

**// EFFECTIVENESS OF SCHOOL ADMINISTRATIVE STRATEGIES
IN THE CAMPAIGN AGAINST DRUG AND SUBSTANCE ABUSE
AMONG SECONDARY SCHOOL STUDENTS IN SAMBURU
COUNTY, KENYA //**

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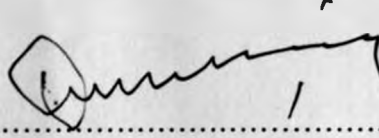
**A Research Project Submitted in Partial Fulfilment of the Requirements
for the Degree of Master of Education in Educational Administration**

University of Nairobi

2012

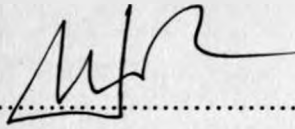
DECLARATION

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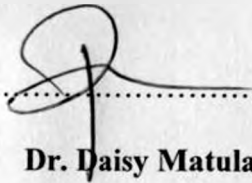


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DEDICATION

This work is dedicated to my wife Susan Oundo and our children Simon Oundo, Olga Oundo, Shirley Oundo, Hilda Oundo, Martha Oundo, Joy Oundo and Mary Ounndo.

ACKNOWLEDGMENTS

I would like to thank God for giving me life and time to carry out this research. I am deeply indebted to many people without whom this work would not have reached its present form. First I would like to express my sincere appreciation to my supervisors, Dr. Ibrahim Khatete and Dr. Daisy Matula for their scholarly and constructive suggestions, advice, guidance and encouragement, without which this study would not have reached its completion.

Special thanks go to my family especially my wife Susan Oundo who encouraged and undertook additional responsibilities so as to facilitate my study. To my daughters, Olga Oundo, Shirley Oundo, Hilda Oundo, Martha Oundo, Joy Oundo and Mary Oundo and son Simon Oundo who accepted to forego my company and care, while I was studying.

To my friends Karanja and Muchiri just to mention a few, thank you for your encouragement and prayers throughout this period.

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LIST OF ABBREVIATIONS AND ACRONYMS

DARE	Drug Abuse Resistance Education
DEO	District Education officer
GOK	Government of Kenya
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACADA	National Campaign Against Drug Abuse
SCAD	Students' Campaign against Drugs
UNDCP	United Nations Drug Control Programme

ABSTRACT

The purpose of this study was to establish the effectiveness of school administrative strategies in the campaign against drug and substance abuse among secondary school students in Samburu County. The study was guided by the four objectives; to examine the extent to which guidance and counseling services affect campaign against drug and substance abuse among secondary school students, to establish the role played by drama and concerts in the campaign against drug and substance abuse among secondary school students, to determine the impact of announcements during parade in the campaign against drugs and substance abuse among secondary school students, to examine the influence of posters in the campaign against drug and substance abuse among secondary school students and to determine the influence of guest speakers in the schools on the campaign against drug and substance abuse among secondary school students in Samburu County. The research adopted descriptive survey design.

The research employed descriptive survey design. The target population consisted of 19 public secondary schools; the population included 19 headteachers, 230 teachers and 2880 form two, three and four students. Purposive sampling was used to select 19 headteachers, 57 teachers and 285 students. Simple random sampling was used to select students from form two, three and four. A pilot study was carried out to improve the validity. To test reliability of the instruments test-retest technique were used. Descriptive analysis was used to summarize qualitative data. Quantitative data collected was tabulated and analyzed using percentages and frequencies. The following were the findings; there is guidance and counselling programmes in most of the schools while teachers' counsellors were available in some schools while in others the class teachers offered counselling. The students having participated in school drama and concerts on campaign against drug and substance abuse, this created awareness inculcates positive values. Announcement during parades creates awareness of all the activities that happen within the school including campaign against drugs and substance abuse. The posters can communicate silently but carry a deeper meaning to students. Guest speakers should be encouraged to give topics on drugs and substance abuse in schools when invited.

The following conclusions were drawn from the study: there is need for the government to post guidance and counselling teachers in all schools. All schools should integrate guidance and counselling in their programmes and carry out campaigns against drugs and substance abuse. Announcements on drugs and substance abuse should be made more often by headteachers and teachers to discourage students from abusing drugs. Use of posters can communicate silently to students. Use guest speakers and have more open forums with the students on topics related to drugs and substance abuse.

The following were the recommendations of the study; guidance and counselling programmes should be started in all schools. Kenya drama festival

programmes should be encouraged so as sensitize on dangers of drugs and substance abuse. Parades/school assemblies should be used to make announcements that enlighten students on harmful effect of drugs. Hence the teachers/ headteachers using the school assemblies were very important to help them make better choices about drugs and substance abuse. More posters should be availed to schools on the campaign against drugs and substance and especially posters that can communicate to the students. The schools should invite guest speakers on drugs and substance abuse and also about other factors that affects students in school.

CHAPTER ONE

INTRODUCTION

1.1 Background information

According to Hagembe (2011) education sector is critical in the fight against drug/substance abuse and therefore Ministry of Education, Science and Technology, and NACADA have established ways to address these challenges. They noted that plans were underway to collaborate with Kenya Institute of Education to develop life skills packages for the youth including training manuals. The Kenya Education Staff Institute were also to incorporate drug/substance abuse preventive education in the education managers training curriculum and were to train a core team of trainers. This was to educate and empower the youth, with changed attitudes and perceptions on drug abuse. The education managers as custodians of the youth were sensitized and this helped them to acquire knowledge that enabled them to prevent and control drug/substance abuse in their respective institutions (Hagembe, 2011).

Prendergast, Podus, Change, and Urada, (2002) noted that effective prevention strategies are critically important in community efforts to combat substance abuse. Virtually everyone is susceptible to alcohol and other drug problems at different points in their lives. Some people, however, are at a higher risk for developing serious addiction because of personal, family, or environmental

circumstances. The impact of substance abuse often reaches beyond the abuser to family members, friends, co-workers, and society at large.

The World Drug Report (2005) showed a significant rise in hard drug seizures across the world with the cases totalling to 1.3 million. As the report indicates, Countries like Colombia, Peru and Bolivia remain world's leading producers accounting for 97% of the total products in the markets. Afghanistan is noted to lead in cultivation of opium with 13100 hectares of land under the crop, whereas, Morocco, Afghanistan and Pakistan are identified as the major source of cannabis. Drug production and abuse goes hand in hand with trafficking.

Drug and substance abuse has permeated all the strata of society with the youth and young adults being the most affected. According to the United Nations drug control programmer most users fall between 15 and 30 years of age although experimentation with drugs starts earlier (UNDCP, 2010). According to Santrock (2001) most youths get into drug abuse knowing scarcely anything about drugs save what they have constructed from the pop media. Most adolescents become drug users at some point of their development, whether it is limited to alcohol, caffeine and cigarettes or extended to Marijuana, cocaine and hard drugs. This is due to peer pressure, family influence, curiosity and low self esteem. The use of drugs for personal gratification and temporary adaptation carries a high price tag; drug dependence, personal disorganization and a predisposition to serious and

sometimes fatal diseases and accidents (Santrock, 2001). Therefore what is intended to be adaptive behaviour turns out to be maladaptive in the long run.

According to the Uganda Youth Development Link (2011) alcohol and drug abuse is on the rise across all age groups particularly among school going children and out of school young people, women and people living in Internally Displaced People's camps is a common problem in Uganda. The school going children are increasingly getting involved due to a range of reasons that include wanting to be accepted by peers, to cope with academic pressures and for some the desire to ease the realities of everyday living. Therefore drug and substance abuse cuts across gender, although males are more inclined to the problem.

Drug and substance abuse is considered to be the misuse of any substance whether legal or illegal which damages some aspects of the users life either mental or physical health as well as ones ability to work, study or function normally in the society (Ministry of Education, 2009). According to Hegembe and Simiyu (2009) harmful effects of drugs and substance abuse is destruction of lives. Hence institutions and communities need to find a common ground in the mission towards a drug and substances of abuse free word. Drug abuse produces tolerance to the drug as well as physical and psychological dependence among a host of other undesirable effects. Physical dependence is the physical need for a drug that is accompanied by unpleasant withdrawal symptoms when the drug use

is discontinued. Psychological dependence is the strong desire and craving to a repeat the use of a drug for various emotional reasons such as a feeling of well being and reduction of stress. Depending on their effect on the Central nervous system, drugs are classified into stimulant depressants, hallucinogens and marijuana.

Drug abuse and trade is illegal in most countries including Kenya. However it is important to note that Kenya remains one of the countries where the promotion of drug related advertisements is still not banned (Digolo, Obondo, Ochanda & Odhiambo, 2004). It is necessary to provide adolescents with accurate information about drugs and drug abuse in order to save them from self- destruction; the end result of drug abuse. Drug abuse has featured as a factor in most of the behaviour problems in secondary schools in Kenya. It has been blamed for the strikes violence, indiscipline misconduct, high dropout rate and poor performance witnessed among students in secondary schools. Government and parents invest heavily in education of children. Drug abuse is serious problem that hampers the achievements of the objectives of investing in education (Digolo et. al., 2004).

According to Melgosa (2008) majority of substance abuses cases begin in adolescence and early youth. Preventive efforts should be targeted at these years. Students need to be taught on drugs and their risks. School curriculum should make provision for talks and seminars led by physicians, psychologists,

counsellors, police or where possible former addicts. In terms of policy, all schools should declare themselves drug-free zones and take the necessary measure to avoid becoming drug traffic and initiation centres. Authorities should enforce laws, against drug trafficking in schools and any place frequented by the students. According to NACADA (2011) the school can either be a risk or a protective environment. Inadequate supervision and easy access to alcohol and drugs in schools, for instance, may act as risk factors for initiation of drug abuse while drug abuse education offered in the school may increase the child's self-efficacy to resist initiation of drug abuse.

According to Hagembe and Simiyu (2009) the Kenya Music festival organized by the Ministry of Education Science and Technology introduced new classes on drug/substance abuse preventive education, commencing 2002. This was aimed at creating awareness among the youth in and out of school, teachers and even the general public who were attracted to this festival. At the same time, the National Drama Festival for schools and colleges also incorporated drug/substance abuse preventive education in their competitions. These were some of the strategies put in place by the Ministry of Education. Other strategies put in place are guest speakers invited by the school to educate students about the effects of drug and substance abuse, use of poster from NACADA in school on drug and substance abuse and their effects and the headteacher and teachers talking openly on the

In Samburu County according to the District Education officer drug use in school undermines a student's academic ability and performance. When many students in class are under the influence of drugs or are absent because of drug abuse, the progress of students is impaired. It also has an effect on family, friends and society including the school community itself. This has led to indiscipline cases among students in the county (DEO, Samburu, 2010). According GOK (2008) of students discipline and unrest in secondary in Kenya, about four schools in the county had experienced unrest.

A report by the District Education Office Samburu Central (2009), on the unrest that occurred between January 2008 and April 2009, in a meeting with the headteachers indicated that a possible cause of violence and unruly behavior particularly in schools in Samburu central was student abuse of drugs and other substances particularly alcohol. Chewing of Miraa (Khat) was noted to be steadily creeping in Secondary Schools (DEO, Samburu Central, 2009). In a youth forum held in Samburu Catholic Church (2010), a community policing officer alleged that secondary school students were, commonly seen in 'Loikas,' a shanty village, looking for Miraa, (khat) and alcohol. Reports indicate that drug and substance abuse is however still rampant in most of the schools (DEO, Samburu Central, 2011). Hence this study wishes to identify the effectiveness of strategies put in place by schools within the county to curb the vice.

1.2 Statement of the problem

Students in Samburu High school went on rampage in July 2008 stoning their Principal and the Ministry Officials (DEO Samburu Central, 2005). Students from Kirisia High School Samburu also went on strike and disrupted learning for two week. The above cases are drawn from different secondary schools within the area of study. However, there seems to be a similarity in the indiscipline, violence, criminal and senselessness nature in the students' expression of their grievances. This translated to poor results not only in the two schools but also other schools in the study area. The different strategies applied by the headteachers such as inviting guest speakers on drug and substance abuse, participation in musical and drama festivals, talking about drugs during parades, use of posters in schools and offering guidance and counseling in schools still prove futile.

There is scanty information on the school administrative strategies available in the campaign against drug and substance abuse. The drug menace however persists with dwindling enrolment, poor class attendance among others. The researcher endeavors to investigate the influence of school administrative strategies in the campaign against drug and substance abuse among secondary school in Samburu County.

1.3 Purpose of the study

The purpose of this study was to establish the effectiveness of school strategies in the campaign against drug and substance abuse among secondary school students in Samburu County.

1.4 Objectives of the study

The following objectives were guide the study.

- (i) To examine the role of guidance and counseling services in the campaign against drug and substance abuse on performance among secondary school students in Samburu County.
- (ii) To establish the role played by drama and concerts in the campaign against drug and substance abuse among secondary school students in Samburu County.
- (iii) To determine the impact of announcements during parade in the campaign against drugs and substance abuse on school attendance among secondary school students.
- (iv) To examine the influence of posters in the campaign against drug and substance abuse among secondary school students
- (v) To determine the influence of guest speakers in the schools on the campaign against drug and substance abuse among secondary school students.

1.5 Research questions

The following research questions guided the study.

- i) What are the roles of guidance and counseling services in the campaign against drug and substance abuse on performance among secondary school students in Samburu County?
- ii) What are the roles of drama and concerts in the campaign against drug and substance abuse among secondary school students in Samburu County?
- iii) What roles do announcements have during parade on school attendance in the campaign against drugs and substance abuse among secondary school students in Samburu County?
- iv) What are the role of posters on the school notice boards in the campaign against drugs and substance abuse among secondary school students in Samburu County?
- v) What is the influence of guest speakers to the schools in the campaign against drug and substance abuse among secondary school students in Samburu County?

1.6 Significance of the study

The findings of the study may assist the school administrators to know the influence of school administrative strategies in the campaign against drugs and substance abuse among secondary school students. The students in secondary schools may benefit from this study in that they may know the different

administrative strategies used to assist in curbing drug and substance abuse in schools. National Agency for the Campaign Against Drug Abuse may also benefit from the study in that it may use the results to strategize on how to assist students who are abusing drugs. Classroom teachers, guidance and counselling teachers, heads of departments and deputy principals who are concerned with indiscipline among students may use the administrative strategies to understand better why students behave the way they do and employ appropriate measures to curb the of drug and substance abuse.

1.7 Limitation of the study

The study relied on students' responses on the information about counselling services, drama and concerts, posters, announcements during parade and guest speakers were effective in dealing with drug and substance abuse. The selected students were assured of confidentiality hence did not fear to give information on drug and substance abuse. However, the researcher gave assurance that the information would not be used for any other purpose other than the study at hand.

1.8 Delimitations of the study

The research targeted public secondary schools in Samburu County. This study did not focus on private schools due to different prevailing conditions such strategies put in place in prevention of drug and substance abuse and learning environments from those in public schools.

1.9 Assumptions of the study

The following were the assumptions of the study:

- i). That the schools have put in place strategies to curb drug and substance abuse among students;
- ii) The respondents especially teachers gave the required information accurately and honestly.
- iii). The target group was available and willing to respond to the questions presented.

1.10 Definition of significant terms

Counselling refers to a series of defined contact with an individual aiming at offering him or her assistance in adjusting effectively to himself / herself and his or her environment.

Counsellor refers to any person officially recognized and working in a secondary school, concerned with and accepting the responsibility of assisting students on their needs and problems.

Drug refers to substance that alters the organic function and behaviour of those who take it.

Drug and substance abuse refers to the consumption of drugs for reasons other than medical treatment or in quantities that exceed the requirements of such treatment.

Drug abuse refers to use of drugs for purposes other than medical reasons. It refers to misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual enhanced tendency to engage in conflicts with friends, teachers, and school authorities. Cognitive effects relate to the individual lack of concentration on academic work and memory loss such as “blackouts”.

Drug addiction: refers to a person’s body can no longer function without these substances. The addictive substances usually have negative effects, for example, they can alter mental state and behaviour to a point where the individual becomes a threat to himself and others. Once a person becomes addicted, it is hard to stop using drugs.

Effectiveness refers to capacity to produce strong physiological and psychological effect in a person.

Guidance refers to a process that enables every individual to recognize and use his or her inner resources to set goals, make plans work out his or her own problems of development under the most favourable conditions that the school or the home can provide.

Strategies refer to the methods or approaches that schools have put in place to address drug related problems in the institutions. They are also measures that have been put in place by the Kenyan schools with the aim of curbing drug abuse and controlling its negative effects

Substance abuse refers to the use of all chemicals, drugs and industrial solvents that produce dependence (psychological and physical) in a percentage of individuals who take them. It can also be used to refer to repeated non-medical use of potentially addictive chemical and organic substances. According to WHO (2000:11), substance abuse includes the use of chemicals in excess of normally prescribed treatment dosage and frequency, even with knowledge that they may cause serious problems and eventually lead to addiction.

problems of development under the most favourable conditions that the school or the home can provide.

1.11 Organization of the study

The study is divided into five chapters. Chapter one presents the introduction of the study, covering background of the study, statement of the problem, purpose, objectives and research questions, significance of the study assumptions of the study, scope and limitations of the study and delimitations of the study. The second chapter presents the review of literature, theoretical framework as well as literature on effectiveness of guidance and counselling. It also covered the conceptual framework of the study. The third chapter entails the research methodology used in the study. The chapter reviews the research design, target population, sample and sampling technique, research instruments, reliability and validity of instruments, data collection procedures and methods of data analysis. Chapter four covers data analysis and interpretation. Chapter five contains summary, conclusions and recommendations.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter will cover literature relating to the effectiveness of guidance and counseling services, effectiveness of drama and concerts, impact of announcements during parade, influence of the use of posters and effectiveness of guest speakers to the schools in the campaign against drug and substance abuse, related theory and a conceptual framework.

2.2 Effectiveness of Guidance and Counselling in schools

Guidance and counselling in schools has been widely proposed by the government as a good remedy for the increased cases of drug abuse and indiscipline in schools. Gachathi report (1976) recommended that all teachers should be trained in guidance and counselling. The report of the presidential working party on education and manpower training for next decade and beyond, (GoK,1988) recommended that guidance and counselling be removed from the Ministry Headquarters to district level and that senior teachers' to be the ones responsible for guidance and counselling programme. The 1988 report entitled education and manpower training for the next decade and beyond recommended that schools establish guidance and counselling programmes and the senior teachers be made responsible. The presidential committee on students' unrest and indiscipline in Kenyan secondary schools in 2001 also recommended the strengthening of guidance and counselling services in schools.

The session paper No 6 of 1988 recommended that school heads and senior teachers be trained to supervise guidance and counselling programme. The implementations of such recommendations are welcome gestures to all education stakeholders. However after all these recommendations, there was an outbreak of students' violence in secondary schools in 2008 as a result of drug abuse and indiscipline cases among students. A student died in Nairobi after a dormitory was set ablaze during protests. Over 300 schools were affected, about 200 students were arrested and at least 70 Kenyan students were charged over the unrest in secondary schools across the country (Makenzi & Rutto, 2008).

Drug abuse contributes to loss of interest in academic work and indiscipline among students (GOK, 2001). Drugs adversely affect reproductive health, for instance marijuana and khat may damage the reproductive system leading to production of deformed sperms in male, decreased ovulation and menstrual irregularities in females (Were, 2003). Psychological and physical dependence created by drug abuse retards personality development. The severity of the consequences discussed above may vary from one individual to another depending on their personality, the type and the amount of drug taken.

Since the traditional system of learning has been disrupted and the youth spend most of their time in school, the school has to set up guidance and counselling programme to ensure that, the youth grow into acceptable members of the society.

Most of the African traditional customs have been done away with and the youth spend most of the time at school (Cole, 2002). Traditionally the youth were guided and counselled through rituals and ceremonies which prepared them for adult roles, (UNESCO, 2005). The extended family, the clan and village made society supportive. No individual regarded themselves as aliens, for counsel was readily sought and provided (Were, 2003) sees the community as an agent which prepared the youth socially, psychologically, emotionally, physically and religiously for the next stage in the community.

Guidance and counselling programmes need to be integrated in secondary school education to enable the education system play its role of altering both mentally and physical behaviour of a person (Roger, 2001). Successful education thus must affect how people think, judge, assess, deliberate, draw conclusion, make decisions and act. Mutie and Ndambuki (2004) observed that the youth in secondary school institutions are facing new problems today which require psychological or social services. These services are meant for all students not just those who deviate from the norms in one direction or the other. These problems include strikes in schools, drug abuse early maturation, social economic changes and adolescent pregnancies. Students' indiscipline is rampant in secondary schools and the blame has been shifted from one group to the other. For example parents blame teachers while the teachers blame the parents for not bringing up their children. According to the MOEST (2001) indiscipline is the major cause of

poor performance in secondary schools. This requires the headteachers to tighten their grip although after putting down the cane they were left as toothless bulldogs (Muganda, 2003).

2.2.2 Effectiveness of counselling in drug abuse

In order to effectively counsel individuals, who abuse drugs, Were (2003) recommends the following; to find out the reason why an individual started abusing drugs. Establish a client-counsellor relationship with the individual; find out about the individual's parenting, give them the advantages if there are any and disadvantages of drug abuse. Help the individual to understand why it is good to stop abusing drugs. Teach them that they are the main agents of change; help them mend relationship with their family reinforce the decision to stop drug abuse teach them how to stay with out drugs; support them by being with them i.e. be available when they need company and respect them as human beings.

2.2.3 Students' Perception of Counselling Services

Studies that have been done before in schools show that counselling and guidance services are viewed differently among students. Heppers and Dixon (1978) found out that differential role perceptions by clients may occur. This was supported by Ueraiff (1961) and Gibson (1962) and others who observed that differing perception of counsellors' function by students occur. These observations suggest that when students know that there is a counsellor in their school they are likely to

go for help. The chances of seeking help will be increased if the counsellor talks to students either individually or in a group.

There are well supported findings that students perceive potential helpers identified by different titles quite differently and this perception affect student's tendency to seek help from help providers. Students perceive counselling centres differently, depending on the title and these perceptions may affect student's use of the centre services Kholman (1973), Scevelking and Chapple (1970). The type of need affects the way clients seek help. According to Patterson (1965) many students do not perceive the counsellor as being a source of help with problems particularly those of personal nature (Sindabi 2000). He emphasizes that a counsellor should be knowledgeable in the nature and patterns of student behaviour that they are likely to deal with, adjustment mechanism that they use when they are imbalanced or uncomfortable. Students prefer counsellors in many areas of education and vocational planning but not on personal problems. This implies that students are not ready to take their emotional problems to counsellors. This shows that counselling has not been embraced in all spheres of student's personal lives. These findings indicate that students see counsellors as helpers in certain needs but not in others.

Counsellors are preferred by high school students over parents and friends as source of educational and vocational help. They also prefer to discuss personal

problems with their parents (Trotzer, 2004). Students feel that those without problem or are bright in class should not seek counsellors' help. Heilfron (1960) asked high school students to indicate the degree of counselling needed by individuals with various kinds of problems. Majority felt that those who are bright and performing well in school did not need counselling and that it should be reserved for those who displayed character disorders. As Mclead (2003) found out, the task of counselling is to give a client an opportunity to explore, discover and clarify ways of living more resourceful and satisfying lives.

It can be concluded that one third of the students were unaware of the existence of a counsellor in the school. Sindabi (2000), observed that follow up studies revealed that students were unaware that schools had counsellor when they were in school. It is the duty of the guidance and counselling teachers in conjunction with the school administration to carry out a planned effective counselling and guidance programme so that students can be fully assisted in order to enhance adjustment to immediate environment to students' growth. Students should have a very clear understanding of the counselling services offered as this many determine whether or not they use the counselling services. This will also determine whether they will use the services of guidance and counselling teachers to improve on their performance.

2.2.4 Teachers' Perception on Counselling Services

Guidance and counselling services in school cannot succeed without the cooperation of teachers. Teachers are a homogenous group, which is bound to see the services of counsellor differently from others. Majority of counsellors in schools and other teachers who are not in-charge of counselling programme may not support the programme if this occurs. To make guidance programme a success, counsellors should cooperate with the other teachers. Teachers are the key instrument in guidance and counselling in secondary schools because teachers are good source of information about students education and student personal problems which can help the counsellor to help students. All teachers need to support counselling programme and avoid any misunderstanding between the teachers' in charge of the counselling programme and other teachers in the school.

According to teachers are in a position to provide occupational education and types of information through their classes. They have an obligation to assist students in certain type of placements. Also they have a responsibility for participating in developing personal inventories for students and for assisting with follow-up studies. A survey by Graff and Warner indicated that teachers viewed counsellors as quasi administrators and do not put the same emphasis on counselling function as counsellor themselves. They expressed the feeling that counsellor acted as advisors than 'counsellors' and that they were busier with

discipline and clerical duties rather than assisting students with educational and personal concerns (Sindabi, 2000).

Generally, there are feelings that the attitude of teachers towards the counselling programmes and in particular the counsellor's role can have tremendous influence on the effectiveness of any counselling programme. This could be so because the teacher is in an ideal position to identify students who might benefit from counselling. If there is proper counselling programme in schools teacher will refer students to the teacher counsellor. Majority of teachers have a negative attitude towards teacher counsellors Smith (2001). In Kenya, almost all school counsellors are teachers but there are a number of teachers who do not yet believe in the importance of guidance and counselling programmes. It should be noted that teacher counsellors have an advantage over their students because he or she knows his clients well due to constant interaction with them due to the fact that they have a day to day contact. Sindabi and Omilema (2001) comment on the adolescent physical growth by saying that among other things peers influences and pressures, the insecurity of joining secondary school, the development of close friends, hero worship and crushes on people of the opposite sex all indicate social adjustment during this period and thus the need to have effective counselling programme in our schools to help students adjust well in their lives. Some teachers who are not teacher counsellors are known to assist the teacher

counsellors in their duties especially in identifying the pupils who need guidance services.

2.3 Effectiveness of school drama and concerts in campaign against drugs

School drama and concerts in drug campaign is organized by the Kenya Music and Drama Festivals body. According to MOEST (2005) there are objectives that form KMF to encourage the study, practice and development of drama, music, dance and elocution. It provides exposure of talents, preservation of Kenya's rich cultural heritage, encourage creativity, and foster national unity through cultural interaction, and opportunities for career development. According to Roth and Insel (1998) drug abuse is less common among young people who attend school regularly, participate in drama and concerts, music, get good grades, have strong personality, are religious, have a good relationship with their parents, and independent thinkers whose actions are not controlled peer pressure.

The Kenya Music and Drama Festival body encourages the composers to compose on prevention of drug and substance abuse and supply demand reduction. All the trainers in both primary and secondary are encouraged to participate in the competition by composing drama, songs and poems that would sensitize Kenyans on dangers of drug which will later lead to supply demand reduction. Ndungo (2005) in his presentation during the Kenya Music and drama festival provincial adjudicators meeting held at Jumuia conference, Limuru, noted

that the only way to fight drugs was chasing producers and talking to the consumers (Ndungo, 2005). According to the Kenya music and drama festival body (2006), adjudication of items in the festival is very crucial. An adjudicator is solely responsible for the award of marks to and ranking of the performances in which his/her decision is final. Mindoti (2005) noted that an adjudicator should therefore be professional in his conduct and exhibit high levels of integrity. He/she should be sensitive to and appreciate performers' talents and efforts.

The Kenya music and drama festival in conjunction with NACADA set themselves for songs and verses to be presented in the festival (MOE, 2006). For example the theme for the 2006 was 'advertising as gimmick' secondary school students who undergo teenage and adolescence are innocent and vulnerable to drugs. It has been observed that advertising especially alcohol and tobacco products through print and electronic media has played a high role in luring the youth into drugs (Mindoti, 2005).

According to NACADA as quoted in MOE (2006) compositions should communicate recognition of the tricks used by advertisers and resist to be targeted, cautions the youth against being lured into drug abuse through any advertisement, youth should know their rights never to be used to advertise the drugs, the youth never try out drugs for they are addictive, caution the multinational companies against advertising near schools, the economic gains

cannot be compared to the massive health bills, unproductive victims and loss of man hours and there was nothing like responsible drinking.

2.4 Effectiveness of announcements during parade in campaign against use of drugs among students

During parades both the principal and teacher on duty do make important announcement as a form of communication. The principals get an opportunity to explain and clarify issues to students. Such issues as absenteeism should be discussed during the parades. This will discourage students from absenting themselves with good reasons. Announcements regarding the expected code of students' behaviour and especially on issues relating to drug and substance abuse and absenteeism because of cases of drug and substance abuse in the school are made clear. Principals who use verbal expressions to discourage students or who express dislike for their students are perceived to be less caring and, therefore, impede students' communication effort. This may make students to get a negative attitude towards the principal hence failing to effectively concentrate on their studies which may lower their academic achievement (Teven, 2001).

During the parade announcement the principal and teachers may outline students' academic expectations. Mistakes are corrected and in effect discipline is enhanced. this may include urge students on the effects of drug and substance abuse. According to Muyeira (2002) one way of making a deal in conversation in

a win-win situation is by establishing common goals in open forums. This gives the principal and teachers sense of solidarity, which makes the others to understand the situation of the one in authority. Therefore the chances of students' protests are reduced, hence they are left with adequate time to revise their lesson notes and teachers get ample time to guide them through the expected syllabus for teaching. The school administration is left with ample time to perform various administrative tasks.

Mullins (2005) indicates that communication is supposed to help one in the control of behaviour of teachers, students and non- teaching staff. It is through communication that teachers and other staff members are inducted into the various aspects of their jobs and other organizational and employment regulations. Communication helps to motivate teachers, students and other workers in the educational organization. Through communication all members in an educational organization are informed about what is to be done and how well they are performing their various assigned tasks. Communication provides a release for emotional expression of feelings and for fulfilment of social needs for teachers, students and other workers (Mullins, 2005). An educational organization or a workgroup provides a primary source of the workers social interaction. Communication provides teachers and others with information on topics relating to drug and substance abuse which they can communicate to students during parades, this may they require to making appropriate decisions. Nzuve (2007)

concur with Okumbe (2001) that communication serves the functions of control, motivation, emotional expression and information.

2.5 Influence of posters in campaign against drugs

Posters are means of written communication which can be used effectively to give information about drugs and substance abuse. In America since 1985, there have been poster contests on drug abuse (Drug Abuse Resistance Education [DARE], 2011). For one to design and distribute posters related to drug and substance abuse, one has to research to know what will affect the community around them. A poster has several advantages since it can relay a message for a long time, it is particularly important for complex and lengthy communications and it is thus likely to be well thought out, logical and clear. This program on poster contests has been a success in America.

The posters are non-verbal communication that would show students how when one gets intoxicated in drugs such as cigarettes and others their effects on the body organs hence the intended information is accomplished (Okumbe, 2001). Leithwood and Jantzi (2005) have noted that although posters are effective in that they are read by everybody and there is no distortion of message, they are ultimatums or unquestionable hence no student is able to ask questions but they can get the information intended to. In addition the source (sender) is absent

therefore if the message needed clarification there is nobody to consult (Okumbe, 2001).

2.6 Effectiveness of guest speakers in campaign against drugs

A guest speaker uses oral communication which is the use of spoken words in face to face expression (Campbel, 1983). The speeches given by the guest speaker on campaign against drugs may be formal (one on one), group discussions and grapevine. The advantages of oral communication are speed and feedback. A speaker can verbally give a message and can receive a response in a minimum amount of time. A speech by Githinji of Students' Campaign against Drugs (SCAD) in a forum for the prevention of underage drinking revealed that 70 percent of children between 12-18 years have tasted alcohol with 69 percent of them having done it between the ages 10-14.

According to Githinji (2005) peer pressure was the strongest influence towards experimenting with alcohol. Other influences include curiosity and stress. When faced by problems, young people (80 percent) are more likely to approach a peer for help. which show the significance of peer pressure. The guest speaker can be more convincing especially to the youth if the information given is interesting and the person is their peer too. This would enable both the school and the speaker to get immediate feedback because the reaction of students can be noted.

2.7 Other related literature

A report by the Global Tobacco Youth Survey - Kenya (Gatonye, Daily Nation, May 22, 2006), noted that about 13 percent (400,000) of all school children in Kenya smoke cigarettes, a habit which some of them start as early as seven years old. According to the report, 30 percent of the children (1.5 million) are exposed to tobacco smoke in their homes. The study, conducted by the ministries of Health and Education, with support from the WHO showed that up to 80 percent of boys and girls had seen messages promoting the use of tobacco in newspapers and magazines, and that 50 percent of smokers, and 20 percent of the newer smokers, had objects such as T-shirts, caps and pens with a cigarette logo. The report also showed that 25 percent of smokers thought that boys and girls who smoke looked more attractive. From this, it is clear that advertising links smoking with being “cool”, taking risks and growing up and this impacts negatively on young people including students.

As youngsters grow older, their social networks widen and they are more exposed to expanded opportunity and increased temptation. According to Johnston (2000:120), social pressures often reinforce drug-taking as a sign of adult behaviour. In addition, as youngsters grow older, they become more economically independent and group involved. As a result they are more likely to indulge in drug abuse. The reasons given for indulging in the vice are, amongst others, to relax, to show independence, to be part of a group, to relieve stress, to satisfy

curiosity, to copy role models, to be rebellious, to overcome boredom, to cope with problems and to keep up with the crowd.

Imbosa (2002:96) carried out a study in six boys secondary schools in Nairobi with the aim of finding out the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse. The study involved both students and teachers. It established that drug use and abuse occurs in the student population as result of a complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem, all of which are beyond the scope of the programmes put in place by the schools to address the problem. Based on these findings, the researcher recommended that a comprehensive study of drug use and abuse should be carried out, after which a detailed drug policy should be developed encouraging smooth planning, implementation and evaluation of the prevention, intervention and action strategies. This recommendation formed the basis for the current study, which attempts to investigate the effectiveness of strategies put in place by the school administrators to curb drug and substance abuse among students in Samburu schools.

Apart from the above factors, Kiiru (2004) argues that there is official ambivalence towards substance use in Kenya. Alcohol and tobacco are a cause of ill-health, but are legal with the two substances being a source of tax-income; the

brewing and use of indigenous alcoholic drinks is mainly legal, yet the production and use of alcoholic drinks on an industrial scale is extensive and legal. Khat is a drug whose abuse results in dependence, yet the government treats it as a valued export commodity competing with tea and coffee in importance. According to Kiiru, this is a contributing factor to drug abuse by Kenyan youth.

According to Marsyden (2006), the Kenya Music festival in conjunction with NACADA set themes for songs and verses to be presented in festivals (MOE, 2006). For example the theme for the year 2006 was “advertising as a gimmick” secondary school students who undergo teenage and adolescence are innocent and vulnerable to drugs. It has been observed that advertising especially alcohol and tobacco products through print media has played a big role in luring the youth into drugs. According to NACADA as quoted in MOE (2006), compositions should communicate the following messages:-recognition of the tricks (gimmicks) used by advertisers and resist to be targeted; caution the youth against being lured into drug and substance abuse through advertisements; youth should know their rights never to be used to advertise the drugs, youth should never try out any drugs for they are addictive, caution the multinational companies against advertising near schools, the economic gains cannot be compared to the massive health bills, unproductive victims and loss of man hours and there is nothing like responsible drinking.

2.8 Summary of the literature review

This chapter has reviewed relevant literature on assessment of school strategies in the campaign against drug and substance abuse among secondary school students, for instance, effectiveness of guidance and counseling services, effectiveness of drama and concerts, impact of announcements during parade, influence of the use of posters and effectiveness of guest speakers to the schools in the campaign against drug and substance abuse, guided by the work done by others as presented in the literature review. From the literature review a knowledge gap on assessment of school strategies in campaign against drugs.

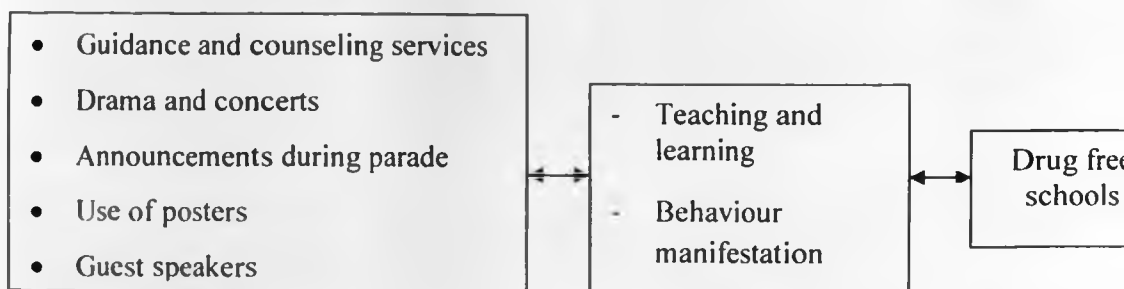
2.9 Theoretical framework

This study was guided by Social Cognitive Learning Theory by Albert Bandura (1986). According to this theory behaviour is determined by the persons thought processes, the environment and behaviour itself. This means that individuals determine their own behavior while being influenced by the school strategies and their own behaviour. The social cognitive learning theory perspective emphasizes social cognition and not simply coping. Bandura's social cognitive learning theory tends to focus more on cognitive expectances, vicarious learning and self regulations as explanatory mechanism of drugs and substance abuser. For example individuals who believe that alcohol will make them more attractive, less inhibited better lovers and more fun to be around, will be more prone to use alcohol.

Bandura (1986) contends that behaviour is largely regulated by cognitive factors such as perception of an issue and the pattern within the environment. Social cognitive theory emphasizes the role of observational learning with regard to the presence and influence of models. Seligman (1984) linked learnt helplessness and pessimism to pathological behavior patterns such as drugs and substance abuse. Social cognitive learning theory postulates that role modelling does not only affect behaviours but that it also leads to the development of thoughts and emotions that shape behaviour. Students who get engaged in the behaviour of drugs and substance abuse, can change through school strategies that have been put in place. These students will decide to get into the behaviour of drugs and substance abuse or they will stay drug free which is more likely to be a choice.

2.8 Conceptual Frame work

Figure 2.1: The Effectiveness of schools strategies in the campaign against drug and substance abuse



Many factors could contribute to effectiveness of school strategies in the campaign on drug and substance abuse among secondary school students as indicated in (figure 1). They include how to assess the effectiveness of guidance and counseling services in the campaign against drug and substance abuse among secondary school students, the effectiveness of drama and concerts in the campaign against drug and substance abuse among secondary school students, to determine the impact of announcements during parade in the campaign against drugs and substance abuse among secondary school students, examine the influence of the use of posters in the campaign against drug and substance abuse and determining the effectiveness of guest speakers to the schools in the campaign against drug and substance abuse among secondary school students. The conceptual framework that effectiveness of school strategies have an effect on drug and substance abuse. Availability of counselling in school, music and drama festival concerts, speakers on issues of drug abuse were intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho and Kombo, 2003). The research adopted a descriptive survey design. It is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2003). Descriptive survey design was used in this study where questionnaires were administered to school principals, class teachers and students on assessment of school strategies in campaign against drug and substance abuse. The design was useful to this study since it allowed the researcher to collect views from the respondents to facilitate descriptions of the assessment of school strategies in campaign against drug and substance abuse as they occur.

3.3 Target population

A population is defined as a complete set of individuals, cases or objects with some common observable characteristics (Mugenda and Mugenda, 2003). The target population consisted of 19 public secondary schools, the population included 19 headteachers, 230 teachers and 2880 form two, three and four students (DEO, Samburu Central District).

3.4 Sample size and sampling procedures

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represents the larger group from which they are selected hence representing the characteristics found in the entire group (Orodho, 2004). According to Mugenda and Mugenda (1999) 10% of the population can be picked from a large population. Mulusa (1990) states that in small population of 30 cases or less it is possible to leave out one or two cases for piloting which would not make much difference to the resources and time required.

Hence in this study all the 19 secondary schools were included in the study. All the headteachers were included in the study. The researcher purposively selected 3 teachers per school that is the discipline master, counselling teacher and teacher on duty. The teacher on duty was included because of the cases of indiscipline they had dealt with during the time of the study. From each school 15 students

from form two, three and four students were randomly selected. Hence the total number of students was 285 students.

Table 3.1 Sampling Frame

School	Public Schools	Headteachers	Teachers	Students
Category	Target Sample			
Mixed	5	5	15	75
Girls	6	6	18	90
Boys	8	8	24	120
Total	19	19	57	285

3.5 Research Instruments

The researcher used two types of instruments in this study that is a questionnaire and document analysis guide which were considered the most suitable research instrument for descriptive survey design. Orodho and Kombo (2003) state that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the complete information. The questionnaires were used in the study as they require less time, are less expensive and permit collection of data from a wide population (Orodho, 2004).

The headteachers' questionnaires were divided into two parts. Part one dealt with background information where questions were asked on age, gender, academic qualifications, professional expertise, school enrollment, school category, number

of teachers and support staff in the school. This information enabled the researcher to identify the headteachers qualifications. Part two dealt with questionnaire on effectiveness of the school strategies on drug abuse in schools.

The teachers' questionnaire was divided into two parts. Part one had question on the background information such as age, gender, academic qualifications, and professional experience. Part two dealt with questionnaire on effectiveness of the school strategies on drug abuse in schools.

The students' questionnaire consisted of two parts. Part one of the questionnaire was on the age, gender, duration of time spent in the present school. Part two of the questionnaires on effectiveness of the school strategies on drug abuse in schools.

Document analysis guide

Document analysis is a technique used to gather requirements during the requirements of elicitation phase of a project (Mbwesa, 2003). Documents related to indiscipline cases related to drug and substance abuse were studied to give a true picture of how effective communication can bring good results in administration for the last five years in the division. This instrument was chosen to give a true picture of how effective the school administrative strategies were as

the respondents may not be very much willing to give a true picture of the situation.

3.5.1 Validity of the instruments

According to Kombo and Tromp (2006) validity is measure of how well a test measures what it is supposed to measure. To enhance content validity, the supervisor first appraised the instrument. A pilot study of one school randomly selected with one principal, three teachers and fifteen students used. The schools and respondents used for the pilot study were from the neighbouring Laikipia County which has the same characteristics as the study area. The pilot study helped in identifying items in the instrument which are ambiguous and inappropriate in order to improve its quality and validity. Expert advice from the supervisors assisted to make corrections and modifications on the items of the instrument. Items that failed to measure the variable they were intended to measure were modified and others discarded completely.

3.5.2 Reliability of the instrument

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test-retest technique was used. This test-retest method involved administering the same instrument

twice to the same group of subjects. The second administration was done after a time lapse of one week after the first test. After the two tests are scored, the Pearson's product-moment correlation was computed to determine correlation coefficient, which showed whether the scores on the two tests correlate.

The formula for determining r is given below:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where, x is the score on test 1 while y is the score on test 2.

According to Mugenda and Mugenda (2003), a correlation coefficient r, of 0.7 is considered appropriate and hence reliable for collecting data. Hence after a test of reliability the researcher got reliability coefficient of 0.74 for principals questionnaires, 0.8 for teachers questionnaire and 0.76 for students questionnaire hence the questionnaires were reliable and collected data.

3.6 Data collection procedures

A research permit was obtained from the National Council of Sciences and Technology. The permit was shown to the District Education Officer (DEO) in Samburu Central district and principals of participating schools. There were pre-visits to the schools that took part in the study for introduction and establishing

time for administering the instrument. The questionnaire was administered to the students by the researcher with accompaniment of the class teacher. Clarification was made to the students and teachers concerning the questionnaire.

3.7 Data analysis techniques

Analysis refers to a variety of activities and processes that a researcher administers to a data base in order to draw conclusions and make certain decisions regarding the data collected from the field. Descriptive analysis was used to summarize qualitative data. Such activities of data analysis involved summarizing large quantities of raw data, categorizing data, rearranging and ordering data (Mbweza, 2003). The researcher used descriptive statistical method to analysis the data collected from the field. Frequency distribution and percentages were used mainly to analyze demographic data teacher's attitude and school information.

Qualitative data

In this type of data coding categories were developed as a way of organizing the qualitative data collected. This involved going through the data numbering, sequentially and searching through the data for regularities and the patterns related to the question items. This was then followed by writing down words and the phrases to represent the regularities and patterns. The categories would be a means of sorting out the data so that material bearing on a given question item would be physically separated from the other data. The data then were analysed using frequencies and percentages.

Quantitative data

Quantitative data collected was tabulated and analyzed using percentages and frequencies for the demographic variables namely, level of education of headteachers length of training in headship, teaching experience and length of exposure to leadership during training. Harper (1988) observes that use of a tabular layout would enable any desired figures to be located more quickly and would make comparison between different categories to be more easily. Likert scale was used for analyzing the attitude score. Statements using the Likert scale was positively and negatively stated with highest score of strongly disagree for negative stated items.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data gathered in relation to effectiveness of school administrative strategies in the campaign against drug and substance abuse among secondary school students in Samburu County, Kenya. This presentation of data is based on the questionnaires administered and observations made. Data is then presented in form of frequency tables and charts where applicable. The work is organised based on the five objectives raised for the study.

There were five objectives that guided this study.

- (i) To examine the extent to which guidance and counselling services affect campaign against drug and substance abuse among secondary school students in Samburu County.
- (ii) To establish the role played by drama and concerts in the campaign against drug and substance abuse among secondary school students in Samburu County.
- (iii) To determine the impact of announcements during parade in the campaign against drugs and substance abuse among secondary school students.
- (iv) To examine the influence of posters in the campaign against drug and substance abuse among secondary school students

- (v) To determine the influence of guest speakers in the schools on the campaign against drug and substance abuse among secondary school students.

4.2 Questionnaire Return Rate

The returned questionnaires were from 260 students translate to 91.2% out of 285 questionnaires that were issued. Majority 18 (94.7%) headteachers out of 19 headteachers, 47 (82.5%) teachers out of 57 teachers returned their questionnaires.

4.3 Demographic Data

The students were asked to indicate their gender and category of school for the students while the teachers were asked to indicate their gender and experience in years, the headteachers were also asked to indicate their gender and experience in years as headteachers. The rationale behind inclusion of these attributes in the analysis is that they help to expose the effectiveness of school strategies in the campaign against drug and substance abuse among secondary school students.

4.3.1 Students' gender

The students were asked to indicate their gender. Students' gender is important so as to know whether the study captured the said target population. The results are as shown in Table 4.1.

Table 4.1

Distribution of students by their gender

	Frequency	Percent
Male	182	70.0
Female	78	30.0
Total	260	100.0

There were more male students respondents (70%) than their female counterparts. Hence the researcher was not able to get the targeted population of girls, but the number of boys would still give their views about the school strategies in the campaign against drug and substance abuse among secondary school students.

4.3.2 The category of schools

The students were asked to indicate the category of the school. Category of the school is able to help this study in identifying which type of schools abused drugs regularly than the others. The results are as shown in Table 4.2.

Table 4.2

The category of your school

	Frequency	Percent
Public mixed boarding	26	10.0
Public boarding boys	67	25.8
Public mixed day	121	46.5
Public boarding girls	46	17.7
Total	260	100.0

Slightly below half of the students (46.5%) were from mixed day school, the pure sex schools for both boy 25.8 percent of the total population. This proves of number of girls and boys found in the study.

4.3.3 Teachers' gender

The teachers were also asked to indicate their gender. Gender of teachers helps the researcher to know gender of teachers who implement school strategies. The results are as shown in Table 4.3.

Table 4.3

Distribution of teachers by their gender

	Frequency	Percent
Male	27	57.4
Female	20	42.6
Total	47	100.0

Slightly above half of the teachers (57.4%) were male teachers the rest were female teachers. Different genders of teachers understand students differently. The researcher observes that there is no gender parity among the teachers in the area of study.

4.3.4 Headteachers

The headteacher were asked to indicate their gender. The results are as shown in Table 4.4.

Table 4.4

Distribution of headteachers by their gender

	Frequency	Percent
Male	10	55.6
Female	8	44.4
Total	18	100.0

Slightly above half of the headteachers were male (55.6%). Male and female headteachers will approach administrative issues differently. Female headteachers are known to handle discipline cases through guidance and counselling more effectively than their male counterparts.

4.3.5 Experience in years as a teacher in the current school

The teachers and the headteachers were asked to indicate their length of stay as teachers and principals in the current schools. The results are as shown in Tables 4.5 and Table 4.6.

Table 4.5

Length of stay in the current school as a teacher

	Frequency	Percent
0-3	15	31.9
4-6	10	21.3
7-9	16	34.0
10years and above	6	12.8
Total	47	100.0

Table 4.5 shows that 34.0 percent of the teachers had worked for 7-9 years in their current school. The shortest time some teachers had worked was 0-3 years in their current school and the longest time served by others was 10 years and above. Since majority of the teachers had experience of 4 years and above, there is a possibility of them giving clear information on the effectiveness of school

strategies in the campaign against drug and substance abuse among secondary school students in Samburu County.

The headteachers were also asked to indicate their duration as principals in their current school. The results are as shown in Table 4.6.

Table 4.6
Length of stay in the current school as a principal

	Frequency	Percent
1-3years	6	33.3
4-6years	5	27.8
7-9years	5	27.8
10years and above	2	11.1
Total	18	100.0

From Table 4.6, 33.3 percent of the headteachers had worked in their current stations for 1-3 years as principals. This finding shows that the headteachers were aware of the strategies they had in place in school in the campaign against drug and substance abuse and would judge whether they were effective.

4.4. Effectiveness of Guidance and Counselling in schools on the campaign against drugs and substance abuse

Guidance and counselling in schools has been widely proposed by the government as good remedy for the increased cases of drug abuse and indiscipline in schools. The students, teachers and the headteacher were asked to indicate whether there was guidance and counselling programme in their schools. The results for the students are as shown in Table 4.7.

Table 4.7

Presence of guidance and counselling programme in school

	Frequency	Percent
Yes	133	51.2
No	127	48.9
Total	260	100.0

The findings from Table 4.7 indicates that slightly above half of the students (51.2%) indicated there was guidance and counselling programme in their school and others said there was no guidance and counselling programme in their schools. From the teacher questionnaires, the majority of the teachers (93.6%) noted that there was guidance and counselling programme in their schools and 6.4 percent had no guidance and counselling. From the headteachers questionnaires, the majority of the headteachers (77.8%) also agreed that there was guidance and counselling and 21.2 percent had no guidance and counselling in their school. In

these findings it is clear that there are some schools that do not have an existing guidance and counselling programme. When asked who they contracted to offer guidance and counselling to the students' majority of the teachers and headteachers indicated that they had to hire counsellors once in a term. The results on the presence of guidance and counselling programme in the school corresponds with the directive of the Ministry of Education which recommended that guidance and counselling be removed from the Ministry Headquarters to district level and that senior teachers' to be the ones responsible for guidance and counselling programme. It also agrees with Mutie and Ndambuki (2004) who observed that the youth in secondary school institutions are facing new problems today which require psychological or social services.

Persons in charge of guidance and counselling

The senior teachers were made responsible of guidance and counselling department (GOK, 1988). The students, teachers and the headteachers were asked to indicate who was in charge of guidance and counselling in their schools. The results are as shown in Table 4.8.

Table 4.8

Persons in charge of guidance and counselling

	Frequency	Percent
Class teacher	77	29.6
Teacher counsellor	100	38.5
Hired counsellor	17	6.5
No Response	66	25.4
Total	260	100.0

From Table 4.8, 38.5 percent of the students indicated that they had a teacher counsellor. From the teachers' questionnaire, the majority 59.6 percent of the teachers noted that there were teacher counsellors and 23.4 percent of them used class teachers for counselling. Half of the headteachers (50%) used teacher counsellors and 38.7 percent used class teachers for counselling. This response from both teachers and headteachers agrees with those of students' guidance and counselling programmes need to be integrated in secondary school education to enable the education system play its role of altering both mentally and physical behaviour of a person (Roger, 2001). Successful education thus must affect how people think, judge, assess, deliberate, draw conclusion, make decisions and act.

The students, teachers, and headteachers were asked to indicate how often guidance and counselling in school was offered to students. The results are as shown in Table 4.9.

Table 4.9

Frequency of offering guidance and counselling to students

	Frequency	Percent
Once a term	52	20.0
Once a month	39	15.0
Once a week	78	30.0
Once a year	14	5.4
No Response	77	29.6
Total	260	100.0

From the findings in Table 4.9, according to the students it is clear that guidance and counselling is offered (30.0%) indicated that once a week, 20.0 percent of them indicated that guidance and counselling was offered to them once a term, while 15.0 percent were offered once a month and 5.4 percent of them were offered once a year. Most teachers (48.9%) indicated that counselling in their school was offered once a week, while 31.9 percent of them said it was offered once a month, 10.6 percent of them were offered always if there is a need and 8.5 percent of them said it was offered once a term. From headteachers questionnaire, half of the headteachers noted that counselling was always available if need be, while 27.8% of them said it was offered once a week, 11.1% of them noted it was offered once a month and once a year respectively.

Establishment of guidance and counselling

The teachers, students and headteachers were asked to indicate whether there was guidance and counselling office established within the school. The results are as shown in Table 4.10.

Table 4.10

Guidance and counselling office is established

	Frequency	Percent
Yes	35	74.5
No	12	25.5
Total	47	100.0

Majority of the headteachers (55.6%) noted that guidance and counselling office was established and 44.4 percent of them indicated that it was not established. The reasons for not being established included, the school was new hence had not come up with enough buildings, the space available was just enough for classes, administration and the laboratories hence they were still constructing more buildings. This would create more room which in turn would make it possible to establish a guidance and counselling office.

Persons in charge of discipline

In every learning institution there is a person incharge of discipline. This prompted the researcher to ask the teachers, students and headteachers were asked

to indicate the person who was in charge of discipline in their school. The results are as shown in Table 4.11.

Table 4.11

In-charge of discipline in school

	Frequency	Percent
All teachers	2	11.1
Deputy principal	10	55.6
Discipline master	2	11.1
Father in-charge	2	11.1
Principal	2	11.1
Total	18	100.0

Slightly about half of the headteachers (55.6%) indicated that discipline in their school was under the deputy headteacher. The teachers, discipline master, father in-charge and principals were also considered to maintain discipline with the school. The results agree with those of the teachers and students who indicated although all the teachers in the school were involved in maintaining discipline within the school, the main person in charge of discipline was the deputy headteacher. This shows that discipline in some schools was supposed to be monitored by all the teachers in the school. This prompted the researcher to

enquire from the students whether counsellors were consulted in case of students' unrest. The results are as shown in Table 4.12.

Table 4.12

Counsellor Consulted in case of student unrest

	Frequency	Percent
Always	65	25.0
Often	26	10.0
Rarely	104	40.0
Never	13	5.0
No Response	52	20.0
Total	260	100.0

Most students (40%) felt that counsellors were rarely consulted in case of students' unrest. From the teachers questionnaire, slightly above half of the teachers (51.1%) said that the counsellor was always consulted. From the headteachers questionnaires, majority of the headteachers (72.2%) of the headteachers said that the counsellors were always consulted. This shows that even though there was consultation within the school it was significant for the students to have some respect for their teachers, headteachers and fellow students. Guidance and counselling when used well helps the headteachers and teachers to avert students unrest since the students can talk about their problems freely especially during group counselling.

4.5 Effectiveness of school drama and concerts in campaign against drugs

School drama and concerts in drug campaign is organized by the Kenya Music and Drama Festivals body. According to MOEST (2005) there are objectives that form KMF to encourage the study, practice and development of drama, music, dance and elocution. It provides exposure of talents, preservation of Kenya's rich cultural heritage, encourage creativity, and foster national unity through cultural interaction, and opportunities for career development. The study sought from the students how often they participated in Kenya drama and festivals. Table 4.13 shows the results

Table 4.13

How often students participate in the Kenya Drama Festivals

	Frequency	Percent
Often	13	5.0
Sometimes	130	50.0
Rarely	78	30.0
No Response	39	15.0
Total	260	100.0

Half of the student (50.0%) indicated that sometimes they participated in the Kenya Drama Festivals. From this findings, its' clear that with the participation of students in Kenya Drama Festivals, would create awareness to both the students and teachers about the effect of drug and substance abuse. These results agree

with Hagembe, (2009) who noted that the Kenya Music festival organized introduced new classes on drug/substance abuse preventive education which commenced 2002. This was aimed at creating awareness among the youth in and out of school, teachers and even the general public who were attracted to this festival. When asked whether this created awareness on drugs and substance abuse. The results are as shown in Table 4.14.

Table 4.14

Creates awareness on drugs

	Truth		False	
	Frequency	Percent	Frequency	Percent
Creates awareness on drugs	208	80	52	20.0
Leads to behaviour change	208	80	52	20.0
Inculcates positive values	208	80	52	20.0
Inculcates positive values	208	80	52	20.0
Reduces idleness	208	80	52	20.0
Entertainment	234	90	26	10.0
Helps students share experiences	221	85.0	39	15.0

N = 260

About 90.0 percent of the students indicated that drama and music festival was entertaining, with 85.0percent of the respondents indicating that it helps students to share experiences and 80 percent of them indicated that it created awareness on

drugs and substance abuse, leads to behaviour change. inculcates positive values, reduces idleness respectively. When asked whether it created any significant change in number of cases of drugs abuse in school for the time that the school participated in drama festival. The teachers and the headteachers also agreed with the findings of the students, with majority (60.0%) of the teachers noting the students' rate of drug and substance abuse was reduced. These results agree with NACADA as quoted in Ministry of Education (2006), compositions should communicate recognition of the tricks used by advertisers and resist to be targeted and cautions the youth against being lured into drug abuse through any advertisement.

4.6 Effectiveness of announcements during parade in campaign against use of drugs among youths

During parades both the principal and teacher on duty do make important announcements as a form of communication. Announcements regarding the expected code of students' behaviour and especially on issues relating to drug and substance abuse in the school are made clear. Hence this study wished to find out whether during assemblies the headteachers made announcements concerning drug and substance abuse. The results are as shown in Table 4.15.

Table 4.15

Headteacher made announcements concerning drug and substance abuse during assemblies

	Frequency	Percent
Yes	130	50.0
No	39	15.0
No Response	91	35.0
Total	260	100.0

From the Table 4.14, half of the students indicated that during assemblies made announcement concerning drug and substance abuse. From the teachers' questionnaires, majority of the teachers (85.1%) agreed that during assemblies headteachers made announcements concerning drug and substance abuse. From the headteachers questionnaires, majority of the headteachers (80.0%) indicated that they made announcement concerning drug and substance abuse during assemblies. Announcements are supposed to be informative to both the students and the teachers and can also be an open forum where people can discuss issues affecting them. Hence the study wished to identify the impact of announcement on students who have been abusing drugs in school. The results from the students are as shown in Table 4.16.

Table 4.16

Impact of announcement on students who have been abusing drugs in school

	Frequency	Percent
Yes	169	65.0
No	78	30.0
No Response	13	5.0
Total	260	100.0

Majority of the students (65.0%) indicated that announcement had an impact on students who were abusing drugs. From the teachers and headteachers questionnaires 68.1 percent of the teachers and 83.3 percent of the headteachers agreed with the students that announcements had an impact on students who were abusing drugs. These results also agree with Mullins (2005) who noted that when one communicates it was supposed to help in regulation of behaviour of students and non-teaching staff. Member of educational organization are informed about what is to be done and how well they are performing their various assigned tasks. Students also come to learn much on drug and substance abuse and also how to control it and keep away from drugs. Hence they will end stop abusing drug and substance abuse because of persistence talks of the dangers of drugs and substance abuse.

4.6.1 Effectiveness of parade announcements on student who abuse drugs

The students, teachers and headteachers were asked to indicate how effective announcement had been on students' use of drug and substance abuse. The results are as shown in Table 4.17.

Table 4.17

Effectiveness of Parade announcements on students who abused drugs and substance

	Frequency	Percent
Very effective	26	10.0
Effective	169	65.0
Not effective	65	25.0
Total	260	100.0

Majority of the students (75%) noted that assemblies' announcements were effective on students who abused drugs and substances. All the headteachers agreed that assemblies were effective in reducing drug and substance abuse. The teachers thought contrary to this with 38.3 percent of them indicating that it was effective and majority of them 61.7 percent said it was not effective. This shows that since the teachers were the once who were close to the students they would tell when the messages delivered during assemblies were effective on students drug and substance abuse. The measure put in place according to the teachers and the headteachers to make sure that drugs and substance abuse did not continue in

school included, guidance and counselling, campaign against drugs, public lecture, poems on drugs and substance abuse, spiritual talks and weekly meeting with students.

4.7 Effectiveness of posters in the campaign against drug and substance abuse

Posters are means of written communication which can be used effectively to give information about drugs and substance abuse. For one to design and distribute posters related to drug and substance abuse, one has to research to know what will affect the community around them. Hence the researcher sought to identify whether in schools there were posters on drugs and substance abuse. The results are as shown in Table 4.18.

Table 4.18

School display posters on drugs and substance abuse

	Frequency	Percent
Yes	117	45.0
No	78	30.0
No Response	65	25.0
Total	260	100.0

Most of the students (45.0%) indicated that the school displayed posters on drugs and substance abuse. Again from the teachers' questionnaires, majority of the teachers (74.5%) said that posters were displayed in the school compound. The students were asked to indicate whether the posters communicated with them. Only 5.0 percent of them who indicated that there was some form of communication while 95.0 percent said it had no form of communication with them. This shows that the posters do not communicated effectively with the students. From the teachers' questionnaires, about 49.0 percent of the teachers noted that the posters communicated with the students. This contradicted what the students said. The headteachers agreed with the students that the posters were not easy to communicate. These results agree with Leithwood and Jantzi (2005) who noted that although posters are effective in that they are read by everybody and there is distortion of message, they are ultimatums or unquestionable hence no students is able to ask questions but they can get the information intended to.

4.8 Effectiveness of guest speakers in campaign against drugs

The advantages of oral communication are speed and feedback. With this in mind the study sought to find out whether the school invited guest speakers in the school. The results are as shown in Table 4.19.

Table 4.19

Guest speakers are invited in school

	Frequency	Percent
Yes	182	70.0
No	78	30.0
Total	260	100.0

Majority of the students (70%) indicated that there were guest speakers in their schools. From the teachers' questionnaire, the majority of the teachers (68.0) that guest speakers were invited in school and from the headteachers questionnaires, 70.0 percent of the headteachers noted that there were guest speakers invited in their school. This shows that sometimes there are guest speakers invited to speak with both the teachers and their students. This prompted the researcher to ask the number of times the speakers were invited to school. The results are as shown in Table 4.20.

Table 4.20

Number of times guest speakers come to school

	Frequency	Percent
Once in a term	65	25.0
Twice in a term	117	45.0
No Response	78	30.0
Total	260	100.0

At least 45 percent of the students indicated that guest speakers came twice a year. From the teachers questionnaires, majority of the teachers (68.0%) and 72.0 percent of the headteachers agreed that guest speakers were invited twice in a term to their school. This shows that the headteacher and teachers agreed to a guest speaker since they use oral communication which is the use of spoken words in face to face expression and can get feedback from the students as they talk to them.

The researcher then enquired whether the guest speakers discussed topics related to drugs and substance abuse. The results are as shown in Table 4.21.

Table 4.21

Guest speakers discuss topics related to drugs and substance abuse

	Frequency	Percent
Yes	122	46.9
No	60	23.1
No Response	78	30.0
Total	260	100.0

Slightly below half of the students (46.9%) indicated that the guest speakers offered topics on drugs and substance abuse while 23.1percent indicated they did not talk about drugs and substance abuse. From the teachers questionnaires majority of the teachers (55.0%) noted that the guest speakers talked about drugs

and substance abuse. From the headteachers' questionnaires, half of the headteachers indicated that the guest speakers had a drug and substance abuse in their topics. These enlighten the students on dangers of drugs and substance abuse. Some of the topics discussed on drugs and substance abuse as indicated by the students included, peer influence, pressure, effects of drugs and substance abuse on once health and how to keep off drugs and substance abuse.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study, summary of findings, conclusions, recommendation and suggestions for further studies.

5.2 Summary of the study

The purpose of this study was to establish the effectiveness of school strategies in the campaign against drug and substance abuse among secondary school students in Samburu County. The study was guided by the following objectives to examine the extent to which guidance and counseling services affect campaign against drug and substance abuse among secondary school students, to establish the role played by drama and concerts can be used in the campaign against drug and substance abuse among secondary school students, to determine the impact of announcements during parade in the campaign against drugs and substance abuse among secondary school students, to examine the influence of posters in the campaign against drug and substance abuse among secondary school students and to determine the influence of guest speakers in the schools on the campaign against drug and substance abuse among secondary school students in Samburu County. This study was guided by Social Cognitive Learning Theory by Albert Bandura (1986).

The research adopted descriptive survey design. The target population consisted of 19 public secondary schools; the population included 19 headteachers, 230 teachers and 2880 form two, three and four students. Purposive sampling was used to select 3 teacher per school that is the discipline master, counselling teacher and teacher on duty and all the headteachers were included in the study. Simple random sampling was used to select students from form two, three and four. The researcher used three types of instruments in this study that is a questionnaire and document analysis guide which were considered the most suitable research instrument for descriptive survey design. The pilot study helped in identifying items in the instrument which are ambiguous and inappropriate in order to improve its quality and validity. To test reliability of the instrument test-retest technique was used. Descriptive analysis was used to summarize qualitative data. Quantitative data collected was tabulated and analyzed using percentages and frequencies.

5.3 Summary of findings

Effectiveness of Guidance and Counselling in schools on the campaign against drugs and substance abuse

The study revealed that 51.2% of the students indicated there was a guidance and counselling programme in their school. Majority of the teachers (93.6%) also noted that there was guidance and counselling programme in their school and majority of the headteachers (77.8%) also too noted that there was in their school.

The person's incharge of counselling with most of the students (38.5%) indicated that they had a teacher counsellor. About 59.6 percent of the teachers noted that there were teacher counsellors; half of the headteachers (50%) used teachers for counselling. Guidance and counselling programmes need to be integrated in secondary school education to enable the education system play its role of altering both mentally and physical behaviour of a person (Roger, 2001). Successful education thus must affect how people think, judge, assess, deliberate, draw conclusion, make decisions and act.

On the number of times counselling is offered the students said that guidance and counselling was offered (30.0%) once a week. Most teachers (48.9%) also agreed that counselling in their school was offered once a week. On the other hand half of the headteachers noted that counselling was always available when need be. When asked to indicate whether there was established office, slightly above half of the headteachers (55.6%) noted that guidance and counselling office was established. The reasons for not being established included, the school was new hence had not come up with enough buildings, the space available was just enough for classes, administration and the laboratories hence they were still building. This would create more room which in turn would make it possible to establish a guidance and counselling office.

Effectiveness of school drama and concerts in campaign against drugs

School drama and concerts in drug campaign is organized by the Kenya Music and Drama Festivals body. Half of the student (50.0%), indicated that sometimes they participated in the Kenya Drama Festivals. Majority of the students (90.0%) of the students indicated that drama and music festival was entertaining, with 85.0percent of the respondents indicating that it helps students to share experiences and 80 percent of them indicated that it created awareness on drugs and substance abuse, leads to behaviour change, inculcates positive values, reduces idleness respectively. Majority (60.0%) of the teachers noted that the students' rate of drug and substance abuse was reduced and on other hand 30 percent of the students noted that the rate of abusing drugs did not change.

Effectiveness of announcements during parade in campaign against use of drugs among youths

The findings also revealed that half of the students indicated that during assemblies made announcement concerning drug and substance abuse. Majority the teacher (85.1%) agreed that during assemblies' headteachers made announcements concerning drug and substance abuse and all the headteachers indicated that they made announcement concerning drug and substance abuse during assemblies. According to Muyeira (2002) one way of making a deal in conversation is a win-win situation is by establishing common goals in open

forums. This gives the principal and teachers sense of solidarity, which makes the others to understand the situation of the one in authority.

On the impact of the announcement of the students, majority of the students (65.0%) indicated that announcement had an impact on students who were abusing drugs. This was supported by 68.1 percent of the teachers and 83.3 percent of the headteachers. These results also agree with Mullins (2005) who noted that when one communicates it was supposed to help one in the control of behaviour of teachers, students and non- teaching staff. Member of educational organization are informed about what is to be done and how well they are performing their various assigned tasks. Students also come to learn much on drug and substance abuse and also how to control it.

Effectiveness announcement had been on students' use of drug and substance abuse, Majority of the students (75%) noted that assemblies' announcements were effective on students who abused drugs and substances. All the headteachers agreed that assemblies were effective in reducing drug and substance abuse. The teachers thought contrary to this with 38.3 percent of them indicating that it was effective and majority of them 61.7 percent said it was not effective.

The measures put in place according to the teachers and the headteachers to make sure that drugs and substance abuse did not continue in school included, guidance

and counselling, campaign against drugs, public lecture, poems on drugs and substance abuse, spiritual talks and weekly meeting with students.

Effective of posters in the campaign against drug and substance abuse

Most of the students (45.0%) indicated that the school displayed posters on drugs and substance abuse. Majority of the teachers (74.5%) said that posters were displayed in the school compound. When asked whether the posters communicate with them as the students. Only 5.0 percent of them who indicated that there was some form of communication while 95.0 percent said it had no form of communication with them. About 49.0 percent of the teachers noted that the posters communicated with the students. This contradicted what the students said. The headteachers agreed with the students that the posters were not easy to communicate.

Effectiveness of guest speaker in campaign against drugs

On the invitation of guest speakers, majority of the students (70%) indicated that there were guest speakers in their schools. About 68.0 percent of the teachers and 70.0percent of the headteachers also indicated that there were guest speakers invited in their school. This shows that sometimes there are guest speakers invited to speak with both the teachers and their students. On the number of times the guest speaker comes to school, most of the students (45%) indicated that guest speakers came twice a year while 25.0 percent of them indicated that they come once in a term. Majority of the teachers (68.0%) and 72.0 percent of the

headteachers agreed that guest speakers were invited twice in a term to their school. on the topic on drug and substance abuse most students (46.9%) indicated that the guest speakers offered topics on drugs and substance abuse while 23.1percent indicated they did not talk about drugs and substance abuse. About 55.0percent of the teachers noted that the guest speakers talked about drugs and substance abuse while half of the headteachers indicated that the guest speakers had a drug and substance abuse in their topics.

5.4 Conclusions

The following were the conclusions from the findings of the study

The strategies applied by schools to curb drug and substance abuse included guidance and counselling and was present in most schools. A majority of schools had teacher counselors.

Drama and concerts is another strategy put in place with half of the students having participated in school drama and concerts which was a way of campaign and creating awareness on drug and substance abuse.

The other strategy put in place was during parade announcements where headteachers discussed issues on drug and substance abuse and their effects on students' school attendance.

Posters are another form of strategy used within the school notice board. Posters are a passive form of communication within the compound which gave information of drugs and substance abuse. Posters however should be made clear in order to drive the message home since a majority of the students did not understand the messages communicated through posters.

Guest speakers were also another strategy used by school. The school administration should invite guest speakers who can communicate effectively with the students on issues of drugs and substance abuse.

5.5 Recommendations

The following recommendations were drawn from the findings.

Guidance and counselling was available in school and there was also availability of teacher counselors as required by the government. Hence the headteachers should encourage the students to participate fully in guidance and counselling programme to curb challenges they experience instead of resulting to drug and substance abuse for consolation.

The school administrators should initiate programmes to enable their schools to participate in drama and concert since students will learn more on drugs and substance abuse because the aim of drama and concerts is to create awareness on problems affecting the communities and especially on drugs and substance abuse.

The school administrators should ensure there is open communication between themselves, teachers and students especially on matters relating to drug and substance abuse so as to curb drugs and substance abuse in schools. This enables the students to live in a drug free school environment.

The school administrators should put posters with clear messages on drug and substance abuse. This will enable the students to make informed decisions on dangers of drug and substance abuse.

The school administrators should invite guest speakers who are enlightened on factors related to drug and substance abuse. This will enable them have an impact on students who may be abusing drugs and those who may be tempted to engage in the habit.

5.6 Suggestions for further studies

Drawing from the findings of the study, and building on existing research, it is suggested that more studies be carried out to address the following:

- i. More investigations are needed on strategies used to address drug abuse in schools in various parts of Kenya. This is because the methods used to address the problem may differ according to different school circumstances.

- ii. Future research should replicate this study, but emphasize qualitative data gathering techniques such as interviews and observations, given that the current study mainly used questionnaires. Using such an approach would help come up with more strategies in intervention of drug abuse.

- iii. Given that in this study guidance and counseling is emphasized as a method of addressing drug abuse in schools its effectiveness in addressing the problem should be investigated. Further such studies would contribute towards strengthening guidance and counseling in schools to alleviate drug and substance abuse.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration & Planning
P. O. Box 92
Kikuyu

Dear Respondent,

**REF: EFFECTIVENESS OF SCHOOL STRATEGIES IN THE CAMPAIGN
ON DRUG AND SUBSTANCE ABUSE AMONG SECONDARY SCHOOL
STUDENTS IN SAMBURU COUNTY**

I am a post graduate student in the University of Nairobi, pursuing masters of Education degree course. I am undertaking a research study on the effectiveness of school strategies in the campaign on drug and substance abuse among secondary school students in Samburu County. Your school has been one of the selected to participate in this research study. I will be grateful if you may fill in the questionnaire attached.

Your particulars and that of the school need not appear anywhere in the questionnaire.

Yours faithfully,

NICHOLAS OUNDO

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is for the purpose of gathering information for use in the study of the effectiveness of school strategies in the campaign on drug and substance abuse among secondary school students in Samburu County.

Instruction-Do not write your name on the questionnaires Tick (✓) where appropriate.

1. Indicate your gender in the space provided Male () Female ()
2. How long have you been a principal in your current school?
3. What is the category of your school?
 - i) Public mixed boarding () ii) Public Boarding Boys ()
 - (iii) Public mixed day () iv) Public Boarding Girls ()
 - v) Any other (specify)
4. What is the population of students in your school? Total Boys Girls
5. Do you have any guidance and counselling programme? Yes () No ()
6. If the answer to number 5 is yes who is in charge of guidance and counselling?
Teacher () Teacher counsellor () Hired counsellor ()
Others specify
7. What is the level of training in guidance and counselling of the one incharge?
Diploma () Degree () Master () Certificate ()
Higher diploma () Doctorate () No training () I am not sure ()
8. How often is guidance and counselling in your school offered to students?
 - i) Once a term () ii) Once a month () iii) Once a week () iv) Once a year ()
 - (v). Always if there is a need () others specify

b. Does your school have an established guidance and counselling office?

Yes () No ()

9. If no, give reasons.....

10. i) Who is in-charge of discipline in your school?.....

Is the person named in 11 (i) above a member of the guidance and counselling team? Yes () No ()

11. Is the counsellor if applicable consulted in case of student unrest?

Always () Often () Rarely () Never ()

12. During assemblies do you make announcements concerning drug and substance abuse? Yes () No ()

13. Does it has an impact on your students who have been abusing drugs in school? Yes () No ()

14. How effective has this been on the students?

Very effective [] Effective [] Not effective []

15. What measures have you put in place to make sure that drugs and substance abuse does not continue in your school and have made an announcement on them?.....

16. In your school do you display posters on drugs and substance abuse?

Yes () No ()

17. Do they communicate with the students?
.....

18. Are they place at strategic places where students can see and discuss them?

Yes () No ()

19. How often do your students participate in the Kenya Drama Festivals?

Often () Sometimes () Rarely ()

20. The following statements concerning drama and concert festival in addressing the problem of drug and substance abuse. Indicate whether they are true or

false. Key T for true F for false

Drama and concerts : Creates awareness ()

Reduces idleness () Leads to Behaviour change ()

Entertains () Inculcates positive values ()

Helps students share experiences ()

21. Has there been significant change in number of cases of drug abuse in your school for the time that your school has participated in drama festival?

Yes () No ()

b. If yes, what changes are these? Please list them down

.....
.....

Thank you for your cooperation

**APPENDIX III: QUESTIONNAIRE FOR TEACHERS COUNSELLOR AND
TEACHER ON DUTY**

This questionnaire is for the purpose of gathering information for use in the study of the effectiveness of school strategies in the campaign on drug and substance abuse among secondary school students in Samburu County.

Instructions Tick (✓) where appropriate

Do not write your name on the questionnaires

1. Indicate your gender in the space provided Male () Female ()
2. How long have you been a principal in your current school?
3. What is the category of your school?
 - i) Public mixed boarding () ii) Public Boarding Boys ()
 - (iii) Public mixed day () iv) Public Boarding Girls ()
4. Do you have any guidance and counselling programme? Yes () No ()
 - b. If yes in 7. above, who is in charge of guidance and counselling?
Teacher () Teacher counsellor () Hired counsellor ()
Others specify
6. What is the level of training in guidance and counselling of the one incharge?
Diploma () Degree () Master () Certificate ()
Higher diploma () Doctorate () No training () I am not sure ()
7. How often is guidance and counselling in your school offered to students?
 - i) Once a term () ii) Once a month () iii) Once a week ()
 - iv) Once a year () (v). Always if there is a need ()
 - Others specify

b. Does your school have an established guidance and counselling office?

Yes () No ()

c. If no, give reasons.....

d. i) Who is in-charge of discipline in your school?

.....

Is the person named in 11 (i) above a member of the guidance and counselling team? Yes () No ()

e. Is the counsellor if applicable consulted in case of student unrest?

Always () Often () Rarely () Never ()

8. During assemblies do you make announcements concerning drug and substance abuse? Yes () No ()

9. Does it has an impact on your students who have been abusing drugs in school? Yes () No ()

10. How effective has this been on the students?

Very effective [] Effective [] Not effective []

11. What measures have you put in place to make sure that drugs and substance abuse does not continue in your school and have made an announcement on them?.....

12. In your school do you display posters on drugs and substance abuse?

Yes () No ()

13. Do they communicate with the students?.....

14. Are they place at strategic places where students can see and discuss them?

Yes () No ()

15. How often do your students participate in the Kenya Drama Festivals?

Often () Sometimes () Rarely ()

16. The following statements concerning drama and concert festival in addressing the problem of drug and substance abuse. Indicate whether they are true or

false. Key T for true F for false

Drama and concerts : Creates awareness ()

Reduces idleness () Leads to Behaviour change ()

Entertains () Inculcates positive values ()

Helps students share experiences ()

17. Has there been significant change in number of cases of drug abuse in your school for the time that your school has participated in drama festival ?

Yes () No ()

b. If yes, what changes are these? Please list them down

.....

18. Are guest speakers invited to your school?

Yes () No ()

(b). How many times in a term do the guest speakers come to school?

Once () Twice () Thrice ()

(c). Do they discuss topics related to drugs and substances abuse?

Yes () No ()

Thank you for your cooperation

APPENDIX IV: STUDENTS QUESTIONNAIRE

This questionnaire is for the purpose of gathering information for use in the study of the effectiveness of school strategies in the campaign on drug and substance abuse among secondary school students in Samburu County.

Instructions Tick (√) where appropriate

1. Indicate your gender in the space provided Male () Female ()
 2. What is the category of your school?
 - i) Public mixed boarding ()
 - ii) Public Boarding Boys ()
 - (iii) Public mixed day ()
 - iv) Public Boarding Girls ()
 3. Do you have any guidance and counselling programme? Yes () No ()
 4. If yes in 7,above, who is in charge of guidance and counselling?
Teacher () Teacher counsellor () Hired counsellor ()
 5. How often is guidance and counselling in your school offered to students?
 - i) Once a term ()
 - ii) Once a month ()
 - iii) Once a week ()
 - iv) Once a year ()
 - (v). Always if there is a need ()Others specify
 - b. Does your school have an established guidance and counselling office?
Yes () No ()
 - f. If no, give reasons.....
 - g. i) Who is in-charge of discipline in your school?
.....
- Is the person named in 11 (i) above a member of the guidance and counselling team? Yes () No ()

h. Is the counsellor if applicable consulted in case of student unrest?

Always () Often () Rarely () Never ()

8. During assemblies does your headteacher make announcements concerning drug and substance abuse? Yes () No ()

9. Does it has an impact on your students who have been abusing drugs in school? Yes () No ()

10. How effective has this been on the students?

Very effective [] Effective [] Not effective []

11. What measures have you put in place to make sure that drugs and substance abuse does not continue in your school and have made an announcement on them?.....

12. In your school do you display posters on drugs and substance abuse?

Yes () No ()

13. Do the posters communicate with you as the students?
.....

14. Are they placed at strategic places where you can see and discuss them?

Yes () No ()

15. How often do your students participate in the Kenya Drama Festivals?

Often () Sometimes () Rarely ()

16. The following statements concerning drama and concert festival in addressing the problem of drug and substance abuse. Indicate whether they are true or

false. Key T for true F for false Drama and concerts:

Creates awareness	()	Reduces idleness	()
Leads to Behaviour change	()	Entertains	()
Inculcates positive values	()	Helps students share experiences	()

REPUBLIC OF KENYA



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Website: www.ncst.go.ke

NCST/RCD/14/012/875

2nd July 2012

Date:

Nicholas George Oundo
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of school strategies in the campaign against drug and substance abuse among secondary school students in Samburu County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Samburu County for a period ending 31st August, 2012.

You are advised to report to the District Commissioners and the District Education Officers, Samburu County before embarking on the research project.

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

DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Samburu County.

THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss/Institution
Nicholas George Oundo
of (Address) University of Nairobi
P.O. Box 30197-00100, Nairobi
has been permitted to conduct research in

Date of issue 2nd July, 2012
Fee received KSh. 1,000

Location
District
County

Samburu



on the topic: Effectiveness of school strategies
in the campaign against drug and substance
abuse among secondary school students in
Samburu County, Kenya.

for a period ending: 31st August, 2012

Applicant's Signature

Secretary
National Council for
Science & Technology