Mukurweini Sub-county, Kenya.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of the head teachers' practices in curbing drug and substance abuse among students in public secondary schools in Mukurweini Sub-County, Kenya.

1.4 Objectives of the Study

The objectives of the study were as follows:

- i. To assess the influence of the head teachers' use of curriculum in curbing drug and substance abuse among students in public secondary schools in Mukurweini Sub- County.
- ii. To determine the influence of the head teachers' use of Guidance and Counseling in curbing DSA among students in public secondary schools in Mukurweini Sub County.
- iii. To assess the influence of the head teachers' use of school rules and regulations in curbing DSA among students in public secondary schools.
- iv. To establish the extent to which head teachers' characteristics of gender, age, academic qualification and experience influence their practice in curbing drug and substance abuse.

1.5 Research Questions

The following research questions guided the study:

- i. To what extent does the head teachers' use of curriculum influence curbing drug and substance abuse among students in public secondary schools in Mukurweini Sub-County?
- ii. To what extent is the head teachers' use of guidance and counseling influence curbing drug and substance abuse in public secondary schools in Mukurweini Sub-County?
- iii. How does the head teachers' use of school rules and regulations influence curbing of DSA among students?
- iv. To what extent do the head teacher characteristics of gender, age, academic qualifications and experience influence their practice in curbing DSA among students in public secondary schools in Mukurweini Sub-County?

1.6 Significance of the Study

The findings of this study would be of great use to the Ministry of Education (MOE) and other policy makers in enhancing the pre-existing policies related to curbing DSA among students in secondary schools in Kenya. Curriculum developers will also utilize the findings in tailoring appropriate curriculum that will enhance skills and knowledge on DSA to all education stake holders. Kenya Education Management Institute (KEMI) and TSC may use this information to identify key areas that need to be addressed when offering in-service courses to head teachers and members of the teaching staff. The study

findings can provide a basis for the school managements to deeply critique their role in building drug free institutions to enhance students' academic development in terms of attendance, retention and completion. The findings of this study are relevant to head teachers, NACADA, parents and other education stakeholders. Findings of this study could also be a source of knowledge to scholars in related studies as well as a basis on which other researchers can make reference.

1.7 Limitations of the Study

The study used descriptive survey design which was not possible to adequately measure the influence of the head teachers' practices in curbing drug and substance abuse. However, the researcher relied on respondents' opinions. Another limitation was the researcher was not able to control the respondents' attitudes towards responding to the questionnaires. However the researcher asked them to be truthful when responding to research instruments.

1.8 Delimitations of the Study

The study was conducted in public secondary schools in Mukurweini Sub-County. The study targeted secondary school head teachers, head of guidance and counseling departments and form 3 and 4 students since they have been in the system for a relatively long time.

1.9 Basic Assumptions of the Study

The study was based on the following assumptions:

- i. That the school principals played their administrative practices appropriately in keeping schools drug free and creating awareness.

- ii. The respondents in the study gave accurate responses to the instruments of research that were used in the study.

1.10 Definition of Significant Terms

Curbing this refers to check or restrain someone from doing something.

Drug and Substance Abuse refers to the administration of any drug in a manner that is not medically supported.

Drug refers to any chemical taken into the body that affects the normal functioning of the body.

Head teacher refers to a head of a school or principal. These terms are used interchangeably in this study and refer to the same subject.

Influence refers to the capacity to have an effect on the character, development or behavior of someone or something. In this study, the head teachers' practices and the effects on curbing DSA will be focused on.

Public school refers to a learning institution managed by the government. In this study a public secondary school is managed by the government.

Practice refers to the actual application or use of an idea, belief, or method as opposed to theories about such application or use within an institution. In this study the practices of head teachers will be focused on.

Student refers to a learner from a secondary school onwards who attends an educational institution.

1.11 Organization of the Study

The study has five chapters. Chapter one, introduction, comprises of background to the study, statement of the problem, purpose of the study,

objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of operational terms in the study and organization of the study. Chapter two, literature review, consists of introduction, use of curriculum to curb DSA, use of G&C to curb DSA, use of school rules and regulations to curb DSA and head teacher's characteristics that influence their practices in curbing DSA. Lastly the theoretical framework and the conceptual framework of the study are presented.

Chapter three dealt with Research Methodology under; introduction, Research design, Target population, sampling Technique and sample size, Research Instruments Validity of the Research Instruments, Reliability of Research Instruments, Data collection and procedure and Data Analysis. Chapter four presents research findings captured from the field. Analysis of these data which is organized in themes based on the research questions and presentation. Chapter five presents summary, conclusions and recommendations based on the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature was reviewed on use of secondary school curriculum in curbing DSA, use of guidance and counseling to curb Drug and Substance Abuse among students, use of school rules and regulations to curb DSA and influence of the head teacher's characteristics on their practices to curb DSA among students. These characteristics included gender, age, academic qualification and experience. Lastly the theoretical framework and the conceptual framework are presented.

2.2 Global and Regional Perspective of DSA among Students

Current evidence reveals a continuing upward trend in Drug and Substance Abuse worldwide (World Drug, 2004). The report by WHO (2004), estimates that 1.1 thousands million people representing a third of the world population above age 15 years use tobacco in form of cigarette. The National Centre on Addiction and Substance Abuse (CASA) at Colombia University, for instance found out that college students had higher rates of drug addiction compared to the general public. The study revealed that 22.9% of students met the medical definition of drug abuse or dependence which is a compulsive use of substances in spite of the consequences. In Texas Department of Health Services, United States of America (USA), revealed that alcohol continued to be widely abused by secondary school students.

A similar study carried in the USA indicates that a large percentage of high school learners are involved in substance abuse, aberrant sexual behavior and violence (Greenberg, et al., 2003: 467). This leaves a lot to ask if the school Guidance and Counseling departments are doing at all enough in equipping learners with relevant life skill knowledge in coping with the pressures of day to day life. In Nigeria, a survey conducted on senior secondary school students by Nakpocha (2010), revealed the most commonly abused drugs which included; salicylate (20.9%), antibiotics (16.6%), alcohol (13.4%), hypnosedatives (8.9%) and tobacco at 3.0%. According to Amayo (1994), use of drugs such as heroin is becoming a serious threat in Egypt, where around 6 percent of a sample of secondary school students having experimented with drugs. According to Mpaata (2008), drug abuse is the major cause of school dropout cases by students in Uganda (80%) between the ages of 18 to 23 years. The Global School Based Students Health Survey carried out in Tanzania revealed that alcohol was widely abused by students (Gelinas, 2006).

2.3 Causes and Effects of DSA in Secondary Schools in Kenya.

A study by the Global School Based Students Health Survey in Kenya, indicate that 14.6% of the students have abused alcohol on one or more days in a month; 205 testified to have drunk at least once in their life, 13.9% smoked cigarettes while 135 had used drugs such as bhang (WHO, 2003). A survey conducted by NACADA (2004) on the extent of drug and substance abuse among students in post secondary institutions in Kenya, revealed that the trend for drug and substance abuse was on the rise. The major substances

abused included; alcohol, tobacco, miraa, bhang, inhalants, and prescription drugs such as painkillers. It was noted that learning institutions had become a hub for drug sale and consumption. Alcohol is the most widely abused substance according to a NACADA (2008) report.

Schools have experienced several problems associated with drug abuse including examination poor performance, school dropout, suicides, unplanned pregnancy, arson, violence, school unrest and truancy (Orifa, 2004: NACADA, 2004).

2.4 Head teachers' use of Curriculum to Curb DSA among Students

Curriculum is the sum total of learning opportunities presented to a learner by the environment especially planned, organized and constructed for that purpose (Education Act, Cap. 211, 2013). Curriculum is therefore as a plan for providing learning opportunities and experiences to learners in order to achieve educational goals and specific objectives which wholesomely and adequately addresses drug and substance abuse challenges. The Kenyan education curriculum is broadly classified into formal curriculum, comprising of subjects taught in class; informal which is comprises co-curricular activities and the non formal curriculum that comprises those learning experiences that occur as a result of interacting with role players in the school environment, sports , drama and music are used to provide opportunities for educating students about dangers of DSA in a more social and informal way by use of well choreographed themes (Mungai, 2004 and Matzingulu, 2006).

The school head teacher therefore is charged with the role of ensuring that curriculum is availed to the learners (TSC, 2015). The purpose of instructional supervision is to assess the quality of education being delivered to learners and if or not it meets the curriculum objectives (MOE & MOEST, 2000). In the USA, the Safe and Drug- Free School Program is a comprehensive federal initiative funded by the U.S.A Department of Education, which is designed to strengthen programs that prevent the use of drugs and violence in and around the nation's schools (Martinez, 2004). According to Muchiri (2008), curriculum instruction includes the timetable organization which should be child-centered to ensure maximum learning opportunities. Christian Religious Education, Chemistry and Biology also contain information on DSA which impart knowledge to students on dangers of within the formal classroom set up (K.I.E, 2008).

In Kenya, a multi-disciplinary approach has been used to infuse DSA in the school curriculum. The Kenya Institute of Curriculum Development (KICD) developed the life skills syllabus with an aim of equipping learners with knowledge, skills and attitudes to cope with social pressure and relate well with other members of the society (KIE, 2008). Kabiru, (2009) revealed that prevention programs for curbing DSA should be planned, comprehensive and have sufficient intensity so as to help learners acquire intended skills and attitudes. This study sought to evaluate the influence of curriculum use by head teachers to curb DSA.

2.5 Head Teachers' use of Guidance and Counseling to Curb DSA

School guidance and counseling is very necessary as it reduces anxiety, decreases classroom disturbances and that preventive counseling occurring before students are in a crisis can reduce risks of school dropout (Mullis, F. & Otwell, P. 1997). Research indicates that school guidance and counseling teachers are effective in teaching life and social skills (Chand, 2008). A study carried out in the USA by Baker and Gerler (2001) revealed that students who participate in school guidance and counseling programs have significantly less inappropriate behavior and have positive attitudes towards school and life in general than those who don't take part in these programmes. In South Africa, the Norms and Standards of Educators (NSE), places the demands of pastoral care on all teachers (Department of Education, 2000: 18). Their roles are to provide guidance to learners, to tutor and counsel them with regard to any social problems, to support them, to act as a mentor and be able to identify and help them when faced with any learning or social difficulties (Jansen, 2001).

The MOE (1977) defines guidance and counseling as a process concerned with determining and providing for the developmental needs of learners through public lectures, peer, group and individual counseling. Students who have access to counseling programs become more positive and have elevated feelings of belonging and safety in their schools. According to MOE (1988); Naisibi (2003) and Wangai (2001), schools' G&C departments should be headed by head teachers and senior teachers.

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

that individual counseling, group counseling, peer counseling, mentorship programs and role modeling helps students to overcome drug abuse. Role modeling from teachers also helps students to develop positive character since the teachers' code of ethics and conduct prohibits smoking and drinking in the presence of students (Republic of Kenya, 2005). According to a study carried out by Kirangari (2010), the report indicates that effective guidance and counseling programs in schools have contributed significantly in reducing drug and substance abuse among students. This study sought to find out the influence of G&C in curbing drug menace among students.

2.6 Use of school Rules and Regulations to Curb DSA among students

School rules are a set of written instructions that set parameters of the day to day operations in a school (Odhiambo, 2009). A survey by NACADA (2006) and Kimori (2010) hinted that most drugs enter schools at the opening of a new term as students carry them hidden in their personal effects. According to Eshiwani (1993), school heads have power by virtue of their positions to enhance discipline in schools by punishing students caught engaging in DSA, enforce school rules, inspect students' belongings regularly and act on information about drug abusing students.

A study conducted by Jeruto and Kiprop (2011) on the extent of student participation in decision making in secondary schools in Kenya pointed out that even though there are attempts to include students' views in school policy formulation, such were mainly tokenistic and did not extend to cover core issues of school rules and regulations. Students were allowed to participate in

formulation of policies governing student welfare issues but were deemed unfit to participate in administrative issues such as formulation of school rules and regulations. It was concluded that student participation was still wanting and needed to be expanded beyond to cover their opinions. Ideally, schools set rules and regulations for the proper management of the various lifestyles of the students in school containing the dos and don'ts while in school (Okumbe, 2008). Schools therefore should have appropriate measures and guidelines on students abusing drugs. Therefore the study explored their influence in curbing Drug and Substance Abuse.

2.7 Influence of Head Teachers' characteristics on their Practices to Curb DSA

All school administration aspects require careful and consistent development so that programs may respond to the unique needs of the clients (Ouru, 2008). Ouru (2008) further argues that principals' administrative and teaching experiences play a pivotal role in determining their attitude and approaches as well as their problem solving techniques. A study by Sisungu, Buhere and Sang (2011) revealed that headship of secondary school requires knowledge and experience in managerial skills. Okumbe (1999) noted the importance of qualification and experience in enhancing the head teachers expertise, credibility, confidence and decisiveness in management practice. Ouro (2008) and Oside (2003) report that head teachers with many years of experience in handling students had a better understanding of their students and their practices as principals.

Cheloti (2009) notes that education opens the mind of an individual to strategic thinking, better problem solving approaches and better planning with a view of reducing cases of indiscipline among the students. Studies done by Mokiru (2003), Misuro (2004), Gertude (2006) and Ouru (2008) showed that the head teacher's age had an effect on their attitudes and could influence their preferred choice of action on school issues. The studies found out that head teachers aged between 35-47 years had a positive attitude towards provision of guidance and counseling for discipline management. According to Ouru (2008), older head teachers were less ambitious, have no interest in recognition and are less motivated to take corrective action on students, giving students a lee way to abuse drugs and substances. Buto (2002) observed that female principals preferred dialogue whenever a problem arose in schools of leadership. However, King'endo (2007) found no inter-relationship between the head teachers' gender and levels of DSA among students. This study sought to investigate how these attributes of the school head teachers influenced their practices in curbing drug and substance abuse.

2.8 Summary of literature review

The literature reviewed shows that the problem of DSA has attracted global attention and indeed the attention of many scholars in Kenya. Studies reveal that DSA is a historical problem that has been spreading its roots worldwide. Secondary school students are the most prone age group to experiment with and later abuse drugs in Kenya (NACADA, 2008). It is on this basis that this study sought to establish the influence of the head teachers' practices in

curbing Drug and Substance Abuse among students in public secondary schools in Mukurweini Sub-County, Kenya.

2.9 Theoretical Framework

The study was anchored on Social Cognitive Learning Theory which agrees with the idea that drug abuse represents a learned habit and can be changed by applying learning theory principles. Social Cognitive Theory deals with cognitive and emotional aspects of behavior. It describes learning in terms of behavioral, environmental and personal factors (Bandura, 1986). This applies to drug abuse where an individual can use their cognitive processes as a point of reference to either abuse a drug or face the consequences hence self-direction or self-regulation. Behavior that is learned through social cognitive learning can be eliminated such as drug abuse through acquiring new functional behavior. Using this theory, the sought to find out what positive skills can be imparted in learners abusing drugs through the head teachers' practices.

2.10 Conceptual Framework

The conceptual framework is a concise description of the study phenomenon accompanied by a graphic depiction of the study variables (Mugenda & Mugenda, 2009). It conceptualizes the inter-relationship between the two study variables as shown in Figure 2.1.

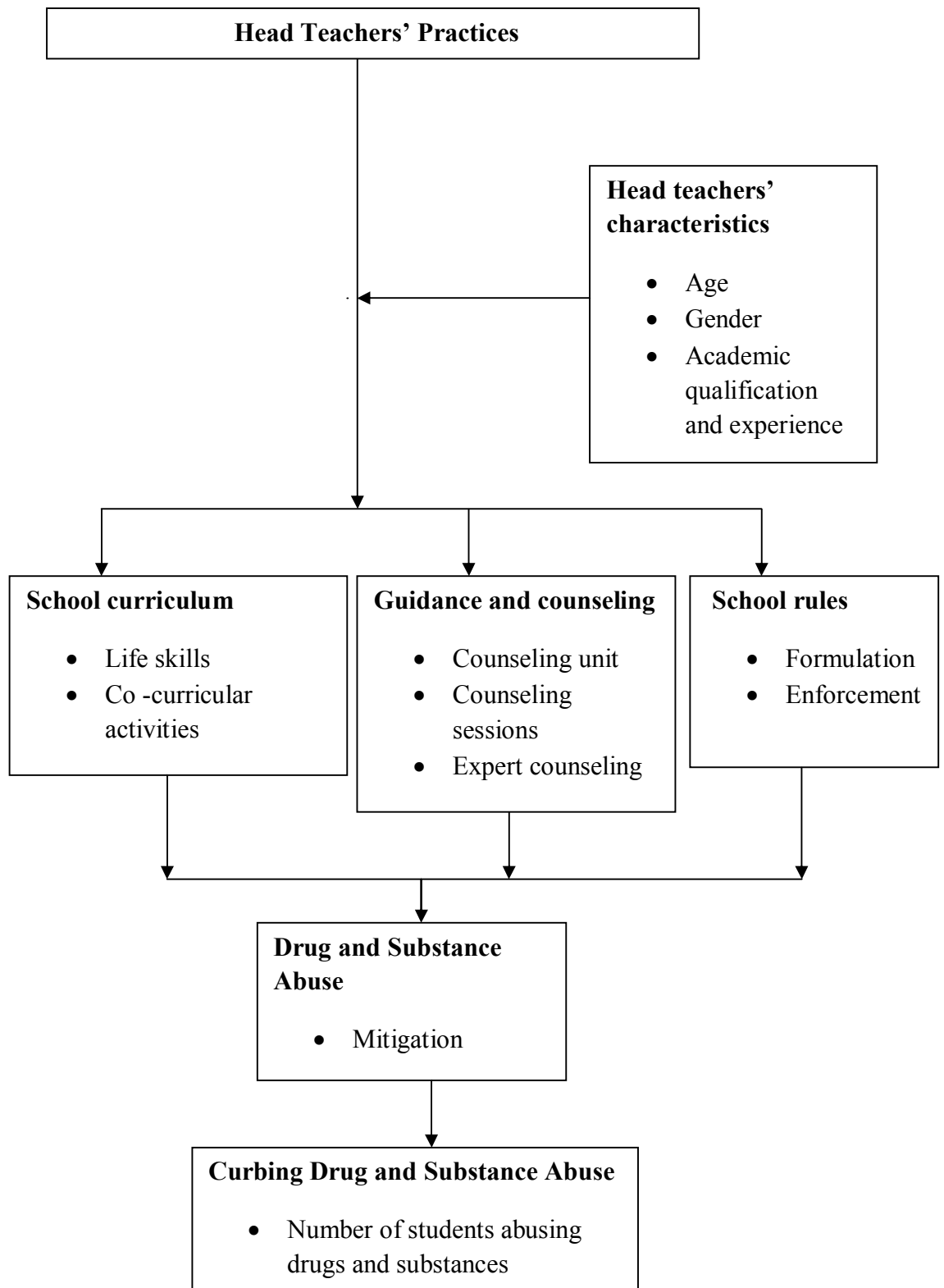


Figure 2.1: Interrelationship between the head teachers' practices and DSA among students

The conceptual framework shows the relationship between the head teachers' practices in curbing DSA among students. The level of drug and substance abuse in this study is conceptualized as an outcome of the practices in curbing DSA. The head teachers' characteristics influence the practices used for curbing drug and substance abuse. The school curriculum, guidance and counseling are used to create adequate awareness and influence students' character formation. School rules and regulations are used to manage learners' lifestyles while in school within prescribed guidelines. All this is done with the aim of mitigating drug and substance abuse so as to reduce drug abuse levels among students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design and details of the targeted population, sample size and sampling procedures, research instruments, instrument reliability and validity, data collection, data analysis procedure and ethical considerations.

3.2 Research Design

A research design is a plan showing how the problem of investigation has been solved (Orodho & Kombo, 2003). This study employed descriptive research design. This is a method where data is collected by interviewing or administering a questionnaire to a sample of individuals. The method is used to collect data on attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2003). The study hence collected attitudes and opinions from various respondents based on the study objectives.

Descriptive research design allows the researcher to describe properties of a particular item or individual or a group (Kothari, 2004). Therefore the study has described the practices used by head teachers to curb drug and substance abuse since it is a social problem which students are potentially exposed to.

3.3 Target Population

According to Mugenda and Mugenda (2009) target population is a complete set of individuals, case or objects with some common observable characteristics. The study targeted 33 secondary schools; 6 boy schools, 5 girl

schools and 22 mixed schools. The total population included 33 head teachers 33 guidance and counseling head of department teachers and 2260 Form Four and Form Three students.

3.4 Sample Size and Sampling Procedures

According to Mugenda and Mugenda (2003) a minimum sample between 10 and 30 percent is adequate for a population of below 1000 hence will apply 30%. 10 % will be used to determine sample size for the students (Kombo, 2006). According to Orodho and Kombo (2002) sampling is the procedure a researcher uses to gather people, places or things to study. Table 3.1 shows the sample size and sampling methods used.

Table 3.1 Sampling Frame

School Category	Population Target	Principals		HODs		Students		Sample School	
		F	%	F	%	F	%	F	%
Boys	6	3	50	3	50	60	26	3	50
Girls	5	2	40	2	40	39	17	2	40
Mixed	22	10	45	10	45	131	57	10	45
Sampling Method	Stratified	Purposive (census)	Purposive (census)			Stratified and Random			

Table 3.1 shows the sampling method and population target from various categories of schools. Stratified sampling was used to classify schools into girls, boys and mixed only because single-gender schools are likely to have different experiences on DSA as compared to mixed schools and this may influence the head teacher's practices as observed (Imbosa, 2002). Stratified

random sampling was used to sample 15 secondary schools to take part in the study out of the 33. A sample of 15 Head teachers and 15 G&C head of department which constitutes 49.5% was selected by census; all from the schools sampled. The researcher used random sampling to select a sample of 230 students from the 15 secondary schools who represented 10% of the population. In each school 8 students were selected, 4 from Form Three and 4 from Form Four. In mixed schools, the 8 students who participated were purposively sampled to ensure equal gender representation hence 4 girls and 4 boys. Out of these, 2 girls from Form Three and 2 from Form Four as well as 2 boys from Form Four and 2 from Form Three.

3.5 Research Instruments

The instruments used were questionnaires for principals and students and an interview guide for heads of guidance and counseling department.

Questionnaires: The questionnaire was used since it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data (Kombo & Tromp, 2006). The questionnaire for principals comprised of two sections. Section A on background information data, section B on use of curriculum implementation relevant to curbing DSA, use of G&C and the use of school rules to address drug and substance abuse. The questionnaire for students also had two sections. Section A on background information of the student, section B on the use of curriculum, guidance and counseling and school rules in curbing drug and substance abuse among students.

Interview guide : An interview guide for heads of guidance and counseling presented a variety of questions which collected information on drug and substance abuse situation in their schools, use of curriculum in curbing DSA, the use of guidance and counseling in curbing DSA and the challenges the department experiences in curbing drug and substance abuse in their schools. The interview guide had a list of questions to be covered based on the research questions and objectives. Interviews provide in-depth information about cases of interest to the researcher and help the informant to open up as the researcher stimulates the respondent to produce more information (Kombo and Tromp, 2006). The researcher therefore found out when the respondents were available to spend time in responding. They were conducted in private to enhance confidentiality due to its sensitive nature so that the researcher would gather detailed information on the research investigations.

3.6 Validity of the Instruments

Validity is a measure of how well a test measures what it is intended to measure (Kombo & Tromp, 2006; Mugenda, 2009). According to Orodho (2004), he points out that to ensure validity, a researcher needs to foremost appraise the instrument to be used in the study. The test items in the instruments were tested for content validity, which is the extent to how questions in the instruments provide adequate coverage of the investigative questions (Sounders, 2007). This was done through a pilot study, where five head teachers, five heads of guidance and counseling and 20 form 3&4 students outside the sample populations participated (Kombo & Tromp, 2006).

This helped to highlight items in the research instrument that were ambiguous and inappropriate in order to improve quality and validity before the actual study.

3.7 Reliability of the Instrument

Reliability is the consistency of measurement or degree to which an instrument measures the same way each time it is used under the same condition with the same subjects (Mugenda & Mugenda, 2009). Test-retest method was used to establish the coefficient of internal consistency of the research instruments. This method involved giving the same test to the respondents in the pilot group twice. The scores on the two occasions were then correlated using the Pearson's Product Moment Correlation Coefficient.

Where;
$$r = \frac{\sum(x-\bar{x})(y-\bar{y})}{\sqrt{[\sum(x-\bar{x})^2][\sum(y-\bar{y})^2]}}$$

Key:

x = the score for independent variable

y = the score for dependent variable

\bar{x} = the mean score for independent variable

\bar{y} = the mean score for dependent variable

It thus shows the relationship between the dependent (y) variable and the independent variable (x). For this study, head teachers' practices such as use of curriculum, use of guidance and counseling and use of school rules are independent variables (x) while curbing DSA is the dependent variable (y). According to Mugenda and Mugenda (2009), a coefficient of 0.7 or more, shows that there is high reliability of the instruments. The reliability of the

students' questionnaire yielded a score of 0.82 while that of the principals' questionnaire yielded a score of 0.865 which indicates that the instruments used for research were reliable for data collection.

3.8 Data Collection Procedures

The researcher sought an approval letter from The University of Nairobi thereafter a permit obtained from National Commission for Science, Technology and Innovation (NACOSTI) which is charged with the responsibility of issuing permits for research in Kenya. The researcher then proceeded to seek clearance from Sub-County Education Office. Thereafter the researcher visited the selected school principals to make appointments on when to collect data. Questionnaires administered were collected on the same day and interview was done the same day.

3.9 Data Analysis Techniques

Data was analyzed both qualitatively and quantitatively. Quantitative data was coded and entered into the computer using Statistical Package for Social Sciences (SPSS) Version, 20. Descriptive statistics were used to analyze the quantitative data. The data was presented in form of tables and graphs. A five point Likert scale was used where the following numbers represented; 1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree. Responses from interview guide were transcribed and organized into themes and reported in narratives. Hypothetical names were used to conceal the real identity of the respondents.

3.10 Ethical considerations

Ethical considerations has been defined as a branch of philosophy which deals with ones' conduct and serves as a guide to ones' behaviour (Mugenda & Mugenda, 2004). Research involving human participants should be performed with the informed consent of the participants as perceived by many social scientists (Nachiamis & Nachiamis,1996). It is the researcher's ethical obligation to keep the respondents' identities private (Makore and Rukani, 2001).

The researcher sought permission to carry out the study from the Graduate School of University of Nairobi, the Ministry of Higher Education and Technology at sub-county level and principals of selected schools. The researcher first informed the respondents that the information they gave was protected, private and confidential geared towards research purposes only. The researcher asked the respondents not to write their names or the name of the school in the questionnaires so as to maintain anonymity. Research should not harm the respondents (Makore and Rukani, 2001). Harm may be in many forms such as embarrassment, irritation, anger, emotional and loss of self esteem. In this study, the researcher considered these ethical issues given the sensitive nature of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consists of analysis, presentation and interpretation of data collected. The study investigated the practices used by the head teachers in curbing drug and substance abuse in public secondary schools in Mukurweini sub-county, Kenya. Data was collected from head teachers, heads of guidance and counseling departments and students of sampled schools. Findings from head teachers were presented first followed by those from the students and lastly the findings from the heads of the G&C departments were presented.

Data on the background information of the study respondents was presented first, followed by a descriptive analysis of data and discussion on general perspective of drug abuse in secondary schools. It was followed by discussion of findings from use of curriculum in curbing DSA, use of Guidance and Counseling to curb DSA, use of school rules and regulations in curbing DSA and head teachers' characteristics of gender, age, academic qualification and experience and how they influence curbing of DSA.

4.2 Instrument Return Rate

The study sought information on head teachers' practices in curbing DSA in schools. Questionnaires were administered to school principals and students of sampled schools. Heads of guidance and counseling departments were interviewed as shown in Table 4.1.

Table 4.1

Instrument Return Rate

Questionnaires	Number issued F	Number Returned F	Percentage Returned
Principals	15	15	100
Students	230	225	97
Interviews (HOD)	15	13	86

A total of 245 questionnaires were administered in 15 secondary schools out of which 240 were satisfactorily responded to. This represented 97.9% total instrument return rate. All the 15 questionnaires distributed to head teachers were satisfactorily and consistently filled. The researcher conducted 13 out of 15 interviews with the heads of G&C departments which represented 86% response rate. Out of 230 questionnaires distributed to students in 15 schools, 225 out of 230 were satisfactorily and consistently filled. According to Mugenda and Mugenda (2009), 50% response rate is adequate, 60% is good and above while 70% is very good. This is in agreement with Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate of greater than 70% is very good. Based on this assertion, the response rate in this case of 97% is therefore very good. The findings represented are based on the feedback obtained from those sources.

4.3 Demographic Information

The study sought background information from head teachers, heads of guidance and counseling and students on age, gender, academic qualification

and experience. The researcher believes that these parameters have an influence on head teachers' practices to curb DSA.

4.3.1 Gender of Respondents

Garba and Garba (2010) observes that gender influences people's attitudes, social roles and responses to situations and adds that females are understanding, kind, soft but firm in nature. Their male counterparts are more often aggressive, decisive and quick in decision making. This study sought for gender and explored if it influenced practices to curb DSA. The results showed that 52% of the head teachers were male while 48% were female. This was the case because boys' schools had male principals while most mixed secondary schools had male head teachers. There was an assumption that the head teachers were fairly distributed across both genders based on the study findings, hence an assumption that the responses were not biased towards one gender. Out of the 13 heads of guidance and counseling department interviewed, eight were female while five were male representing 62% and 38% respectively.

4.3.2 Age of Respondents

Age determines the precision and vigor with which an individual performs tasks hence likely to influence how head teachers deal with students' discipline problems such as DSA (Ouru, 2008). Head teachers aged between 35-47 were energetic and effective administrators than their younger and much older counterparts (Ouru, 2008). The study sought to know the age of the head teachers and G&C heads of departments and how it influences curbing of DSA. This is shown in Table 4.2.

Table 4.2

Head Teachers' and G&C Heads' Age

Age(years)	Principals		HODs G&C	
	F	%	F	%
30-34	0	0	2	15.3
35-44	2	13.3	4	30.8
45-54	8	53.4	5	38.6
Over 55	5	33.3	2	15.3
Total	15	100	13	100

As illustrated in table 4.2, a bigger proportion of the head teachers (53.3%) were aged between 45-54 years; 13.3% were aged between 35-44 years and 33.3% were over 55 years of age. The responses show that majority of the head teachers (53.4%) in study were distributed in the 45-54 age bracket though it was noted that respondents were distributed across all the age groups and therefore could provide desired responses to the study questions in relation to the influence of the head teachers age on their practices and thus the findings do not have any bias towards age.

Majority of the heads of guidance and counseling department (38.6%) were between the age brackets of 45-54 followed by those in age bracket 35-44 (30.8%) while two were in 30-34 (15.3%) and two others (15.3%) were over 55 years.

4.3.3 Head Teachers' Experience

The head teachers' years of service enhance the experience and understanding of learners' behavior and character patterns. Problems of drug and substance abuse lead to behavior changes which can be easily detected by an

experienced head teacher. The head teachers were therefore asked to indicate for how long they had served as school heads. The results are illustrated in Table 4.3.

Table 4.3

Head Teachers’ duration of Service as Principal

Duration (years)	Frequency	Percentage(%)
Less than 5	3	20
5-10	7	46.6
11-20	5	33.3
Total	15	100

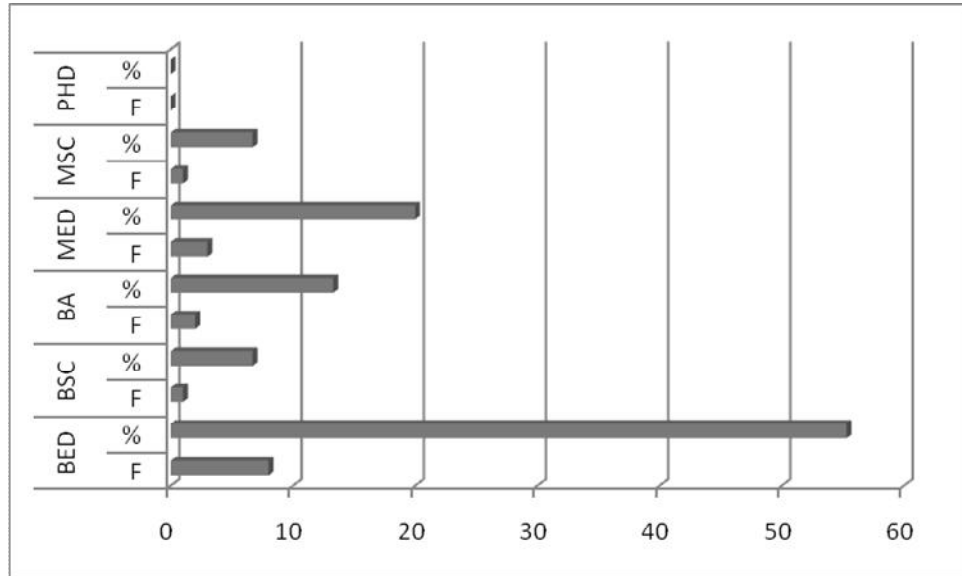
From the analysis, 20% of head teachers had been serving as principals for less than 5 years, a further 46.6% had been serving as principals for a period between 5-10 years while 33.3% of the study respondents had been serving as principals for a period between 11-20 years. The period of 5-10 years where majority (46.6%) of the respondents lay was considered long enough for a school principal to gain experience on identifying students who were abusing drugs based on drug knowledge and exposure to drug related incidents. Hence the head teachers in the sampled schools were found to be fit to respond to the study questions on the practices used to curb DSA among students.

4.3.4 Head Teachers’ Academic Qualifications

Sisungu (2011) stated that education enhances the proficiency, operational and conceptualization skills of an individual. For these reasons, the academic qualification of head teachers interviewed was sought in order to find out how they had influenced the practices used in curbing DSA. This is shown in Figure 4.1.

Figure 4.1

Head Teachers' Academic Qualifications



The results show that majority of the principals 8, (53.3%) had BED; followed by 3, (20%) who had MED; 2 (13.3%) had BA; 1, (6.7%) had MSC; 1, (6.7%) had BSC while none of the respondents had PHD. The findings show that the head teachers were qualified at least up to first degree (BED-53.3%).

4.4 Demographic Information of Students

The research sought the demographic information of the students. The information was to enable the researcher understand the distribution of sampled students in terms of their age and gender from the sampled school categories.

4.4.1 Students' Gender

Students' gender has an influence on their development and behavior regarding to the abuse of drugs. Erambo, Mutsotso and Kabuki (2011) argue that both male and female students are equally vulnerable to substance abuse

and that understanding gender and substance abuse could makes it easy to implement prevention programs. Table 4.4 shows the students' gender.

Table 4.4

Students' Gender		
Gender	Frequency	Percentage(%)
Boys	122	52.2
Girls	103	47.8
Total	225	100

The students were asked to indicate their gender. The findings showed that 52.2% of the students sampled were boys while 47.8% were girls. The findings show that the students were fairly distributed across both genders and thus the responses are not biased to one gender as shown in table 4.4.

4.4.2 Students' Age

According to Erambo, Mutsotso and Kabuki (2011), ages between 13-14 years was the key age group when students first experiment with drugs and substances and begin to form a habit with substance abuse by ages 15-16 years. These according to the researcher's observation are the ages when most students are in secondary school hence the study used the age groups of the students. Table 4.5 shows the students distribution within the age brackets.

Table 4.5

Students' Age		
Age(years)	Frequency	Percentage(%)
13-14	0	0
15-16	5	2.2
17-18	120	53.3
Above 18	100	44.4
Total	225	100

As illustrated in table 4.4, majority of the students (53.3%) were aged between 17 and 18 years; followed by 44.4% who were over 18 years of age and in the sample respondents; few students (2.2%) were under the age of 17 years. The school entry age into standard one according to the MOE is 6 years and in the absence of any interruptions, such pupils join form one at the age of 14 years and complete form four at the age of 18 years (Republic of Kenya, 2005 and 2006). Since the study involved respondents from form three and form four, there was no respondent among them who was below the age of 16.

4.5. Types of Abused Drugs and Substances

Kaguthi (2004) and King'endo (2007) explained that drugs and substances are abused because they are cheap and readily available. They identified alcohol, cigarettes, miraa and bhang as the most abused drugs due to their availability. Students were asked to name the types of drugs commonly abused by students in the schools. The results are shown in Table 4.6.

Table 4.6

Students' Response on Types of Commonly Abused Drugs

Drug	Frequency	Percentage(%)
Bhang	200	88.8
Alcohol	210	93.3
Miraa	100	44.4
Cigarettes	150	66.6
Tobacco	87	38.6
Mandrax	4	1.7

N=225

The students indicated that the commonly abused drugs and substances were alcohol as indicated by 93.3% of the students followed by bhang as indicated

by 88.8% of the students, then cigarettes as indicated by 66.65% of the students and miraa as indicated by 44.4% of the students. Then tobacco followed as indicated by 38.6% of the students and finally mandrax was least commonly abused. Findings from the students on commonly abused drugs and substances indicated bhang (88.8%), alcohol (93.3%), miraa (44.4%), cigarettes (66.6%) and tobacco (38.6%) commonly abused. Mandrax is not commonly abused as seen from the findings at 1.7% because it is expensive which possibly explains the low frequency in access and abuse.

4.5.1 Causes of Drug and Substance Abuse in Schools

World Health Organization (1993) showed that factors such as prolonged parental absence, harsh discipline, poor communication and abuse of drugs by parents may lead to or enhance drug abuse among young people. However students in their adolescent stage may take drugs due to peer pressure or for fun. Students were asked to list some causes of drug and substance abuse in the schools and the findings are presented in Table 4.7.

Table 4.7

Students' Responses on Causes of Drug and Substance Abuse

Cause	Frequency	Percentage(%)
Lack of awareness	82	36.4
Poor parenting	30	13.3
Peer pressure	200	88.8
Availability of drugs	50	22.2
A lot of pocket money	5	2.2
Stress management	180	80
Poverty	120	53.3

N=225

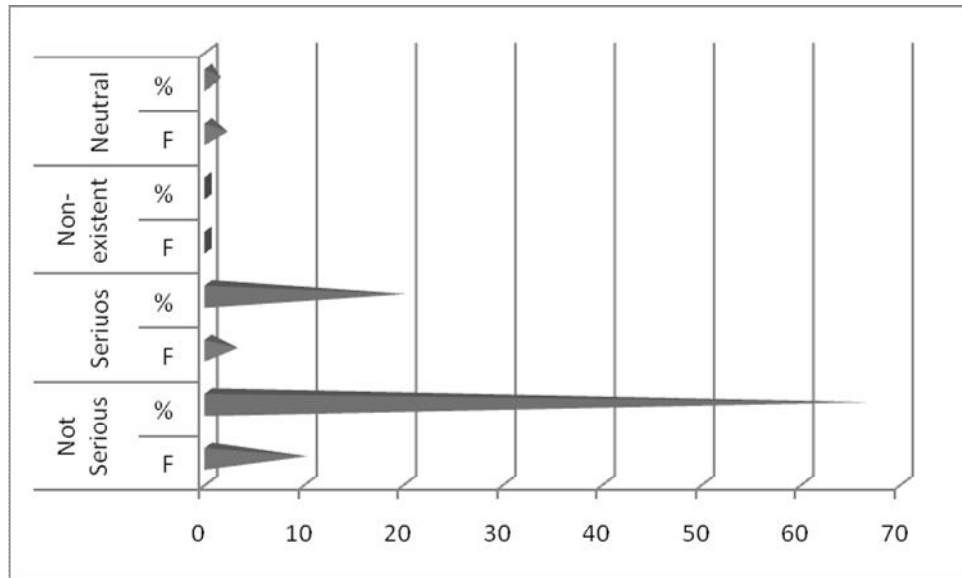
The results show that peer pressure is the main cause of DSA as indicated by the majority (88.8%) of the students. This shows that students need information that could help them resist peer pressure by making informed choices. This may be done in form of lessons or G&C sessions. It was followed by stress management as indicated by 80% of the students, which again calls for adequate guidance. Then poverty followed as indicated by 53.3% of the students which basically shows the economic power of the area of study; 36.4% of the students indicated that lack of awareness was the cause of DSA among students, this calls for creation of awareness on drug and dangers of DSA among the learners. A further 22.2% of the students indicated that availability of drugs was another cause of DSA while 13.3% and 2.2% of the respondents indicated that the cause of DSA was poor parenting and large amounts of pocket money respectively. The students' view on causes of DSA was largely dominated by peer pressure (88.8%), stress management (80%), poverty (53.3%) and lack of awareness (36.4%). Other factors included poor parenting (13.3%), availability of drugs (22.2%) and large amounts of pocket money (2.2%).

4.5.2 Level of Drug and Substance Abuse in Schools

Information on levels of DSA in schools was sought in order to establish the influence of the head teachers' practices in curbing drug and substance abuse among students. Head teachers were asked to rate the severity of DSA in the schools as well as commenting on effects of DSA among students. Figure 4.2 shows the results obtained.

Figure 4.2

Head Teachers' view on Drug Level in Schools



The results show that majority of the head teachers 10, (66.7%) indicated that DSA is not serious while 3, (20%) indicated that it is serious; 2, (13.3%) of the respondents preferred not to disclose the level of DSA in the schools while none of the principals indicated that DSA was nonexistent in their schools.

4.6 Influence of Use of Secondary School Curriculum in Curbing DSA

The first objective of the study was to assess the influence of the head teachers' use of curriculum as a practice in curbing DSA among students in public secondary school in Mukurwe-ini sub-county. Curriculum is all that is planned to enable the student acquire and develop the desired knowledge, skills and attitudes. The content of the school curriculum is used to create awareness on types, causes and effects of DSA. The secondary school syllabus contains subjects like life skills that address DSA in some topics. Life skills

education is a program meant to impart knowledge on practical aspects of daily living and skills for individual survival (KIE, 2008). It was developed to equip learners with knowledge, skills and attitudes to cope with social and behavioral challenges, peer pressure and other emerging issues facing students. Life skills is compulsory though not examinable hence not accorded the seriousness it deserves (Mutsotso, 2004). Therefore school principals, heads of guidance and counseling departments and students were asked to indicate to what extent different areas of curriculum influenced curbing of DSA in schools. The findings have been presented in the following sub sections.

4.6.1 Areas of Curriculum Used to Curb DSA.

The study used a Likert scale to get the views of the head teachers and students on areas of curriculum used as a practice to curb DSA in secondary schools. In this section a 5 point Likert scale was used to seek an insight into the nature and usage of the various aspects of the school curriculum in curbing DSA. A rating of “Strongly Agree” had a score of 5 assigned to it; “Agree” was assigned a score of 4; “Neutral” was assigned a score of 3; “Disagree” was assigned a score of 2; “Strongly Disagree” was assigned a score of 1. A weighted mean score was used to interpret the results. A mean score of 5-3.5 was taken to mean that the respondents, agreed with the statement. A mean score of 3.4-2.6 was taken to mean that the respondents were neutral while a mean score of 2.5-1 was taken to mean that the respondents did not agree with the statement.

Responses from head teachers were presented and analyzed followed by responses from students as shown in Table 4.8 and Table 4.9 respectively.

Table 4.8

Head Teachers Responses on Areas of Curriculum Used to Curb DSA

Statement	1		2		3		4		5		Mean Score
	F	%	F	%	F	%	F	%	F	%	
The school curriculum addresses DSA among students	0	0	0	0	0	0	2	13	13	87	4.8
Students are aware of topics in the curriculum that address DSA	0	0	0	0	0	0	8	53	7	47	4.4
Teachers are competent in handling DSA among students	0	0	4	27	2	13	6	40	3	20	3.5
Co-curricular activities such as drama, music and sports are used to create awareness on DSA	0	0	0	0	2	13	5	33	8	53	4.4
School syllabus is effectively taught to enhance curbing of DSA	0	0	1	7	3	20	4	27	7	47	4.1
Life skills is taught in your school	2	13	7	47	4	27	1	7	1	7	2.4

Key: 1.Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Head teachers surveyed agreed that the school curriculum adequately addresses the problem of drug abuse in schools this post a mean score of 4.8. They also agreed that students are aware that there are topics in the curriculum that address drug and substance abuse as it returned a response mean score of 4.4. The head teachers further agreed that co-curricular activities such as

drama, music and sports adequately create DSA awareness among students as this posted 4.4 mean score response. This shows that co-curricular activities are used to create awareness. The findings agree with those of Muraguri (2004) and Matzingulu (2009).

On school syllabus, the head teachers agreed that it is taught effectively to enhance curbing DSA as this posted 4.1 response mean score. When asked to indicate whether teachers were competent in handling DSA among students, the respondents agreed; as the statement returned a mean score of 3.5. This shows that teachers have adequate knowledge about drugs hence able to handle related issues with competence. A statement on whether life skill lesson is taught in schools posted a mean score response of 2.4 indicating that the respondents disagreed on its teaching. This concurs with a studied carried out by Mutsotso (2004) which revealed that most school head teachers preferred to concentrate on examinable subjects due to clamor for high grades in national examination and competition with other schools.

The statements relating to use of curriculum were presented to students and they yielded the following results as presented in Table 4.9.

Table 4.9**Students' Responses on Use of Curriculum to Curb DSA.**

Statement	1		2		3		4		5		Mean Score
	F	%	F	%	F	%	F	%	F	%	
The school curriculum helps to curb DSA among students	15	6.7	100	44.4	14	6.2	50	22.3	46	20.4	3.0
Co-curricular activities such as drama, music and sports are use to create awareness on DSA	35	15	130	57.7	10	4.4	30	13.3	20	8.8	2.4
Are you aware that some subjects in the curriculum address DSA	0	0	0	0	25	11.1	115	51.1	85	37.8	4.2
Life skills lesson plays an important role in creating awareness on DSA in your school	50	22	100	44.4	25	11.1	30	13.3	20	8.9	2.3

Key: 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5 -Strongly Agree

The mean score on students' awareness that some subjects in the curriculum address DSA response was 4.2, indicating that the students were in agreement as it was the case with the head teachers' response mean of 4.4.. The

researcher confirmed that DSA is part of the science, social and religious studies syllabus at secondary school level. However, a study by Kabiru (2009) indicated that although topics on DSA were included in the school curriculum, 51.1% of the students in this study indicated that this had not helped to curb DSA in schools while 6.2% were neutral; 22.3% agreed and 20.4% strongly agreed. The result from table 4.8 show that students were neutral on whether school curriculum helps to curb drug and substance abuse as this statement posted a mean score of 3.0 while the head teachers agreed that curriculum helps in curbing DSA with a mean of 4.8.

When further asked whether co-curricular activities such as drama, music and sports were used to create awareness on DSA, students disagreed as this posted a mean score response of 2.4 this contrasted the head teachers' response in which they agreed that co-curricular activities helped to create DSA awareness posting a mean of 4.4. Question on what role life skills lesson played on the students' welfare recorded a mean of 2.3. This corresponds with the head teachers' response mean of 2.4 disagreeing that life skills is not adequately taught in schools hence a perception that the students do not relate to its content hence it plays a minimal role in their well being in creating DSA awareness.

4.6.2 Responses from G&C Heads on use of Curriculum in Curbing DSA

Guidance and counseling heads of departments were interviewed on whether the school curriculum addresses DSA in schools. Majority indicated that it does through subject topics on drugs in Biology, life skills and chemistry

though adding that the content covering DSA was inadequate in fully addressing drug and substance abuse awareness. Mary, a head of G&C department head stated that “DSA is not adequately covered in the school syllabus and more information should be added to the curriculum”. Most of them noted that the curriculum should be revised to tailor a subject that fully addresses DSA. Other subjects that were noted to tackle DSA include Christian religious education (Imbuya, 2009). It was further noted that some of these subjects that address DSA are optional hence information does not get to all learners. According to Imbuya (2009), Christian religious education enhanced students’ fear of God and helped them shun deviant behavior but also indicated that it was an elective subject.

The majority of heads of G&C department also indicated that some schools were using videos, posters and booklets and documentaries with DSA topics showing dangers of DSA among youths to further create awareness among the students. Life skill lesson was not frequently taught as stated by a majority of the guidance and counseling heads of departments citing that it was not on the school timetable in majority of the schools sampled. It was also noted by the heads of guidance and counseling departments that co-curricular activities such as drama, music and sports were not adequately designed to create DSA awareness among the students.

4.7 Use of Guidance and Counseling to Curb DSA

Objective two of this study sought to determine the influence of the head teachers’ use of guidance and counseling to curb DSA in schools. The findings

are discussed in the following section. The aim of guidance and counseling is to help individuals in understanding themselves and help them make informed choices in the process of decision making. G&C benefits students by addressing their intellectual, emotional, social and psychological needs (Ouru, 2008). Information on how guidance and counseling is used as an administrative practice to curb DSA among secondary school students was sought from head teachers, heads of G&C departments and students.

4.7.1 Frequency of talks from DSA Experts

The findings on how frequent DSA experts were invited to talk to students are presented in Table 4.10.

Table 4.10

Students' Responses on Frequency of invited DSA Experts

Duration	Frequency	Percentage(%)
Weekly	0	0
Monthly	0	0
Termly	50	22.2
As need arises	170	75.5
Never	5	2.2
Total	225	100

The majority of students (75.5%) indicated that DSA experts were invited as need arose; a further 2.2% indicated never at all while there were no experts invited weekly or monthly. This shows that students had scanty information on drug and substance abuse with regard to causes and dangers of indulging in drug abuse. There was inadequate exposure to DSA related knowledge which would likely result to students abusing drugs and substances. The majority of students, 134 representing 59.6% said that guidance and counseling sessions

related to DSA were conducted in their schools while 91 representing 40.4% indicated that they were not conducted.

The majority of heads of guidance and counseling interviewed reported that DSA counseling experts were not frequently invited to talk to students due to cost implications; however some observed that when need arose; an expert was usually invited though once after a long time. Majority of the heads of G&C department further observed that DSA is a contagious issue that needs experts to equip learners with its causes and dangers.

4.7.2 Influence of G&C on DSA

Respondents' views on the influence of G&C on DSA collected are presented in Table 4.11 and Table 4.12.

Table 4.11

Students' Responses on Influence of G&C in Curbing DSA

Statement	1		2		3		4		5		Mean Score
	F	%	F	%	F	%	F	%	F	%	
G&C sessions address DSA among students	0	0	0	0	4	1.8	121	53.8	100	44.4	4.4
Teachers are competent in handling DSA issues	20	8.9	90	40	20	8.9	85	37.8	10	4.4	2.8
The school principal is competent in handling DSA issues	0	0	0	0	15	6.7	90	40	120	53.3	4.4

Key: 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

The students when asked whether G&C sessions addressed DSA they agreed posting a mean score of 4.4. This is in agreement with The World Drug Report

(2011) which indicates that guidance and counseling has been used world over as first line intervention to drug and substance abuse among the youth (UNODC, 2011). Students further rated the school head teachers competent with a mean score of 4.4 in handling DSA related issues among students. The students were further asked if the teachers were competent in handling DSA problems among students, this posted a mean score of 2.8; which shows that the students were neutral on the teachers' competencies on handling DSA.

The following responses were collected from the head teachers on the use of guidance and counseling to curb DSA as shown in Table 4.12.

Table 4.12

Head Teachers' Responses on the Influence of G&C in Curbing DSA

Statement	1		2		3		4		5		Mean Score
	F	%	F	%	F	%	F	%	F	%	
You are directly involved in G&C of DSA cases among students	0	0	0	0	0	0	10	67	5	33	4.3
You often conduct DSA counseling seminars in school	0	0	4	27	4	27	5	33	2	13	3.3
There is a G&C unit in school	0	0	8	54	0	0	3	20	2	13	2.5
G&C influences curbing of DSA among students	0	0	0	0	0	0	5	33	10	67	4.6
The head of G&C is competent in dealing with DSA cases	0	0	4	27	3	20	3	20	4	27	3.2

Key: 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

As shown in table 4.12, school head teachers agreed that G&C is effective in addressing DSA among students which had a mean score of 4.6 which

corresponds with the students' agreeing posting a mean of 4.4. This is in agreement with Ouru (2008) who points that drug and substance abuse is tackled through G&C by providing developmental skills. Head teachers further agreed that they were directly involved in handling DSA cases among students with a mean score of 4.3, this was in agreement with the students' mean of 4.4 which rated principals competent in handling DSA issues; they however were neutral on how often drug abuse counseling seminars were conducted in schools with a mean score of 3.3.

This was the case as majority of the students (75.5%) noted that counseling experts were invited when need arose. They disagreed on having a G&C counseling unit in the schools as indicated by a mean score of 2.5; this implies that counseling services are provided rather in the open as opposed to a secluded place. When asked whether the heads of G&C department were competent in handling DSA cases they were neutral posting a mean of 3.2 which corresponded with the mean posted by the students (2.8) on the same question. Interviews conducted with heads of G&C department indicated that guidance and counseling seminars were not conducted often in schools as noted by majority of them, this finding disagreed with the responses given by the head teachers in which the head teachers agreed that counseling seminars were conducted posting a mean of 3.3. On the other hand, majority of heads of G&C further observed that schools didn't have a counseling unit to facilitate private counseling sessions. The findings corresponded with those posted by head teachers where they disagreed on having counseling units posting a mean of 2.5. Study findings by Chand (2008) and Mungai (2007) revealed that G&C

has been instrumental in mitigating DSA. Mungai (2007) further noted that individual counseling, group counseling, peer counseling, mentorship programs and role modeling helps students to overcome drug abuse.

4.8 Influence of School Rules and Regulations in Curbing DSA

Schools set rules and regulations for the adequate management of the various lifestyles of the students while in school containing the dos and don'ts (Okumbe, 2008). School rules are a set of written instructions that set parameters of the day to day operations in a school (Odhiambo, 2009). Rules enhance school discipline hence safety in work place.

Head teachers and students were asked to rate how areas of school rules are used in curbing DSA. The results are discussed based on the mean scores from Table 4.13 and Table 4.14.

Table 4.13

Head Teachers' Responses on the Influence of School Rules in Curbing DSA

Statement	1		2		3		4		5		Mean Score
	F	%	F	%	F	%	F	%	F	%	
The school has a set of rules and regulations that address DSA	0	0	0	0	0	0	1	6.7	14	93.3	4.9
The students participate in formulation of school rules and regulations	8	53	2	13	3	20	0	0	0	0	1.4
School rules are enforced on drug and substance abusing students	0	0	0	0	0	0	4	27	11	73	4.7

Key: 1-Strongly Disagree 2- Disagree 3 -Neutral 4-Agree 5-Strongly Agree

Table 4.13 shows that most school heads strongly agreed that there are a set of school rules and regulations that address DSA in their schools as this response recorded a mean score of 4.9. Head teachers further strongly agreed that school rules and regulations were enforced on students involved in DSA with a mean score of 4.7. They however disagreed on student participation in formulation of school rules and regulations as this recorded a mean of 1.4. The response concurs with the findings of a study carried out by Jeruto and Kiprop (2011) on the extent of student participation in decision making in secondary schools in Kenya pointing out that though there were attempts but mainly tokenistic. This shows that student participation was still wanting. However the head teachers suggested that students should be involved in formulation of school rules and regulations.

Table 4.14 shows the responses from students on the use of school rules to address DSA.

Table 4.14

Students' Responses on the Influence of School Rules in Curbing DSA

Statement	1		2		3		4		5		Mean Score
	F	%	F	%	F	%	F	%	F	%	
The school has a set of rules and regulations that address DSA	0	0	0	0	0	0	100	44.4	125	55.6	4.5
The students are involved in formulation of school rules	200	88.3	25	11.1	0	0	0	0	0	0	1.1
School rules are enforced on students who abuse drugs and substances	4	1.8	30	13.3	1	8	123	54.7	50	22.2	3.6

Key: 1-Strongly Disagree 2- Disagree 3-Neutral 4-Agree SA-Strongly Agree

Table 4.14 shows that schools had a set of school rules and regulation had the highest mean of 4.5, which concurred with the response from school heads who posted a mean of 4.9. This implies that schools should adequately manage students' lifestyles based on the rules and regulations. Students also agreed that school rules were enforced on students who abused drugs and substances recording a mean score of 3.6 in agreement with the mean recorded by the head teachers of 4.7. They however disagreed on student involvement in formulation of school rules and regulations with a mean score of 1.1, this corresponded with the findings from school heads which recorded a mean of

1.4. The results of findings concur with Jeruto and Kiprop (2011) that though there were attempts but mainly tokenistic. This shows that student participation was still wanting.

Interviews conducted on heads of guidance and counseling departments revealed that school rules were essential in curbing DSA among students as they outlined the penalties imposed on any students caught abusing drugs, peddling or smuggling them to the school compound. Majority of the heads of G&C however indicated that some of the rules were not enforced on students caught with drugs pointing out that sometimes their hands were tied by the Basic Education Act (2013) under which the MOE prohibits expelling students from school; and the International Convention on the Rights of the Child (CRC) where Kenya is a signatory. These policies contravene some of the school rules hence left them on the losing side. Heads of G&C departments further observed that the school administration did not engage students in formulation of school rules and regulations hence rules were basically imposed on students.

4.9 Influence of Head Teachers' Characteristics on Practices to Curb

DSA

Okumbe (1999) noted the importance of qualification and experience in enhancing the head teachers expertise, credibility, confidence and decisiveness in management practice. Ouro (2008) and Oside (2003) reported that head teachers with a long experience in handling students had a better understanding of their students and their practices as principals. Information

on the influence of head teachers' characteristics was sought and the results recorded in Table 14.15.

4.9.1 Head Teachers' responses on Influence of Head Teachers' Characteristics

Views from head teachers on the influence of head teachers' characteristics on practices to curb DSA were collected and findings presented in Table 4.15.

Table 4.15

Head Teachers' Responses on the Influence of Heads Characteristics on Curbing DSA

Characteristic	1		2		3		4		5		Mean Score
	F	%	F	%	F	%	F	%	F	%	
Age	2	13.3	3	20	2	13	6	40	2	13	3.2
Gender	0	0	1	6.7	0	0	8	53	6	40	4.2
Academic qualification	0	0	2	13.3	0	0	8	53	5	33	4
You have adequate DSA knowledge and experience	0	0	5	33.4	0	0	7	47	3	20	3.5

Key: 1-Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5-Strongly Agree

From table 4.15, it shows that most head teachers agreed that gender had the highest influence as this recorded a mean of 4.2. This finding correspond with findings from a study carried by Buto (2002), which revealed that female principals preferred dialogue whenever a problem arose in schools as a leadership strategy. However, King'endo (2007) found no inter-relationship between the head teachers' gender and levels of DSA among students. They further agreed that academic qualification influenced practices in curbing DSA as this followed with the second highest mean score of 4.0. The findings are in

agreement with findings from a study conducted by Sisungo, Buhere and Sang (2011) revealing that headship of secondary school requires knowledge and experience in managerial skills. They also agreed that they had adequate knowledge and experience in dealing with DSA related issues as this had a mean of 3.5. On age, school heads were neutral on its influence on practices for curbing DSA, this had a mean of 3.2. However studies by Mokiru (2003), Misuro (2004), Getrude (2006) and Ouru (2008) showed that the head teacher's age affected their attitudes and could influence their preferred choice of action on school issues. The findings showed that head teachers aged between 35-47 years had a positive attitude towards provision on guidance and counseling for discipline management. From the study, the heads' characteristics influence the practices used to curb DSA.

When interviewed, the heads of G&C departments some pointed out that gender influenced the practices and highlighted that male principals were better placed to handle DSA issues than their female counterparts; concurring with study findings by Buto (2002) who observed that female principals preferred dialogue whenever a problem arose in schools.

On age , the G&C departmental heads noted that older principals were less concerned with what was going on in the school and had little time for handling DSA cases among students hence young head teachers were deemed ready and effective to handle DSA . The results agree with study findings by Ouru (2008) revealing that older head teachers were less ambitious, have no

interest in recognition and are less motivated to take corrective action on students, giving students a lee way to abuse drugs and substances.

Majority of the G&C departmental heads indicated that principals who had higher academic qualification had more knowledge and skills in dealing with DSA issues. Majority of the heads of department indicated that principals who had a long serving experience were better equipped with experience in dealing with DSA. This concurs with study findings from Ouro (2008) and Oside (2003) report that head teachers with a long experience in handling students had a better understanding of their students and their practices as principals.

4.10 Challenges experienced by Head Teachers and Heads of G&C in Curbing DSA

The school head teachers and heads of G&C admitted that DSA had affected students as observed in all the sampled schools and they had some challenges dealing with DSA related issues among students. They indicated that the curriculum was not adequately tailored to address DSA among students. This was evident in few subjects that contained scanty information on DSA, further that this subjects such as CRE were elective in some schools hence not all the students received DSA knowledge. They indicated further that life skills lesson was not on most of the school timetables hence its teaching was minimal or nonexistent. On use of G&C, it was observed that most G&C teachers lacked training hence were not adequately equipped with relevant knowledge to deal with drug abuse issues among students thus were deemed incompetent in handling DSA related issues. It was also noted that there were no counseling units where counseling could be done in private. Teachers and

principals involved in G&C noted that they had little time at their disposal to attend to DSA cases among students given the nature of their work and the fact that they still had lessons to teach. This agrees with the findings of a study by Cheloti (2009) and Njagi (2014) that these teachers were unable to carry out their guidance and counseling duties because they had a big workload in terms of teaching lessons.

On school rules and regulations, it was noted that the Ministry of Education guidelines and policies contravened some school rules hence leaving schools with limited actions on students abusing drugs. Due to this, it was often difficult to enforce school rules. On the heads characteristics that influence practices used to curb DSA, it was noted that principals who had little experience serving were not effective in curbing DSA while male principals were rated better in curbing DSA than their female counterparts.

4.11 Other Strategies used to Curb DSA

The head teachers highlighted other strategies employed to curb DSA in schools. Some school heads were using people who had been affected by DSA to talk to students on the dangers of indulging in DSA. The majority indicated that they had involved the church in giving spiritual guidance to the students through organized pastoral programs. A majority of them indicated that impromptu searching of students' belongings helped to nab any drugs hidden and instilled fear in the learners so they would not hide drugs or keep them within the school compound. It was also indicated that use of local administration like the chief's office helped to arrest students nabbed with

drugs and carrying out further investigations. Another strategy was sending students who were suspected to be abusing drugs for drug testing. The majority of principals indicated that students often feared going for drug test since the results would be sent direct to school thus they refrained from abusing drugs. The Ministry of Education had placed signage for DSA warnings in school compounds to discourage use of drugs among students and those within the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings, conclusions, recommendations and suggestions for further research. The conclusions and recommendations drawn are based on the research objectives.

5.2 Summary of the Study

The purpose of this study was to assess the influence of the head teachers' practices in curbing drug and substance abuse among students in public secondary schools in Mukurweini sub-county. Four research objectives were formulated. Research objective one sought to assess the influence of the head teachers' use of curriculum in curbing drug and substance abuse among students in public secondary schools in Mukurweini sub-county. Research objective two sought to determine the influence of the head teachers' use of guidance and counseling in curbing drug and substance abuse among students in public secondary schools in Mukurweini sub-county; research objective three intended to assess the influence of the head teachers' use of school rules and regulations in curbing DSA among students in public secondary schools in Mukurweini sub-county. Research objective four intended to establish the extent to which head teachers' characteristics of gender, age, academic qualification and experience influenced their practice in curbing drug and substance abuse.

The target population consisted of 33 public secondary schools that are 22 mixed schools, 6 boys' schools and 5 girls' schools. From the data collected, out of the 245 questionnaires administered 240 were filled and returned which presents 97.9% response rate.

Chapter two had literature review that was done under different headings on the concept of drug and substance and the head teachers' characteristics of gender, age, academic qualification and experience that influence their practice to in curbing DSA among students. Chapter two was later summarized by a conceptual framework.

This study employed a descriptive research design. The total sample size was 15 principals, 15 heads of guidance and counseling department and 230 secondary school students, making a total of 245 respondents. Data was gathered by use of questionnaires and an interview guide for heads of guidance and counseling departments.

5.3 Findings of the Study

The study came out with the following research findings:

Curriculum contains information on DSA but does not adequately address DSA. The content is too scanty and does not sufficiently tackle in depth issues on drug and substance abuse as indicated by heads of guidance and counseling departments. There is no proper emphasis given to topics that touch on DSA issues and some subjects that address DSA are elective in many schools hence learners do not get adequate information on drug abuse. This was indicated by

students posting a mean score of 3.0 when asked whether the school curriculum helped to curb drug and substance abuse among students.

The findings also showed that life skills lesson was not taught in most schools since study questions focusing on it scored a mean of 2.4 from both head teachers and students. This could be the case since the subject is not examinable but it is important for schools to embrace its teaching as part of the curriculum. Co-curricular activities such as drama, music and sports were also not adequately used to create awareness on DSA issues as observed by heads of guidance and counseling departments and students. There is need for schools to design the co-curricular activities in a manner that they are used adequately to create DSA awareness and to provide remedial measures for learners. However, there is urgency for head teachers to follow up on these co-curricular activities and know how they are used to curb DSA since they agreed that its use is effective posting a mean score of 4.4.

Guidance and counseling sessions were offered in most schools once in a week but the sessions did not have much discussion on DSA as the heads of departments noted. From the study, head teachers responded with a mean score of 4.3 indicating that they were directly involved in handling DSA cases among students and that they were competent as rated by the students with a mean score of 4.4. Findings from the study further showed that teachers were not competent in handling DSA issues as indicated by the students' response of 2.4 mean score. It showed thus that guidance and counseling is not appropriately being used to address DSA. Students (75.5%) noted that expert

DSA counselors are only invited to schools when need arises while some students indicated that experts had never been invited. Heads of guidance and counseling pointed out that they lacked facilitation from the administration to enhance effective delivery of services on counseling to learners; they also noted the challenge of time given the teaching work load.

On rules and regulations, majority of the respondents indicated that the schools had a set of rules and regulations; however they were not being reinforced to curb DSA as noted by heads of guidance and counseling departments. Further findings showed that formulation of school rules and regulations did not involve student participation. The student responded to this with a mean score of 1.1 as well as that of head teachers of 1.4; both disagreeing on student involvement in formulation of school rules and regulations. However in some schools, rules were used appropriately to deal with students who were victims of DSA.

The study further found out that age, gender, academic qualification and experience of the head teachers influenced their practice to curb DSA. Head teachers agreed that gender, academic qualification and experience influenced the heads practices to curb DSA while some remained neutral with a mean score of 3.2 on the influence of age. Heads of guidance and counseling departments indicated that age affected an individual's esteem, while others indicated that gender influenced the firmness and assertiveness in enforcing school rules and further observed that academic qualification and experience influenced the techniques of handling students involved in DSA. Long-term

experience and higher academic qualification enhanced their proficiency and operational skills that were useful in problem solving as noted by the G&C departmental heads.

5.4 Conclusions

The study concludes that drug and substance abuse is a problem that secondary school curriculum does not contain adequate content on drugs and substance abuse that would equip learners with sufficient knowledge and skills to help them resist drug and substance abuse. Hence the practice has insufficient influence towards curbing DSA.

On the influence of guidance and counseling, majority of the head teachers and heads of guidance and counseling lacked specialized skills and knowledge to deal with DSA counseling. Guidance and counseling was not being exploited to address drug and substance abuse issues among many students. Schools lacked experts to handle DSA related issues as indicated by low invitation rate of experts. Hence the study concludes that the benefits of G&C have not been fully harnessed thus its use has little influence in curbing DSA.

On the influence of school rules and regulations, it was noted that MOE policies and guidelines contravened the enforcement of school rules. It was also found that students were not involved in formulation of these rules. The study therefore concludes that their use posted insignificant influence in curbing DSA.

The study explored the influence of head teachers' characteristics and from the findings, it concludes that age, gender, academic qualification and experience greatly influence practices of curbing drug and substance abuse among students.

5.5 Recommendations

Based on the findings, the study makes the following recommendations;

- a. Guidance and counseling teachers should;
 - i) Be trained on relevant skills and knowledge related to DSA since the study established that they had inadequate knowledge.
 - ii) Be deployed to various schools, study findings revealed that G&C teachers had a big teaching work load which interfered with counseling services.
 - iii) Support fully guidance and counseling programs aimed at addressing DSA among students. Study findings revealed that there was no adequate facilitation to G&C departments with materials to enhance curbing of DSA. This could be done by purchasing relevant books, videos and magazines that offer information on DSA.
- b. The Ministry of Education could organize national workshops and seminars annually to facilitate this form of capacity building for guidance and counseling teachers on drug and substance abuse control.
- c. Head teachers should;
 - i) Establish prevention programmes in their schools carried out once in a week and all members of staff should be committed to the success of

such programmes since findings revealed that guidance and counseling sessions didn't address much on DSA issues.

- ii) Provide secluded and conducive rooms for counseling to enhance privacy. Findings from the study showed that most schools did not have a guidance and counseling units.
- iii) Invite DSA expert counselors once every month to tackle students' concerns on DSA. It was revealed that most head teachers did not invite experts hence much counseling was left for teachers to do who didn't have much DSA knowledge.
- iv) Involve the students in formulation of school rules and regulations at the beginning of each year this will foster co-operation and uniformity in enforcement. The study revealed that schools did not encourage student participation in formulation procedures and that rules contravened MOE policies and guidelines. Principals should therefore ensure that rules formulated are aligned to MOE policies and other children rights.

d. The Kenya Institute of Curriculum Development (KICD) should design curriculum to address drug and substance abuse since the study established that the content available is scanty in the existing subjects.

5.6 Suggestions for Further Research

Based on the observations during the study, the researcher recommends further research in the following areas:

- i) Relationship between head teachers' management styles and levels of drug abuse in schools in Kenya.

- ii) Training needs of teachers involved in offering guidance and counseling to students in Kenya and how to offer training.
- iii) A similar study to be carried out in other sub-counties in Nyeri county to find out and compare the findings with those of this study from Mukurweini sub-county.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O, Box 92, Kikuyu
4/06/2017

The Principal

_____ Secondary School

Dear Sir/ Madam,

REF: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am Bosire Edna Nyakambi a Masters student at the University of Nairobi. Am conducting a research to investigate **Influence of the Head Teachers' Practices in Curbing Drug and Substance Abuse among Students in Public Secondary Schools in Mukurweini Sub-County, Kenya**. I kindly request you to allow me to conduct research in your school. Information obtained will be used strictly for research purpose and your identity will be confidential.

Thank you for your cooperation and assistance.

Yours faithfully,

Bosire Edna Nyakambi

APPENDIX 2

QUESTIONNAIRE FOR PRINCIPALS

Introduction

This questionnaire is designed to gather general information on **Influence of the Head Teachers' Practices in Curbing Drug and Substance Abuse among Students in Public Secondary Schools in Mukurweini Sub-County, Kenya**. Any information you give will be used for purposes of this research only. Please do not indicate your name or school anywhere in this questionnaire. Tick the appropriate answer in the bracket [] provided and fill in the spaces provided for questions requiring your opinion.

Section A: Background Information

1. What is your gender? Male [] female []
2. What is your age bracket? 35-44 years [] 45-54 years [] Over 55 []
3. How long have you served as a principal? Less than 5 years [] 5-10years [] 11-20years[]
4. What is your academic qualification?
BED [] BSC [] BA [] MED [] MSC [] PHD [] Any other

Section B: Head Teachers' Practices in Curbing Drug and Substance Abuse

i. Use of Secondary School Curriculum, Guidance and Counseling and School Rules and Regulations.

The following statements relate to aspects of the school curriculum, guidance and counseling and school rules and regulations that can curb drug and substance abuse among students in secondary school. Use the following key to rate their influence and tick in the box across each question

1. Strongly disagree 2.Disagree 3.Neutral 4.Agree 5.Strongly agree

	1	2	3	4	5
5. Curriculum					
i. The school curriculum addresses drug and substance abuse among students					
ii. The students are aware that there are topics in the curriculum that address drug and substance abuse					
iii. Teachers are competent in handling drug and substance abuse among students					
iv. Co-curricular activities such as drama, music and sports are used to create awareness on drug and substance abuse					
v. School syllabus is effectively taught to enhance curbing of drug and substance abuse					
vi. Life skills is taught in your school and addresses DSA among students					
6. Guidance and Counseling					
i. You are directly involved in guidance and counseling of drug and substance abuse among students in your school					
ii. You often conduct drug abuse counseling seminars at your school					
iii. There is a guidance and counseling unit in your school					
iv. The use of guidance and counseling influences curbing drug and substance abuse among students					
v. Head of G&C department in your school is competent in dealing with drug and substance abuse among students					
7. School Rules and Regulations					
i. Your school has a set of rules and regulations that address drug and substance abuse effectively among students					
ii. The students are involved in formulation of school rules on DSA					
iii. School rules are enforced on students who abuse drugs and substances					
8. Head teachers' characteristics					
i. The following principals' personal characteristics influence his/her practices in curbing drug and substance abuse among students.					
a. Principals' age					
b. Principal's gender					
c. Principal's academic qualification and experience					
ii. You have high DSA knowledge and ability in tackling drug					

and substance abuse cases among students effectively						
--	--	--	--	--	--	--

9. Please list some challenges faced by the guidance and counseling department regarding DSA

10. How would you rate the drug and substance abuse level among your students? 1. Non-existent 2. Neutral 3. Not Serious 4. Serious

11. What is your opinion on students' participation in formulation of school rules and regulations regarding DSA?

12. What challenges do you experience in your practice to curb drug and substance abuse among students in your school?

13. In your opinion, what other measures can be employed to curb drug and substance abuse among learners?

Thank you for taking your time to fill this questionnaire.

APPENDIX 3

QUESTIONNAIRE FOR STUDENTS

Introduction

This questionnaire is designed to gather general information on **Influence of the Head Teachers' Practices in Curbing Drug and Substance Abuse among Students in Public Secondary Schools in Mukurweini Sub-County, Kenya**. Any information you give will be used for purposes of this research only. Please do not indicate your name or the name of the school anywhere in this questionnaire. Please tick the appropriate answer in the bracket [] provided and fill in the spaces provided for questions requiring your opinion.

Section A: Background Information

1. What is your gender? Male [] Female []
2. What is your age? 13-14years [] 15-16 years [] 17-18 years [] over 18 []
3. Which form are you? Form 3 [] Form 4 []

Section B: Principals' Practices in Curbing Drug and Substance Abuse

i) Implementation of Secondary School Curriculum to Curb Drug and Substance Abuse

4. The following statements relate to aspects of the curriculum that can be used by the principal to curb DSA among students in secondary school. Use the key below to rate their influence.

1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

- i. The school curriculum helps to curb drug and substance abuse among students 1 2 3 4 5
- ii. Co-curricular activities such as drama, music, games and sports are used to create awareness on drug and substance abuse among secondary school students 1 2 3 4 5
- iii. You are aware that some subjects in the curriculum address drug and substance abuse 1 2 3 4 5

- iv. Life skills lesson plays an important role in creating awareness on drug and substance your school 1 2 3 4 5

ii) Head Teachers' use of Guidance and Counseling

5. The following statements relate to aspects of guidance and counseling that can be used by the principal to curb DSA among students in secondary school. Use the key below to rate their influence.

1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

- i. Guidance and counseling sessions address DSA among students in your school 1 2 3 4 5
- ii. The teachers are competent in handling DSA among students 1 2 3 4 5
- iii. The principal is competent in dealing with students who abuse drugs and substances in your school 1 2 3 4 5

6. Please name the drugs that are commonly abused by students in your school

7. Do you attend guidance and counseling sessions Yes [] No [] if yes, how many sessions per week? _____

8. How often do you have invited DSA counseling experts in your school?

Weekly [] Monthly [] Termly [] As need arises [] Never []

9. List some causes of drug and substance abuse in your school

iii) Head Teachers' use of school rules to curb DSA

10. The following statements relate to aspects of school rules and regulations that can be used by the principal to curb DSA among students in secondary schools. Use the key below to rate their influence.

1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

- i. The school has a set of rules and regulations that address drug and substance abuse effectively among students 1 2 3 4 5
- ii. The students participate in formulation of school rules and regulations 1 2 3 4 5
- iii. School rules are enforced on students who abuse drugs and substances 1 2 3 4 5

Thank you for taking your time to fill this questionnaire.

APPENDIX 4

INTERVIEW GUIDE FOR G&C HEADS OF DEPARTMENT


1. What is your age?
2. How does the school curriculum address drug and substance abuse among students? What influence does it have?
3. Is life skills lesson taught in your school? How does it influence curbing of Drug and Substance Abuse (DSA) among students?
4. What is the influence of co-curricular activities in creating DSA awareness among students?
5. How often does the school principal invite experts to your school to talk about drug related issues to students? Does this practice influence curbing DSA among students?
6. How often do you conduct drug and substance abuse counseling seminars in your school? What are the outcomes?
7. What challenges do you experience as a G&C head of department in the process of dealing with DSA related issues among students in your school?
8. Do school rules and regulations influence curbing of DSA in your school? Briefly explain how?
9. Does the process of formulation of school rules and regulations in your school encourage student participation?
10. Briefly highlight how gender, age, academic qualifications and experience may influence the principal's handling of DSA cases in your school?

Thank you for taking your time to respond to these questions.

**APPENDIX 5
RESEARCH PERMIT**

THIS IS TO CERTIFY THAT:
MISS. EDNA NYAKAMBI BOSIRE
of UNIVERSITY OF NAIROBI, 117-10103
Mukurwe-ini, has been permitted to
conduct research in Nyeri County
on the topic: INFLUENCE OF THE HEAD
TEACHERS' PRACTICES IN CURBING
DRUG AND SUBSTANCE ABUSE AMONG
STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN MUKURWEINI
SUB-COUNTY, KENYA
for the period ending:
2nd June, 2018

Permit No : NACOSTI/P/17/43898/17528
 Date Of Issue : 2nd June, 2017
 Fee Received : Ksh 1000





Edna
 Applicant's Signature

Galamb
 Director General
 National Commission for Science,
 Technology & Innovation

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

NACOSTI
National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
 Serial No.A **14240**
CONDITIONS: see back page

APPENDIX 6

RESEARCH AUTHORIZATION



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

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

Ref No. **NACOSTI/P/17/43898/17528**

Date: **2nd June, 2017**

Edna Nyakambi Bosire
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of the head teachers' practices in curbing drug and substance abuse among students in public secondary schools in Mukurweini Sub-County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **2nd June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri 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.

A handwritten signature in black ink, appearing to read 'G. Kalerwa', is positioned above the name of the Director-General/CEO.

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

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.