

**A STUDY OF PARTICIPATORY APPROACHES USED BY HEADTEACHERS  
TO CONTROL DRUG ABUSE IN PUBLIC SECONDARY SCHOOLS IN  
NYERI DISTRICT**

**BY**

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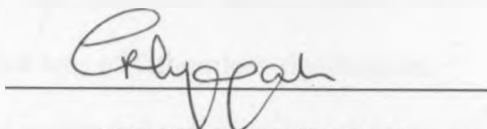
## DECLARATION

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



Ng'ang'a Mwangi Richard

This thesis has been submitted for examination with our approval as university supervisors.

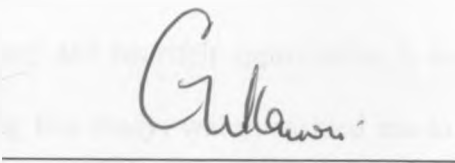


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## **DEDICATION**

This research work is dedicated to my daughter Maelruain and the future academic doyens who will keep the fire of learning burning and to the future generations.

To my late grandmother Wawaithaka, who made the past, my parents, Peter and Teresah and my wife Isabel who make the present.

## ABSTRACT

Many secondary school head teachers have dealt with matters related to drug abuse among the students single handedly without involving the entire school community of teachers, students, boards of governors and parents. This style of management used by Head teachers may be one of the reasons why the menace of drugs has resulted into destructive riots, boycotts, sit-ins and unruly conduct that have resulted to loss of lives and destruction of school properties.

The purpose of this study was to examine the participatory approaches used by head teachers to control drug abuse in public secondary schools in Nyeri District. The study also sought to identify the kinds of drugs abused by secondary school students, the sources of drugs abused, the causes of drug abuse among the students used to control drug abuse among the secondary school students. There were five hypotheses that were tested to establish if there were any significant difference between the participatory approaches used by headteachers and selected demographic variables; age, gender, administrative experience, professional grade of the headteachers and the size of school.

Literature review was discussed under the following subtopics: introduction, the concept of participatory administration and its application on drug abuse control, democracy in administration and education administration, drug dependence and abuse as a global epidemic, drug abuse and discipline in Kenyan secondary schools, research findings related to the study, participatory approaches in the prevention of drug abuse in schools and other methods of preventing drug abuse. From the literature review, an integrated approach to drug abuse control and conceptual framework was designed.

An ex-post facto design was selected for this study because it was not possible to manipulate the variables of the study like age, sex, academic qualifications, professional grade and experience of both headteachers and teachers and also the size of the school. The drug problems and attempted preventative approaches in secondary schools are directly linked in most of Kenyan secondary schools.

Data pertaining to drug abuse and related discipline challenges faced by public secondary schools in Nyeri District was gathered using questionnaires. These questionnaires were also employed in gathering data on strategies used to control drug abuse in public secondary schools in the district.

### **Research Findings**

The following are the findings of the research study:

1. The most frequently suggested participatory methods of controlling drug abuse among the students were individual guidance and counselling of students, effective participation of provincial administration in controlling drug in schools and involving peer students guidance and counselling.
2. Findings from the study have shown that Head teachers irrespective of their age had no significant difference on their participatory approaches used to control drug abuse among the students.
3. The findings also indicated that no significant difference existed between the gender of head teacher and the participatory approaches used to control drug abuse among the students.

## **Recommendations**

1. Frequent workshops and in-service courses for head teachers and heads of guidance and counselling be stepped up to train them professionally on how to involve others on drug abuse problems.
2. Involve parents on campaign against drug abuse and be guided and counselled on how to bring up their children in view of the current menace of drug abuse in the community.
3. The provincial administration to be fully involved by Head teachers in controlling drug abuse among the students in secondary schools.
4. Participatory approaches between schools and government to be encouraged so that very strict rules and guidelines would be enacted on drug peddlers and drug abusers both inside and outside the school community and application of drugs and Psychotropic Substances Act of 1994 to the letter.

## **Suggestions for further research**

The following areas are suggested for further research.

1. A replication of this study using an interview schedule as research instrument with students and parents as respondents.
2. To conduct a comparative study on the use of participatory approaches used by Head teachers to control drug abuse in secondary schools in rural and pure urban area like Nairobi Province.
3. A study on the effects of drug abuse on the spread of HIV and AIDS in secondary schools.

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## LIST OF ABBREVIATIONS

ATS – Approved Teacher Status

BA - Bachelor of Arts

BED –Bachelor of Education

BOG – Boards of Governors

BSc- Bachelor of Science

PGDE- Post Graduate Diploma in Education

PTA- Parents Teachers Association

TSC- Teachers Service Commission

UN- United Nations

WHO- World Health Organisation

## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

The influence of drug abuse on student discipline has been clearly documented (Nduhi, Daily Nation, March 21,1998:15; Siringi, Daily Nation, May 31,1999:21). Drug abuse has been identified as a major cause of indiscipline in secondary schools and has often led to poor examination performance and mass drops out of students from secondary schools (Wachira, Daily Nation, June 19, 2001:8). Discipline is very essential for the effective management of any organisation (Jones, 1989; Griffins, 1994). It is an important component of human behaviour, which not only helps to regulate people's reactions to various situations, but also their relations with others. Jones (1989) points out that sound discipline allows an organisation to function as a harmonious and humane community.

In school, discipline is central to developing an environment, which is conducive to serious learning (Docking, 1989; Tattum, 1982). Docking (1989) views discipline as a significant aspect that is essential in establishing an orderly system that creates the conditions in which learning takes place, and that allows the aims and objectives of the school to be achieved. However, most secondary schools in Kenya have not been able to maintain discipline among students which has consequently led to mass failure in national examinations (Siringi, Daily Nation, May 31,1999:21). Many Kenyan secondary schools have been experiencing student disaffection expressed in form of student riots whose causes range from alleged dictatorial administration, shortage of school facilities, too harsh rules and drug influence (Odalo, Daily Nation, March 7, 1998:15). Drug addiction creates an enabling environment for violence as it gives the abuser a false sense of greatness and power and that

could explain why rebellion of students occurs. Oirere (Kenya Times, February 14, 1998:3) notes that the problem of drug abuse in Kenyan schools has a long history and is not coming up for debate for the first time. For many years now, warnings of drug peddlers targeting schools as their prime market have grown but little has been done to change the scenario. Nduhi (Daily Nation, March 21, 1998:15) points out that secondary school student in Mbeere District start to be drug dependent at very tender age. Nduhi's (Daily Nation, March 21, 1998:15) survey conducted in the district (Mbeere) revealed that the use of miraa (khat) among the students was very pronounced. Koros (East African Standard, June 24, 1999:2) reported that in St. Philips Mixed Secondary School Muchonoke in Embu District, police discovered 36 rolls of bhang (cannabis) outside the school dormitory that was burnt by the students. Research has also shown that there is high degree of sexual activity among the drug dependent youths and that most of them become liberal on sexuality (Chandran, 1998). At Muhoho High School in Thika district, students rioted in solidarity with form ones who complained of being sexually harassed by form twos believed to be under drug influence (Wachira, Daily Nation, June 19, 2001:8). According to Siringi (Daily Nation, May 31, 1999:21), the increasing cases of indiscipline has not even spared some of the best secondary schools, and has to a large extent caused standards in these institutions to gradually drop. Lenana and Nairobi schools for instance, have had their reputations besmirched by many cases of drug abuse with the students arguing that they take bhang (cannabis sativa) and miraa (khat) because of academic pressure and the belief that drugs will enhance their academic prowess (Siringi, Daily Nation, May 31, 1999:21).

An article in the Daily Nation (September, 30, 2000:24) claimed that indiscipline in Kijabe High School was attributed to drug abuse by students where the Deputy-headteacher



of the school admitted that the majority of students frequently smuggled bhang, chang'aa, and other local brews into the school. Shocking reports have shown that even girls have not been left out in this vice that is eating at the core education. There was a case of Koru Girls Secondary School in Nyanza Province where a group of girls were suspended after being caught drunk and in possession of bhang. The Headmistress was quoted to have termed it as a simple matter (Oirere, Kenya Times, February 14, 1998:13). In Munyaka secondary school in Nyeri district, 10 girls under the influence of drugs were expelled by the Boards of Governors for locking the school gate to prevent the school bus from being taken for service. The girls were protesting being denied use of the bus to go to Nairobi to watch a play (Central Province Education Boards Report, May 2001). In Taita-Taveta High school, decision to suspend students over indiscipline was the tension between the students and school administration, outsiders involvement and drug abuse which were among the reasons behind burning of the school by the students (Thoya, Daily Nation, October 25, 2000:13).

In Kiangoma mixed Secondary school in Mathira division, Nyeri, drugged students set a newcomer on fire in a bid to test the authority of the principal who was posted there. In the same division, form four students who smoked bhang in Mathaithi secondary school were sent home for refusing to sit mock examinations for no apparent reason (Central Province Education Boards Report, May 2001).

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According to Kaanangrandson (1987) and Muchiri (1998), drug abuse and addiction was noted to be one of the most prevalent causes of discipline problems among the secondary school students. In their research findings, they concluded that all public secondary schools in Nairobi province experienced discipline problems among students with the most frequent occurring being drug abuse and drug addiction.

Chandran, (1998); Kiaye, (2001), observed that drug abuse and addiction among the students makes them liberals in their schools. It is argued that drug addiction creates an enabling environment for violence as it gives the abuser a false sense of greatness and power (Odalo, Daily Nation, March 7, 1998:15). By nature, students are risk takers and also adventure seekers due to their vulnerable stage of adolescence. Therefore, they easily fall prey to the wrong notion that drugs are the answer to feelings of depression and hopelessness among them (Tabifor, 2000; Ogando, 2001). It is therefore noted that drug abuse has been identified as a major cause of rampant school riots by the students who are under drug influence leading to wanton destruction of school property worth millions, loss of lives and eventually frequent closures of schools (Edwards, 1982; Basito, 1997; Bosire, 2000; Chesos, 2001).

In relation to these problems, most schools do not cover the syllabus as required, thus leading to poor examination performance and mass drop out of the students in our secondary schools (Judith et al, 1995; Kerachio, 1994; Wachira, 2001). It is not a wonder that many secondary schools in Kenya today are faced with problems of indiscipline cases due to drug abuse among the students (Opanga, 1997; Thoya, 2000). As has been noted by Amayo and Wangai (1994), there is indiscriminate use, abuse, and dependence on drugs of various types and this problem is so widespread that it tends to create a great concern to everybody. Drug abuse when swollen by its own publicity, has become a defining element for large parts of the youth culture, and despite massive efforts at research and public education, it is a subject about which there still exists great confusion and uncertainty (Kennedy, 1977; Oirere, 2000). According to the Ministry of Education (1979), the Principal is directly involved

in establishing the rules of behaviour, the penalties to be applied, and the approaches to be used in enforcing discipline among the students and other school members.

In 1996, the then Education Permanent Secretary, Mr. Simeon Lesirma came out strongly warning that secondary school students had become targets for hardcore drug peddlers. He placed the onus of protecting students on heads of schools who should come up and intensify guidance and counselling programmes as one way of keeping the malaise at bay (Oirere, Kenya Times, February 14, 1998:13). In the school heads meeting that was held in Eldoret from 19<sup>th</sup> -23<sup>rd</sup> June, headteachers agreed to beef up counselling and guidance departments in their schools as a strategy for controlling drug abuse, loss of property and arson among the students (Waihenya, Daily Nation, June 25, 2001:27).

However, drug abuse is so acute in secondary schools that the headteachers may not be in a position to handle it all alone (Amayo and Wangai, 1994). This is a problem requiring concerted efforts from the politicians, school community, churches, non-governmental organisations and international agencies. If a school has to be successful in its own endeavors, a spirit of camaraderie among all the stakeholders must exist. Cooperation between the headteacher and these other members is paramount if an institution can be said to be efficiently run (Kang'oro, Daily Nation, May 24, 1999:24).

Hence, headteachers need to apply participatory approaches when they control drug abuse in secondary schools. Strategies therefore must be developed to help young people avoid drug abuse. This will require a concerted effort from policy makers down to parents and then youth themselves (Tabifor, 2000).

## Statement of the Problem

The recent scenario of the state of unrest and indiscipline among the young people in Kenyan schools and institutions of higher education is of great concern to everybody (Amayo and Wangai, 1994). There are various causes of unrest in these institutions but drug abuse has been reported by the media to be a major problem in Kenyan schools. The expansion of drug abuse especially among young people is well known to all those who participate in counselling (Kennedy, 1977; Nduhi, Daily Nation, March 21, 1998:4).

In 1999, Kenyatta Mahiga high school in Nyeri district was closed indefinitely after the students roughed up their prefects to protest the punishment of their colleagues who had been sent home for indiscipline. The incident was attributed to drug abuse among those students (Koros, East African Standard, June 24, 1999:2).

One of the worst cases of student indiscipline and drug abuse was in Nyeri high school in Nyeri district where hostel cubicles belonging to four prefects were burnt by fellow students using petrol, causing the death of the four prefects. As a result of this incident, the Minister for Education admitted that cases of drug abuse was high in schools, but no statistics on drug abuse was available. However, he said that the Ministry would undertake a country survey to establish the extent of drug abuse in schools (Siringi, Daily Nation, May 31, 1999:21). Recent studies have shown that the use of drugs is spreading fast to secondary schools in rural areas, and it has been found that the drug problem is related to the management of schools (Tuiyot, East African Standard, September 7, 1996:6).

According to a report by Central Province Education Boards released in May, 2001, indiscipline was manifested in 122 cases of students' unrest that occurred between 1999 and 2000 in Central Province. However, a worrying trend was that students' unrest had evolved

from simple protests to destruction of property and burning of prefects. The report statistics revealed that Nyeri District was leading with 26 cases, Nyandarua was second with 21 cases while Kiambu was third with 20 cases.

A collective approach to enhancement of student discipline through the prevention of drug abuse in secondary schools is based on the notion that the shaping of student behaviour is not a responsibility of the school headteacher alone, but of all the members of the school community (Griffins, 1994; Kang'oro; Daily Nation, 2000, May 24:24). However, studies that have been done by Maina (1986) in Kikuyu Division, Wangeri (1986) in Thika and Muchiri (1998) in Nairobi Province have shown that there is less involvement of students, teachers and parents in discipline matters by the headteachers. The study will therefore establish the participatory approaches used by headteachers of Nyeri District public secondary schools in controlling drug abuse in their schools, since it is the most affected by drugs problem in Central Province.

### **Purpose of the Study**

The purpose of this study was to determine the participatory approaches used by public secondary school headteachers in curbing drug abuse in their schools. In addition, the study sought to establish the type of drugs abused in Nyeri public secondary schools and the involvement of the stakeholders: church sponsors, Boards of Governors, Parents - Teachers Associations, foreign donors, the government and students in controlling drug abuse in public secondary schools in Nyeri District.

## Objectives of the Study

This study focused on achieving the following objectives:

1. To identify the drugs abused by students in public secondary schools in Nyeri District.
2. To identify the drug related discipline problems among public secondary schools in Nyeri District.
3. To establish the participatory approaches that were used by headteachers to control drug abuse in public secondary schools in Nyeri District.
4. To determine whether age, gender, administrative experience and the professional grade of headteachers have any effect on the participatory approaches used to control drug abuse.
5. To examine whether the size of the school has any effect on the participatory approaches used by headteachers to control drug abuse among students.

## Hypotheses of the Study

From the foregoing objectives the following hypotheses were analysed:

- $H_{01}$  There is no significant difference between the age of headteacher and the participatory approaches used to control drug abuse among students.
- $H_{02}$  There is no significant difference between the gender of the headteacher and the participatory approaches used to control drug abuse among students.
- $H_{03}$  There is no significant difference between the administrative experience of the headteacher and the participatory approaches used to control drug abuse among students.
- $H_{04}$  There is no significant difference between the professional grade of the headteacher and the participatory approaches used to control drug abuse among students.

H<sub>05</sub> There is no significant difference between size of School and the participatory approaches used to control drug abuse among Students.

### **Significance of the Study**

The findings of this study may be useful to headteachers, teachers, students and the community at large. This is because the study was expected to identify those approaches that have proved effective in preventing drug abuse in public secondary schools in Nyeri District. This may consequently reduce reliance on drugs thereby improving discipline and academic performance among students in addition to avoiding future occurrence of drug related deaths in secondary schools. This study may also be useful to universities, colleges of education and teacher training colleges since future headteachers and teachers will be equipped with skills of enhancing participatory approaches to contemporary problems such as drug abuse affecting society. Furthermore, the study may be of much benefit to curriculum developers who may include drug abuse preventative education as a vital component in primary, secondary and tertiary institutions' curricula. In general, the study may prove very significant to the public and government by suggesting ways of curbing drugs abused in Kenyan secondary schools.

### **Limitations of the Study**

The study used only a questionnaire as the sole instrument of collecting data which may have its own shortcomings in data collection. It covered headteachers and heads of guidance and counselling only. However, a school is an amalgamation of several groups; parents, teachers and students. Their views, suggestions and if possible their attitudes

towards participatory administration in controlling drug abuse also need to be established. Before this is done, any development to be derived from the findings of the study should be applied with caution.

Furthermore, the researcher was not in a position to control the attitudes of the respondents, which may affect the findings to some extent. This is due to the fact that the respondents might at times give socially acceptable answers in order to avoid offending the researcher (Mulusa, 1990).

### **Delimitations of the Study**

The study was delimited to Nyeri District, which is predominantly rural. Hence, the findings of this study may only be generalized to other parts of the country with caution. This is because conditions in other areas not covered by the study may be different from those of the setting covered. The study was also restricted to public secondary schools in Nyeri District.

### **Basic Assumptions**

The study was conducted under the following assumptions:

1. The respondents provided truthful and honest responses to the items in the study.
2. Headteachers, teachers and other secondary schools' stakeholders use deliberate and discrete approaches in preventing drug dependence and abuse in their schools.



## Definitions of Significant Terms used in the Study

- Category:** Refers to the type of secondary school, that is, whether it is day, boarding or both; and whether it is boys only, girls only or mixed.
- Drug:** Refers to a substance rather than food that is purposely introduced into the body by the student to change normal body functions, which makes him/her to behave erratically.
- Drug abuse:** Persistent excessive use of any chemical or substance for any reason other than its acceptable medical purposes.
- Non-Participatory approaches:** Refers to administrative and managerial methods used by the headteachers which exclude other members of the School Community in enhancing drug control, among the students.
- Participatory approaches:** Refer to the administrative or managerial methods used by headteachers which involve all the significant others like students, teachers, parents, Boards of Governors, Church and Non-Governmental Organisations in controlling drug abuse and dependence among the students.
- Preventative approaches:** Refers to managing student discipline, which is anticipatory in nature and seeks to develop structures and approaches, which are geared towards reducing occurrences of student misbehaviour.

**Professional grade:** Refers to the level at which a teacher is placed in the promotional hierarchy within the scheme of service for graduate and approved teachers.

### **Organisation of the study**

The study was organized in five chapters. Chapter one includes the background to the study, statement of the problem, purpose, objectives, hypotheses, significance, limitations and delimitation's of the study, basic assumptions and definitions of significant terms. Chapter two consists of the literature review. This is divided into the following topics: concept of participatory school management, democracy in administration, types of drugs abused by secondary school students and consequent discipline problems, involvement of parents, teachers, and other stakeholders in secondary school management. The conceptual framework of the study is also presented in this chapter.

Chapter three covers research methodology that was used. The following sub headings were included; research design, target population, sample and sampling procedure, research instruments, validity of the instruments, reliability of the instruments, administration of instruments, data collection procedure and data analysis procedure. Chapter four covers data analysis and discussion of research findings while chapter five has summary of the findings, conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

The literature review in this study is discussed under the following sub-topics:

introduction, the concept of participatory administration and its application on drug abuse control, democracy in administration and education administration, drug dependence and abuse as a global epidemic, drug abuse and discipline in Kenyan secondary schools, research findings related to the study, participatory approaches in the prevention of drug abuse in schools and other methods of preventing drug abuse.

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#### Introduction

In a school setting, discipline helps students to do those activities necessary for enhancing their education and at the same time limiting those behaviours that are self-defeating.

According to Asiedu-Akrofi (1978), two kinds of discipline have been identified. One exists in a situation where rules and regulations of the school are willingly supported and obeyed by the students. Students therefore do not have a reason to believe that they are being forced to comply with the rules related to drug abuse in their schools. They should understand them and participate in making them since it is believed that this kind of discipline encourages responsibility and cooperation on the part of the students.

The other kind of discipline is considered to be externally imposed and therefore denies the students the chance of learning to exercise their sense of judgement as well as responsibility. Students are always compelled to obey their teachers and other school authorities and are given impression that only those people know what is good in relation to drug abuse matters. Teachers and parents who subscribe to this method consider that they

obligation to use the authority rested in them by the community to achieve positive results. However, students who do not take drugs may obey school rules on drug abuse spontaneously not because the teacher or the parent is present or because he or she is afraid of dissent but because he or she is inwardly convinced that it is right to do so.

### **The Concept of Participatory Administration and its application on drug abuse control**

The concept of participatory administration is the brainchild of the behavioural science movement. A basic foundation of this movement is to look at members of an organisation as important players in the running of that organisation. It is therefore noted that without those players involvement in an organisations administration, it may hamper its efficiency and effective functioning (Mulder, 1976).

This study approaches this concept from the participatory decision making theory. The crucial role played by participatory administration has been underplayed by the few investigations undertaken in the area. Yet to date, the dilemma of the entire spheres of life is that participation is the most vital organisational problem of the time (Mulder, 1976).

Participatory decision making theory on the leaders starts from a major premise that the capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organisational problems is widely, and not narrowly distributed among its members (McCormick, 1980). In a school setting, all members of the school, like teachers, parents, boards members and students have these abilities inherent in them, and such abilities need to be nurtured and tapped for the benefit of the entire organisation (Spady, 1973).

The theory further postulates that in an organisational setting, it is the group, more than an individual that is of real use to the administration. A head teacher who adopts this

administrative practice should have the recognition of other members of the school (Bagge, 1969; Gathenya, 1992). Any engagements between the school administration and other members of the school, should hinge on the group as a unit (Griffins, 1994). Therefore, the first step towards participatory administration in controlling drug abuse would be the formation of discussion groups involving students and parents (Kinyanjui, 1974; Mittambo, 1986).

According to Gathenya (1992), there is need for advocating the humanizing of working conditions in organisations like schools. This calls for the replacement of authority, with the concept of acceptance, and replacement of power with persuasion and participation. A headteacher has first to recognize the students, teachers and parents as players with whom one can solve administrative problems amicably, and not through the use of draconian rules (Muchiri, 1998).

For participation to be realized, the theory puts forth a couple of prerequisites to be met. First, the members of the organisation must be motivated to participate. However, motivation cannot be realized without the need for participation being seen as genuine and conscious effort from an administrator. It is therefore paramount for head teachers to create an atmosphere where teachers and parents feel free to participate on drug cases affecting their students (Mandi-Agunda; Daily Nation, June 26,1999:3). This group on the other hand, should be willing to accept this offer.

The second prerequisite calls for the exposing and sensitizing members of the organisation of their needs and rights (McCormick, 1980). Participation should be seen as a right for everybody involved in certain administrative instances in school and not a privilege extended to them by administration. In participation, all groups should view the outcomes or decisions made through a joint venture, as the fairest representation of what transpired. Head

teachers therefore need to involve parents of students who are identified as victims of drug abuse when making decisions on those students ( Magara, 1986; Mugo, 1999; Kiaye, 2001 ).

For participation to be appreciated by students, teachers and parents, they should themselves feel that they exerted some influence on the outcome. That is the outcome is in one way or another the result of their activity. Participation must also make a visible difference; it must provide a changing experience, which is perceived as meaningful, otherwise all participants will be disillusioned. In this case the significance of involving parents and teachers is an essential component in controlling drug abuse since some of them influence the students and they smoke and take beer in the presence of the young ones (Nation correspondent, 2000; Marshal, 1997). Participation calls for some degree of power equalization between groups in an organisation. In a school environment, participation in decision making by less powerful group of students and parents has been assumed to be one of the best means to this end (Farrell, 1975). Participation therefore, stresses that the use of power by the more powerful is rejectable and should be replaced by open communication on the basis of equality by all participants (McCormick, 1980).

According to Tattum (1982), students should be closely involved in creation and review of school rules, hence, need to involve them when creating and reviewing rules and regulations on drug abuse in secondary schools. Montgomery (1992) on the other hand notes that effective schools are those in which parents can easily reach out at the school authorities to discuss problems facing their children.

However, in the process of ensuring power equalization, it is prudent to note that in a school setting, members have very different functions in organisational administration. There is an obvious difference in the power of school members based on expertise and ac

cess to relevant information. As much as possible, groups should be allowed to function within their realms.

The main purpose of participation is to open up decision-making process without irrevocably separating from its responsibility for making sure that educational objectives are met. In this case, headteachers should retain their functions of approving decisions and policies related to drug abuse among the students. Therefore, the teachers, parents and students consulted do not have final authority over decisions to be enacted. This perspective is echoed by Ouchi in his Theory Z, which states that whereas decision-making may be collective, the ultimate responsibility for the decision still resides in the administrator (Powers and Powers, 1984). This style in which the administrator has the final say in decision making has been aptly defined by Spady (1973) as one in which members of a group may be asked to accept responsibility for a decision that they do not prefer, but which the group in an open and complete discussion has settled upon. A headteacher should exercise caution as how and when to allow for participation. It is however crucial to note that participation should not be construed to mean the involvement of students, teachers and parents in all decision making instances in school. Some cases on drug abuse should involve the ministry of education guidelines on student discipline.

The Vroom and Yetton Model has provided guidelines on participation and these include: where an administrator does not possess enough information to solve a problem alone; where the nature and dimensions of the problems are unclear; where the group members share the leaders' goals in solving a problem; where the decision or the problem at hand is more important to the students and where students have strong desires to exercise their own judgments (Arnold and Fieldman, 1986). Implicit in the foregoing is that as much as possi

ble participation should be a temporary feature of school administration in what has been termed as situation favourable (Arnold and Fieldman, 1986). However structures for participation should be maintained in the school.

## **Democracy in Administration and Education Administration**

The term democracy in education refers to its vertical dimension or how educational institutions themselves operate. It refers to the relationship between individuals and between groups in educational institutions. It mainly refers to the extent to which the administration approaches in schools are open and accessible to all the members (Elder, 1982; Judith et al, 1995).

Democratisation of education has been a prominent concern of education throughout the world. This has been seen as an effort by individuals and groups to highlight their identity and assert their role in the wider society (Gall et al, 1973). This need can be traced back to the mid-twentieth century. During this time, a conviction was widespread that school administration was too authoritarian that it did not sufficiently draw on the disciplines of sociology, economics, psychology, political science and anthropology, that it was resistant to changes and innovation (Ebel, 1969). These changes triggers in a new era of inquiry into the nature and practice of school administration. This gave a new character to the two decades following 1950s. This new character was the advent of democratisation of educational administration.

According to Powers (1984), the process of democratizing school administration globally first became noticeable in schools in the United States of America during the 1960s. It started when it became clear that the school administrative arrangements that had origi-



nated in the rural areas and small towns of the United States, and had been adapted comfortably in suburban areas, were breaking down in the cities (Ebel, 1969). The sheer numbers of the people in the city were making it hard for individuals to get direct contact with policy makers, and contribute effectively to decision-making and general administration. This was the case for the micro-society; the city school (Powers, 1984).

The demands for participation in organisational administration were not restricted to schools alone. Schools like other institutions were affected by a general shift in cultural norms regarding decision-making styles. Churches, political parties, professional grades and other organisations were finding that their previously apathetic members were insisting on participatory administration and accountability of their leaders (Ebel, 1969).

Democratisation of educational administration later received further impetus from the allied field of decentralisation. Decentralisation of educational administration was a noticeable feature of most of the world's education systems by early 1970s (Milkos, 1974). It involves a shift of responsibility for various decisions or actions from the upper to lower levels in the structure of educational system (Gathenya, 1992). Like democratisation, decentralisation borrowed a lot from the wider society. It is seen here as a government response to the growing complexities of school administration emanating from changes such as pluralism, individuality and redefinition of the family (Dewey, 1916). Both democratisation and decentralisation of school administration call for the diffusion of the decision making process to include all members of the school.

However, real sensitisation towards the democratisation of school administration started with the philosophy of pragmatism. This developed as a philosophy of life and education in the United States of America (Dewey, 1916). The school was now seen as a direct

agent of socialisation and social change. This action highlighted a commitment to democratic formal government and a commitment to mass participation.

In essence, therefore, democratisation of educational administration refers to an increased respect for parents, teachers and students as individuals; greater opportunity for freedom, independence and initiative in thought and conduct (McCormick, 1980). The emergent vision of power sharing in democratisation is one of trying to build opportunities whereby students, parents and teachers with different needs and skills have an equal chance to express their individuality and to take part in the negotiation of collectively agreed plans (Wafula, 1985; Ogando, 2001).

Headteachers can therefore succeed in controlling drug abuse among the students if they involve democracy and participation in their schools as one method of management (Siringi, 1999). This will ensure that students, teachers and parents are given an opportunity to participate on matters related to drug abuse through the initiation of a forum of freeness and goodwill.

### **Drug Dependence and Abuse as a Global Epidemic**

According to Amayo and Wangai (1994), the latter part of the twentieth century would probably be outstanding among other great events, for the worldwide drug dependence among the young people. Over the past two decades, the use of illegal drugs and misuse of therapeutic drugs has spread at an unprecedented rate and has reached to every part of the globe. No nation has been spared the devastating problem caused by drug abuse. At the same time, a broad spectrum of the world community has demonstrated intense concern over

the problem, the insidious long-term effects of chronic drug abuse and its impact on the drug user, the family, the community and society (Kerachio, 1994).

During the first International Day Against Drug Abuse and Illicit Trafficking on June 26, 1988, the then United Nations Secretary – General Mr. Peres de Cueller noted that drug and drug trafficking had already claimed millions of lives, weakened national economies, undermined the integrity and stability of governments and endangered the human society as a whole. He remarked that the dimensions of such a crisis were painfully clear and that drug related crimes had reached an alarming proportion (de Cueller, UNO, 1988). The immediate former United Nations Organisations Secretary – General Mr. Boutros Boutros-Ghali (1992) noted that no nation is immune from the devastating consequences of drug abuse and illicit trafficking, an upsurge in crime, violence and corruption, the draining of human, financial and other resources that might otherwise be used for social and economic development, the destruction of individuals, families and entire communities, and the undermining of national economies.

In industrial countries as a whole, the number of smoking attributed deaths has risen from 700,000 in 1965 to about 1.5 million today for males, and from about 100,000 to 500,000 for females. The risk of death from tobacco at the ages of 35-69 is estimated as 13% of all men aged 35 years in developed countries, (Director General, WHO, 1993). In these countries, per capita cigarette consumption has risen on average by over 70% during the last 25 years. On current trends, there will be over 7 million deaths a year from tobacco within the next two to three decades; a good number would be from developing countries (Director General, WHO 1993). Doctors argue that the history of the human race has also been a history of drug abuse (Kerachio, 1994).

The use of alcohol is also escalating in the third world countries. This is in addition to the use of hard drugs such as cocaine, heroin, mandrax, and the psychotropic chemical substances, which is increasing in both the developing and developed countries. Lately, the war against illicit drugs trafficking has been raging to the extent that it has become prohibitive to many countries calling for the united preventive efforts globally (Amayo and Wangai, 1994). Today, many parts of Africa have become global highway for illegal drug traffic and majority of drug abuse victims is youth. By nature young people are risk takers and also adventure seekers. They easily fall prey to the wrong notion that drugs are the answer to feelings of depression and hopelessness (Tabifor, 2000). Since our secondary schools form part of the wider global system, it would be vital to investigate the impact of drug abuse on students discipline and examine the preventive approaches employed by headteachers in curbing drug abuse in these vital institutions of learning as students in these institutions are at a very vulnerable stage of being influenced into drug use and abuse.

### **Drug Abuse and Indiscipline in Kenyan Secondary Schools**

Kenya along with other developing countries of Africa has been lately experiencing a rapid increase in production, distribution, and consumption of multiple drugs of dependence. In Kenya, drug abuse in schools is making headline news (Tabifor, 2000). Rural and urban day and boarding schools are now dens of drug abuse. The recent occurrence of unrests and indiscipline among the young people in schools and institutions of higher learning is tentatively linked with the increase in production, and the use of alcohol, bhang (marijuana). It is also linked to experimentation by young people with hard drugs imported to Kenya through illicit trafficking (Amayo and Wangai, 1994; Bosire, Daily Nation, September 15, 2000:15).

According to Mitchell and Heit (1987), there is increase in drug taking among the young people incorporating secondary education level where students are in their adolescence, often being susceptible to negative peer influence. In Wandumbi Secondary School in Tetu division in Nyeri district, two students revealed to their headteacher that they were bullied into bhang taking by the bigger boys when they were in form one until they became notorious drug addicts (Musa, Daily Nation, January 10, 2001:2).

Drug abuse among students has been rampant in Mbeere District. In the District, the use of miraa (khat) among students was noted as a compounding problem facing both educationists and parents (Nduhi, Daily Nation, March 21, 1998:4). Indiscipline cases associated with drug abuse are not confined to rural districts and rural schools but also in urban schools. Chandran (1998) has also shown that there is a very high degree of sexual activity among drug dependent city school students, this occurs even with their knowledge about the AIDS epidemic. At Heni Mixed Secondary School in Nyandarua district the school generator was vandalized and the matron's house burnt down by irate students who had smoked bhang. After investigation, it was found that the main grievance was that they had been barred from 'socializing' with female colleagues (Central Province Education Boards Report, May 2001).

There has been a drop in discipline and examination performance in some secondary schools and this has been linked to drug abuse (Wachira, Daily Nation, June 19, 2001:8; 1998:4; Siringi, Daily Nation, May 31, 1999:21). Muchiri (1998) conducted a study in Nairobi Province on participatory approaches used by headteachers to enhance student discipline in public secondary schools and found that the most chronic discipline problem among secondary school students is drug addiction, which was indicated by 123(37.4%) headteach

ers and teachers. In her study, she found that the most commonly used method by head teachers in dealing with drug abuse among the students is guidance and counselling. In those schools, guidance and counselling is conducted by headteachers, teachers, students and professionals. Apart from this method, other methods found by Muchiri (1998) in her study includes suspension of the student, corporal punishment, teacher-parent discussion/parental involvement, expulsion and dialogue with students.

According to Siringi (Daily Nation, May 31, 1999:21) and Bosire (Daily Nation, September 15, 2000:15), lack of dialogue between the headteachers, teachers, parents and students, lack of motivation among teachers and influence of mass media leading to the increase of drug abuse among the students. Headteachers should therefore take caution to control the misuse and abuse of some drugs since it threatens the health of the user, and may cause behaviours that threaten the health and safety of others (Mitchell and Heit, 1987).

#### **Research findings related to the study.**

A number of studies have been carried out on the aspect of participatory administration and school management. Various findings have been realised and some have indicated the desirability among students to be involved in the school administration or others have brought a fore a number of positive implications of such an involvement and an understanding of the drawbacks in case of non involvement.

Newson (1976) in a study conducted in Urban High schools in Pittsburg U.S.A, he concluded that a substantial number of students did not feel that they were involved in school decision-making process. This goes counter the principle of participation, which asserts that the effectiveness of participation is realised where members that their influence

was to some extent exerted and reflected on the outcome. The study further revealed a strong desire by the students to be involved in important decisions all the time. The main areas for participation were found to be: dress code, censorship, hall conduct, discipline, co-curricular activities, counselling duties and curriculum. School administrators who allow for student participation in the formulation of decisions should show a genuine commitment to this course. Lack of such commitment is a strong deterrent to effective participation.

A study by Michael (1976) among Indina High school, students and administration revealed a high incidence of lack of commitment among school principals. This short coming is indicated by an absence of practical instances of involvement despite assurances made, to the effect that participation exists. Information about participation was found to be contradicting on the basis of data collected. In fact 10% of the schools surveyed were found to have implemented comprehensive programs towards involvement of school administration.

The desire for students participation in matters related to drug abuse has also been clearly reflected in forums on education. The UNESCO report (1963) on the adaptation of the secondary school curriculum in Africa calls for participation of students in the life of the school and maintenance of school discipline based on common consent. In a study conducted by Nyanjoma (1985) on the problems caused by adolescents in Nairobi secondary schools, he found out that drugs influenced students negative behaviours and indiscipline in many schools. These findings concur with those of a study conducted by Mungai (1996) on analysis of disciplinary problems in selected secondary schools and the schools administration effort to solve them. He suggested that Head teachers always involve students in matters affecting them in their school life.

According to Makali (1996), one of the major causes of indiscipline in secondary schools in Kabras division of Kakamega district was drug abuse among the students. The study indicated that young people have an early access to drugs like cigarettes, beer and bhang. In a study by Mbichu (1996) on the causes of frequent strikes in Kinangop secondary school, found that drug abuse is one of the main cause of violence in many schools. Mogere (1996) in his study on causes of indiscipline in secondary schools in Kegogi zone Malani division in Kisii district found that drug abuse among the students was one of the major causes of indiscipline in Kisii. These findings agrees with those of Kilemi (1996) study on causes of strikes in secondary schools in educational division of Tigania central where miraa was one of the commonly abused drug among the students. Wanyoike (1996) in his study of problems affecting selected day secondary students in Nairobi peri urban areas found that the problem of drug abuse was a dominant one since many students had been involved in drug abuse at their early age. He says that consumption of cheap alcohol by the youth is high especially when it appeals to youth ego and sense of heroism.

According to Maina (1982) in her study on the role of headteachers, teachers and parents in secondary school discipline in Kikuyu division of Kiambu district suggested that participatory administration in schools should be practised where all the stake holders participate in decision making process of managing the school. This idea is also supported by the Mwithya (1996) on his study on organisation and management of guidance and counselling programs in secondary school in Kilime division, Makueni district where participatory approaches are advocated for while solving matters related to students discipline.

In the year 2001, " A Report of the Task Force on student discipline and unrest in Secondary schools reported that in spite of the policies that the government has put in place



with regards to management of education, the learning institutions have been faced with increasing cases of students unrest. The nature of students unrest have taken a dramatic turn for the worse, not only are they violent and destructive, but are also premeditated and planned to cause maximum harm to human life. This kind of violence is mostly associated with drug abuse among the students. These drugs collectively or individually invigorate the body or stimulate some other forms of hyper activity in the body systems, which constitute anti-social activities. These anti-social activities are a departure from the norms of society and have infiltrated the learning institutions with adverse effects on the youth and if not checked will derail the entire system from accomplishing our education and national objectives.

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### **Participatory Approaches in the Prevention of Drug Abuse in Schools**

A collective approaches to enhancement of student discipline through the prevention of drug abuse in secondary schools is based on the notion that the shaping of student behaviour is not the responsibility of the school headteacher alone but of all the members of the school community (Griffins, 1994; Kang'oro, 2000). This approach is therefore predicted on the belief that good order and a positive learning environment are created when all the members of the school community accept responsibility for good behaviour (Jones, 1989). The individual, the family, the school community and law enforcement agencies all play a role in drug abuse prevention (Mitchell and Heit, 1987). In a secondary school context, a collective approach pertinent to prevention of drug abuse would seek the participation of all the following actors: Headteacher, teachers, students, parents and Boards of Governors.

### **Role of headteacher in controlling Drug Abuse in Schools**

In school, the principal bears the ultimate responsibility for school discipline (Ministry of Education, 1979). Duncan (1991) carried out a study on perceptions of South Carolina Public Secondary school administrators towards most effective solutions to remedy, eradicate or diminish major student discipline problems. Questionnaires were sent to public secondary school principals requesting that they give their perception in rank order, of what they perceived as most effective solutions to major discipline problems in schools. The findings indicate that there was small number of significant differences at 0.05 level in number of comparisons. This indicated more similarities than differences in responses from South Carolina secondary school administrators. The five most successful solutions perceived by principals to remedial, eradicate or diminish the incidences of behaviour problems were in rank order as follows: detention in school, suspension, out-of-school suspension, parent conferences and student conferences.

Muchiri (1998) studied the participatory processes used by headteachers in Nairobi Province to enhance secondary school students' discipline. The study employed questionnaire to gather data from teachers and principals. The findings revealed that participatory approaches were being applied in enhancing student discipline. The study recommended that more democratic techniques placing more emphasis on the involvement of teachers and students in school discipline need to be employed if indiscipline among secondary school students is to be minimized. The role of the headteacher is therefore central in discipline matters. He/she must go out to cultivate good working conditions with all the other members of the school, thus he/she must be personally interested in the welfare and problems affecting the staff, students and parents (Karechio, 1994; Amran, Daily Nation, June 26, 1999:3).

Headteachers of secondary schools should therefore develop participatory techniques in tackling the problem of drug abuse to curb such incidents like that of Nyeri High School. They should organize meetings where parents, teachers and students collectively find solution to the drug problems that have paralysed some of the schools in Kenya. This may imply that school headteachers should involve all the significant actors in school if drug abuse is to be reduced or eradicated in secondary schools in Kenya and in Nyeri District in particular. It has however been noted that headteachers are unwilling to admit that their schools have drug problem fearing that such admission will result to withdrawal of funding for their schools (White, 1990).

### **Role of Teachers in controlling Drug Abuse in Schools**

Sharing of school administrative responsibility have been advocated if collegiality, co-operation and team spirit are to be encouraged in school and good academic performance ensured (Jones, 1989; Tattum, 1982; Lieberman, 1990). Teachers and students should be involved in the creation of school disciplinary codes that list what school considers being misbehaviour and what punishment teachers and principals can administer (Tattum, 1982). This implies that teachers, students and principals should cooperate in fighting drug abuse in secondary school and consequently reduce indiscipline.

Duke (1989) contends that consistency in the administration of school disciplinary policy emerges as all teachers accept the responsibility for all students, all the time, and everywhere in the school. This may reduce cases where teachers are involved in supplying drugs to their students (Siringi, Daily Nation, May 31, 1999:21). Magara's (1986) study on the role of parents in instilling discipline in primary schools in Mavuria Location of Embu

District, found that parents supported the idea of teachers disciplining their children. Maina's (1986) study on the role of headteachers, teachers and parents in school discipline revealed that 10% of the teachers felt that they played a minimal role in school disciplinary matters in Kikuyu Division of Kiambu District. This signifies that some teachers are either not involved, or are reluctant in participating in school disciplinary policies and hence the infringement of drugs in schools and their use. To eradicate drug abuse among the students, teachers must be the first ones to cease any form of drug abuse ironed for the message to sink to these children (Oirere, Kenya Times, February 14, 1998:13). This study investigated the level of teacher's involvement in preventing drug abuse in Nyeri District public secondary schools.

### **The role of Students in controlling Drug Abuse in Schools**

Involvement of students in the formulation of school disciplinary policy has been viewed as an approaches which most likely can influence them into accepting and showing commitment towards that policy (Hargreaves, 1982; Goodlad, 1984; Jones, 1989). Lack of student involvement in the determination of school disciplinary policy destroys their dignity and renders them inferior and powerless (Hargreaves, 1982). When students feel involved in decision-making and execution of school policy, they are more likely to behave in a socially acceptable way (Goodlad, 1984). Tattum (1982) recommends that students should be closely involved in the creation and review of school rules.

Kerosi (1987) carried out a case study in Kisii on the influence of discipline in school achievement. Two secondary schools were studied with an oral interview being used alongside a questionnaire as data collection instruments. The study suggested the need to

involve students in co-curricular activities in a bid to avoid their alienation, a situation that may influence them into planning mischief. It would probably be vital to include the support staff in formulating school rules (Rosenberg, 1970). This is because some students and school workers especially support staff and the suppliers of goods to schools are the links in drug cartel (Chandran, 1998). It is not surprising that drug abuse has been blamed on many student strikes which have necked many parts of Kenya (Odaló, 1998).

Wangeri (1986), found that students are rarely involved in the formulation of rules. The study revealed that in all schools, the headmaster, deputy headteacher and members of the teaching staff made the rules. According to Mwiria (1995), early involvement of students in making decisions, which affect them, is good training for their future and that of their country. Students must be allowed to have meaningful participation in all school matters that affect them. Above all, students must be able to see that rights and responsibilities are two sides of the same coin.

### **Role of Parents in controlling Drug Abuse in Schools**

Docking (1987) notes that partnership between families and schools can help to promote responsible behaviour based on greater understanding, concern and sensitivity toward behaviour problems facing schools. According to Montgomery (1992), effective schools are those in which parents can easily reach out at the school authorities to discuss problems facing their children. In Kenya, Maina (1986) revealed in his study on the role of headteachers, teachers and parents in school discipline in Kikuyu Division, that the parents supported the idea of greater parental participation in student discipline. A joint venture by both teachers and parents was found to be an essential component in enhancing student dis-

cipline (Magara, 1986). The significance of involving parents in school discipline cannot be underscored since some parents are themselves drug addicts who might influence their sons or daughters into engaging in drug abuse (Amayo and Wangai, 1994). A research that was done by Central Province Education Boards found that majority of parents abdicated their duties by pampering their children with hefty pocket money and leaving the students under teachers' care, yet when conflict rose between students and teachers, the parents supported their children. This eventually robbed teachers the dignity and authority necessary to mould students into respectable citizens. It was vital to investigate the role of parents in preventing abuse of drugs among secondary school students, as parents are significant players in the management of secondary schools.

#### **Role of Boards of Governors in controlling Drug Abuse in Schools.**

The role of managing secondary schools by Boards of Governors (BOG) also touches on disciplinary matters in the schools under their management (Bell, 1988). Kenya's Education Act Chapter 211 provides that the BOG of a school may make administrative rules appertaining to the discipline of students and may prescribe appropriate punishment for breach of or non-adherence to such rules. This provision indicates the statutory right of school BOGs on managing discipline in school.

In spite of this statutory provision, headteachers in Nyeri District secondary schools have been blamed for managing the schools like their own fiefdoms. They have no time for parents, workers and fellow teachers in addition to being dictatorial and corrupt. Moreover, they are well connected with politicians and top government officials giving them a lot of powers over the Boards of Governors (BOG) and Parents – Teachers Associations (PTA)

(Concerned Parent, Daily Nation, January 24, 1997:7). This makes it apparent that these two bodies in secondary school management in Nyeri District may not function well on disciplinary matters in the face of 'powerful' headteachers. It would therefore be vital to examine the role played by these two bodies in preventing the abuse of drugs in public secondary schools in the district.

In addition, the study investigated the role of other indirect but significant actors in secondary school discipline. These include such school sponsors as the church, non-governmental organisations, foreign donors and international agencies in the prevention of drug abuse and dependence in Nyeri district public secondary schools.

## **Other Methods of Preventing Drug Abuse**

### **Behaviour Modification Methods**

Behaviour modification methods are basically associated with the interventionist approaches which though reactive, it responds to problems as they arise. It also looks beyond the student for understanding and aims to construct more beneficial relationships helpful to the student in observing of conduct. It is an approach that is concerned with the modification of behaviour through positive or negative reinforcement (West and Foster, 1976). This approaches assumes that any action which is rewarded will tend to be repeated and learned, whereas actions which have no favourable consequences to the individual will cease to be done (Thorndike and Ladd, 1963). Studies have shown that rewards are more effective in producing desirable behaviour than sanctions (Duke, 1989; Rwamba, 1992). Rwamba (1992) conducted a study on pupil's indiscipline faced by primary school teachers in Nairobi slum area of Mathare. It was found that teachers considered rewards as important in enforc-

ing good behaviour among the pupils (Rwamba, 1992). Jones (1989) argues that reward system fulfils a number of functions, for a school for instance, in promoting aims and objectives of the school, providing a mechanism for competition and in offering an incentive and reinforcement of the approved behaviour.

### **Preventive Methods**

This approaches aims at developing structures and approaches which are geared towards reducing problems and anticipating crisis within the school itself (Duke, 1989). Reid (1986) claims one of the reasons for disaffection in secondary schools is the abject failure of pastoral care in many of them. Through the use of pastoral care, students needs are likely to be met in time, thus reducing disaffection which can lead to misbehaviour, especially drug abuse, among them (Reid, 1986). In a special study conducted in Thika schools, Wangeri (1986) found that in 27.7 per cent of the 11 secondary schools covered, principals undertook extensive counselling to enforce discipline among the students.

These findings show that a majority of the principals never prioritized the use of counselling programmes in their schools, a case which is surprising considering the recognized importance of counselling in schools. In most schools, there is lack of spiritual nourishment. This is due to failure of mounting regular pastoral programs in schools, and therefore Kenya's education system had very little to do with God. This mentality has its genesis in the west culture that would like to see 'God pushed to the periphery of the lives of pupils and students' (Wachira Daily Nation, June 19, 2001:8). Could this be the reason why drugs are widely used in our secondary schools? It is the high time secondary schools should realize



that stressing rules and punishments might not solve drug problems as earlier noted by Kounin (1970).

### **Punitive Methods**

These methods are basically associated with the crisis management approaches which is reactive in its policy and locates the problems in students (Tattum, 1982). Punitive methods rely on the infliction of punishment with the aim of deterring the student from committing the crime. This method applies the principle of stimulus response connection (Thorndike and Ladd, 1963). Jones (1989) explains that the purpose of punishment should be communicated, understood and accepted if it is to be effective in enforcing student discipline. Montgomery (1992) notes that punishment and telling - off are sometimes the only attention some students ever receive, and those deprived of attention, any form of it is better than none at all, and so the 'act up' to be noticed and become a nuisance. But obviously drug abusers cannot be rehabilitated through punishment.

### **Conceptual Framework for the Study**

The conceptual framework for this study is based on the concept that drug abuse and dependence can be prevented when all the secondary school stakeholders are involved in school discipline and student discipline and behaviour plan. Participation of students in the school decision-making process enables them to control the extent to which other school members have power over them, facilitates their awareness and commitment towards the school policy agreed there upon. This participatory approach is further strengthened when

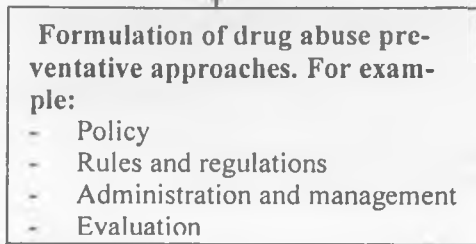
the school discipline plan is based on reasoned argument, and agreed upon by the school community.

In addition, involvement of other members of the school community such as the parents, teachers, support staff, the church and other funding organisations in financial support to secondary schools ensures that they own the school decision. This ownership of school decisions makes all the stakeholders committed to the decisions and take part in the implementation of the same hence prevention of school problems such as drug abuse and resultant indiscipline. This further leads to the achievement of the prescribed goals and objectives of the school especially improved examination performance. In addition, the schools may be able to produce graduates with a well-rounded personality and admirable behaviour and can actively participate in development activities for the benefit of the society as a whole.

Figure 1

Conceptual Framework for the Study

Headteacher with the ultimate responsibility for student discipline

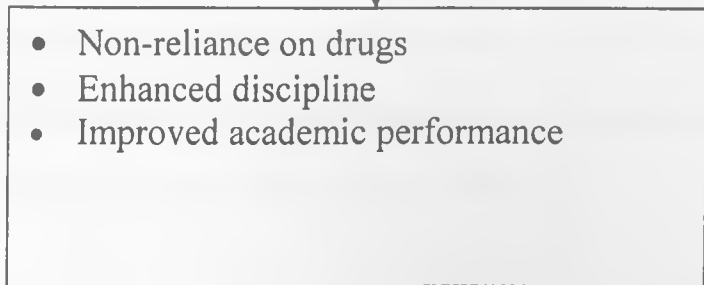
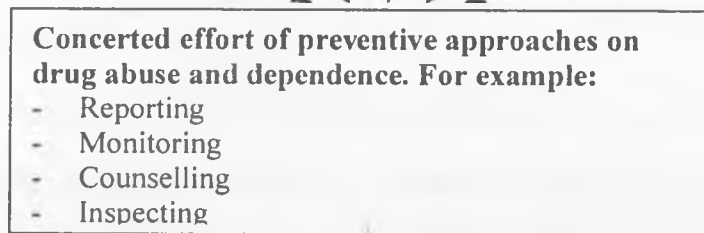


Communication and involvement of drug abuse preventative approaches to all school members

Role of significant Others in controlling drug abuse and dependence



Participatory process through active participation of all members of the school community



## CHAPTER THREE

### RESEARCH METHODOLOGY

The research methodology for this study is discussed under the following sub-headings: research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

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#### Research Design

This study used an ex-post facto design. According to Kellinger (1973), this is a systematic empirical enquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable. Charles (1988), supporting the above observation points out that the cause which is the independent variable in ex-post facto research cannot be manipulated because it is genetically fixed (e.g. sex, age, race, etc.) and circumstances do not allow manipulation (e.g. date of birth, place of birth) or the cause is culturally ingrained (e.g. language, values, customs).

An ex-post facto design was selected for this study because it was not possible to manipulate the variables of the study like age, sex, academic qualifications, professional grade and experience of both headteachers and teachers and also the size of the school. In addition, the study investigated drugs abused and related discipline problems and participatory approaches employed in curbing drug abuse in public secondary schools in Nyeri District. The drug problems and attempted preventative approaches in secondary schools are directly linked in most of Kenyan secondary schools. (Kiaye, 2001).

## **Target Population**

The target population for this study consisted of public secondary school headteachers, and heads of guidance and counselling departments in Nyeri District. According to the Ministry of Education (2001), there were 127 public secondary schools in Nyeri District where out of these, 97 were mixed schools and 30 single sex secondary schools. Among the single sex secondary schools, there were 14 boys' secondary schools and 16 girls' secondary schools. The respondents of this study were teachers responsible for discipline matters in the 127 public secondary schools since they have the necessary information on drug abuse required by the researcher. Hence, the target population entirely consisted of 127 headteachers, and 127 heads of guidance and counselling departments; a total of 254 respondents were targeted.

## **Sample and Sampling Procedure**

Schools that participated in the study were selected using stratified random sampling. Stratified random sampling ensured that stratified sub-groups of the population were represented in the sample required by the researcher (Mulusa, 1988). In this study, schools were stratified in terms of mixed schools, boys schools and girls schools. There were 97 mixed secondary schools in Nyeri District (78.2%), 14 boys secondary schools (8.9%) and 16 secondary schools (12.9%) of the whole population of 127 public schools. In this study, all the boys only schools and girls only schools were included in the sample because they were very few and could have resulted to biased sampling. For the mixed schools category, a sample of 76 schools out of 97 schools were suggested by the Krejcie and Morgan Table (in Mulusa, 1988:86), used for determining the sample size for a given population. Therefore,

76 mixed secondary schools were chosen by simple random sampling. The total sample for this study was therefore 106 public secondary schools out of 127 public secondary schools in Nyeri District.

Purposive sampling was used to get the respondents for this study, where teachers responsible for discipline matters in the selected 106 schools were respondents. These teachers were the headteachers, and heads of guidance and counselling departments who constituted the respondents of this research study. Hence, a total of 212 respondents (2 respondents in each school) were chosen from the target population of 254 respondents.

### **Research Instruments**

Data pertaining to drug abuse and related discipline challenges faced by public secondary schools in Nyeri District was gathered using questionnaires. These questionnaires were also employed in gathering data on strategies used to prevent drug abuse in public secondary schools in the district. The study employed two questionnaires; one for headteachers and the other one for heads of guidance and counselling departments. Headteachers questionnaire consisted of parts one and two. Part one had 12 questions while part two had 4 questions with question 1 sub-divided into 13 questions. The second questionnaire for the heads of guidance and counselling departments consisted of 3 parts; A, B and C. Part A had 6 questions, part B consisted of three sections with section one having 8 questions, section two having 6 questions and section three with 5 questions. Part C consisted of 6 questions. Part A was used to gather demographic data of respondents and school data (size and category). Part B and C were employed to gather data on drug abuse

and dependence, the resultant discipline or behavioural problems, and preventive approaches used to curb drug abuse in public secondary schools in Nyeri District.

### **Validity of the Questionnaires**

To enhance validity of the questionnaires, a pre-test was conducted on a population similar to the target population (Mulusa, 1988). The objective behind pre-testing was to assess the clarity of the instrument items so that those items found to be inadequate for measuring the variables were either discarded or modified to improve the quality of the research instrument thereby increasing its validity. New items were also added to achieve the same goal of increasing instrument validity.

The pilot study was done in sampled 21 schools out of the 127 public secondary schools in Nyeri District and was not part of 106 secondary schools selected in the final study. Therefore, 42 teachers (21 x 2) were included in the pilot study. The researcher also sought assistance of research experts, experienced graduate students, lecturers and experienced supervisors in order to help him improve validity of the instrument. Thereafter the questionnaires were then administered to teachers who were expected to respond to the items in four to five days after which they were collected.

### **Reliability of the Instruments**

According to Roscoe (1969), the split-half method is used to establish the coefficient of internal consistency. This method involved splitting the statements of a test into two halves (odd and even items). The odd-numbered items were placed in one subtest while the even-numbered items were placed in another subtest. Then the scores of the two subtests

were computed for each individual, and these two sets of scores correlated by using the Pearson Product-Moment Correlation Coefficient ( $r$ ). The correlation obtained nevertheless represented the reliability coefficient of only half the test, and because reliability is related to the strength of the test, a correction was effected so as to obtain the reliability of the whole test. To make this correction, the Spearman Brown prophesy formulae ( $r_e$ ) was applied where  $2r/(1 + r)$  equation was used to make this correction, where,  $r_e$  was the reliability of the entire test and  $r$  was the reliability coefficient resulting from correlating the scores of the odd statements with the scores of the even statements.

This computation yielded a Correlation Coefficient of  $r = 0.885$  for heads of guidance and counselling. This Pearson's Correlation Coefficient represented half of the reliability coefficient of the guidance and counselling respondents. According to Roscoe (1969), Spearman Brown formula, reliability of the entire test was to be obtained. The reliability of the entire test was therefore  $2 \times 0.885 / (1 + 0.885) = 0.938$ . This computation yielded a reliability coefficient of  $r_e = 0.94$  for the whole test for heads of guidance and counselling departments. This procedure was also repeated with instruments of headteachers. The obtained Correlation Coefficient was  $r = 0.639$ . Therefore the reliability of the entire test was  $2 \times 0.639 / (1 + 0.639) = 0.779$ . This computation yielded a reliability coefficient of  $r_e = 0.78$ . A reliability coefficient is interpreted like a regular correlation. This means that the closer the value to 1.00, the stronger the congruence of the measurement.

#### **Administration of the instruments**

The instruments were administered in two stages; the pilot study and the main study. The pilot study was conducted during the month of March 2002. The main benefits derived



at the pre-testing stage was that the stage provided the researcher with ideas and clues not foreseen prior to the study. This feedback led to some changes and improvements in the instruments for the main study.

The main study lasted for part of April and the entire month of May 2002. This time, questionnaires were distributed first, and collected later at intervals of two weeks. This period was necessary in order to give the respondents ample time in the completion of the items. Two weeks had been considered enough time in the completion of the items and was adequate for the respondents. The headteachers and heads of guidance and counselling departments responded positively towards the study.

#### **Data Collection Procedure**

The researcher personally administered the questionnaires for both the pilot (pre-test) and the main study. A research permit was obtained from the Office of the President. Thereafter, the Provincial Director of Education, Central Province, was contacted before the commencement of the study. The headteachers and teachers in discipline departments of the schools participating in the study were also informed of the study. The selected schools in pre-test and in the final study were then visited and questionnaires administered to the respondents. Once filled the questionnaires were collected after a week. Before the administration of the questionnaire, respondents were assured that strict confidentiality was to be maintained in dealing with their responses.

### Data Analysis Procedure

The researcher edited the filled questionnaires first in order to identify those items wrongly responded to, spelling mistakes in the responses and any blank spaces left unfilled. The researcher then classified the data according to age, sex, academic qualification, professional grade, and administrative and professional experience of the respondents and size of the school to ease its analysis. Descriptive statistics such as frequency distribution, percentages, means and standard deviations were calculated. These were mainly to analyze demographic and school information on drug abuse. The categorized data was then transferred to a computer sheet that was prepared by the researcher with assistance from a computer specialist. By the use of Likert Scaling technique, the frequencies for rating the participatory approaches of headteachers were assigned scale values as follows:

Scale	Scores For Positively Stated Items	Scores For Negatively Stated Items
Always	5	1
Often	4	2
Occasionally	3	3
Rarely	2	4
Never	1	5

It was therefore expected that an always mean participatory score for every item would be 4.25 – 5.00. The often mean participation would range between 3.45 – 4.20. An occasionally participation mean would range from 2.65 – 3.40. A rarely mean would range between 1.85 – 2.60 and never mean would range between 1.00 – 1.80.

To test the hypotheses about significant differences between and within means, the t-tests and Analysis of Variance (ANOVA) was used. The t-test was used to test hypothesis two while the Analysis of Variance (ANOVA) was used to test hypothesis one, three, four, and five in this study. The purpose of the t-test for the two independent means was to test whether observed difference between two sample means rose by chance or represented a true difference between the populations. The 0.05 level of significance was the standard for accepting or rejecting the stated null hypothesis. On the other hand, the One Way Analysis Of Variance was used. The One Way Analysis compared groups which differed on one independent variable with two or more levels. The level of significance was set at 0.05. When the F-ratio was significant at 0.05 level, the null hypothesis was rejected and the alternative hypothesis was accepted. The Statistical Package for Social Sciences (SPSS) provided the formulae necessary to allow hypotheses testing.

## **CHAPTER FOUR**

### **DATA ANALYSIS**

The analysis of the data collected is undertaken in this chapter. The chapter is divided into four parts. The first part of the chapter provides information on respondents, a qualitative analysis (frequencies and percentages of the findings) of drug abuse among the students in secondary schools. The second part consists of the analysis of the extent to which head teachers applied various approaches to control drug abuse among the students. The third part consists of analysis and discussion on the extent to which headteachers involved teachers, students, parents and Boards of Governors in controlling drug abuse among the students. The fourth part of the chapter consists of information on hypotheses testing.

#### **Questionnaire Return Rate**

From the sampled 106 secondary schools out of 127 secondary schools in Nyeri District, a total of 212 respondents were expected to respond (106 headteachers and 106 heads of guidance and counselling). In the final study, 96 headteachers returned their questionnaires and 98 heads of guidance and counselling responded. This indicates that 194 questionnaires were returned and analyzed in this study. The return rate for headteachers was therefore 90.5% while that of heads of guidance and counselling was 92.4%.

#### **Kinds of drugs abused by the students**

To show the kinds of drugs abused in secondary schools, frequencies and

percentages were calculated in relation to the drugs abused in schools. Table 1 shows the drugs abused in secondary schools as reported by heads of guidance and counselling departments.

**Table 1.**

**Drugs abused by students**

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Type of drugs abused	Frequency	Percentage
Cigarettes	94	95.9
Bhang	83	84.7
Alcohol	68	69.4
Unknown Drugs	33	33.7
Miraa	14	14.3

**N=98**

From Table 1, the most abused drugs in public secondary schools in Nyeri District were cigarettes (95.9%), bhang (84.7%) and alcohol (69.4%). The findings agree with those of a study on adolescent drug abuse in Kenya conducted by Population Communication Africa and Pathfinder International (2000) among 3,765 young people aged 16 – 26 years. It stated that cigarettes bhang and alcohol were the most misused substances with a prevalence of (23.4%), (10.7%) and (27.5%) respectively (Population Council, 2001). Also the World Health Organisation statistics indicates that tobacco products kills four million people world wide annually. It further expounds that seventy percent of the deaths are reported in developing countries making smoking the number one public health problem in the world. The findings in this research on one hand could be explained in that Nyeri District borders

Mount Kenya area, which is famous for bhang and tobacco growing hence easily accessible to secondary school students.

### Sources of drugs abused in schools.

The secondary schools heads of guidance and counselling, as shown in Table 1, had shown that drugs abused in secondary schools were:- cigarettes or tobacco, bhang, alcohol, miraa and unknown substances.

In Table 2, Frequencies and percentages of sources of drug abused in secondary schools were calculated for each type of source.

**Table 2**

### Sources of drugs abused.

Sources of Drugs Abused	Frequency	Percentage
Local and surrounding community	92	95.8
Parents	58	60.4
Peer students	57	59.4
Support staff	37	38.5
Teachers	9	9.4

**N=96**

Table 2 indicates that drugs abused by students come from local and surroundings community (95.8%). Most of the people within the school contribute to the increase of drug taking among the students (Daily Nation, 2000). According to Rosenberg (1970), there is need to include the support staff in formulating school rules. This is because some students

and school workers especially support staff and suppliers of goods to schools are the links in drug cartel (Chandran, 1998). The other sources of drugs are parents (60.4%). Some parents are themselves drug addicts who influence their sons and daughters into engaging in drug abuse (Amayo and Wangai, 1994). Parents are not under the control of the headteacher but they are significant players in managing the school discipline. They are essential components in enhancing students discipline in a school (Magara, 1986).

According to a research done by Central Province Education Board (2001), parents are to blame for the key problems affecting schools in Central Province. The Board's findings were that the majority of parents in schools abdicated their duties by pampering their children with hefty pocket money and leaving the students under teachers care. Yet when conflict arose between students and teachers, the parents supported their children. Other sources of drugs included peer students who are addicts (59.4%), support staff like watchmen and grounds men and school suppliers (38.5%). (Rosenberg, 1970)

### **Causes of drug abuse in schools.**

In Table 3, Frequencies and percentages of causes of drug abuse by students in secondary schools were calculated.

**Table 3****Causes of drug abuse.**

<b>Causes of Drugs Abused</b>	<b>Frequency</b>	<b>Percentage</b>
Drugs are easily available	59	61.5
Watching movie, music stars	51	53.1
Emulating older people	50	52.1
Influence from peer students	45	46.9
Family background frustrations	36	37.5
Ignorance among students	23	24.0

N=96

From Table 3, the main causes of drug abuse among the students in secondary schools are; that drugs are easily available from their surrounding environment (61.5%). Drugs which are abused by students are easily obtained by students from their surrounding environment. Cigarettes, bhang and alcohol are within the reach of the students since they are sold in local kiosks and bars. Bhang is also sold to students by peddlers who are in the surrounding environment of the schools (Opanga, 1997; Nation Correspondent, 2000). In a document prepared by the Kenya Institute of Education entitled "The Drug Situation in Educational Institutions", revealed that half of the students in Nairobi secondary schools had at one time in their lives taken drugs.

According to Waihenya (2001), a Government task force that was formed in August 2001 to investigate causes of riots in schools found that drugs are freely smuggled into schools by students. It also noted that many young adults are already addicted to these drugs. Another



cause of drug abuse noted in Table 4 was that students watch movies that features stars like Robert Downey and Robin Williams who are drug addicts and successful music stars like Brenda Fassie and Hugh Masekera (Kariuki, 2001) who have confessed that their success has been due to drugs “power” (53.1%). Other causes identified were emulating parents and teachers and older people who take drugs (52.1%).

In Table 4, frequencies and percentages of drugs behavioural problems were calculated for each type of drug problem.

**Table 4.**

**Drugs Related Behavioural Problems.**

<b>Behavioural Problems</b>	<b>Frequency</b>	<b>Percentage</b>
Declining academic performance	82	83.7
Lack of concentration, sleeping in class	51	52.0
Petty theft	32	32.7
Un-predictable mood and violent temper	31	31.6
Withdrawal	30	30.6
Untidiness and care-free attitude	28	28.6

**N=98**

From Table 4, it can be deduced that the drugs related behavioural problems encountered by teachers among the students includes declining academic performance (83.7%) and lack of concentration in class activities. According to Edwards (1982), one of the problems related to drug taking is affecting the thinking capacity of the abuser. Also Siringi (1999) notes that many students take bhang on the belief that it will enhance their academic prowess.

However, it has been noted that contrary to this believe, the victims have declined in their academic performance (Population Council, 2001). According to Mackay report (1982), educational managers should emphasise on education which aims at enabling the youths to play a more effective role in the life of the nation by imparting to them necessary skills and more knowledge. This indicates that, in controlling drugs among the students, there is need for headteachers playing their roles as outlined in Education Act (1968). Other behavioural problems indicated were sleeping in class (52.0%), petty theft (32.7%), un-predictable mood and violent temper of students (31.6%), withdrawal (30.6%) and untidiness and carefree attitude (28.6%).

#### **Problems encountered by Heads of guidance and counselling departments in controlling drug abuse.**

In Table 5, Frequencies and percentages of problems faced by guidance and counselling departments in controlling drug abuse were calculated for each type of problem.

**Table 5****Problems encountered by Heads of guidance and counselling.**

<b>Problems faced by heads of guidance</b>	<b>Frequency</b>	<b>Percentage</b>
Unprofessional teachers	54	55.1
Proliferation of drugs in schools	52	53.1
Most of the students are day scholars	43	43.9
Un-cooperative parents	38	38.8
Globalisation of technology	23	23.5

N=98

Table 5 indicates that the most encountered problems by heads of guidance and counselling when dealing with drug abuse among the students includes unprofessional teachers who cannot identify the drugs abused by the students (55.1%). The teachers claimed that some drugs resemble aspirin in terms of size and colour yet they are addictive drugs that affect the behaviours of the students. These drugs have been referred to as un-identified drugs in this study since the teachers have not established their identity. Another problem faced is proliferation of drugs in our society (53.1%). Drugs like cigarettes, bhang and beer are locally available in the society. Students are the consumers of these drugs that are either supplied by peer students, drug peddlers in the society and parents who are drug addicts. The problem of day scholars who interacts with society members most of the times is highlighted. (43.9%). Students are in school only in official hours and days, meaning that most of the time they are at home. The headteacher therefore has the influence to control students when only in school but not outside the school environment. Students interact\*

most of the times with the villagers who have a lot of influence in their lives. This makes it very hard to control drug abuse in school because the source of drugs is very influential.

According to a study by Pathfinder International (Daily Nation September, 17, 2001), the use of drugs was more widespread among those who attended day schools than boarding. It was also noted that the parents are un-cooperative in controlling drug abuse in schools (38.8%). These parents do not own up the reality of their children who are drug addicts.

#### **Approaches used in controlling drug abuse in schools.**

In Table 6, Frequencies and percentages of approaches used in controlling drug abuse were calculated for each type of process used.

Table 6.

**Approaches used in Controlling drug Abuse.**

<b>Approaches used in Drug Abuse Control</b>	<b>Frequency</b>	<b>Percentage</b>
Teachers counselling the students	52	54.2
Headteacher having dialogue with students	44	45.8
Student-teacher conference	32	33.3
Headteacher having dialogue with teachers	30	31.3
Teacher-parent conference	15	15.6
Students having dialogue with parents	12	12.5
Use of drug related literature	8	8.3
Involving churches and NGOs	7	7.3
Disciplinary committee	6	6.3
Student suspension	5	5.2
Students having dialogue with B.O.G	3	3.1
Headteacher recommending expulsion	1	1.0

N=96

The most frequently used process in controlling drug abuse among the students, as shown from Table 6, was counselling the students (54.2%) by using the guidance and counselling programmes. This involved on ndividual students who are victims of drug abuse and even those who have not engaged themselves in the drug menace. Individual differences are taken into account since various students need different kinds of counselling. This

counselling involves their parents also to make sure that not only the school environment will be drug free but also the homes.

The process of headteacher having dialogue with the students (45.8%) was used. There was need to have frequent meetings between the headteacher and the students where a conducive environment was created to ensure a dialogue platform. This ensured that the headteacher was informed about the problems affecting the students from the first hand information and the extent of the problem. This ensures that the headteacher knows the problem in advance. The other process used was student-teacher conference (33.3%). The term student-teacher conference refers to a forum where students and teachers meet in an open and a free atmosphere where the brainstorming method is used to get as many alternatives solutions as possible on various problems affecting the students. Students are given an opportunity to give their views on how to solve these problems with the available resources within their reach. From Table 6, the least used methods in controlling drug abuse among the students is recommending expulsion (1%), dialogue with B.O.G (3.1%) and student suspension (5.2%).

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From Table 6, it is shown that the most frequently used process in controlling drug abuse was guidance and counselling process which was done by teachers, headteacher having dialogue with students and student-teacher conferences.

### **Suggested approaches of controlling Drug Abuse Among the Students.**

To show the suggested approaches of controlling drug abuse among the students in secondary schools, numbers and percentages were calculated.

Table 7 shows the suggested approaches of controlling drug abuse by Headteachers and Heads of Guidance and counselling.

**Table 7.**

**Suggested Approaches of controlling drug abuse.**

<b>Suggested approaches</b>	<b>Frequency</b>	<b>Percentage</b>
Individual guidance and counselling of students	105	54.1
Very strict drug laws be set by governments	99	51.0
Use of provincial administration	91	46.9
Peer group guidance and counselling	85	43.9
Education on drugs to start in primary schools	85	43.9
Formulating very strict rules on drugs	81	41.8
Involving parents	73	37.8
Use of former drug addicts	71	36.7
Punishment and suspension	65	33.7
Introducing anti-drug societies in schools	61	31.6
Rehabilitation programs to drug addicts	50	25.5
Referring students to psychiatrist	43	22.4
Use of video shows on effects of drugs	35	18.4
Use of drug related literature on notice boards	35	18.4

**N = 194**

According to Table 7, the most suggested approach of controlling drug abuse among the students includes individual guidance and counselling of students (54.1%). This involves

individual students who are victims of drug abuse and even those who have not engaged themselves in the drug menace. According to Muchiri (1998), guidance and counselling is conducted by headteachers, teachers, students and professionals. There is need to intensify guidance and counselling departments to have effective programmes that will protect students from taking drugs and control those taking drugs. It was also noted that there is need to have very strict drug laws set by the government on drug abusers and drug sellers (51.0%) and applying the drugs and psychotropic substances Act of 1994 of the laws of Kenya to the letter. The Act prescribes stiff penalties for drug pushers and those found in possession. The other suggested process was to use provincial administration to apprehend the source of drugs and the consumers of drugs without any discrimination (46.9%). The provincial administration has the capacity to control the source of drugs since they have been given the power to prosecute lawbreakers and to maintain law and order.

### **Extent to which Headteachers Applied Various Approaches to Control Drug Abuse**

To show the extent to which headteachers applied various approaches to control drug abuse among the students as reported by headteachers, means and standard deviations were calculated in all the sub-items. In the positive sub-items, a score of 1.00 – 1.80 denotes that the process was never applied; a score of 1.85 – 2.60 indicates that the process was rarely applied; a score of 2.65 – 3.40 indicates that the process was occasionally applied; a score of 3.45 – 4.20 denotes that the process was often applied while a score of 4.25 – 5.00 denotes that the process was always applied.

Negative sub-items were scored in the reverse. Therefore, a score of 1.00 – 1.80 indicates that the process was always applied; a score of 1.85 – 2.60 indicates that the



process was often applied; a score of 2.65 – 3.40 indicates that the process was occasionally applied; a score of 3.45 – 4.20 indicates that the process was rarely applied while a score of 4.25 – 5.00 indicates that the process was never applied.

Table 8 shows the sub-items on the approaches applied by headteachers to control drug abuse among the students, number of respondents, mean scores and standard deviations.

**Table 8.****Approaches Applied by Headteachers to control drug abuse.**

<b>Control approach</b>	<b>Mean</b>	<b>Standard Deviation</b>
Guidance and counselling	3.72	1.11
Use of drugs related literature	2.85	1.37
Involving parents and teachers	2.86	1.02
Involving students	2.66	1.08
Involving former drug addicts	2.40	1.19
Involving churches and NGOs	2.38	1.28
Use of psychiatrist	1.19	0.45
Alerting the police	1.31	0.62
Caning the student	1.45	0.90

**N=98**

Table 8 indicates that guidance and counselling approach was often applied ( $M=3.72$ ) to control drug abuse in secondary schools. Guidance and Counselling approach has been advocated as the best methods of controlling indiscipline in secondary school. Muchiri (1998) in her study lamented that guidance and counselling departments are not effective in many schools. There is therefore need to intensify guidance and counselling departments as away of controlling drug abuse in schools as suggested by headteachers during the Headteachers meeting on 13<sup>th</sup>-19<sup>th</sup> June, 1998 (Oirere, Kenya Times, 14,1998:13). Therefore there is a need to use guidance and counselling programmes always in schools rather than often applied.

The second most used approach to control drug abuse was to involve parents and teachers ( $M=2.86$ ). This mean indicates that parents and teachers were rarely involved in the process of guiding and counselling the students on drug abuse. Magara (1986) noted that a joint venture by both parents and teachers was found to be an essential component in enhancing student discipline in schools. Headteachers therefore should always involve parents and teachers in their efforts in controlling drug abuse in schools. Greater parental participation in student discipline is necessary to mould students into respectable citizens. On the other hand, the use of drug related literature was occasionally used ( $M=2.85$ ). There is need to use notice boards effectively as a resource center where magazines, newspapers and other writings on drug and abuse of drugs are placed strategically for everybody to read. This will ensure that enough information on drugs is available to all students.

Among the least used methods in controlling drug abuse in secondary schools was the use of a psychiatrist ( $M=1.31$ ). This mean indicates that psychiatrists are never involved in the efforts of controlling drug abuse among the students in secondary schools. There is need to involve the psychiatrists who are professionals in counselling, so as to beef-up guidance and counselling programmes. Conferences between psychiatrists and students can be organized always in schools through the initiative of the headteacher. The other least used approach was that of caning the student ( $M=1.45$ ). This indicates that the process was never used in controlling drug abuse. The Ministry directive banned this method as a method of maintaining discipline among the students. Guidance and counselling programmes were given as alternative methods of maintaining the schools discipline (Waihenya, 2001).

### **The Extent of Involvement of Head Teachers, Teachers, Students, Parents and Boards of Governors in Controlling Drug Abuse.**

To show the extent of involvement of headteachers, teachers, students, parents and Boards of governors in controlling drug abuse, means and standard deviations were calculated in all sub-items in each category as reported by heads of guidance and counselling.

#### **Headteachers and Drug abuse control.**

Table 9 shows the sub-items on the headteachers involvement in establishing rules, delegation and consultation on drug abuse control. In each case, the mean and the standard deviations were calculated in relation to the group that stated that particular measure.

Table 9.

**Headteachers Involvement in Establishing Rules, Delegation and Consultation.**

<b>Headteachers Involvement in Drugs control</b>	<b>Mean</b>	<b>Standard Deviation</b>
Headteacher establishing the rules of drug related behaviour	4.77	0.59
Headteacher involves teachers in formulating rules related to prevention of drug abuse	2.85	1.24
Headteacher delegates matters related to drug abuse to other members	3.13	0.95
Headteacher holds meetings between teachers and students to discuss drug abuse among students	2.35	0.96
Headteacher distributes drug related literature to students always	2.49	1.121
Students compose songs and poems with the theme of drug abuse	2.36	0.98

From Table 9, it is noted that headteachers are always involved in establishing the rules of drug related behaviours ( $M=4.77$ ). According to the Education Act (1968), the headteacher is responsible for maintaining the school discipline. The finding of this study reveals that headteachers have affected this Act to the letter in controlling drug abuse in their schools.

However, drug abuse is so acute in secondary schools that the headteachers may not be in a position to handle it alone (Amayo and Wangai, 1994). The table also indicates that

the headteachers occasionally involve teachers in formulating rules related to prevention of drug abuse ( $M = 2.85$ ). If an institution can be said to be effectively run, co-operation between the headteacher and other members is paramount (Kang'oro, 1999).

According to Duke (1989), there is need to have consistency in the administration of school disciplinary policy where teachers accept their responsibility for all students, all the time, and everywhere in the school. There is need therefore to involve teachers always in formulating rules to control drug abuse in schools. It was further noted from the table that the headteacher often delegates matters related to drug abuse to other members of the school community like students and parents ( $M=3.13$ ). Henry Fayol (1841 – 1925) stated that division of work is essential to develop practice and formality of performing tasks. To control drug abuse in schools, there is need for headteachers to delegate responsibilities of controlling drug abuse to teachers, students and parents always.

Table 10 shows the sub-items on measures applied by the headteachers when confronted by drug abuse problems among the students. In each case, the mean and the standard deviations were calculated in relation to the group that stated that particular sub-items.

**Table 10.****Measures Applied by the Headteachers When Confronted by Drug Abuse Problems.**

<b>Measures Applied by the headteachers</b>	<b>Mean</b>	<b>Standard Deviation</b>
Student-teacher consultations	2.34	1.23
Teachers-parent meetings	2.74	0.98
Punishment such as suspension and expulsion	2.64	1.17
Alerting police	1.36	0.72
Referring the concerned student to the disciplinary committee	2.04	1.19
Use of a psychiatrist	1.59	0.95
Pastoral education	3.07	1.09
Guidance and counselling	3.70	1.06

N=98

Table 10 shows that guidance and counselling process was the most used method to control drug abuse when the headteachers were confronted by drug abuse problems among the students (M=3.70). Pastoral education method was occasionally used to control drug abuse among the students (M=3.07). This process was often used in controlling drug abuse among the students. According to Siringi (2001), peer training, counselling and rehabilitation are the modes that should be used to stamp out drug abuse in schools and colleges. Wangeri (1986) in a study conducted in Thika schools found that in 27.7 percent of the 11 secondary schools covered, principals undertook extensive counselling to enforce discipline among the students. This indicated that headteachers did not use guidance and counselling departments

to the maximum as required in maintaining the school discipline. There is need therefore to use guidance and counselling programmes always so as to control drug abuse in schools. The other process used by headteachers was pastoral education process which is indicated by a mean of 3.07. This indicates that the process was occasionally applied when headteachers were confronted by cases of drug abuse among the students. Pastoral education programmes, if mounted regularly will increase the spiritual nourishment that is lacking in many school where devil worship and drug abuse is live among the students (Wachira, 2001). The programmes can be established by using the peer student counsellors, parents, teachers and spiritual leaders to inculcate the “fear of the Lord” in students live.

Table 11 shows the sub-items on the approach used by the headteachers in handling cases related to drug abuse. In each case, the mean and the standard deviations ware calculated in relation to the group that stated that particular sub-items.



**Table 11.****Approaches used by the Headteachers in Handling Cases Related to Drug Abuse.**

<b>Approaches used by the Headteachers</b>	<b>Mean</b>	<b>Standard Deviation</b>
Student-teacher conference for drug abuse control	3.06	0.81
Teacher-parent conference for drug abuse control	2.67	0.76
Counselling the student	3.52	0.54
Involving churches and NGOs	2.25	0.92
Student suspension	1.94	0.77
Disciplinary committee	2.26	0.74
Headteacher having dialogue with students	3.33	0.71
Headteacher recommends suspension	1.50	0.68
Headteacher having dialogue with teachers	3.09	0.76
Students having dialogue with parents	2.70	0.76
Students having dialogue with B.O.G	2.08	0.74
Use of drug related literature organized by teachers	2.59	0.72
Use of songs, plays and poems	2.72	0.85

**N=98**

The most used approach in handling cases related to drug abuse as indicated in Table 11 is guidance and counselling to the students (M=3.52). This indicates that guidance and counselling process is often applied by headteachers in secondary schools. There need to intensify this process according to the resolution made by headteachers during a heads

meeting held on June 19 – 23 in Eldoret (Oirere, Kenya Times, February 14, 1998:13). Muchiri (1998) suggested that guidance and counselling departments be used effectively when dealing with cases of drug abuse in schools. Thus need for headteachers to use guidance programmes when dealing with cases of drug abuse.

The other approach indicated the headteacher having dialogue with students ( $M = 3.33$ ). Dialogue between headteachers and students were occasionally used as indicated in Table 11. According to Jones (1989), Goodlad (1984) and Hargreaves (1982), involvement of students in formulating of school disciplinary policy has been viewed as an approach which most likely can influence them into accepting and showing commitment towards that policy. There is need for headteachers to have dialogue with students always on the drug abuse problems and how they can be solved through alternative methods. The headteachers should always delegate some responsibility for drug abuse control to the teachers, where they organize student-teacher conferences in which drug issues are discussed and alternative solutions identified.

Table 12 shows the sub-items on Boards of Governors involvement in controlling drug abuse. In each case, the mean and the standard deviations were calculated in relation to the group that stated that particular sub-items.

Table 12

**Boards of Governors Involvement in Controlling Drug Abuse.**

<b>Boards of Governors Involvement.</b>	<b>Mean</b>	<b>Standard Deviation</b>
Students having dialogue with B.O.G	2.08	0.74
Once drug related rules are formulated, they are communicated to Boards of Governors	2.69	1.05
Headteacher allows discussion between him and Boards of Governors on drug related rules	2.65	1.05

N=98

Table 12 indicates that headteachers rarely involved Boards of Governors to dialogue on matters related to drug abuse in their schools ( $M=2.08$ ). This mean indicates low participation of the Boards Members in controlling drug abuse in secondary schools.

According to Education Act (1968), the Minister of Education gives all powers to the Boards of Governors to manage public secondary school in Kenya. In collaboration with the headteachers, they have a role in maintaining the school discipline. This is clearly indicated by Bell (1988) in that, school Governors will take on greater responsibilities for determining overall policy in schools although the day-to-day responsibility for the internal management and administration of every school will remain with the headteacher. According to Koeh Report (1989), there is dire need in the management of education at both primary and

secondary schools to respond to the changing society by incorporating emerging issues such as HIV/AIDS pandemic, drug abuse and other vices. Since Boards Members are part and parcel of the school administration, they may suggest ways and means of maintaining the school discipline. Hence, there is need for interpersonal growth through experience for students, teachers and Boards Members in secondary schools.

On the other hand, once drug related rules are formulated, they are occasionally communicated to boards of governors ( $M = 2.69$ ) and they occasionally allow discussion between Headteacher and board members on drug related rules ( $M=2.65$ ). According to the Kenya Education Act chapter 211, board members of a school may make administrative rules appertaining to the discipline of students and may prescribe appropriate punishment for breach of or non-adherence to such rules.

### **Teachers and Drug Abuse control.**

Table 13 shows the sub-items on teachers' involvement in drug abuse control. In each case, the mean and the standard deviations were calculated in relation to the group that stated that particular sub-items.

Table 13.

Teachers Involvement in Drug Abuse control. UNIVERSITY OF NAIROBI  
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Teachers involvement	Mean	Standard Deviation
The headteacher involves teachers in formulation of drug rules in the school	2.67	1.21
Meetings are held between teachers and the students to discuss matters of drug abuse	2.79	1.01
The headteacher delegates some drug related responsibility matters to teachers	2.50	0.88
Headteacher involves teachers in revision of related rules in the school	2.10	1.10
Headteacher communicates to teachers on disciplinary actions taken against drug abusers	2.65	1.20
Headteacher encourages dialogue with the teachers regarding matters of drug abuse	2.93	1.09

N=98

Table 13 indicates that the headteachers occasionally involve teachers in formulation of drug rules in schools (M=2.67). In a study conducted by Maina (1986) on the role of headteachers, teachers and parents in school discipline, it revealed that 10% of the teachers felt that they played a minimal role in school disciplinary matters in Kikuyu Division of

Kiambu District. There is need to involve teachers always in formulation of drug rules in the schools. From these findings, it is true that teachers are either not involved, or are reluctant in participating in school disciplinary policies and hence the infringement of drugs in schools and their use.

It was also noted that headteachers occasionally hold meetings between teachers to discuss matters of drug abuse among the students ( $M= 2.79$ ) and they rarely delegate some drug related responsibility matters to teachers ( $M=2.50$ ). From these observations, there is need to note that teachers should be involved always in creation of school disciplinary codes that lists what school considers to be misbehaviour and what punishment teachers can administer (Tattum, 1982).

#### **Students and Drug Abuse control.**

Table 14 shows the sub-items on students' involvement in controlling drug abuse. In each case, the mean and the standard deviations were calculated in relation to the group that stated that particular sub-items.

**Table 14.****Students' involvement in controlling drug abuse.**

<b>Students involvement</b>	<b>Mean</b>	<b>Standard Deviation</b>
Headteacher involves students in the formulation of drug related rules	1.89	0.86
Communication of rules to parents, students, teachers and B.O.G by the headteacher	2.69	1.05
Rules are published and placed on the school notice boards	2.49	1.22
Headteacher encourages discussion with parents, students, teachers, B.O.G and the church	2.65	1.05
Rules administered equitably to the students by the headteacher	3.19	1.30
<b>N=98</b>		

Table 14 indicates that headteachers rarely involves students in the formulation of drug related rules in the school (M=1.89). This indicates a very low participation of students in the formulation of drug related rules in the schools. Goodlad (1984) highlighted that when students feel involved in decision-making and execution of school policy, they are more likely to behave in a socially acceptable way.

The findings also indicated that headteachers occasionally informed the parents, students, teachers and Boards of Governors the rules on drug abuse (M=2.69) and they

occasionally encouraged discussion of drug rules with parents, students, teachers Boards of Governors and church (M=2.65). These findings support those of Wangeri (1986), which revealed that students are not always involved in the formulation of rules. According to Mwiria (1995), early involvement of students in making decisions, which affects them, is good training for their future.

Table 15 shows Sub-items on Parents Involvement in controlling drug abuse. In each case, the mean and the standard deviations were calculated in relation to the group that stated that particular sub-items.

**Table 15**

**Parents Involvement in Controlling Drug Abuse.**

<b>Parents involvement</b>	<b>Mean</b>	<b>Standard Deviation</b>
Headteacher encourages teacher/parent conferences	2.67	0.76
Headteacher involves parents in formulating drugs related rules and regulations	2.36	0.98
Headteacher allows discussion between him and parents on drug related rules	2.34	1.23
Once drug related rules are formulated, they are communicated to parents by the headteacher	2.74	0.98

**N=98**



Table 15 indicates that headteachers occasionally encouraged teacher-parents conferences in controlling drug abuse. This is where teachers and parents meet together to discuss problems on drug abuse among the students and the alternative solutions to each problem. These findings indicate that the role of parents participation in school discipline has been assumed by headteachers. Docking (1987) noted that partnership between families and schools can help to promote responsible behaviour based on greater understanding, concern and sensitivity towards behaviour problems facing schools.

From Table 15, it was noted that headteachers rarely involved parents in formulating drugs related rules and regulations ( $M=2.36$ ) and rarely meet the parents to discuss matters on drug abuse ( $M= 2.34$ ). Since headteachers are the ones responsible for maintaining discipline in schools, they are liable to meet parents always to discuss the problems affecting their children.

### **The Participatory Approaches used to Control Drug Abuse among the Students and the Independent Variables.**

In this section, two-tailed t-test and One Way Analysis of Variance were used to determine whether there is any significant difference between the participatory approaches used to control drug abuse among the students and the independent variables of headteacher's age; gender; administrative experience; professional grade and size of school.

### Hypothesis One: Age Variable.

$H_{01}$ : There is no significant difference between the age of the headteacher and participatory approaches used to control drug abuse among the students, as perceived by the heads of guidance and counselling.

Table 16 shows a summary of the One Way Analysis of Variance for the age and the participatory approaches used to control drug abuse among the students as perceived by the heads of guidance and counselling.

**Table 16.**

#### Analysis of Variance for the Age of Headteachers.

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.157	3	0.386	1.13	0.339
Within Groups	31.250	92	0.340	5	
Total	32.407	95			

\* F significant at 0.05 level.

The F-ratio obtained in Table 16 is 1.13, which is less than the critical value of 2.71. The null hypothesis is therefore accepted and the alternative hypothesis rejected, meaning that there was no significant difference between the age of the headteacher and the participatory approaches used to control drug abuse among the students. This indicates that the age of the headteacher in a school do not influence the participatory approaches used by

headteachers to control drug abuse among the students. Therefore, young headteachers and older headteachers have the same capability in controlling drug abuse in schools.

Table 17 shows age, number of respondents, mean scores, standard deviations and standard errors of the headteachers and the participatory approaches used to control drug abuse among the students.

**Table 17.**

**Age, Number of Respondents, Mean Scores and Standard Deviations.**

<b>Age of the Headteacher</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>
31-35	2	5.00	0.00	0.00
36-40	39	4.62	0.78	0.13
41-45	22	4.68	0.57	0.12
46-50	20	5.00	0.00	0.00
51-55	13	4.92	0.28	0.01
<b>Total</b>	<b>96</b>			

Table 17 shows that the use of participatory approaches used to control drug abuse among the students tend to be the same even in the increase of the age of headteachers. Therefore, the younger and the older headteachers tend to use similar participatory approaches in controlling drug abuse in schools. The high means for all ages of the headteachers in participatory approaches used to control drug abuse indicates that headteachers

exploit as many ways as possible of controlling drug abuse through the involvement of other members of the school community. Drug abuse is so rampant that all schools are affected by this problem, hence all headteachers reaction towards controlling drug abuse in their schools. From their experience in drug abuse cases, they have noted that this menace cannot be contained without involving a collective approach to enhance the student discipline. This approach is therefore predicted on the belief that good order and a positive learning environment are created when all members of the school community accept responsibility for good behaviour (Jones, 1989).

### **Hypothesis Two: Gender Variable.**

$H_{02}$ : There is no significant difference between the gender of the head teacher and the participatory approaches used to control drug abuse among the students.

Table 18 shows the gender of the headteachers, number of respondents, mean scores, standard deviations, standard errors, F and t values in the participatory approaches used to control drug abuse among the students.

**Table 18.**

**Gender of the Headteachers, Number of Respondents, Mean Scores and Standard Deviations.**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>	<b>F</b>	<b>t</b>	<b>D.F</b>
Male	60	4.75	0.63	0.12	1.64	-0.67	94
Female	36	4.83	0.51	0.12			
Total	96						

Critical f value = 1.98

The t value obtained in Table 18 is  $-0.67$ , which is less than the critical value of 1.98. The t value obtained shows that there is no significant difference between the gender of the headteacher and the participatory approaches used to control drug abuse among the students. The null hypothesis is thus accepted. It can therefore be concluded that the gender of the headteacher does not influence the participatory approaches used to control drug abuse among the students. Hence, both male and female headteachers have an equal chance in controlling drug abuse among the students in their schools.

### **Hypothesis Three: Administrative Experience Variable.**

$H_{03}$ : There is no significant difference between the administrative experience of the headteacher and the participatory approaches used to control drug abuse among the students.

Table 19 shows a summary of the One Way Analysis of Variance for the administrative experience and the participatory approaches used to control drug abuse among the students.

**Table 19.**

### **Analysis of Variance for the Administrative Experience of Headteachers.**

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.16	3	0.39	1.14	0.34
Within Groups	31.25	92	0.34		
Total	32.41	95			

Critical  $f$  value = 2.71

The  $F$  ratio obtained in Table 19 is 1.14, which is less than the critical value of 2.71. The obtained  $F$  value shows that there is no significant difference between the administrative experience of the headteacher and the participatory approaches used to control drug abuse among the students. The null hypothesis is thus accepted. It can be deduced that the administrative experience of headteacher does not determine the participatory approaches used to control drug abuse among the students.

Table 20 shows the administrative experience, number of respondents, mean scores, standard deviations and standard errors in the participatory approaches used to control drug abuse among the students.

**Table 20.**

**Administrative Experience, Number of Respondents, Mean Scores and Standard Deviations.**

<b>Administrative Experience in Years</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>
1-5	54	4.73	0.24	0.01
6-10	22	4.69	0.59	0.21
11-15	17	4.61	0.62	0.12
16-20	3	4.67	0.58	0.33
<b>Total</b>	<b>96</b>			

The obtained  $F$  value in Table 19 indicates that there is no significant difference

between the administrative experience of the headteacher and the democratic approaches used to control drug abuse among the students. The data in Table 20 indicates that the administrative experience of the headteacher may vary but their participatory approaches in controlling drug abuse is almost the same. The finding indicates that all the headteachers despite their different administrative experience in school involved others in controlling drug abuse among the students.

#### **Hypothesis Four: Professional Grade Variable.**

**H<sub>04</sub>:** There is no significant difference between the professional grade of the headteacher and the participatory approaches used to control drug abuse among the students.

Table 21 shows a summary of the One Way Analysis of Variance for the professional grade of the headteachers and the participatory approaches used to control drug abuse among the students.

**Table 21.**

#### **Analysis of Variance for the Professional Grade of Headteachers.**

	<b>Sum of Squares</b>	<b>DF</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	1.16	3	0.39	1.14	0.34
Within Groups	31.25	92	0.34		
Total	32.41	95			

Critical f value = 2.46

The F value obtained in Table 21 is 0.51, which is less than the critical value of 2.46. The F value obtained shows that there is no significant difference between the professional grade of the headteacher and the participatory approaches used to control drug abuse among the students. The null hypothesis is accepted. This indicates that the professional grade of the headteacher do not determine the participatory approach to be used by headteachers in controlling drug abuse among the students. Therefore, headteachers in different professional grades have the same capacity to control drug abuse among the students.

Table 22 shows professional grade, number of respondents, mean scores, standard deviations and the standard errors of the headteachers and the participatory approaches used to control drug abuse among the students.

**Table 22.**

**Professional Grade, Number of Respondents, Mean Scores and Standard Deviations.**

<b>Professional Grade</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>
Senior Principal	3	4.67	0.33
Principal	67	4.81	0.07
Senior Headteacher I	20	4.65	0.15
Senior Headteacher II	1	5.00	0.00
Senior Headteacher III	5	5.00	0.00
<b>Total</b>	<b>96</b>		

Table 22 indicates that headteachers in all professional grades have high mean scores in using the participatory approaches in controlling drug abuse among the students. Hence,



despite the fact that professional grades of headteachers may differ, they all involve other members of the school community like parents, teachers, students and members of boards of governors in controlling drug abuse among the students. They consider these stakeholders as resourceful partners in controlling drug abuse in their schools.

#### **Hypothesis Five: Size of School Variable.**

$H_{05}$ : There is no significant difference between the size of the school and the participatory approaches used to control drug abuse among the students.

Table 23 indicates a summary of the One Way Analysis of Variance for size of the school and the participatory approaches used to control drug abuse among the students.

**Table 23.**

**Analysis of Variance for Size of the School.**

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	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	2.675	4	0.535	1.59	0.17
Within Groups	30.927	92	0.336		
Total	33.602	96			

\* Significant at 0.05 level.

The F ratio obtained in Table 23 is 1.59, which is less than the critical value of 2.46. The null hypothesis is therefore accepted and the alternative hypothesis rejected, meaning that there is no significant difference between the size of the school and the participatory approaches used to control drug abuse among the students. The size of the school does not

influence the participatory approaches used by headteachers to control drug abuse among the students.

Table 24 shows the size of the school, number of respondents, mean scores, standard deviations and standard errors of the headteachers and participatory approaches used to control drug abuse among the students.

**Table 24.**

**Size of the School, Number of Respondents, Mean Scores and Standard Deviations.**

<b>Size of school</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>
Single streamed	29	4.94	0.63	0.11
Double streamed	55	4.85	0.58	0.08
Triple streamed	12	2.83	1.84	0.42
Total	96			

Table 24 indicates that the use of the participatory approaches by headteachers to control drug abuse tend to be consistent in single streamed and double streamed schools despite the increase with the size of the school. In single streamed schools and double streamed schools, there was a maximum use of participatory approaches to control drug abuse. A mean of 4.94 for single streamed was obtained and 4.85 for double streams. This indicates that headteachers in single and double-streamed schools involved students, teachers, parents and Boards Members in their efforts of controlling drug abuse in their schools.

Headteachers in triple streamed schools occasionally ( $M=2.83$ ) involved students, teachers, parents and Boards Members in controlling drug abuse. This mean is relatively low compared to those in single and double-streamed schools. There are chances that in triple streamed schools, the number of the students population increased and chances are that many students are exposed to drugs. Most triple streamed schools were either day schools or day-boarding schools. There is therefore a tendency of peer influence among the students since they come from different backgrounds. There are those who have been exposed to urban life and those who have rural background where drugs are commonly used. The head-teachers therefore experiences different and unique cases of drug abuse among the students that cannot be solved or controlled within the limited time they have. There is therefore tendency to solve them single handedly without involving the other members of the school community.

### **Summary**

In summary, the researcher found that cigarettes, bhang and beer are the most commonly used drugs by students in Nyeri District may be due to their availability in school surroundings. It was also noted that drug abuse has resulted to gross decline in the discipline of the students in this District. In addition, the problem of drug abuse among the students was a result of availability of drugs in their surrounding environment, watching movies and emulating older people.

The problem of drug abuse is escalating because most of the teachers responsible for controlling drug abuse are un-trained heads of guidance and counselling departments who

cannot identify the drugs abused by the students and also lacks enough and effective support from parents. However, intensive guidance and counselling methods and the use of provincial administration to control the source of the drugs were the best methods advocated for in controlling drug abuse among the students.

## CHAPTER FIVE

### SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

The influence of drug abuse on student discipline has been clearly documented.

Discipline is very vital in any organisation such as a school as no group of people can work together successfully without establishing standards of behaviour, mutual respect and desirable system of values which leads each person in the group to develop self control and self direction. Drug abuse has been identified as a major cause of indiscipline in secondary schools and has often lead to poor examination performance and mass dropouts of students in secondary schools.

The purpose of this study was to examine the participatory approaches used to control drug abuse among the students in public secondary school in Nyeri District. The study further sought to find out if there was any significant difference between the participatory approaches used to control drug abuse among the students and five independent variables; headteacher's age, gender, administrative experience, professional grade and size of school. In this regard, five null hypotheses were stated.

The literature review discussed drug dependence and abuse in the global context. It also covered drug abuse in the third world countries particularly those found in Africa. It has been noted that Africa have become a global highway for illegal drugs traffic where majority of drug abuse victims are the youth. The literature review also highlighted much on drug abuse and indiscipline in Kenyan Secondary Schools whereby it was found that almost all secondary schools had drug abuse problems among the students. The concept of participation administration and democracy in Education administration is discussed. The study used an ex-post facto research design. The target population consisted of 127

headteachers and 127 heads of guidance and counselling departments of public secondary schools in Nyeri District. Therefore the study consisted of two different questionnaires for these participants.

To determine the reliability of the instruments, a pilot study which involved 21 headteachers and 21 heads of guidance and counselling was conducted. The purpose of pre-testing was to assess the clarity of the instrument items, the validity and reliability of each of the items in the instruments as well as the suitability of the language used in the instruments (Mulusa, 1988, p. 154.). In validating the instruments, a pilot study was conducted in 21 schools in Nyeri District. Two respondents from each school (headteacher and heads of guidance and counselling) filled the questionnaires. The schools were selected randomly from each strata; that is boys only, girls only and mixed schools. The questionnaires were delivered and collected by the researcher personally from the respondents. After each respondent completed the questionnaire, each questionnaire item was discussed with the respondent to determine whether the items were correctly worded and therefore not open to misinterpretation when administered to the respondent in the main study. Three senior University lecturers who are experts in the area of Educational Administration validated the instruments and also contributed in determining the validity of the instruments. The analysis of the pilot study showed that the instrument for headteachers had a reliability of 0.78 and that of heads of guidance and counselling had a reliability of 0.94. The total numbers of respondents who completed and returned their questionnaires in the final study were 194 of which 96 were headteachers. The questionnaires return rate was 91.5%. The analysis of data consisted of a two-tailed t-test and One Way Analysis of

Variance and the level of significance was set at 0.05. Five null hypotheses were tested. The open-ended questions were analyzed using frequency distributions and percentages.

### **Summary of research findings**

The research findings showed that all public secondary schools experienced drug abuse problems among the students. The most abused drugs in public schools were cigarettes (95.9%), bhang (84.7%) and alcohol (69.4%).

In dealing with drug abuse problems experienced, a range of thirteen methods were used by headteachers which included: - Guidance and counselling (54.2%), dialogue with students (45.8%) and student-teacher conference (33.3%) while the least applied methods included: - Recommending expulsion (1%), dialogue with boards of governors (3.1%) and student suspension (5.2%).

Causes of drug abuse among the students were: - easy availability of the drugs from surrounding community, copying the older people who take drugs, influence from other students who are drug takers, seduction from movie where successful actors like music stars are drug addicts hence emulating them, poor family background leading to frustration and excess pocket money from rich families and ignorance among the youth. The major causes of drug abuse problems among secondary school students were the availability of the drugs from the society (61.5%) and emulating the older people who smokes and drinks in their presence (52.1%).

Drug related behavioural problems experienced by teachers in secondary schools included: - declining academic performance (83.7%), lack of concentration among the

students and sleeping in class (52.0%), petty theft (32.7%), unpredictable mood and violent temper among the students (31.6%), withdrawal syndrome (30.6%) and untidiness and carefree attitude among the students (28.6%).

In controlling drug abuse in secondary schools, the following suggestions were given as the appropriate approaches of controlling drug abuse. Guidance and counselling by students indicated by (54.1%) of the respondents, this idea agrees with that of Muchiri (1998) where she suggested the use of guidance and counselling when dealing with indiscipline cases. On the other hand very strict laws be set by the government on drug abuse dealers and consumers (51.0%), using the provincial administration in dealing with drug culprits (46.9%) among the others.

The problems that are encountered by teachers in controlling drug abuse in secondary schools included:- unprofessional teachers who cannot differentiate between some reported and un-identified drugs that resembles local medical drugs such as piriton but have a very strong influence on the body of human beings (55.1%); proliferation of drugs in the society such that you can get them any time when required (53.1%); and that most schools have day scholars who transit drugs when coming to school and have contact with the peddlers and are sometimes given commissions for transiting them to students who are customers (43.9%).

The major draw back in controlling drug abuse among the students was the readily available source of drugs abused by students, hence proliferation of drugs within the school environment. The source of the drugs abused in secondary schools included: - local outside school community, nearby kiosks, village peddlers and sellers (95.8%), parents who are



addicts or suppliers (60.4%), peer students who are addicts mostly from wealthy families who affords to purchase the drugs (59.4%), support staff like workmen, cooks, messengers and watchmen (38.5%) and even teachers (9.4%).

The most frequently suggested methods of controlling drug abuse by headteachers and heads of guidance and counselling departments were guidance and counselling (54.2%), dialogue with students (45.8%) and student-teacher conferences (33.3%).

The least application of the various approaches used to control drug abuse by headteachers was recorded in the sub-items of using a psychiatrist ( $M=1.19$ ) and alerting the police (1.31). The second least application of participatory approaches used by headteachers to control drug abuse was recorded in the category of Boards of Governors and drug abuse control. The mean score of 2.70 indicates that Boards of Governors are occasionally involved in controlling drug abuse problem in schools. The third least application of participatory approaches used by headteachers to control drug abuse was recorded in the category of teachers and drug abuse control. The mean score of 3.09 shows that headteachers occasionally involved teachers in controlling drug abuse. The lowest means were obtained in the sub-items of headteachers involving teachers in revision of drug related rules in schools ( $M=2.10$ ) and the headteacher delegating some drug related responsibility to teachers ( $M=2.50$ ).

It was also noted that headteachers are fully involved in controlling drug abuse among the students. The mean score of 4.77 shows that headteachers themselves participated always in controlling drug abuse among the students. The lowest means were recorded in headteachers holding meetings between teachers and students to discuss drug

abuse among the students ( $M=2.35$ ) and headteachers encouraging students and teachers to compose songs and poems with the theme of drug abuse, which are appraised, by the headteachers ( $M=2.36$ ).

The hypothesis testing for significant difference between the participatory approaches used to control drug abuse among the students and the age of the headteacher showed that there was no significant difference between the participatory approaches used to control drug abuse among the students and the age of the headteacher. The application of participatory approaches used by headteachers to control drug abuse among the students tended to be consistent even with the increase in the age of headteachers.

It was noted that the hypothesis testing for significant difference between the participatory approaches used to control drug abuse and the gender of the headteacher showed that there was no significant difference between the gender of the headteacher and the participatory approaches used to control drug abuse. In addition, hypothesis testing for significant difference between the participatory approaches used to control drug abuse among the students and the administrative experience of the headteachers showed that there was no significant difference between the participatory approaches used to control drug abuse and the administrative experience of the headteacher. Although the administrative experiences of the headteachers were varying, the participatory approaches used by these headteachers were the same.

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The hypothesis testing for significant difference between the participatory approaches used to control drug abuse among the students and the professional grades of the headteachers showed that there was no significant difference between the participatory

approaches used by headteachers to control drug abuse and the professional grade of the headteacher. Similarly, hypothesis testing for significant difference between the participatory approaches used to control drug abuse among the students and the size of the school showed that there was no significant difference.

Finally, the overall use of the participatory approaches used by headteachers to control drug abuse showed that the secondary school headteachers were participatory and involved others in controlling drug abuse in schools among the students. However, there is need to involve other stakeholders fully in controlling drug abuse among the students.

### **Conclusions of the study.**

From the findings of this study, it is paramount to note that drug abuse is very rampant among the secondary school students in Nyeri District. This could be due to the fact that the district is in the neighbourhood of the Mount Kenya, where tobacco and bhang is commonly grown (Wachira, 2001). It is alarming to note that drug abuse is ranked first among the major causes of indiscipline problems among the students in the district. Drugs are known to have resounding repercussions on the abusers and unless this trend of drug abuse is reverted, it predicts serious implications in the present and future generations. It can also be concluded that cigarettes, alcohol and bhang are the favourite drugs taken by the students. The frequent use of these drugs could be due to their availability hence easy to be obtained by the students from their locality.

Drug taking among the students results to serious discipline problems in schools that affect the entire aspirations of these institutions. Drug taking results to:- truancy among the

students, lack of concentration in academic work and hence poor results among the students (Central Province Education Board Report 2001). This indicates that the home and the societal environments have a bearing on the students' behaviour. This is a clear indicator that collective involvement would help to alleviate drug abuse problems among the students.

Since parents and teachers are the role models of the students, they need to avoid taking drugs since the students will copy from them and they cannot convince the students on the dangers of drug abuse if they are victims. On the other hand, guidance and counselling departments have been given the responsibility of moulding the behaviour of the students in school not only for short-term solutions but also for their future lives. It was noted that Head teachers rarely involve the students and parents in their disciplinary committees when dealing with drug abuse cases. This supports the findings of Kerosi (1987) and that of Maina (1986), which revealed that headteachers do not involve students and parents in school discipline matters.

According to the tests of hypotheses, there was no significant difference between the age of the headteacher and the participatory approaches used to control drug abuse among the students. It can therefore be concluded that the age of the headteacher has no important bearing on the participatory process used to control drug abuse among the students.

Also it was noted that there was no significant difference between gender of the headteachers and the participatory approaches used to control drug abuse among the students. This indicated that gender of the headteacher does not determine the application of participatory approaches used to control drug abuse among the students. Hence, it can be concluded that male and female headteachers have equal chances in controlling drug abuse among the students in secondary school by using participatory approaches.

It was further noted that there was no significant difference between the administrative experience of the headteachers and the participatory approaches used to control drug abuse among the students. Therefore, it can be concluded that the administrative experience does not influence the application of participatory approaches used to control drug abuse among the students.

It was observed that no significant difference existed between the professional grade of the headteacher and the participatory approaches used to control drug abuse among the students. Therefore, professional grade of headteacher does not have any bearing on the participatory approaches used to control drug abuse among the students.

Lastly, but not the least, there was no significant difference noted in the size of the school variable and the participatory approaches used to control drug abuse among the students. Therefore, the size of the school has no significant bearing on the participatory approaches used to control drug abuse among the students; hence all schools regarding their size are vulnerable to the problem of drug abuse among the students.

### **Recommendations**

The following recommendations are made from the findings and the conclusions of the study.

1. It is recommended that the headteachers be trained on how to use effective participatory methods on behaviour modifications such as dialogue with the students, teachers, boards of governors and parents in controlling drug abuse which may have a positive impact on drug abuse control. Since a problem 'shared is a

problem half solved', enough dialogue between students, teachers and parents on drug abuse problem will result to everybody's participation in the effort of controlling drug abuse. This would inculcate a sense of ownership of the decisions made to get the long-term solutions to the problem.

2. It is recommended that frequent workshops, in-service courses for head teachers and heads of guidance and counselling be stepped up to train them professionally on how to involve others on drug abuse problems. These courses would equip them with various theories of educational administration and varying methods of problem solving when dealing with cases of drug abuse. This would also help in revealing the sources and reasons behind drug taking among the students. The result would be a long lasting solution towards the problem of drugs in schools.
3. It is recommended that parents be involved on campaign against drug abuse and guided and counselled on how to bring up their children as regards the current menace of drug abuse in the community. Since parents are the 'first teachers' of the young children, they can advice them on the dangers of drugs even before they encounters them in their lives. There is need therefore for the Ministry of Education to organize seminars and talks on drug abuse where parents are involved and equipped with diverse information on drug abuse in the community.
4. It is recommended that the provincial administration be fully involved by Headteachers in controlling drug abuse among the students in secondary schools. They are the arm of the government that maintains law and order in the country. They have power to prosecute those dealing with drugs in the society. This will help to control the source of drugs and the consumers of these drugs in the society.

5. It is recommended that participatory approaches between school administrators and the government be encouraged so that very strict rules and guidelines are enacted on drug peddlers and drug abusers both inside and outside the school community. The government through the arm of the legislature (parliament) has power to formulate rules and regulations that will govern how to deal with consumers and dealers of drugs. Heavy fines and imprisonment of the victims would discourage both the sellers and consumers.

### **Suggestions for further research**

The following areas are suggested for further research.

1. This study involved the headteachers and heads of guidance and counselling as respondents in obtaining information on drug abuse among the students. It is therefore suggested that a replication of this study using an interview schedule as research instrument involving parents and students as respondents. This would ensure that a replication of this study using the students and parents as respondents is conducted. This would help to get their views, suggestions and if possible their attitudes towards participatory administration on drug abuse control.
2. Nyeri District is predominantly rural based in terms of the areas where many schools are located. This indicates that the information obtained in this study can only be generalized in urban areas with a lot of caution. Hence, it is suggested that a comparative study on the use of participatory approaches used by Headteachers to control drug abuse in secondary schools in rural and purely

urban areas like Nairobi Province be conducted.

3. This study was based on participatory approaches used to control drug abuse among the students in Nyeri District. The information obtained can be expounded further by conducting a study on the effects of drug abuse in secondary schools on HIV/AIDS in Kenya. This would help in establishing whether there is a significant relationship between drug abuse and HIV/AIDS in secondary schools.



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**APPENDICES****APPENDIX A****LETTER OF INTRODUCTION TO HEADTEACHERS****UNIVERSITY OF NAIROBI****KIKUYU CAMPUS****P.O. BOX 92****KIKUYU.****2002****Dear Sir / Madam,**

I am a postgraduate student from Nairobi University undertaking a research study in Nyeri District. The purpose of the study is to investigate the participatory approaches used by Headteachers to control drug abuse in public secondary schools in Nyeri District.

You and your guidance and counselling school teacher have been chosen to participate in this study. Please read the instructions carefully and respond to all items in the questionnaire.

Thank you for your cooperation.

Yours sincerely,

Ng'ang'a M. Richard.

M.ED Student

**Department of Educational Administration**

**and Planning, University of Nairobi**

**APPENDIX B**  
**QUESTIONNAIRE FOR HEADTEACHERS**

**INSTRUCTIONS**

The questionnaire is designed to gather general information on drug abuse and dependence among the students to be used in the study of **“Participatory Approaches used by Headteachers to Control Drug abuse in Public Secondary Schools in Nyeri District”**. (Please respond to each question by ticking [✓] the appropriate response or by giving your own opinion as truthfully as possible).

Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only. All information in this questionnaire is **CONFIDENTIAL**.

Therefore **DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL** anywhere in this questionnaire. You are kindly requested to respond to all the items as applicable to you.

**Part One**

1. Please indicate your gender

(a) Male            (     )                      (b) Female            (     )

2. Indicate your age in years

---

3. Indicate your highest academic qualifications

- |     |             |         |
|-----|-------------|---------|
| (a) | Diploma /S1 | (     ) |
| (b) | ATS         | (     ) |
| (c) | B.Ed (Arts) | (     ) |
| (d) | B.Ed, (Sci) | (     ) |

- (e) B.A with P.G.D.E ( )
- (f) B.Sc. with P.G.D.E ( )
- (g) B.A with Education ( )
- (h) B.A with Dip.Educ ( )
- (i) B.Sc. with Educ ( )
- (j) B.Sc. with Dip Educ ( )

Any other (specify) \_\_\_\_\_

4. Please indicate your current professional grade.

- (a) Chief Principal ( )
- (b) Senior Principal ( )
- (c) Principal ( )
- (d) Senior Headteacher I ( )
- (e) Senior Headteacher II ( )
- (f) Headteacher III ( )

5. Please indicate your administration experience in that school.

- (a) 1 - 5 years ( )
- (b) 6 - 10 years ( )
- (c) 11-15 years ( )
- (d) 16-20 years ( )
- (e) Over 20 years ( )

6. Specify the category of your school

- (a) Mixed day ( )
- (b) Mixed boarding ( )

- (c) Girls boarding ( )
- (d) Girls day ( )
- (e) Boys day ( )
- (f) Boys boarding ( )

7. Indicate the number of streams in your School

- (a) Single ( )
- (b) Double ( )
- (c) Triple ( )
- (d) Four ( )
- (e) Five ( )
- (f) Over five ( )

8. Please indicate the number of students in your school in the space below.

Boys \_\_\_\_\_

Girls \_\_\_\_\_

Total \_\_\_\_\_

9. Where is your school located?

- (a) Rural setting \_\_\_\_\_
- (b) Urban setting \_\_\_\_\_
- (c) Rural-Urban fringe (between rural and urban setting). \_\_\_\_\_

10. (a) Do some of your students take drugs? [ YES ]  [ NO ]
- (b) If yes, what kind of drugs have you encountered among the students? Kindly list them down from the most prevalent to the least.



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11. Name the source of the drugs mentioned in question 10b above.
12. What are the causes of drug abuse among your students in the school? List them down from the **major** cause to the **least**.

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### Part two

1. Following are some of the approaches used to control drug abuse and drug dependence among the students. Please indicate the extent to which each one of the approaches is used in your school.

The scale below provides you with four (4) different options. Tick the appropriate option that applies to the process indicated.

Scale: V.F = Very Frequenty ,F= Frequenty ,R= Rarery ,N= Never .

Process of controlling drug abuse and dependence:	VF	F	R	N
I. Student-Teacher conferences				
II. Teacher-Parent conferences				
III. Teachers Counselling the students				
IV. Involving the church and NGOs				
V. Suspension				
VI. Referring students to disciplinary committee				
VII: Headteacher having dialogue with students				
VIII. Headteacher recommending expulsion				
IX. Headteacher having dialogue with teachers				
X. Students having dialogue with parents organized by Headteacher				
XI. Students having dialogue with B.O.G				
XII. Use of drug related literature organized by teachers				
XIII. Use of poems, songs and plays composed by students or teachers				

Any other method, please specify

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2. What constraints does your School face in preventing drug abuse?

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3. What are the best approaches do you think can be effectively used to remediate, eradicate or diminish drug abuse in secondary schools?

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4. Please give your advice on drug abuse prevention methods (approaches) in relation to effectiveness of each method.

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**Thank you very much for your cooperation.**

**APPENDIX C**  
**QUESTIONNAIRE FOR HEADS OF GUIDANCE AND COUNSELLING**  
**DEPARTMENTS**

**INSTRUCTIONS**

This questionnaire is designed to gather general information on drug abuse and dependence among the students to be used in the study of the **“Participatory approaches used by headteachers to control drug abuse among students in public secondary schools in Nyeri District ”**.

Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only. All information in this questionnaire will be treated

**CONFIDENTIALLY**. Therefore **DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL** in this questionnaire. You are kindly requested to respond to all the items as applicable to you.

**Part A**

1. Please indicate your gender

(a) Male ( )                      (b) Female ( )

2. Indicate your age in years

(a) Below 20 ( )

(b) 21 - 25 ( )

(c) 26 - 30 ( )

(d) 31 - 35 ( )

(e) 36 - 40 ( )

- (f) 41 - 45 ( )
- (g) 46 - 50 ( )
- (h) Over 50 ( )

3. Indicate your highest academic qualification.

- (a) Diploma \ ATS ( )
- (b) B.E.d (Arts) ( )
- (c) B.E.d (Science) ( )
- (d) B.A with P.G.D.E. ( )
- (e) B.Sc. With P.G.D.E. ( )
- (f) B.A with Educ. ( )
- (g) Masters degree ( )
- (h) Any other please specify \_\_\_\_\_

4. How long have you taught in the school?

Years \_\_\_\_\_ Months \_\_\_\_\_

5. Indicate the number of streams in your school

- (a) Single ( )
- (b) Double ( )
- (c) Triple ( )
- (d) Four ( )
- (e) Five ( )
- (f) Over five ( )

6. What is the category of your school

- (a) Mixed day ( )

- (b) Mixed boarding ( )
- (c) Girls boarding ( )
- (d) Girls days ( )
- (e) Boys boarding ( )
- (f) Boys day ( )

### Part B

In this part you will find some statements in three sections. You are kindly requested to indicate, in your own opinion to what extent each statement applies to your school regarding student disciplinary procedures.

#### Section one.

Please indicate the extent to which each of the following statements apply in your school.

The scale below provide you with five (5) different options. Tick the appropriate option in the question provided.

**Scale: A = Always, Oft = Often, Occ = Occasionally, R =Rarely  
N=Never.**

	A	Oft	Occ	R	N
1) The headteacher is directly involved in establishing the rules of drug-related behaviour, penalty to be applied and the process to be used.					
2) The headteacher involves teachers in formulating rules related to prevention of drug abuse.					
3) The headteacher delegates matters related to drug abuse to other members such as teachers, students and parents.					
4) The headteacher holds meetings between teachers and students to discuss drug abuse among the students.					
5) The headteacher distributes drug related literature to students always or pinning the literature on notice boards.					
6) Students compose songs and poems with the theme of drug abuse which are appraised by the headteacher.					
7) When confronted with the problems of drug abuse among the students, the headteacher uses the following measures: a) Student-teacher meeting consultations b) Teachers-parents meetings c) Punishment such as suspension or expulsion d) Alerting police e) Referring the student concerned to a disciplinary committee f) Use of psychiatrist					

g) Pastoral education					
h) Guidance and counselling					
8) The headteacher uses the following methods to control drug abuse among the students:  i) Guidance and counselling ii) Use of drug related literature iii) Involving parents and teachers iv) Involving students v) Suspending suspected students vi) Involving churches and NGOs vii) Use of psychiatrist viii) Alerting police ix) Caning the student					



### Section two

Please indicate the extent to which each of the following statements apply in your School.

The scale below provides you with five (5) different options. Tick the appropriate option against the question provided.

Scale: A=Always, Oft = Often, Occ=Occasionally, R=Rarely, N =Never

	A	Oft	Occ	R	N
1. The headteacher involves teachers in the formulation of drug rules in the school					
2. Meetings are held between teachers and the students to discuss matters of drug abuse and dependence					
3. The headteacher delegates some drug related responsibility matters to teachers					
4. The headteacher involves teachers in the revision of drug related rules in the school					
5. The headteacher communicates to teachers on disciplinary actions taken against drug abusers in the school					
6. The headteacher encourages dialogue with teachers regarding matters on drug abuse and dependence among the students					

### Section three

Please indicate the extent to which each of the following statements apply to your school.

The scale below provides you with five (5) different options. Tick the appropriate option against the question provided.

**Scale: A= Always, Oft = Often , Occ = Occasionally, R= Rarely, N = Never.**

	A	Oft	Occ	R	N
1. The headteacher involve students in the formulation of drug related rules in the school					
2. Once drug related rules are formulated, they are communicated to parents, students, teachers and the Boards of governors					
3. Once drug related rules are formulated, they are published and placed on the school notice board					
4. The headteacher allows discussion of drug related rules with other members of the school such as parents, students, teachers, Boards of governors and the church					
5. When drug related rules are formulated, they are administered equitably to every student					

## PART C

1. (a) In your opinion, what types of drugs are prevalent in your school among the students from the **most** common to the **least** (e.g bhang, heroine, miraa, cigarette, alcohol, madrax, cocaine e.t.c).

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- (b). What is the basis of your opinion in 1(a) above.

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2. What drug related behaviour problems do you find among the students in your school?

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3. What methods do you use to prevent drug abuse among students in your school or to rehabilitate the addicts?

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4. What constraints do you face in your efforts to prevent drug abuse among students in your school?

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5. What are the approaches have you found effective in preventing drug abuse in your school.

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6. Please state the advice you would give towards effective methods of preventing drug abuse among students in your school.

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**Thank you for filling the questionnaire cooperatively.**