INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON MANAGEMENT OF DRUG ABUSE AMONG SECONDARY SCHOOL STUDENTS: A CASE OF BAHATI DIVISION OF NAKURU DISTRICT, KENYA

BY

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DECLARATION

This thesis is my original work and has not been submitted for the award of a degree or diploma in any other university.

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RECOMMENDATION

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

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Prof. A.M. SINDABI.

Signature: _____ Date: _____

Dr D. ODERO- WANGA

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DEDICATION

This thesis is dedicated to my daughter, Stacy, born when this work was going on and to all the students who are fighting to free themselves from one form of drug addiction or the other. Also to my family members for their constant love, care and encouragement which have been my pillar.

ACKNOWLEDGEMENT

ABSTRACT

Drug abuse in secondary schools in Kenya has been on the increase and identified as one of the major causes of indiscipline and unrest among students. The marked increase in consumption of both illegal and legal drugs in schools is continually highlighted in the local press media. The Ministry of Education and National Campaign against Drugs Abuse (NACADA) have shown great concern about the effects of this menace. This study sought to determine the infleunce of guidance and counselling on management of students' drug abuse with special reference to Bahati Division. The study adopted an *ex-post facto* research design. It targeted all the 47 secondary schools with a student population of 7767 and 472 teachers. A random sample of 120 students, ten teacher counsellors and ten head teachers were selected from ten schools. Data was collected through administration of questionnaires to the selected respondents. The collected data was then processed and analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Science (SPSS) version 11.5 for windows. Descriptive statistics used included frequencies, percentages, tables, pie charts, bar graphs and cross-tabulations, while inferential statistics involved the use of chi square which was tested at $\alpha = 0.05$ significance level. The study findings indicate that cheap and easily available drugs were the most commonly used types of drugs among secondary school students. The common drugs used, which included alcohol and cigarette, were considered legal and generally accepted in the society. Most schools had the necessary management mechanisms to curb drug abuse among their students. Proper implementation and utilization of guidance and counselling services had a positive effect in the management of drug abuse among secondary school students. Guidance and counselling services were related to low level of drug taking in schools. Male students being the most vulnerable group to drug abuse were more targeted for guidance and counselling on drug abuse in secondary schools. These study findings are fundamental to policy makers responsible for the positive development of secondary school students in the country including the Ministry of Education, school administrators, teacher counsellors, students, parents and the entire society. While the study recommends development of more specific drug abuse management mechanisms targeting students, the important role played by guidance and counselling services in controlling the habit in schools is vividly highlighted.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO: District Education Office

MOE: Ministry of Education

NACADA: National Campaign Against Drug Abuse

PDE: Provincial Director of Education

TSC: Teacher Service Commission

UNDCP: United Nation Drug Control Programme

WHO: World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Drug abuse refers to the taking of the psychotropic substances resulting to changes in body functions affecting the individual in a negative way either socially, cognitively or physically. Drugs can be taken through the mouth, by injection using hypodermic needles, through nostrils or as ointments. Drug abuse has become a major problem among the school-going youth. A survey by Pride International in 1998 indicated that 80 % of the learners in schools are aware of illicit drugs but only 6% of them know the harmful effects of drugs. This means that majority of the learners indulge in drug abuse unaware of the dangers it causes (Gacicio, 2003). Ingosi (1986) reported that 41% of form three, and form four secondary school students had tried bhang and 10% were still smoking it. Only 19% had experimented with valium and 8% were hooked on it. This indicates that the habit has its roots in the pre-teen years and is further amplified in the teenage years when most of the youth are in secondary schools. Pre-teenage and teenage years are critical in the human life cycle as they involve transition from childhood to adulthood. The young people find themselves in a challenging position as they strive to prepare themselves both physically and intellectually for adult life and at the same time search for identity. They are trying to assume their sex role and learn to come into terms with authority (Kamonjo, 1997).

A survey by the Mayoyo (June 25th, 2003) revealed that there were over 400,000 students who are drug addicts in Kenyan secondary schools. Out of this number, 160,000 were girls while the rest were boys. It was noted that the number of girls abusing drugs was growing at an alarming rate and could soon surpass that of boys. Drug abuse has been cited as one of the causes of the many social problems facing schools. For instance, the report of the task force on the students' discipline and unrest in schools 2001 identified drug abuse as one of the causes of indiscipline in schools (G.o.K., 2001).

Snyder and Lader (1985) have suggested that adolescence is an intense period of growth and activity characterized by a number of conflicts. Many psychologists call this stage of human development "storm and stress" period and the youths find themselves experimenting with various types of behaviour motivated by curiosity with a view to coping with life's problems. Among the many different behaviours thus practised by the youth is experimenting with drugs.

The World Health Organization (WHO) has reported that the most widely used drugs in the world are alcohol, tobacco, marijuana, opium and its derivatives, cocaine and hallucinogens. Others are khat (miraa), inhalants and volatile solvents like petrol and glue. Also available are synthetic drugs mainly barbiturates. Studies have also indicated that prescribed and over-the counter drugs were being abused even more widely than reported (Kamonjo, 1997).

Kariuki (1988) and Ochieng (1986) carried out independent surveys, whose findings indicated that alcohol and tobacco were the most prevalent drugs of abuse among the youth because of their status as legal drugs. Others were marijuana and volatile solvents, which are also popular among the adolescents. Abuse of drugs, especially *cannabis sativa* (bhang), alcohol, tranquilizers and miraa by Kenyan school children seems to be widespread and on the increase. Similarly there has been an out cry reports by doctors, health workers, teachers, parents, community leaders and more so the mass media about the widespread drug and alcohol abuse by the youth. The government through the Ministry of Education has mobilised all schools to use all means to manage the rising trend on drug abuse. Among the many ways of managing the problem is the use of guidance and counselling services.

Makinde (1984) defines guidance as a process of helping an individual to understand himself and his world. Thus counselling is an interactive process, co joining the counselee who is vulnerable and needs assistance and the counsellor who is trained and educated to give assistance with an aim of helping the counselee learn to deal more effectively with himself and reality of his environment.

According to Mutie and Ndambuki (1999) the development of guidance and counselling began in Europe and United States of America at the close of the nineteen century. Guidance and counselling services in Kenya schools according to Sindabi (1992) was initiated in 1960 and has slowly been growing, changing and even getting more sophisticated as the needs of society keeps changing. It was in 1971 that guidance and counselling services was formally structured and a special unit was set up in the ministry of education to organize, administer and supervise the services under the inspectorate section. Even with all this effort by the Ministry, the guidance and counselling services has yet to show strong evidence of success especially in handling personal and social issues as more emphasis is given to education and vocation guidance.

In secondary schools guidance and counselling services are managed by a teacher counsellor appointed by the school head, or by the Teachers Service Commission (TSC) with support of guidance and counselling committee. The main functions of the teacher counsellor include planning and developing counselling services, educational and vocational planning, student's appraisal, and referral work and staff consultation.

Studies done on guidance and counselling just mention drug abuse as a problem in schools but fails to indicate the role guidance and counselling should play in managing the habit. Other researches have concentrated on trends, prevalence, extent, and correlations between drug abuse and social problems in institutions such as Universities and very little has been related to guidance and counselling as one of the several management mechanism. For instance Njuguna (2003) mention that in Nakuru Municipality drug abuse accounted for 65.2% of students needs but mention nothing on what should be done.

In view of this, there was a need to study the influence of guidance and counselling in the management of drug abuse in schools. There is a need for an innovative and relevant guidance and counselling programmes for all secondary schools and other institutions of learning to address the drug abuse problems and other young people needs. Sindabi

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(1992) argues out for a well-established and organized guidance and counselling services to bring about the remedial and preventative measures necessary in catering for the adolescent needs.

1.2 Statement of the Problem

Drug abuse is a serious problem facing secondary school going students. Many as over 400,000 secondary school students in Kenya have been reported as having abused drugs (Daily Nation, June 25th, 2003). This is worrying considering the effect of drug abuse to students. For instance some have dropped out of school, and others have engaged into anti- social behaviours like thefts, riots and destruction of properties and other vices as indicated by Education task force (G.o.K., 2001). The ministry of education has directed all schools to set up guidance and counselling department to help in achieving discipline and instilling positive growth and development. Guidance and Counselling department is expected to provide services to manage social problems like drug abuse. The question that arises is whether guidance and counselling is able to manage the drug abuse problems in schools bearing in mind the wide spread complain by NACADA and other social groups. The mass media like the Kenya Daily Nation and the Standard Newspapers have been reporting many cases of students found abusing drugs. It was therefore necessary for this study to investigate the influence of guidance and counselling on the management of drug abuse.

1.3 Purpose of the Study

This study sought to determine the influence of guidance and counselling services on management of students' drug abuse in secondary schools in Bahati Division.

1.4 Objectives of the Study

The study aimed at achieving the following specific objectives:

(i)   To identify the types of drugs abused by students in Bahati Division.

(ii)   To establish the existing management mechanisms against drug abuse in secondary school in Bahati Division.

(iii)   To determine the effectiveness of guidance and counselling in the management of drug abuse among students in Bahati Division.

(iv)   To determine the relationship between guidance and counselling services and the level of drug abuse among students in Bahati Division.

(v)   To determine the gender of students mainly targeted in guidance and counselling on drug abuse in Bahati Division.

1.5 Research Questions

The study addressed the following research questions:

(i)   Which are the types of drugs abused by students in Bahati Division?

(ii)   What management mechanisms exist against drug abuse in secondary schools in Bahati Division?

(iii)   How effective are guidance and counselling services on the management of drug abuse among students in Bahati Division?

(iv)   What relationship exists between guidance and counselling services and the level of drug abuse among students in Bahati Division?

(v)   Which gender of students is mainly targeted in guidance and counselling on drug abuse in Bahati Division?

1.6 Significance of the Study

The findings of this study have indicated the extent to which guidance and counselling services have impacted on management of drug abuse among students. This is important given the emphasis that the government is putting on guidance and counselling as crucial component of the modern secondary school education programme in the attainment of national objectives (G.o.K., 1988; G.o.K., 1976; G.o.K., 1965). The findings of this study may motivate school teacher counsellors to improve the guidance and counselling services in handling drug abuse issues. The findings may also motivate the heads of schools to provide adequate resources in the fight against drug abuse in their respective schools. The study findings could also be used to institute changes in the school curriculum to accommodate drug abuse management mechanisms. Lastly, the study

contributes to existing knowledge on drug abuse and the importance of guidance and counselling in addressing drug abuse problems in schools. The research is thus beneficial to educators, policy planners, school administrators, and all those responsible for the positive development of secondary school going-youth.

1.7 Scope of the Study

The study focused on the influence of guidance and counselling services on management of students' drug abuse in secondary schools in Bahati division. Bahati division was chosen as a research site because of its location along Nakuru-Nyeri and Nakuru-Nairobi highway, which is famous for drug trafficking. Its proximity to the highway may have led to a spill over effect as some drugs may be sold in this region by traffickers on their way to and from Nakuru, Nairobi and Nyeri. This implies that the population in this region was rich in information that was being sought. The division also had a large number of secondary schools in the district comprising of provincial and district schools and a multiplicity of ethnic groups. This means that the selection of respondents was not biased in terms of ethnic background, gender or locality. The study area had 47 secondary schools with a population of 7767 students. Only Form Three and Form Two students were used in this study because majority of them were in the adolescent stage where peer pressure play a key role in influencing drug use and abuse. The study involved a sample of students, teacher counsellors and head teachers from the 10 selected schools.

1.8 Limitations of the Study

The study encountered a number of limitations which could have impeded answering the research questions and objectives. These limitations included:

(i) Most head teachers were reluctant to reveal the extent of drug abuse among their students fearing that such information could portray their schools negatively and put their administration to question. However, the researcher assured them of confidentiality of the information given and that it would be confined to this study only.

(ii)   Locating some of the selected schools in the rural areas consumed more time due to the poor means of transport and communication.

(iii)   The researcher would have wished to study all schools in Kenya but due to time and financial constraints it was not feasible. Thus generalizing these study findings to other areas should be done with caution.

1.9 Assumptions of the Study

The study was based on the following assumptions:

(i)   That all secondary schools in the division had established guidance and counselling programmes.

(ii)   The school counsellors, students, teachers and head teachers would cooperate and provide honest responses to questions asked about drug abuse in their schools.

(iii)   That all the respondents understood the role of guidance and counselling services in school.

1.10 Definition of Terms

Operational definitions are presented as used within the context of this study as follows:

Counselling: Is the process of helping an individual discover and develop his educational, vocational and psychological potential and thereby to achieve an optimal level of personal happiness and social usefulness

Drug: This refers to any substance either chemical or natural which may be inhaled, drunk, rubbed on or injected resulting into altering of the functions of   the body of a student abusing it.

Drug abuse: This refers to the taking of the psychotropic substances resulting into changes in body functions and affecting the individual in a negative way either socially, cognitively or physically.

Drug habit: It is the deliberate taking of drugs resulting into changes in body functions.

Guidance: Is a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and life.

Head teacher: This is the teacher in a school in charge of administration and supervision of teachers as well as the welfare of the students

Illegal drugs: These are drugs that the government considers harmful to the mental and physical health of the individual for which the drugs and poison act was enacted, in order to discourage their consumption. Such drugs include bhang, cocaine, heroin, unprescribed medicine and volatile solvent (petrol and glue).

Influence: The influence of guidance and counselling on drug abuse refers to the expected power that guidance and counselling services are expected   to have on management of drug abuse in schools. It is the effect, impact or impression of guidance and counselling programmes on drug abuse.

Legal drugs: Any drug that is potentially dangerous but the government allows its consumption. Thus such drugs do not expose the user to legal repercussion e.g. alcohol, tobacco and miraa

Management: Controlling or limiting the extent of drug abuse among secondary school students by using various mechanisms like guidance and counselling.

Peer groups: Refers to groups of people of the same age and social standing who share a common interest and who have the tendency of influencing each other.

Peer pressure/influence: This is the tendency to conform to the value and standards of peers. For example a drug abuser has the tendency of influencing others (students) to conform to their value and standards

Peers: People of the same age rank, status, or ability.

Prevalence: Predominance of drug abuse by students in schools. It is also referring to the extent and rate of drug abuse in schools and other parts of the world

Teacher counsellor: Is a teacher in a school appointed by Teachers Service Commission or by head teacher to provide counselling services to students.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the concept and effects of drug abuse, causes of drug abuse, the trend and extent of drug abuse in secondary schools, and drug abuse and gender. The chapter also explores the role of guidance and counselling services as a method of managing drug abuse. The chapter concludes with the conceptual frame work.

2.2 Concept and Effect of Drug Abuse

Drugs properly administered have been societal medicinal blessing. Unfortunately certain drugs produce enticing side effect for example euphoria, a sense of feeling good, elation, serenity and power. What begins as a measure of relaxation often evolves in time to a problem of dependence and abuse (Muraguri, 2004). Drug abuse means the non-prescriptive use of psychoactive chemicals to alter the psychological state of individual, which results in altered functions. Such drugs may destroy the health and productive life of a person. Secondary schools are exposed to drugs which include alcohol, tobacco, bhang, miraa, inhalants like glue, opium, cocaine, heroine, sleeping pills, tranquilizers, cough mixture and eye drops which are readily available to them (Gacicio, 2003).

It is clearly stated that smoking or taking illegal drugs like cannabis sativa (bhang), marijuana, hashish, cocaine, alcohol, opium and heroin bring disorder in the human body resulting into euphoria, impulse behaviour, anxiety, brain damage and psychotic reactions. The Common Wealth secretariat (1993) conceded that indulgence in illegal drugs causes abnormal alertness, aggressiveness, loss of appetite, acute depression, sluggishness, faulty judgement, chronic intoxication and can easily cause death.

Fuhrman (1986) stated that drug abuse causes fear due to hallucination, brain disorder and loss of self-esteem and as a result, one can easily commit suicide or experience accidents. The use of illicit drugs leads to broken families, separation and divorce. This may not create a conducive environment for a student. Drug abuse also results into

indulgence in sexual intercourse thus paving way for high risks to HIV/AIDS infection and spread in addition to sexually transmitted infections. Other outcomes of drug abuse have been strikes in schools characterised by violence, destruction of property, rape and sometimes death, for instance the case of St. Kizito mixed secondary school in Meru district where male students invaded the girls dormitory and violently raped 72 girls, nineteen girls lost their lives and school property was destroyed (G.o.K., 2001). Otieno (1999) also asserts that a study carried out by London schools of economics in 1980 on students learning behaviour revealed a relationship between drug abuse and poor academic results.

2.3 Causes of Drug Abuse

Many reasons have been advanced as to why the youth in secondary schools are prone to drug abuse. In an extensive review of the literature, Capuzzi (1983) as quoted by Fuhrman (1986) categorise the causes as either social or personal determinants. Some of the reasons why students abuse drugs include the following:

2.3.1 Family Influence

The literature is replete with studies that attribute drug use and abuse to family factors. Fuhrman (1986) noted that children who come from homes where parents take drugs tend to imitate the behaviour of their parents by taking illegal drugs. According to Midigo (2002), the attitude of parents towards tobacco, alcohol and other drugs plays a major role in children's behaviour. Young people learn from what they see by imitating what the parents and other people in the community do.

Other studies investigating on the family factors attribute poor child-rearing practices (that is, indifferent and/or indulgent parenting styles) as contributing factors to drug abuse while parental warm and positive control (authoritative/supportive parenting styles) as positively correlated with absence of drug abuse. Family influence is more on the use of alcohol and tobacco and other prescription drugs (e.g. tranquilizers) and less on the use of Marijuana.

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2.3.2 Peer Group Pressure

Most literature considers peer influence as the second most strongly supported causative factor in adolescent drug use. Peer influence has been found to be clearly influential in establishing and maintaining substance involvement for instance, it has been found to be responsible for initial marijuana use, predictive of smoking behaviour, as support for continued use of drugs and alcohol and as responsible for the introduction to multiple drug use (Fuhrman, 1986). A friend or peer group is likely to be the source of information for drug users about availability of drugs and their alleged effects. The desire for acceptance and social interaction in a particular peer group may result in starting and maintaining the use of drugs.

2.3.3 Influence of Mass Media

People who smoke are portrayed as being great sportsmen or very friendly, wealthy important people. Mass media plays a big role in influencing children. They receive information from movies, Television, videocassette, billboards and magazine. Even through these sites and sounds do not usually promote drug use explicitly, they can reinforce a child impression that drug abuse is normal (Siringi, October 27th, 2003).

2.3.4 Availability of Funds

The availability of ready cash to the youth as pocket money or travel allowances especially if excessive can be redirected into purchasing of drugs. According to Siringi (October 27th, 2003), student who get access to a lot of money are tempted to buy illegal drugs.

2.3.5 The Age Factor

The youth are at the stage of transition from childhood to adulthood. This is a very turbulent stage in life, which the youth tend to experiment a lot with high life. This being a period of wild ecstasy the young person is out to try and experiment on anything. Torn between two worlds of childhood, he reverts to abuse of drugs from time to time.

2.3.6 Curiosity

Curiosity is one of man's outstanding characteristics. It appears easily in life and leads to extensive exploratory behaviour. It's not surprising then that many young persons will wish to try some drugs in order to determine the effect for themselves. World Health Organisation in 1973 conceded that young people are curious and like having fun. Therefore, some take drugs as a way of trying to discovery their effects.

2.3.7 Availability of the Drugs

If there is easy access to drug, a student may decide to use them. Drugs are available in urban schools especially where most of the students are day scholars. Even with the boarding schools some students have secret ways of obtaining drugs. In some situations, members of the public or day scholars from other schools easily walk into schools and sell their commodity (Ndegwa, 1998). Thus, availability of illegal drugs through cheap and local suppliers encourages students to indulge in drug abuse.

2.3.8 School Influence

Although school has not been found to cause drug use, it has also not been effective in preventing or stopping it. Schools that are autocratic or Laissez-faire are not effective in promoting the healthy problem-solving skills of the social problems facing adolescent students. Drug education, furthermore, has consisted primarily of facts and scare tactics that not only are ineffective, but also contribute to the school's lack of credibility in the adolescents' eyes (Capuuzi, 1983). Other reasons put forward by other writers include,

high handedness of school administration, harsh treatment, lack of freedom on the part of student and failure to have grievances listened to (Midigo 2002).

2.3.9 Personality Factors

The youths in secondary schools are said to use drugs because they believe that drug use is pleasurable and that it will reduce emotional pain and boredom. Others abuse drugs because of low self-esteem and low expectation of achievement. The youth also lack impulse control and are highly adventurous and independent, thus they are victims of drug abuse (Capuuzi, 1983). Other causes of drug abuse quoted by the Kenya secondary school head teachers' association Nairobi (1988) include ignorance of effects of drugs abuse, lack of parental guidance, heavy workload in schools, copying of heroes or role models, membership of religious cults and failure in schools (Head teachers' Association Report on Drugs Abuse, Nairobi branch, 1988).

2.4 Trend and Extent of Drug Abuse

Kenyan students have been experimenting with drugs for along period of time and this has become an issue of major concern in the education sector. A survey by David Syme of the international commission for the prevention of alcoholism and drug dependence carried out a study in Kenyan schools between 1977 and 1978. His study revealed that 23.3 % of students took alcohol while 26 % smoked bang (Malulu, 2004). This indicated that the issue of drug abuse is not new but has extremely escalated in the recent past.

Gacicio (2003) asserts that the drug abuse problem has permeated all strata of society with the youth and young adults being mostly affected. Muyabo, (1996) elucidates that the scope of the drug abuse problems today has began to be realized. Evidence is everywhere; that it is no longer "a victim less crime". He further notes that illicit drugs production, distribution and consumption has frustrated and destabilised many learning institutions.

A survey carried out by Pride International in 1998 indicated that 80 % of the learners in schools are aware of illicit drugs but only 6% of them know the harmful effects of drugs. This means that majority of the learners indulge in drug abuse unaware of the dangers it causes (Gacicio 2003). Ingosi (1986) reported that 41% of form three, and form four secondary school students had tried bhang and 10% were still smoking. Only 19% had experimented with valium and 8% were hooked into it.

According to Ngeno (2002), bhang and valium were readily available in Nairobi city schools. Bhang was reported as easier to obtain and costed less while valium known as "Roche 5" was being misused. In one school, 40% of students had tried bhang and 10% were using it together with valium. In another school 52% of the student had used bhang alone. Therefore 52% of students in both schools had used bhang and only 5% used both bhang and valium. A research finding by United Nation Drug Control Programme (UNDCP) in 1995 indicated that pupils in Nairobi city school were fully aware of drugs that existed and were prevalent in their environment and knew where to find them. A survey by Mayoyo (June 25th, 2003) revealed that there were over 400,000 students who are drug addicts in Kenyan secondary schools. Out of this number, 160,000 were girls while the rest were boys. It was noted that the number of girls abusing drugs was growing at an alarming rate and could soon surpass the boys. This report illustrates how deep the level of drug abuse is in our schools.

According to Otieno (1999), majority of the drug abusers' fall between 16 and 30 years. Fifty percent (50%) of Kenya population fall in this age category. This means that half of the country's population is in danger of drug abuse problems. The most affected age group is between 12-18 years which constitutes students mostly in secondary schools. Ngeno (2002) asserts that in view of the studies done on drug abuse, the country is faced with a serious problem since the youth seems to be dangerously exposed to the drug abuse menace which has acquired a crippling social burden status to the country.

Onyango (2002) asserts that the United Nation Drug Control Programme, world drug report for 2000 ranked Kenya among the four African nations notorious for either

consumption or manufacture of narcotics. According to this report, Mombasa port was noted as a major transit point for drug traffickers in Africa. It is not surprising that drug abuse has been blamed for many strikes, which have rocked many schools in Kenya. In fact, most arson cases in secondary schools where students have lost their lives like Kyanguli and Nyeri high schools have been attributed to drug and substance abuse (Siringi, Oct. 27th, 2003). In deed, various drugs are readily available in some localities where schools are situated. Such drugs and substances are bhang, tobacco, marijuana, kuber, glue, inhalants, mandrax and heroine. The substance is sold to students with the knowledge of some parents.

According to NACADA (2004) survey, Rift Valley province was moderate in students' use of miraa, inhalants and tobacco. It ranked fifth in alcohol abuse as evidenced in Figure 3. The prevalence in the use of the five commonly abused substances among students is illustrated in the following figures:
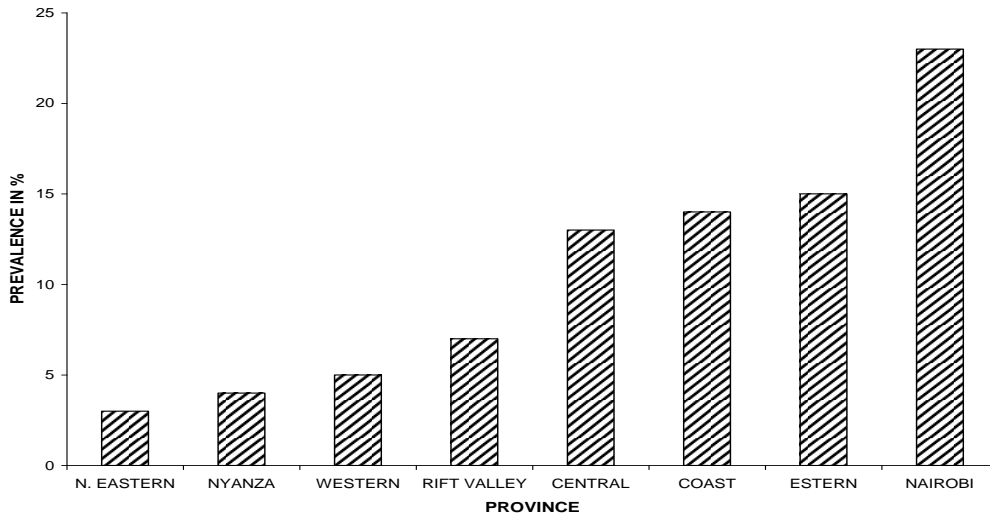
Figure 1: Miraa abuse by students in Kenya

Source: NACADA survey 2004

Figure 1 shows that Rift-Valley province was fifth from Nairobi in the abuse of miraa by students in Kenya.

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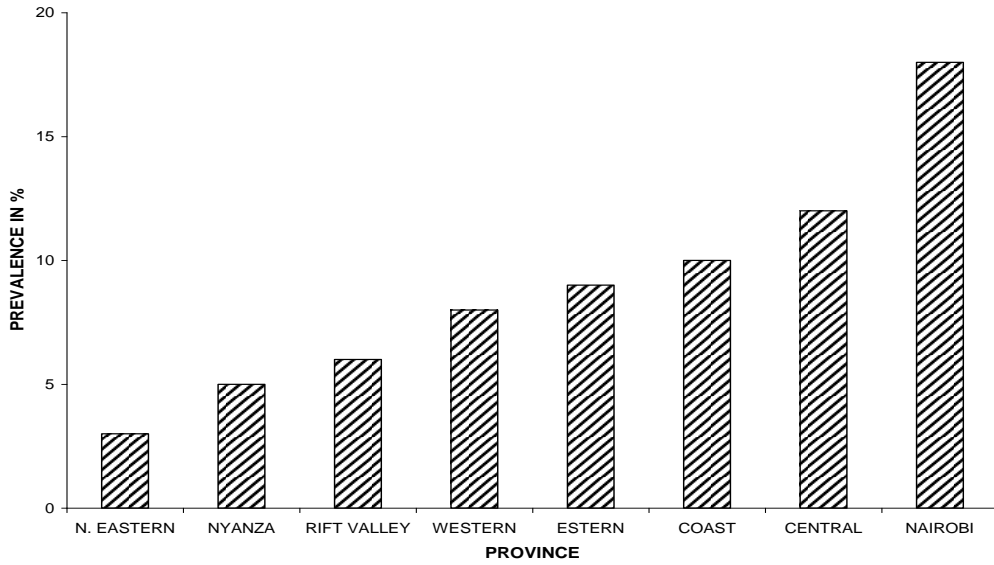
Figure 2: Tobacco abuse by students in Kenya

Source NACADA survey 2004

Figure 2 shows that Rift-Valley province was fifth from Nairobi in the abuse of tobacco by students in Kenya
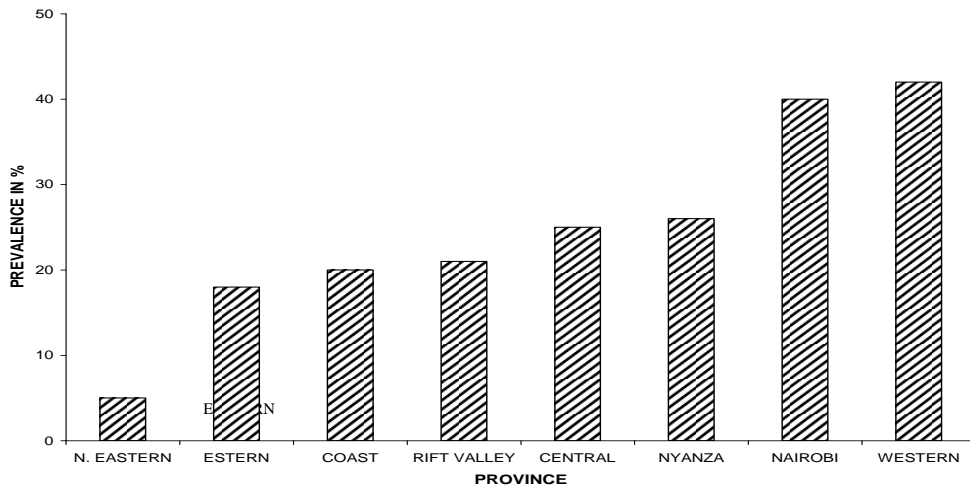
Figure 3: Alcohol abuse by students in Kenya

Source: NACADA survey 2004

Figure 3 shows that Rift-Valley province was sixth from Western in the abuse of alcohol by students in Kenya.

The three figures above shows that Rift valley province was found to be moderate in drug abuse in relation to the other provinces. It is therefore important to find out what factor may be behind this moderate trend in the abuse of drugs.

2.5 Drug Abuse and Gender

A study commission by NACADA came up with the following percentages showing the preference of drug use and gender and variation in use of drugs in learning institutions.

Table 1

Percentage of preference of drug abuse and gender among students

Gender	Alcohol (%)	Tobacco (%)	Bhang (%)	Miraa (%)	Inhalant (%)
Male	34.2	13.4	4.5	13.2	4.4
Female	20.6	2.8	1	4.6	2.4

Source: NACADA, 2004

Many people tend to believe that only male students abuse drugs but the above figure however, prove that notion to be wrong. Female students do abuse drugs but at a lower percentage in comparison to the male students. From the above figures the pattern of abuse of drugs varied with a bigger percentage of the female preference to alcohol and miraa (20.6% and 4.6%) respectively, while the biggest percentage of the male preference to alcohol and tobacco was at 34.2% and 13.4% respectively.

Table 2: Percentage age variation in abuse of drugs

Age	Alcohol (%)	Tobacco (%)	Bhang (%)	Miraa (%)	Inhalant (%)
10-14	22.4	4.4	0.9	5.1	2.2
15-19	31.4	11.1	4.5	12.4	4.6
20-24	55.9	28.8	9.1	23.3	6.0

Source: NACADA, 2004

Many students are usually in secondary at the ages 15 to 19. The above figure show that the students of about this age bracket abuse drugs with the biggest percentages abusing alcohol (31.4%), followed by miraa at 12.45 and tobacco at 11.1%. these drugs are referred to as social drugs and are easily purchased by students

2.6 Role of Guidance and Counselling Services in Schools

A school is a social community where the youth are guided and directed to achieve and maintain their optimal potential by teachers. The objective of guidance and counselling is to mould the youth into responsible citizens as well as improving the performance and behaviour of students as individuals and as learners at school. Counselling is a necessity and not just a luxury to be afforded by a fortunate school. Education goes hand in hand with guidance and counselling which constitutes an integral part of education and not just a side function.

There are three components of guidance and counselling programmes in schools. These are education guidance, vocational guidance and psychological counselling. Educational guidance is concerned with all those activities that are related to the student adjustment to his education environment. There are three component of education guidance. The first is concerned with developing a conducive environment for individual education. This enables the new students adjust to the new school, subjects and new regulations. Students need to be carefully introduced to the new setting so that it will not present hindrance to learning (G.0.K., 1976).

The second component of education guidance services is concerned with recognition of individual differences on their relation to educational achievement. This means giving assistance to students to enable them to become aware of their abilities, special needs, interests and limitations. They are able to understand themselves and how their particular potentials may be developed. Education guidance also includes keeping academic records and observation reports for each student. An analysis of this records and reports gives an indication of student who might require help and in which academic area (G.0.K., 1976).

The third component of education guidance relates to curriculum choices. A student with many abilities and interests may have difficulty in deciding which subject will not be meaningful for him/her in the long run. Therefore such a student needs assistance in understanding the relationship of his curriculum to his vocational objectives. Some

students are unrealistic in that their interests require a higher level of ability than then tested level. Some other students are influenced by choices of their peers thus; the guidance counsellor guides students to make their choices by helping them to recognise the factors that determine choices.

Vocational guidance cautions students and their parents against being attracted by the loftiness and the lucrativeness of a particular occupation or profession regardless of whether they meet the requirements (G.o.K., 1976). The Gachathi report stated that guidance and counselling services should assist in reducing conflicts between students and their parents regarding choices of education training and various careers. At homes, parents choose careers for their children that are beyond the child's ability or interest.

Personal and psychological counselling is the third component of guidance and counselling programmes. It aims at helping and assisting students who show signs of personality maladjustment anxiety that is characterized by feelings of impending doom, total failure in the school system, annoyance, unhappiness and feelings of being misunderstood and neglected (Simelene, 2001).

The Ministry of Education lists the following as the functions of school guidance and counselling committee:

(i)   Holding regular meetings with students to sensitise them on the negative effects of taking drugs, the dangers of pre marital sex, undesirable behaviour and misconduct.

(ii)   Meeting the students collectively to give them talks on a wide range of topical issues to create awareness and understanding amongst them.

(iii)   Arranging to meet individual pupils student to give them counselling concerning their individual problems and conflicts with a view of shaping and correcting them.

(iv)   Holding regular meetings to advice students especially those in upper classes on career choice as well as prospect for joining particular institution.

(v)   Inviting outside speakers who are specialists in special areas to give talks to the students. These may include professionals, social workers, guidance and counselling officers from education offices and role models in the community.

(vi)   Keeping detailed and confidential records of individual student concerning the student background.

(vii)   Monitoring social adjustment behaviour, conduct and academic performance.

(viii)   Asking parent of individual student to visit the school so that the undesirable behaviour can be arrested and corrected in good time.

(ix)   Recommending to the head teacher student who should be given certain duties and responsibilities for example prefects and monitors.

According to Sindabi (1992), psychological and social concerns were major areas of concern to the secondary school students in Kenya followed by financial problems, education and career. Even so it was worrying to find that little attention is given to the social issues and social counselling while a lot is given to the educational and career counselling. Guidance and counselling services should therefore be concerned with overall development of a person, and not just career development. The mass strikes, drug abuse and adolescence pregnancies are other national concerns that can be reduced by a well organised and coordinated guidance and counselling services in secondary schools.

2.7 Peer Counselling and Drug Abuse

Peers are people of the same age rank, status or ability (Mutie & Ndambuki, 1999). All students in secondary schools are adolescents. Adolescence is a period, during which disclosure of one's personal problems (for instant drug abuse problem) is more to peers than parents or teachers. Peer counselling includes one-to-one helping relationship, group leadership, discussion leadership, tutoring and all activities of an interpersonal human helping (Gathiari, 2002; Furhmann, 1986). Peer counsellors must be carefully selected and trained in the use of counselling skills. They must be supervised by competent counsellor involved in the programme they are providing (Fuhrman, 1986). Peer counselling if well organized can go along way in arresting and preventing drug abuse.

All schools should be encouraged to have a peer counselling section under guidance and counselling department. This enhances guidance and counselling programmes in developing a freer and a healthier atmosphere in the school. It's a fact that students are freer with peer than adults. They are afraid to open to a teacher counsellor on some issues and especially so the drug abuse issues. Peer counselling foster friendships, learning together, talking together, comparing ideas and doing things together (Gathiari, 2002; Fuhrman 1986).

2.8 Theoretical Framework

Bandura (1971) in his theory of social learning underscores the importance the process of imitation and modeling in significant learning. The potential drug abuser imitates the model in his/her environment. The models are friends, parents, sibling or television stars. The learning and imitation occur in an indirect fashion that is through experience of others, referred to as vicarious learning.

Through observation and internalization of what others are experiencing, people learn good and bad behaviours. For example when one observes others taking drugs, one may be motivated to imitate the behaviour or act if the behaviour is reinforced positively. In case where the model appears excited, sociable or aggressive, the potential abuser is likely to imitate the behaviour. However, if the behaviour is punished for instance, the model becomes sickly, gets into legal conflict or is hated or losses friends, the behaviour is not imitated and hence abstinence. Thus, the potential abuser has foresight knowledge as to what the future consequences of their using drugs will be without direct experiences in the abuse of drugs. This awareness and anticipation of what reinforcers will be in certain situation is part of cognitive operation. The respondent may choose not to use drugs if the anticipated reinforcers are not worth the effort or the consequences are negative. They may also use and abuse the drug if they are able to attain and retain the critical features of an event and if they are motivated by the model behaviour.

It is clear that most of the learning occur through direct experience and can also be acquired through observation of other behaviour (model). A therapist in this case a school

counsellor is a significant role model. Because the client in this case students view the therapist (counsellor) worthy of emulation, they will pattern their attitudes, values and behaviours with those of his/hers thus the counsellor plays a crucial role in behaviour change of students.

2.9 Conceptual Framework

The above theoretical framework based on the social learning theory by Bandura assisted in developing the conceptual framework of this study to assess the influence of guidance and counselling in the management of drug abuse among students. From the theory, the school counsellor can influence and shape the student thinking and behaviour against drug abuse as shown in the conceptual model Figure 4. The counsellor's role on the management of drug abuse is to help the student (client) transfer the learning acquired within therapeutic situation to situations outside therapy. This may reduce the level of drug abuse. In this model, the guidance and counsellor intervenes and helps the student to be potentially able to sieve between good model (characters and virtues) and bad model and thus imitate the good qualities resulting to a drop in drug abuse. The model illustrate that a well coordinated guidance and counselling services can be an effective tool to manage drug abuse reinforcers. However, the actual influence of guidance and counselling in the management of drug abuse in turn depend on the influence of extraneous variables such as gender of the student, socio-economic background, type of the school and religion, among others. These factors either positively or negatively affect the desired influence of guidance and counselling in the management of drug abuse. They may encourage or discourage students from engaging in drug abuse. For instance, a student from a well to do family where certain types of drugs are considered legal at home may find it difficult to learn the new behaviours as expressed by the counsellor. The relationship between independent variables, extraneous variables and dependent variables is summarized in Figure 4.

Independent Variables   Extraneous Variables   Dependent Variable

Guidance and counselling services	Gender	Drug abuse management
- Educational and Guidance services	- Social and economic background	- Status of drug abuse in schools. (A drop or a rise in abuse)
- Vocational Guidance services	- Type of school	
- Personal and psychological counselling	- Religion of student	
- Peer counselling		
- Counsellors role model		

Figure 4: Guidance and counselling services and drug abuse management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the procedure used in carrying out the study. It includes the research design, the study population, sample size and sampling procedure, instrumentation, data collection procedure and data analysis methods.

3.2 Research Design

Suitability of a research design depends on the type of study one wants to carry out. This study intended to determine the impact of guidance and counselling service on management of drug abuse among secondary school students. The type research used was descriptive survey because it allowed the use of research questionnaire in order to determine the opinion of the respondents on the area of study (Kathuri & Pals, 1993). The research design in this study was *ex-post facto* design. According to Kerlinger (1973), *ex-post facto* design is a system of empirical enquiry in which researchers do not have direct control over independent variables because their manifestations have already occurred or because they are inherently not manipulable. *Ex-post facto* design was used because the researcher rather than creating the treatment only examined the effect of a naturalistically occurring treatment after the treatment had occurred. The treatment was also included by selection rather than by manipulation.

3.3 Study Location

The study was carried out in Bahati Division of Nakuru District, in Kenya. Bahati Division had 47 public and private secondary schools (Nakuru District Education office - DEO Report, 2004). Bahati Division was chosen because it had a large number of secondary schools comprising of Provincial and District schools and a multiplicity of ethnic groups. This means that the selection of respondents was not biased in terms of ethnic background, gender or locality. Bahati, also being an agricultural and industrial area, had attracted people of diverse cultural, social, educational and economic

backgrounds. Thus the issue under investigation was not be affected by social, education and economic background differences. The area is also situated on Nakuru-Nyeri and Nakuru-Nairobi highway, which is famous for drug trafficking. Its proximity to the highway may have led to a spill over effect as some drugs may be sold in this region by traffickers on their way to and from Nakuru, Nairobi and Nyeri. This implied that the population in this region was rich in information that was being sought.

3.4 Population

The target population consisted of all the 7767 students, 47 teacher counsellors, and the head teachers in 47 secondary schools in Bahati Division. Bahati Division had three zones with a total of 47 public and private schools and a population of 472 teachers (Nakuru District Education Office Report, 2004).

3.5 Sampling Procedure and Sample Size

According to Kathuri and Pals (1993), the size of a sample should be sufficiently large to allow accurate interpretation of the results and at the same time ensure that the data is manageable. They also indicate that the choice of a reasonable sample size saves times and the limited resources. To acquire this, a statistical report of the schools from the Ministry of Education was sought as shown in the appendix D. The list provided the researcher with the following information: -

      (i)   Name of school

      (ii)   Category of school i.e. private or Public

      (iii)   Type of school whether boys or girls, boarding or day, or mixed.

After acquiring the list, school selection was done through stratified sampling method. The reason for using stratified sampling method was to ensure that the sample is representative of other variables for instance in order to incorporate all categories of schools like private and public, boarding mixed and day mixed or girl's and boy's schools. Ten schools out of the 47 schools were selected through stratified sampling method as indicated in Table 3 and Table 4.

Table 3

Distribution of sample by type of school

Type	Boarding boys	Boarding girls	Mixed Day	Mixed boarding	Total
Public	1	1	3	1	*6*
Private	1	1	1	1	*4*
TOTAL	2	2	4	2	10

Table 3 indicates that out of the 47 secondary schools, two boarding boys' schools, two boarding girls' schools, four mixed day schools and two mixed boarding schools were selected.

Table 4

Distribution of students by sample size by school

Type	Boarding boys	Boarding girls	Mixed Day	Mixed boarding	Total
Public	12	12	36	12	*72*
Private	12	12	12	12	*48*
TOTAL	24	24	48	24	120

To select a school for each of the group, simple random sampling using random number tables was used. The school corresponding to the number picked was included in the sample (Table 3). Six (6) students were selected from Form Two and Three of each school to constitute a sample of twelve (12) students per school as show in Table 4. The Form Ones were considered to be too new to the school to have enough experience of the school environment. The Form Fours were considered to be too busy with the final year exams preparations. To select the six (6) students from each Form, simple random sampling using random number table was also used. Those whose numbers were picked were included in the study to comprise 120 students respondents. Where more than one stream existed, simple random technique was applied to select one class. The school counsellor and the head of the school was selected through purposive sampling technique and thus ten (10) teacher counsellor and ten (10) head teachers from the selected schools were involved. Thus the total sample size of this study was 140 respondents.

3.6 Instrumentation

Three sets of questionnaires (students, counsellors, and head teachers) were used as a tool for data collection. Each questionnaire was based on the study objectives and designed to elicit information on the respondent background, their opinions on drug abuse and their view on the influence of guidance and counselling in the management of drug abuse. The questionnaires were used because they are much less expensive and do not consume a lot of time in their administration. Brevity in a questionnaire also encourages appropriate responses.

A pilot study was carried out to test the reliability of the instruments. For an *ex-post facto* design, a minimum of 30 respondents has been recommended (Roscoe, 1975). Through stratified sampling method, three schools from Bahati Division, comprising of one girl school, a boy's and a mixed school were selected for use in the pilot study. Ten students in each school were selected through simple random sampling to participate in the pilot study. The schools selected were not included in the main study. Cronbach Alpha at a reliability coefficient of 0.7 was obtained and accepted for this study. This was because Cronbach alpha test for reliability is superior to all other reliability tests because it could be used for both dichotomous type and large-scale data and uses measurement data collected on a single occasion (Frankel & Wallen, 2000). The tools were developed by the researcher who ensured that the items tallied with the objectives and also were validated by experts in the department of Educational Psychology, Counselling and Education Foundation of Egerton University.

3.7 Data Collection Procedure

The researcher applied for a research permit from the Ministry of Education, Science and Technology. After obtaining the permit the researcher approached the area District Education Officer for an introductory letter to the schools where the research was carried out. Appointments were made with the respective schools for a date when the questionnaires could be administered. All the selected students were assembled in a hall. The questionnaire were given to each student and requested to fill it without assistance from others. Enough time was given to each student to complete the task. The

questionnaire was then collected. The researcher personally administered the research instruments for both pilot and the main study.

3.8 Data Analysis

Analysis of data started with checking gathered raw data for accuracy and completeness. Then the data was organised, coded, and analysed with use of a computer. Computer program, the Statistical Package for Social Sciences (SPSS) version 11.5 for Windows, was used. According to Borg (1989) SPSS is the most commonly used set of computer program in educational research. It is a comprehensive integrated collection of computer program for managing analysis and displaying data. Data was then analyzed using both descriptive and inferential statistics. The descriptive analyses (percentages, tables, and cross-tabulations) were used to summarize and organize data and to describe the characteristics of the sample population. Descriptive analysis was used in research questions one, two, three and five. Inferential statistics (chi-square, Phi co-efficient and Cramer's V) were used in making deductions and generalizations about the whole population using sample data. Chi-square (χ^2) is a non-parametric technique used to compare the frequency of cases found in one variable in two or more unrelated samples or categories of another variable.   However, χ^2 only indicates the significance of a relationship between two variables, but does not provide an estimate of the magnitude of association (strength and direction) between two attributes. Therefore, in order to estimate the magnitude of association between two attributes, the χ^2 value was converted into Phi coefficient (ϕ) and Cramer's V. Phi coefficient is preferred when using a 2 by 2 contingency table (cross tabulation), while Cramer's V is used in a more than 2 by 2 contingency table. Phi coefficient (ϕ) and Cramer's V are calculated by obtaining the square root of the product of χ^2 value divided by the sample size. The values varies between 0 and +1, and the closer it is to +1, the stronger the relationship, while the closer it is to 0 (zero), the weaker the relationship (Bryman & Cramer, 2001). The χ^2, ϕ and Cramer's V values were tested at $\propto = 0.05$ significance level.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the research findings on the "Influence of Guidance and Counselling Services on Management of Students' Drug Abuse in Secondary Schools in Bahati Division". Examining the influence of guidance and counselling services in the management of drug abuse among students is important because, the programme is meant to assist in addressing personal/social, academic and psychological challenges facing students in school. In this way, the students are able to adjust and cope with school life and attain higher academic achievement. The data collected from the respondents was analyzed using a computer programme - the Statistical Package for Social Sciences (SPSS) version 11.5 for Windows. Results are presented in this section using both descriptive and inferential statistics. The following were the research objectives of the study:

- (i) To identify the types of drugs abused by students in Bahati Division.
- (ii) To establish the existing management mechanisms against drug abuse in secondary schools in Bahati Division.
- (iii) To determine the effectiveness of guidance and counselling in the management of drug abuse among students in Bahati Division.
- (iv) To determine the relationship between guidance and counselling services and the level of drug abuse among students in Bahati Division.
- (v) To determine the gender of students mainly targeted in guidance and counselling on drug abuse in Bahati Division.

4.2 Demographic Characteristics of the Respondents

This section describes the demographic characteristics of the respondents in the study area. Such a description is important in providing a clear understanding of the respondents included in the study and influences the results based on the objectives of the study. The demographic characteristics covered in this section include: age and gender of the students, and the professional training of teacher counsellors.

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4.2.1 Age and Gender of the Students

In any given society, age defines the various roles, expectations and obligations played by different members and influence the decision-making power of an individual. It therefore specifies the ability of a person to make and influence decisions concerning him/her and/or other members of the society. In this study, the age of the students was considered to be very important in determining whether their action conforms to societal norms. Table 5 presents a breakdown of age, by gender, of the selected students.

Table 5

Age of students by gender

Age	Male		Female	
	Frequency	Percent	Frequency	Percent
14	1	1.8	0	0.0
15	1	1.8	3	4.8
16	14	25.0	16	25.8
17	14	25.0	12	19.4
18	20	35.7	25	40.3
19	5	8.9	4	6.5
20	1	1.8	2	3.2
Total	56	100.0	62	100.0

An examination of Table 5 indicates that the students were aged between 14 and 20 years with the youngest male student being 14 years old while the youngest female counterpart was 15 years. The 56 male students constituted 47.5% of the total sample, while females numbered 62 (52.5%). Majority (85.7% and 85.5%) of the male and female students, respectively, were aged between 16 and 18 years. There was a mean age of 17.25 years for the male students and 17.27 years for the female students. This suggests that majority of the respondents were in their adolescence stage. During these years, the behaviour of the adolescents is very much influenced by the dynamics of transition from childhood to adulthood. According to Erickson's psychosocial theory of personality development, these years are characterized by identity versus role confusion as the adolescent develops a personal identity distinct from other people. This will in turn influence their behaviour,

attitude and development of self-concept. There is a lot of experimentation as the adolescent struggles for personal identity. According to Gacicio (2003) and Kamonjo (1997), majority of the youth are lured into taking drugs during these teenage years. It is therefore a very critical stage of development where adolescents need maximum socialization, constant care, supervision, guidance and counselling in order for them to develop socially acceptable behaviours.

4.2.2 Professional Training in Guidance and Counselling

For guidance and counselling programme to have a positive impact in addressing the challenges facing secondary school students, it is imperative for the teacher counsellor to be professionally trained in both theory and practical aspects of the expected counselling services. Figure 5 depicts the number of counsellors with professional training in guidance and counselling.
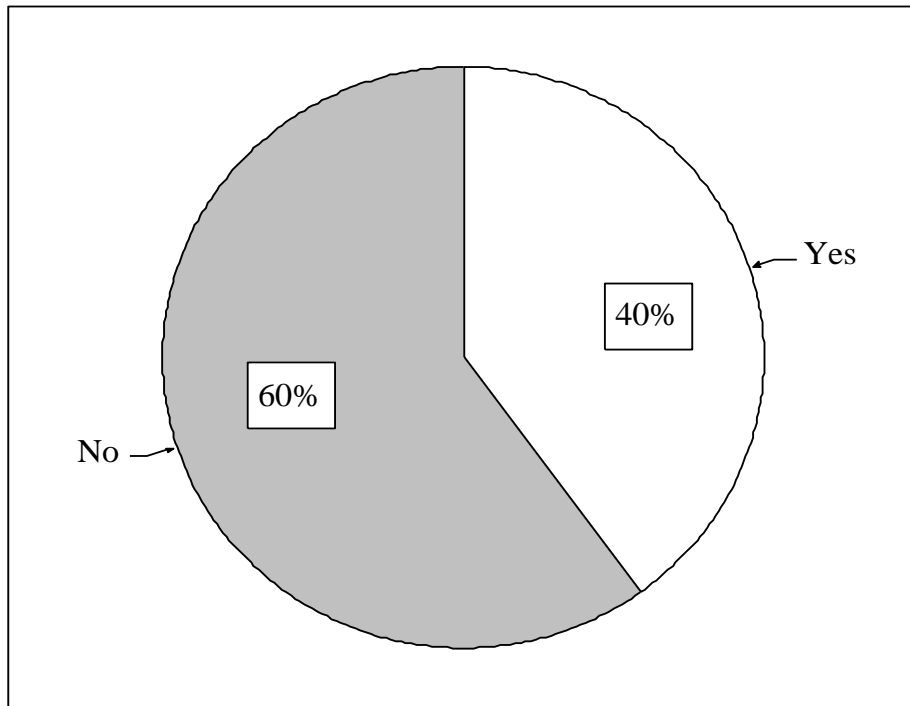
Figure 5: Counsellors with professional training in guidance and counselling

Figure 5 indicates that only 40 % of the 10 teacher counsellors reported that they had professional training in guidance and counselling. This suggests that majority (60 %) of the teacher counsellors were not professionally and adequately prepared to effectively handle the counselling needs of the students. Out of the four teacher counsellors with professional training, two had Masters Level of training in guidance and counselling, while the remaining two had a certificate level of training. Bor, Landy, Gill, and Brace (2002) support this by observing that guidance and counselling programme is supposed to be managed by a professionally trained teacher counsellor who is capable of providing a healthy environment for assisting students in their personal, social and academic struggles, and implementation of the programme in a school. Durojaiye (1980) supports this view by adding that all secondary school teacher counsellors should acquire competency in guidance and counselling so as to be able to effectively plan, develop and organize viable programmes that can assist in addressing the challenges facing students. Professional training equips teacher counsellors with appropriate skills and psychological knowledge necessary for them to assist their clients. This knowledge helps the counsellors to appropriately understand the counselling needs of the students and use appropriate techniques in solving them. A teacher counsellor who is not trained may have difficulties in detecting and reading different types of student behaviours, their causes and how to handle them.

The emerging trends and complexities in the counselling needs of students demand that teacher counsellors should always update and refresh their level of skills, knowledge and level of training in different aspects of guidance and counselling services. This is regardless of whether one has had any formal training in guidance and counselling or not. In this study, 80.0 % of the teacher counsellors had at least attended seminars or workshops in guidance and counselling. This shows that the teacher counsellors continuously updated their level of knowledge in guidance and counselling.

4.3 Types of Drugs Abused by Students

The first objective of this study sought to identify the type of drugs abused by secondary schools students in Bahati division. This objective was based on the fact that previous

reports and studies have indicated that secondary school students in the country were involved in drug abuse. Therefore the study aimed at identifying the actual types of drugs that students in the study area had access to and abused. The selected students reported that students in their schools used drugs. Figure 6 summarizes the distribution of students who had noted use of drugs in their schools.
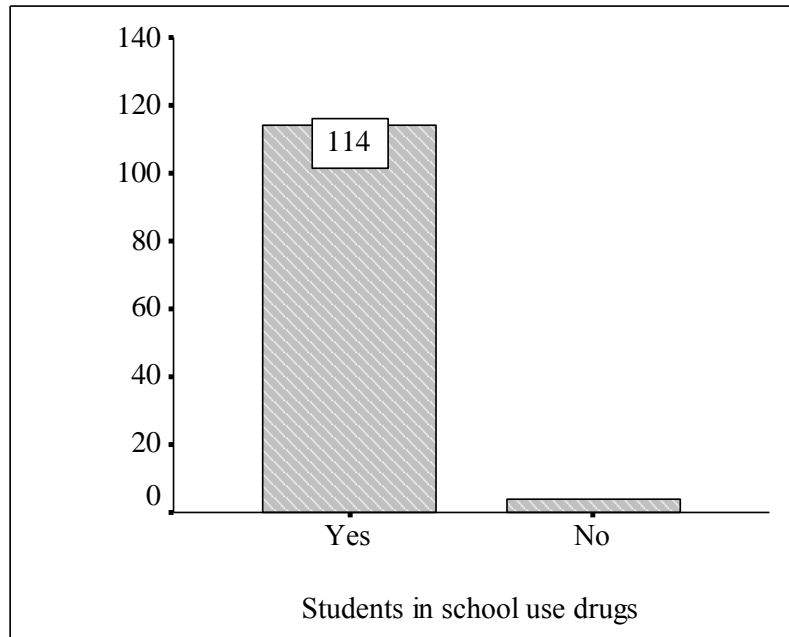
Figure 6: Students in school using drugs in schools

From Figure 6, it is observed that out of the 118 students interviewed, 114 (96.6 %) of them were aware of students in their schools using drugs. This suggests that drug abuse in the selected schools was prevalent and common, and students were aware of it. It also indicates that cases of drug abuse in secondary schools were no longer a secret of the users only as majority of the students had either witnessed drug abuse or were involved in it. These results concur with previous studies that had indicated the high prevalence of drug abuse in secondary schools in the country. For instance, research findings by United Nation Drug Control Programme (UNDCP) in 1995 and Ngeno (2002) indicate that students in Nairobi city schools were fully aware of drugs available and knew where to find them. Pride International in 1998 indicated that 80 % of the learners in schools in

Kenya were aware of the use of illicit drugs in schools. Mayoyo (June 25th , 2003) also revealed that over 400,000 students were drug addicts in Kenyan secondary schools.

This study established that school administrators were aware of drug abuse problem among their students. The head teachers of the ten sampled schools reported that they had noted and handled cases of drug abuse in their schools. Figure 7 summarizes the rate of occurrence of noted cases of drug taking in the ten schools.

Figure 7: Rate of occurrence of cases of drug abuse in school

An examination of Figure 7 indicates that 90 % of the head teachers interviewed categorized noted cases of drug taking in their schools as few while 10 % were not sure. However, the 90 % also reported that although cases of drug taking were present and increasing in their schools, the rate of occurrence was still not yet alarming. They attributed this to the sanctions and management mechanisms put in place to handle drug taking cases in their schools. The 10 % of the respondents, who were not sure of the magnitude of drug abuse in their schools, reported that the sanctions and management mechanisms put in place to handle drug abuse cases in schools had increased students' ingenuity in taking and concealing drugs. Therefore most of the drug taking cases in their

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schools went unnoticed by the students and school administration. The teacher counsellors supported their head teachers with 90 % of them admitting that students in their schools used drugs.

Given the admission by the student respondents, head teachers and teacher counsellors that there was drug use by students in their schools, the study sought to identify the actual types of drugs used. Table 6 summarizes the common types of drugs used by students in the study area as reported by the students, head teachers and teacher counsellors who were aware of students using drugs in their schools. Note that some of the respondents were aware of more than one type of drug and therefore the percentage of each drug is out of the sample in each case.

Table 6

Common types of drugs used by students

| Drug | Percentage of the respondents | | |
	Students	Teacher counsellors	Head teachers
Alcohol	69.3	77.8	70.0
Cigarette	66.7	100.0	70.0
Medicinal	36.0	22.2	10.0
Marijuana	29.3	44.4	60.0
Heroine	2.6	0.0	0.0

Note: **N** for students = 114, **N** for teacher counsellors = 9, and **N** for head teachers = 10

Table 6 indicates that alcohol consumption and cigarette smoking were the common types of drugs used by students in the study area. This was attributed to their availability and accessibility to students. There were very many types and brands of alcohol and cigarette that were easily accessible (financially and physically) to students around the schools and back at home. Kariuki (1988) and Ochieng (1986) in their studies had similar findings which indicated that alcohol and tobacco were the most prevalent drugs of abuse among the youth in the country. They attributed this to availability, access, advertisement and the fact that the two are recognized as legal drugs. The other three drugs were less common among students. This was attributed to the fact that they are illegal and banned

substances whose even possession alone attracts legal sanctions. Therefore, their access and availability was limited.

4.4 Drug Abuse Management Mechanisms in Schools

The second objective sought to establish the existing management mechanisms against drug abuse in secondary schools in Bahati Division. Given the prevalence of drug abuse cases among the youth in the country, and secondary schools in particular, the study aimed at establishing whether the school administration in the study area had put in place any management mechanisms to address the issue. Having admitted that there were cases of drug abuse in their schools, the ten head teachers stated the frequency of having found students abusing drugs. Figure 8 depicts the frequency of the head teachers finding students abusing drugs in schools.
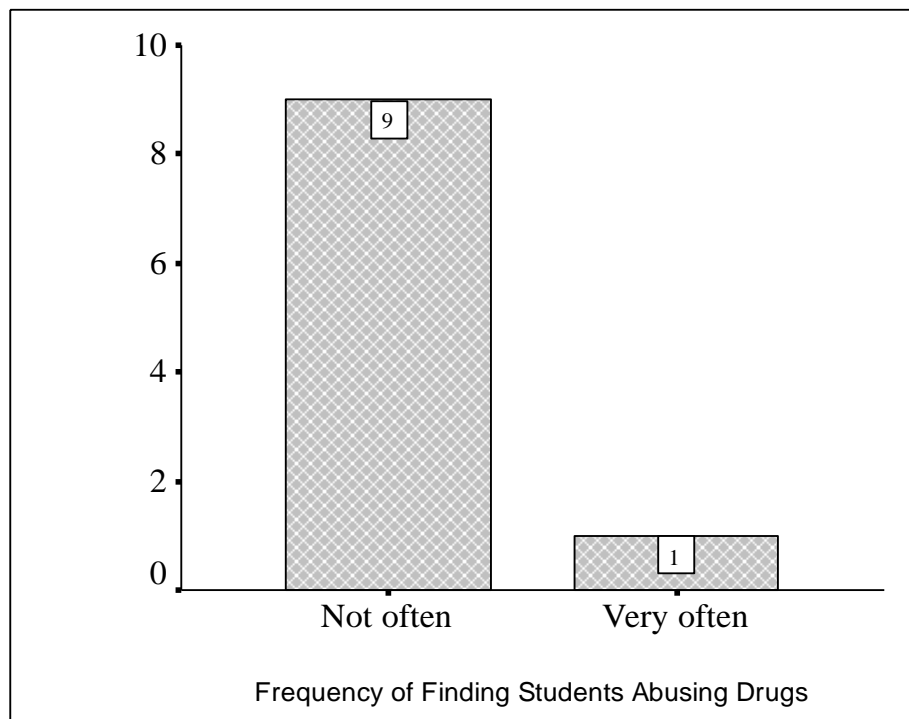

Figure 8: Frequency of head teachers finding students abusing drugs

From Figure 8, it is observed that 9 (90 %) of the head teachers did not often find students abusing drugs while in school, while 10 % did it very often. The respondents

attributed the low frequency to the secrecy involved in drug taking among students and also to the fact that it is outlawed in schools. Students took drugs in secret places aware of the consequences of being caught by the school administration. In other cases, fellow students, aware of drug abusers in schools were not willing to volunteer such information to the school administration. Some students associated drug taking to fashionable/flashy lifestyle and were unaware of the consequences. Such students instead adored drug takers and saw no reason to report them to the relevant school authority. The respondents also reported that majority of the students, especially day-scholars, were taking drugs outside the school precincts. This denied head teachers the required evidence to reprimand the abusers. This demonstrates the difficulties involved in controlling drug abuse problem in schools.

The study also established that there were seven common ways through which most schools handled students involved in drug abuse. These included manual work, caning, suspension, expulsion, involving the parent, guidance and counselling, and ignoring of such students. The ten head teachers requested to rank the seven ways of handling drug abuse cases in the order of frequency of use in their schools. They were ranked on a scale of 1 to 7, with 1 indicating the method that was frequently used and 7 indicating the method that was least frequently used. The higher the score, the least frequently was the way used by the school, and vice versa. Table 7 summarizes their responses.

Table 7

Frequency of mechanisms used in handling drug abuse cases

Mechanism	Ranking in percentage							Mean
	1	2	3	4	5	6	7	
By guidance and counselling	50.0	20.0	20.0	10.0	0.0	0.0	0.0	1.90
Punishment by suspension	40.0	30.0	0.0	10.0	10.0	10.0	0.0	2.50
Involving the parent	10.0	40.0	20.0	30.0	0.0	0.0	0.0	2.70
Manual work	20.0	10.0	30.0	0.0	10.0	10.0	20.0	3.80
Expulsion from school	10.0	20.0	0.0	10.0	20.0	30.0	10.0	4.40
Ignored	10.0	0.0	20.0	20.0	10.0	10.0	30.0	4.70
Punishment by caning	0.0	10.0	10.0	0.0	20.0	30.0	30.0	5.40

N = 10

An examination of Table 7 indicates that guidance and counselling was the most frequently used mechanism of handling drug abuse cases in the schools. This was attributed to the fact that guidance and counselling gave the victim a chance to express him/herself and why he/she was hooked to drugs. Through social and psychological counselling, the school counsellors were able to identify social and psychological attributes that lured students into taking drugs. Viable therapies could therefore be prescribed to dissuade the students from taking drugs. The preference of guidance and counselling could also be attributed to the fact that the government has banned corporal punishment and instead directed schools to use guidance and counselling in addressing social and psychological challenges facing students. Makinde (1984) observes that guidance and counselling services are designed to help an individual student analyze himself/herself by relating their capabilities, achievements, interests and mode of adjustment to what new decision they have to make. These services are very critical for the students because they need them to solve career, study, personal and social problems they encounter in life.

The other common methods of handling drug cases in schools were suspension and involvement of parents. The respondents reported that they suspended students involved in drug abuse cases from school for some time. The suspended student was required to report back to school accompanied by the parent or guardian. Suspension was meant to make students realize the serious consequences of abusing drugs by making them stay at home wasting valuable time that could have otherwise been used on academics. The idea of being accompanied by the parent/guardian was aimed at calling for the assistance and intervention of the family members in handling drug abuse problem by their son/daughter. The involvement of parents was also because some drug abuse cases were attributed to the family background and characteristics that influence the student. In such cases, the parental intervention was important in unraveling factors predisposing the student to drugs. The head teachers reported that a lot of drug abuse cases among students were linked to their family characteristics. Previous study by Midigo (2002) has attributed drug abuse among the youth to parental/family influence. Most youth get hooked to drugs by imitating what they see in their parents. Parenting style and child-

rearing practices also influences whether a child is likely to engage in taking drugs or not. Therefore parental involvement in handling drug abuse cases of students was vital to effectively address the problem.

The least frequent methods of handling drug abuse cases in the schools were manual work, expulsion, ignoring the student, and caning. These methods were reported to apply only in severe drug abuse cases when other alternatives had been exhausted. Some of the manual work was physically exhausting and coincided with their class time so as to make them realize that they were wasting valuable time as a result of drug abuse. In extreme and severe cases, when all viable options were exhausted, students involved in drug abuse cases were expelled from the school so as not to influence others and also to deter other potential drug abusers. This was meant to show students that drug abusers have no place in school. Caning was the least method used as corporal punishment had been officially banned in learning institutions in the country. The study also established that the 114 students aware of drug use in their schools knew about the kinds of punishment given to students caught using drugs. Table 8 summarizes their responses. Note that some were mentioning more than one kind of punishment.

Table 8

Punishment of students using drugs

Punishment	Frequency	Percentage
Referred to a counsellor	98	86.0
Suspension	65	57.0
Expulsion	30	26.3
Manual work	13	11.4
Corporal punishment	10	8.8
Ignored	2	1.8

Table 8 indicates that 86.0 %, 57.0 % and 26.3 % of the students had witnessed guidance and counselling, suspension and expulsion, respectively, as the most common punishment that their head teachers gave to students caught taking drugs in school. The results seemed to concur with those of the head teachers that guidance and counselling and suspension were the common mechanisms used in handling drug use cases in the

schools. Manual work, corporal punishment and being ignored were the least common methods that students have witnessed being given to drug abusers in their schools. This was attributed to the fact that they were least effective in controlling drug abuse cases in schools.

4.5 Guidance and Counselling and Management of Drug Abuse

The third objective aimed at determining the effectiveness of guidance and counselling in the management of drug abuse among students in Bahati Division. This objective was based on the fact that in the country, the Ministry of Education has banned corporal punishment and directed all learning institutions to implement guidance and counselling programme to assist in addressing challenges facing students. Therefore, drug abuse being a social and psychological problem, could be better handled and managed through the intervention of guidance and counselling services. The effectiveness of guidance and counselling services in the management of drug abuse was therefore assessed in terms of duration and frequency that they had been used in addressing drug-related problems among students; students' awareness and use of the services for drug-related cases; and change in the number of drug abuse-related cases in the schools.

In this study, all the ten schools had established guidance and counselling programme and the teacher counsellors reported that the department was functional. This suggests that the schools had complied with the government policy and therefore students could be assisted in addressing the challenges they face while in school. The teacher counsellors reported that guidance and counselling services in their schools were used in addressing drug abuse related problems among students. However, schools varied in the duration for which guidance and counselling had been used for this purpose. Table 9 summarizes their responses.

Table 9

Duration of use of guidance and counselling on drug abuse

Duration	Frequency	Percent
Less than 2 years	2	20.0
2-5 years	2	20.0
More than five 5 years	6	60.0
Total	10	100.0

An examination of Table 9 indicates that 60.0 % of the schools had used guidance and counselling department in addressing drug abuse related problems for more than 5 years. This suggests that guidance and counselling services in the study area had been used for quite a long time on drug abuse related problems. Teacher counsellors in such schools were expected to have monitored drug abuse situation in their schools for adequate time and therefore able to effectively identify the causes, symptoms and solutions. This also signifies the seriousness and entrenched levels of drug abuse among students in secondary schools in the area. It therefore suggests that addressing drug abuse is a process and not an event that can be solved at once and in one given time. The teacher counsellors reported that their guidance and counselling departments had designated specific period of time to controlling drug abuse. Table 10 depicts the frequency of use of guidance and counselling services in controlling drug abuse in the sampled schools.

Table 10

Frequency of use of guidance and counselling on drug abuse

Frequency	Frequency	Percent
Every day of the week	3	30.0
Once a month	4	40.0
Once a term	2	20.0
When in demand (needed)	1	10.0
Total	10	100.0

Table 10 shows that the teacher counsellors were not just haphazardly using guidance and counselling services in controlling drug abuse in their schools. They had allocated specific period of time within a term to address drug abuse and related issues with 30.0 % doing it every day of the week, 40.0 % once a month, 20.0 % once a term and 10.0 %

when needed. This is very crucial in terms of adequate preparedness on the side of the teacher counsellors and students' knowledge of when and where to go for the services.

Guidance and counselling programme in a school can only succeed when students (clients) are aware of the services it offers. In this study, nine of the ten teacher counsellors reported that students in their schools were aware of the guidance and counselling services offered by the programme. Being aware of the services offered by the programme suggests that the students were more likely to seek for assistance of the teacher counsellor in case of a problem. It also meant that the programme was well publicized in the schools. Only one teacher counsellor indicated that students in his school were not aware of such services. This could imply that the programme was not well publicized in this school or students were not interested in it. The nine teacher counsellors were asked whether their students sought for guidance and counselling services on issues related to drug abuse. Figure 9 indicates their response.
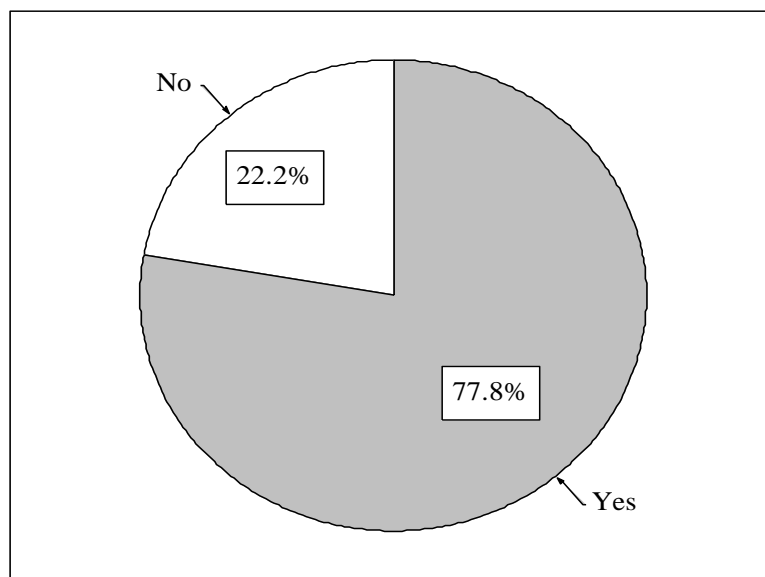
Figure 9: Students' use of guidance and counselling services on drug abuse

Figure 9 indicates that 7 (77.8 %) of the teacher counsellors had their students utilizing guidance and counselling services on issues related to drug abuse. This suggests that students were aware that guidance and counselling services could assist them in

addressing drug abuse problems. It also suggests that teacher counsellors had adequately informed the students about the services offered by the programme. Two (22.2 %) reported that their students did not use guidance and counselling services on issues related to drug abuse. This may be because students taking drugs had not appreciated drug abuse as a problem worth seeking for assistance of the teacher counsellor. In other cases, the students could have feared testifying and confiding in the teacher counsellor that they were taking drugs as a result of the sanctions and management mechanisms put in place to deal with drug abuse in schools.

For guidance and counselling services to make a positive impact in addressing cases of drug abuse in any school, it is important for the students (clients) to be aware of its existence, access and utilization. The study therefore sought to establish whether students were aware that guidance and counselling services was used in solving drug abuse problems in their schools. Figure 10 depicts their responses.
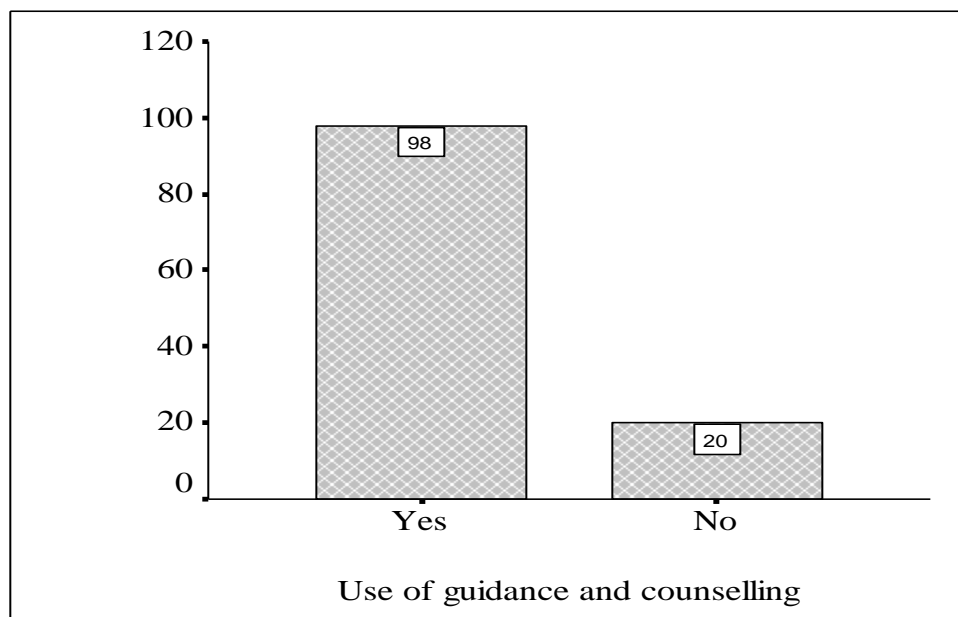
Figure 10: Use of guidance and counselling in solving drug abuse problem

An examination of Figure 10 indicates that 98 (83.1 %) of the students were aware that guidance and counselling programme in their schools was used in solving drug abuse problem. This supports the 77.8 % of the teacher counsellors who had indicated earlier in

Figure 9 that their students used guidance and counselling services on issues related to drug abuse. The remaining 20 (16.9 %) of the students were not aware that the programme does that. The teacher counsellors, head teachers and the 98 students were asked about any noticeable significant change in the number of cases of drug abuse for the period that guidance and counselling services had been used. Table 11 captures their responses.

Table 11

Significant change in number of cases of drug abuse

	Students		Teacher counsellors		Head teachers	
Change	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	60	61.2	9	90.0	9	90.0
No	16	16.3	1	10.0	1	10.0
Not sure	22	22.4	0	0.0	0.0	0.0
Total	98	100.0	10	100.0	10	100.0

Table 11 indicates that majority of the students, teacher counsellors and head teachers had witnessed a significant change in the number of cases of drug abuse in their schools for the period that guidance and counselling services were used. This suggests that guidance and counselling services had a positive impact on addressing drug abuse in the schools. However, the 98 students aware that guidance and counselling services in their schools were used in solving drug abuse problems differed in terms of their personal demand for the assistance from their teacher counsellor on drug abuse related problems. Table 12 summarizes their responses.

Table 12

Students' demand for guidance and counselling services on drug abuse

Students' demand	Frequency	Percent
Yes	25	25.5
No	73	74.5
Total	98	100.0

From Table 12, it is indicated that even though 98 students had earlier indicated that guidance and counselling services in their schools were used in solving drug abuse

problems, only 25.5 % (25) of them had personally sought assistance of their teacher counsellor on a drug abuse related problem. This suggests that the 74.5 % (73) of the students were not taking drugs or not all students who took drugs and aware of guidance and counselling services sought assistance of the teacher counsellor. This could be attributed the earlier reason of fear of being identified as a drug abuser due to the sanctions and management mechanisms put in place in the schools. The teacher counsellors could have also done very little to assure students of the confidentiality of information given by them concerning drug abuse and on the fact that guidance and counselling is meant to help and not punish them. The study also revealed that 92.0 % (23) of the 25 students who sought assistance of the counsellor on drug abuse related problems felt helped, while 8.0 % (2) were not helped. This suggests that teacher counsellors were able to help majority of the students who sought their assistance on drug abuse related problems.

Students engage in drug abuse for various reasons and the act is usually a very secretive and private affair. In most cases, it is fellow students who will first know the drug abuser before the administration or school counsellor. The abuser can freely and easily confide in his/her peers why he/she is hooked on drugs. Therefore for guidance and counselling programme to be effective in the management of drug abuse in schools, it should enlist the services of peer counsellors so as to allow students assist one another in eradicating the habit. Peer counsellors are recruited and trained from the students' body and form a very important link between the teacher counsellor and students. However, in this study, only 50 % of the teacher counsellors had established peer counselling programme in their schools. These counsellors reported that peer counsellors gave them an opportunity to adequately understand drug abuse related issues among the students as they could easily and freely share their problems with their peers. Peer counsellors also assisted in addressing those drug abuse related issues that students could only share with their peers. Gathiari (2002) and Fuhrman (1986) observes that peer counselling in a school foster friendships, learning together, talking together, comparing ideas and doing things together. The programme gives the counsellors an opportunity to understand the needs of the students better and provide services in a more acceptable and student-inclusive

manner. The 50 % of the teacher counsellors who had established peer counselling in the schools varied on the effectiveness of the programme in addressing drug abuse related issues in the schools. Table 13 depicts the effectiveness of peer counselling.

Table 13

Effectiveness of peer counselling on drug abuse

Effectiveness	Frequency	Percent
Not sure	1	20.0
Not effective	3	60.0
Very effective	1	20.0
Total	5	100.0

Table 13 indicates that 60.0 % of the teacher counsellors rated peer counselling as not effective in addressing drug abuse problem in their school. This may be attributed to unwillingness by the drug abusers to volunteer and seek assistance from the peer counsellors. This goes on to confirm the depth and difficulties involved in the management of drug abuse among students in schools. The abusers either fear sharing their problem or do not consider it as a problem worth seeking assistance for from any body.

From the above discussion, it was therefore evident that guidance and counselling services were used in addressing and managing drug abuse problems in schools. Students were also aware of and had witnessed the use of the services in addressing their drug-related problems. Majority of those who sought assistance of guidance and counselling services in addressing their drug-related problems were satisfied with the help of the teacher counsellors. This therefore meant that guidance and counselling services were effective in managing identified drug abuse cases, where the students had sought help.

4.6 Guidance and Counselling Services and Level of Drug Abuse

The fourth objective of this study aimed at determining whether there was any significant relationship between guidance and counselling services and the level of drug abuse among students in Bahati Division. In order to adequately address this objective, the

study assessed the level of drug taking and use of guidance and counselling services in solving drug abuse problems in the schools. The 114 students and 9 teacher counsellors, who had earlier reported that students in their schools were using drugs, rated the level of drug taking in the institutions. Table 14 shows the level of drug taking.

Table 14

Level of drug taking in schools

| | Students | | Teacher counsellors | |
Level	Frequency	Percent	Frequency	Percent
Low	73	64.0	5	55.6
Moderate	38	33.3	4	44.4
High	3	2.6	0	0.0
Total	114	100.0	9	100.0

A closer examination of Table 14 indicates that 64.0 % of the students and 55.6 % of the teacher counsellors rated the level of drug taking in their schools as low. This suggests that even though majority of the respondents were aware that students in their schools used drugs, the level of drug taking was still low. This may be attributed to either the few number of identified and noted cases of drug abuse among the students or secrecy involved in drug taking as a result of the sanctions put in place to handle drug taking cases in their schools. Students involved in drug taking did so infrequently and in secret fearing the repercussions of being caught.

As indicated in Figure 10 in section 4.5, 98 (83.1 %) of the students reported that guidance and counselling services were used in solving drug abuse problems in their schools. As shown in Figure 9, 77.8 % (7) of the teacher counsellors reported that students utilized guidance and counselling services in their schools on drug abuse related issues. This suggests that students were aware that guidance and counselling services in their schools could assist them in addressing drug abuse problems. Therefore, this study was interested in finding out whether students' awareness that guidance and counselling services were being used in solving drug abuse related problems in any way influenced their rating of the level of drug taking in school. Chi square statistical test (χ^2), Phi

coefficient (φ) and Cramer's V were used to assess this relationship. Chi square was preferred because the independent variable, students' awareness of the use of guidance and counselling services in solving drug abuse related problems, was a nominal variable ("yes" and "no"); while the dependent variable, level of drug taking in school, was ordinal variable (low, moderate and high). Bryman and Cramer (2001) observes that in examining the relationship between nominal and ordinal variables, cross-tabulations (contingency tables analysis) in conjunction with chi square as a test of statistical significance is recommended. To test the magnitude of association (strength and direction) between two variables, Cramer's V was used. The level of drug taking was cross tabulated by the use of guidance and counselling services in solving drug abuse related problems. Table 15 shows a cross tabulation of level of drug taking by use of guidance and counselling services.

Table 15

Level of drug taking after use of guidance and counselling services

| | | | Use of guidance and counselling services | | Total |
			Yes	No	
Level of drug taking in school	Low	Count	66	7	73
		%	70.2%	35.0%	64.0%
	Moderate	Count	27	11	38
		%	28.7%	55.0%	33.3%
	High	Count	1	2	3
		%	1.1%	10.0%	2.6%
Total		Count	94	20	114

$\chi^2 = 11.613$ df = 2 $p = 0.003$ Cramer's V = .319

An examination of Table 15 indicates that there was a relationship between use of guidance and counselling services in solving drug abuse related problems and the level of drug taking in the schools. It can be observed that majority (70.2 %) of those students aware that guidance and counselling services were used in solving drug abuse related problems rated the level of drug abuse in their school as low, while majority (55.0 percent) of those who were not aware rated it moderately. This shows that those students aware of guidance and counselling services being used in solving drug abuse related

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problems had experienced a decline in the level of drug taking in their school, while those unaware saw the level to be moderate. This is further supported by the chi-square value ($\chi^2 = 11.613$) whereby $p < 0.05$ at significance level. This suggests that the more the students were aware of the use of guidance and counselling services in solving drug abuse related problems, the lower they rated the level of drug taking in their school, and vice versa. Cramer's V value (0.319) indicates a weak relationship between use of guidance and counselling services and level of drug taking. The response of students was further supported by 5 (55.6 %) of the nine teacher counsellors who attributed low level of drug taking among students in their schools to their awareness and use of guidance and counselling in solving drug abuse related problems. Mutie and Ndambuki (1999) supports this by observing that guidance and counselling programme through social and psychological counselling services helps students who show signs of personality maladjustment anxiety to regain their self-actualization.

4.7 Gender and Guidance and Counselling Services on Drug Abuse

The fifth objective of this study aimed at determining the gender of students mainly targeted in guidance and counselling on drug abuse. From this objective, the study was interested in finding out whether students of all gender had been affected by drugs and targeted for counselling equally. From section 4.3, all the head teachers, 96.6 percent (114) of the students and 90.0 percent (9) of the teacher counsellors had indicated that students in their schools used drugs. Table 16 shows the gender of students that were commonly using drugs.

Table 16

Gender of the students commonly abusing drugs

Gender	Students		Head teachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Boys	86	75.4	8	80.0	8	88.9
Girls	12	10.5	2	20.0	0	0.0
Boys and girls	16	14.0	0	0.0	1	11.1
Total	114	100.0	10	100.0	9	100.0

As indicated in Table 16, majority of the students, head teachers and teacher counsellors reported that boys used drugs most frequently than girls in the schools. Fewer girls were reported to be using drugs. This suggests that either more boys had access to drugs, preferred taking drugs or were easily influenced into drugs than girls. Another explanation may be attributed to African traditional cultural factors which allowed male persons to use drugs as a stimulant and a sign of bravery. Female persons, on the other hand, were prohibited from taking drugs because of its potential negative effects on child bearing and rearing, and handling of domestic responsibilities. UNESCO (1984) observes that African traditional societies allowed men to take drugs, especially during traditional ceremonies like circumcision, as a sign of maturity and bravery. Women were not allowed to take drugs because of the perceived effects on their various responsibilities.

Even in the modern society, people still have a more negative perception and attitude toward a female person engaged in drug abuse than their male counterparts. A female person hooked on drugs is perceived to have loose morals and a shame to the society. The students in the study area could have taken up these cultural beliefs. The society has also allowed more free time to male youth than their female counterparts who have more domestic responsibilities to take care of at home. Male youth therefore abuses this free time by being easily influenced into destructive activities such as drug taking. These findings are supported by a survey carried out by Mayoyo (June 25th, 2003) which revealed that there were over 400,000 students who are drug addicts in Kenyan secondary schools. Out of this number, 160,000 were girls while the rest were boys. The survey also noted that the number of girls abusing drugs was growing at an alarming rate and could soon surpass that of boys. Given the gender disparity and the potential of girls catching up with the boys in drug abuse, this study sought to establish whether students of all gender were targeted for guidance and counselling services on drug use. Table 17 summarizes the responses on whether more boys were targeted for guidance and counselling services on drug abuse than girls.

Table 17

Counselling on drug abuse targeting boys than girls

Boys targeted	Teacher counsellors		Head teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	5	50.0	5	50.0	86	72.9
No	4	40.0	4	40.0	19	16.1
Not sure	1	10.0	1	10.0	13	11.0
Total	10	100.0	10	100.0	118	100.0

Table 17 indicates that majority of the respondents in all the three categories reported that guidance and counselling services on drug abuse in their schools targeted boys more than girls. The respondents indicated that this was because of the high rate of boys using drugs and also boys being more vulnerable to drug abuse than girls in school. They also noted that the few girls students hooked on drugs in the schools could have been influenced and encouraged by their male counterparts. The male students were also reported to be used by drug peddlers as conduits for drug trafficking in secondary schools. Therefore, targeting more boys than girls for counselling was one of the ways used by the sampled schools to curb drug abuse.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings from the study based on the research objectives, conclusions from the findings and recommendations derived from the conclusions. It also presents suggestions for further research on guidance and counselling programme and drug abuse in schools and other learning institutions.

5.2 Summary of the Findings

Based on the objectives, the following findings were established:

(i)   Alcohol consumption and cigarette smoking were the common types of drugs used by students.

(ii)   Guidance and counselling, suspension and parental intervention were the most frequently used mechanisms of handling drug abuse cases in the schools.

(iii) Majority of the students, teacher counsellors and head teachers had witnessed a significant change (decrease) in the number of cases of drug abuse in their schools for the period that guidance and counselling services were used.

(iv)   There was a significant negative relationship between the use of guidance and counselling services in solving drug abuse related problems and the level of drug taking in school.

(v)   Guidance and counselling services on drug abuse in secondary schools targeted boys more than girls.

5.3 Conclusions

The following conclusions were drawn from the above summary of findings:

(i)   Cheap and easily available drugs were the most commonly used types of drugs among secondary school students. These drugs were considered legal and generally accepted in the society.

(ii)   Schools had the necessary management mechanisms to curb drug abuse among their students.

(iii)   Proper implementation and utilization of guidance and counselling services had a positive effect on the management of drug abuse among secondary school students.

(iv)   Guidance and counselling services reduce the level of drug taking in schools.

(v)   Male students being the most vulnerable group to drug abuse were more targeted for guidance and counselling on drug abuse in secondary schools.

5.4 Recommendations

The study makes the following recommendations based on the above conclusions:

(i)   There is a need to control cheap and easily available types of drugs in the society in order to limit students' access.

(ii)   There is need to emphasize more on guidance and counselling as an effective mechanism of managing drug abuse among secondary school students.

(iii)   There is need for more drug abuse management mechanisms to target the most vulnerable group of students in order to minimize the vice in schools.

5.5 Suggestions for Further Research

This study makes the following suggestions for further research:

(i)   The relationship between academic performance and drug abuse among secondary school students

(ii)   Influence of teachers on drug abuse among secondary school students.

(iii)   The impact of peer counselling on management of drug abuse.

(iv)   The role of parents in the management of drug abuse.

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APPENDIX A: STUDENTS' QUESTIONNAIRE

The following questions are meant to investigate the influence of Guidance and counselling services on management of drug abuse. Please note that:

(i)   This is not a test and there is no correct or wrong answer.

(ii)   It is important that you give your honest view.

(iii)   Read the items carefully before making your choice.

(iv)   Circle around (or tick appropriately) the letter that corresponds to your choice.

The information is meant for research only and not for any other purpose. Thanks for your cooperation.

Section I: Background Information

1.   What is your age? _____

2.   Sex   Male   (   )   Female   (   )

3.   What type of school are you in? Tick the appropriate.

   (a). Day boys/ day girls/ day mixed

   (b). Boarding Boys/ boarding Girls/ boarding Mixed

Section II: Drug Abuse Issues

1.   Do the students in this school use drugs?

   Yes   ( )

   No   ( )

2.   What kind of drugs do the students use?

   Alcohol   (   )

   Marijuana   (   )

   Cigarettes   (   )

   Heroine   (   )

   Medicinal   (   )

   Others state_____

3.   What is the level of drugs taking in your school?

(a) High   ( )

(b) Moderate   ( )

(c) Low   ( )

(d) None   ( )

4.   Who uses drugs mostly in your school?

Boys   ( )

Girls   ( )

Both   ( )

5.   More information and instructions on drug abuse is given to boys than girls

(a) True   (   )

(b) False   (   )

(c) Not sure   (   )

SECTION III: Guidance and Counselling Issues

1. The following are methods which can be used in controlling drug abuse. Tick as many as applicable. Rank them by placing 1, 2, 3, etc in the order of importance in the spaces provided.

(a) Strict laws   (   )

(b) Education programs   (   )

(c) Religious persuasions   (   )

(d) Strict parental control (   )

(e) Self denial   (   )

(f) Counselling   (   )

(g) Others specify)_____

2. How is drug abuse cases handled in this school (tick only those used in our school)

a) Punishment by doing manual work   (   )

b) Punishment by corporal punishment   (   )

c) Punishment by suspension   (   )

d) Expulsion from school   (   )

e) Explanation from parent/parent opinion (   )

f) By guidance and counselling   ( )

g) Ignored   ( )

3. Is guidance and counselling used to solve drug abuse problems in your school?

     a) Yes ( )

     b) No ( )

4. If yes, how long has guidance and counselling services been used in your school to address the problem of drug abuse. Tick the most appropriate.

     (a) Less than 2 years   ( )

     (b) 2-5 years   ( )

     (c) More than 5 years ( )

5. Have you noticed any significant change on the number of cases of drug abuse in your school for the period of time guidance and counselling services have been used?

     Yes   ( )

     No   ( )

     Not sure   ( )

6. Have you been to see a counsellor about a drug abuse related problem?

     Yes   ( )

     No   ( )

7. If you have been to see a counsellor, did you feel helped?

     Yes   ( )

     No   ( )

     Not sure   ( )

8. If you are no longer on drugs what methods did you employ to help stop the habit?

     (a) Counselling from the school counsellor   ( )

     (b) Help from my church   ( )

     (c) Self struggle and avoidance   ( )

     (d) Peer counselling   ( )

     (e) Other methods (Specify) _____

9. Counselling on drug abuse is more often directed to boys than it is to girls?

     (a) True   ( )

     (b) False   ( )

(c) Not sure　( )

10. Does your school have peer counselling?

    (a) Yes　　　( )

    (b) No　　　( )

    (c) Not sure　( )

11. If yes, how effective is peer counselling on drug abuse issues in your school?

    (a) Very effective　　( )

    (b) Moderate　　　( )

    (c) Not effective　　( )

    (d) Not sure　　　( )

12. When one is caught, using drugs by the head teacher what has been the punishment?

    a) Manual work　　　　　　( )

    b) Corporal punishment　　　( )

    b) Suspension　　　　　　( )

    d) Referred to a counsellor　　( )

    e) Ignored　　　　　　　　( )

    f) Others specify _____

13. How would you rate guidance and counselling services in controlling the level of drug abuse in your school? Tick the most appropriate

    a) Helpful　　　　　　( )

    d) Not helpful　　　　　( )

    e) Any other please specify_____

APPENDIX B: TEACHER COUNSELLOR'S QUESTIONNAIRE

The following questions are meant to investigate the influence of Guidance and counselling services on management of drug abuse. Please note that:

a) This is not a test and there is no correct or wrong answer.

b) It is important that you give your honest view.

c) Read the items carefully before making your choice.

d) Circle around (or tick appropriately) the letter that corresponds to your choice.

The information is meant for research only and not for any other purpose. Thanks for your cooperation.

Section I: Background Information

1. Sex   Male (   )   Female (   )   (Circle one)

2. Professional status (Circle one)

   a) S1   (   )

   b) Diploma   (   )

   c) Graduate (Bachelor degree)   (   )

   d) Post graduate (master degree)   (   )

   e) Others Specify_____

3. Which type of school are you in?

   a) Mixed day   (   )

   b) Mixed boarding   (   )

   c) Girls boarding   (   )

   d) Boys boarding   (   )

4. Years of teaching experience

   a) Years served as a school counsellor   (   )

   b) Have you had any professional counselling training? (Yes/No (Circler one)

   c) If Yes, duration of training ----------------------------year

d) Have you attended a seminar or workshop on guidance and counselling
Yes/No

e) If Yes how many times (   )

f) When -----------------------

Section II: Drug Abuse Issues

1. Do students in this school use drugs? Tick one

 Yes   (   )   No   (   )   Not sure (   )

2. If yes, who are many between males and females?

 Males (   )   Females (   )   not sure (   )

3. What is the level of drug taking in your school?

 (a) High   ( )

 (b) Moderate   ( )

 (c) Low   ( )

 (d) None   ( )

4. What kind of drugs do they use? Tick all the appropriate

 Alcohol   (   )

 Marijuana   (   )

 Cigarette   (   )

 Heroine   (   )

 Medicinal   (   )

 Others Specify _____

5. Who use drug mostly in your school?

  Boys (   )   Girls (   )   Both (   )

6. More information and instruction on drug abuse is given to boys than to girls?

 a) True (   )   (b) False (   )   (c) Not sure (   )

SECTION III: Guidance and Counselling Issues

1. The following are methods which can be used in controlling drug abuse. Tick as many as applicable. Rank them by placing 1, 2, 3, etc in order of importance in the spaces provided.

   (a) Strict laws   ( )

   (b) Education programs   ( )

   (c) Religious persuasions   ( )

   (d) Strict parental control   ( )

   (e) Self denial   ( )

   (e) Counselling   ( )

   (f) Others specify_____

2. How are drug abuse cases handled in this schools (Rank only the used in hierarchy order of frequent use ranging from 1 to 7)

   a. Punishment by doing manual work   ( )

   b. Punishment by corporal punishment   ( )

   c. Punishment by suspension   ( )

   d. Expulsion from school   ( )

   e. Explanation from parent/parent opinion   ( )

   f. By guidance and counselling   ( )

   g. Ignored   ( )

3. Are all the students in the school aware of guidance and counselling services?

   Yes ( )   No ( )

4. Do they utilise the service on issues related to drug abuse?

   Yes ( )   No ( )

5. How long has guidance and counselling services been used in your school to address the problem of drug abuse. Tick the appropriate.

   (a) Less than 2 years   ( )

   (b) 2-5 years   ( )

   (c) More than 5 years   ( )

6. How often is guidance and counselling services offered in controlling drug abuse in your school?

a) Every day of the week (   )

(b) Ones a week (   )

(c) Ones a month (   )

(d) Ones a term (   )

(e) Others specify------------------

7. Have you noticed any significant change in the number of cases of drug abuse in your school for the period of time guidance and counselling services have been used? Yes (   ) No (   )

8. Counselling on drug abuse is more often directed to boys than it is to girls?

(a) True (   ) (b) false (   ) (c) not sure (   )

9. Does your school have peer counselling? (a) Yes (   ) (b) No (   )

10. How effective is peer counselling on drug abuse issues in your school?

(a) Very effective (   )

(b) Not effective (   )

(c) Not sure (   )

11. How would you rate guidance and counselling services in controlling the level of drug abuse in your school? Tick the most appropriate

a) Helpful (   )

b) Not helpful (   )

c) Any other please specify_____

APPENDIX C: HEAD TEACHER'S QUESTIONNAIRE

The following questions are meant to investigate the influence of Guidance and counselling services on management of drug abuse. Please note that:

a) This is not a test and there is no correct or wrong answer.

b) It is important that you give your honest view.

c) Read the items carefully before making your choice.

d) Circle around (or tick appropriately) the letter that corresponds to your choice.

The information is meant for research only and not for any other purpose. Thanks for your cooperation.

1   Which type of school are you in?

a) Mixed day   ( )

b) Mixed boarding   ( )

(c) Girls boarding   ( )

(d) Boys boarding   ( )

2   Are there any cases of drug taking in your school? (Please be frank)

Very many   (   )

A few   (   )

Non   (   )

Not sure   (   )

3.   What kind of drugs do the drug takers use?

Alcohol   (   )

Marijuana   (   )

Cigarette   (   )

Heroine   (   )

Medicinal   (   )

Others Specify _____

4.   How often do you get students abusing drugs?

(a) Very often   (   )

(b) Not often   (   )

(c) Not at all   (   )

5. In case your school is mixed whom, do you find using drugs most frequently?

    (a) Boys ( )   (b) Girls ( )   (c) Both ( )

6. The following are methods which can be used in controlling drug abuse. Tick as many as applicable. Rank them by placing 1, 2, 3, etc in order of importance in the spaces provided.

    (a) Strict laws   ( )

    (b) Education programs   ( )

    (c) Religious persuasions   ( )

    (d) Strict parental control   ( )

    (e) Self denial   ( )

    (f) Counselling   ( )

    (g) Others specify_____

7. How are drug abuse cases handled in your school? (Rank only the used in hierarchy order of frequent use ranging from 1 to 7)

        a) Punishment by doing manual work   ( )

        b) Punishment by caning   ( )

        c) Punishment by suspension   ( )

        d) Expulsion from school   ( )

        e) Explanation from parent/parent opinion   ( )

        f) By guidance and counselling   ( )

        g) Ignored   ( )

        h) others specify_____

8. More information and instructions on drug abuse is given to boys than girls

    (a) True   ( )

    (b) False   ( )

    (c) Not sure ( )

9. Are all the students in the school aware of these guidance and counselling services?   Yes ( )   No ( )

10. Do they utilise the service on issues related to drug abuse?

    Yes ( )   No ( )

11.   How long has guidance and counselling services been used in your school to address the problem of drug abuse. Tick the appropriate.

 (a) Less than 2 years   ( )

(b) 2-5 years   ( )

(c) More than 5 years   ( )

12   How often is guidance and counselling services offered in controlling drug abuse in your school?

a) Every day of the week   ( )

(b) Ones a week   ( )

(c) Ones a month   ( )

(d) Ones a term   ( )

(e) Others specify-------------------

13.   Have you noticed any significant change in the number of cases of drug abuse in your school for the period of time guidance and counselling services have been used?   Yes ( )   No ( )

14.   How would you rate guidance and counselling services in controlling the level of drug abuse in your school? Tick the most appropriate

a) Helpful   ( )

b) Not helpful   ( )

c) Any other please specify_____

APPENDIX D: SECONDARY SCHOOLS IN BAHATI DIVISION

Number	Public schools	Number	Private schools
1.	Bahati Girls boarding	25	Green Hill Girls
2.	Bahati P.C.E.A.Girls	26	Muthaiti girls
3.	Banita mixed day	27	Father Jonesio boys
4.	Bavuni mixed day	28	Goschen schools
5.	Akuisi mixed day	29	Bellhouse Girls boarding
6.	Kiamaina mixed day	30	Upper Hill Bahati Girls
7.	Kieni mixed	31	Bahati Oasis Hills
8.	Lake Solai mixed day	32	Bahati Valley Girls Boarding
9	Magomano secondary	33	Nawa academy
10	Moi Ndeffo mixed day	34	Mau hills
11	Murungaru sec.	35	Hillax sec.
12	Kabazi mixed day	36	St. Julian sec.
13	muhigia mixed day	37	St. MichaelsGirls
14	Ndundori mixed day	38	Mukweu Girls Boarding
15	Ndungeri mixed day	39	Arutani Girls Boarding
16	Patel mixed day	40	St. Annes Girls Boarding
17	Rungongi mixed day	41	Navigators Girls Boarding
18	Jomo Kenyatta mixed boarding	42	Rovys Girls Boarding
19	St. Anthony mixed	43	Shinners Girls Boarding
20	St. Anthony Gachura mixed day	44	Shinners Boys Boarding
21	St.John Bahati	45	Lanet Hill View mixed day
23	St.Joseph Kirima mixed day	46	Solai valley mixed day
24	St. Kombol mixed day	47	Mzalendo mixed

APPENDIX E: RESEARCH PERMIT