

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Functional Roles of Principals in Enhancing School Guidance and Counseling for Effective Control of Drug Abuse among Students in Kenya

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Abstract:

Drug abuse is a major headache to societies and authorities around the world. In spite of massive efforts at research and public education, drug abuse remains a major subject about which there exists great confusion and uncertainty. It has been identified as a major cause of indiscipline, unrest, violent strikes, massive school dropouts and poor examination performance in secondary schools. Drug abuse has previously been treated as a discipline problem leading to use of punitive methods to control it. Currently however, punitive control methods have been substituted with client-friendly ones such as guidance and counselling. But despite the use of guidance and counselling to control the vice in secondary schools, the vice still persists implying that there is discrepancy in the way it is offered and practiced. Hence, the need for principals to execute various professional functions to strengthen school guidance and counselling for effective drug abuse control. The purpose of this research therefore was to examine the functional roles performed by principals to enhance guidance and counselling of students with the aim of curbing drug abuse. The study was based on the role theory and descriptive survey design was employed. The sample consisted of 32 principals. A questionnaire was the main research instrument. Data was analyzed and presented descriptively. The findings revealed that most principals performed professional functions such as incorporating pastoral services in the guidance and counselling programme, serving as the role models in drug abuse control and training teachers in guidance and counselling. The major problem experienced by head teachers while performing these roles revolved around scarcity of financial, human and material resources. The major solution suggested to close the scarcity gap was provision of these resources. The study made the following recommendations: principals should explore diverse ways of raising funds to be used in promoting guidance and counselling activities; increase public sensitization campaigns to enlighten the society on the causes, symptoms and effects of drug abuse on the youth and society at large; encourage high levels of collaboration among all stakeholders in drug abuse control; and offsetting some teaching load from teacher counsellors to avail Them Adequate Time To Attend To The Guidance And Counselling Needs Of Students, For Instance, Drug Abuse.

Keywords: Counselling, drug abuse, enhancing, functions, guidance, professional

1. Introduction

Drug abuse is a major headache to societies and authorities around the world. No nation has been spared from the devastating problem caused by drug abuse. In Kenya for instance, there is indiscriminate use, abuse and dependency on drugs of various types in secondary schools creating a great concern to everybody. Despite massive efforts at research and public education, drug abuse remains a subject about which there exists great confusion and uncertainty. (Ngesu, Ndiku & Masese, 2008; Ngang'a , 2003; Cheloti, 2013; Ongwae, 2016; Njoka, 2017; Cheloti, Okoth & Obae, 2018; Njoka, 2017; Cheloti, Okoth & Obae, 2018)). The problem of drug abuse in Kenyan schools has a long history. For many years now, there have been warnings of drug peddlers targeting schools as their prime market but little has been done to change the scenario (Chandran, 1998). It has also been noted that destroyed by its own publicity, drug abuse has become a defining element for large parts of the youth culture (Chandran, 1998).

Drug abuse has been identified as the major cause of indiscipline and other forms of deviant behaviours among students (Muoti, 2014; Ongwae, 2016; Mugambi, 2016). It has also been noted that most secondary schools in Kenya have not been able to maintain student discipline due to rampant abuse of drugs (Amayo & Wanjai, 1994; Ngang'a, Ibid; Ngesu, Ndiku & Masese, Ibid; Cheloti, Okoth & Obae, 2018). The most commonly abused drugs include alcohol, Miraa, kuber as well as traditional or indigenous alcoholic drinks (Ngesu, Ndiku & Masese, Ibid; Mungai, 2011). The task force on discipline and unrest in secondary schools reported that Central region in which Nyeri district is located experienced the highest cases of unrest which were violent and disruptive. According to a statistical report by Central Province Educational Board in May 2001, Out of 122 cases of student unrest that occurred between 1999 and 2000, Nyeri experienced 26 cases which were the highest. One of the worst cases of student unrest and drug abuse was in Nyeri High School where four prefects were petrol bombed in their cubicles killing them (Siringi, 1999 in Mungai, 2011). In another incidence, Form Three

students of Giakanja secondary school in Nyeri district attacked their Form Two colleagues pelting their classrooms with stones and injuring two students in the fracas (Njagi, 2008).

Furthermore, in 2000/2001, out of the 154 reported cases of unrest, Eastern region was ranked fourth after experiencing 76 of these cases that involved destruction of school property (MOEST, 2001). A Ministry of education report on student unrest revealed that Eastern region in which Mbeere district is situated had the highest number of schools that went on strike with 52 schools being affected in comparison to Rift Valley Region which was second with 47 cases while North Eastern had none (Ogosia, 2009). Siakago Boys in Mbeere district for instance was closed indefinitely and more than 700 students sent home for going on strike. The boys destroyed property worth thousands of shillings (Reporter, 2008). In Mbeere district, it has been noted that drug abuse among students is rampant. In the district, the use of Miraa (Khat) among students was noted as a compounding problem facing both educationists and parents (Nduhi, 1998). Nduhi (Ibid) further notes that there has been a decline in discipline and examination performance in some secondary schools due to drug abuse and that the problem is rampant in both rural and urban areas. Counselling has been advocated for in order to curb drug abuse and resultant school unrest (Muindi, 2008).

With the failure of punitive approaches to instill discipline in students and correct their deviant behavior (Mungai, 2011), headteachers should spearhead the use of alternative approaches to improve discipline (Muchiri, 1998) and to control drug abuse (Ngang'a, 2003). This is because it is the principal's role to improve discipline and academic performance and hence his/her role to enhance the operations of guidance and counselling department for effective drug abuse counselling. However, inadequate form of guidance and counselling of students has been attributed as one cause of indiscipline among students (Ogosia, 2009). Moreover, the role of the principal in guidance and counselling in Kenya is narrowly described and is limited to the creation of the department and appointment of teacher counsellors (Republic of Kenya, 1999). Their role in promoting school guidance and counselling however is given little impetus. To enhance guidance and counselling, the principal for instance should follow up with the students who have been counselled on drug abuse and/or their parents after school personnel have intervened (Towers, 1987). In view of the failing guidance and counselling programme, the functional roles which principals performed to enhance guidance and counselling of students on drug abuse therefore needed to be established.

2. Literature Review

2.1. Drug Abuse and Guidance and Counselling

Kiragu's (2002) study revealed that drug abuse and other vices were rampant in secondary schools. It also found that although the Ministry of had introduced guidance and counselling in schools, its implementation has not been effective due to lack of a coordinating department. Such implementation would monitor the operations of guidance and counselling and its impact. Furthermore, teacher counsellors have not been trained or in-serviced to carry out guidance and counselling in schools. The study recommended that guidance and counselling be made a compulsory subject in secondary school syllabus and that universities and other institutions should be used to train and in-service teachers in the discipline. It also recommended that curriculum developers at the Kenya Institute of Education (KIE) should also include guidance and counselling in the teachers' guides. Mungai (2011), Cheloti (2013), Muoti (2014), Ongwae (2016), Njoka (2017) and Cheloti, Okoth and Obae (2018) reported prevalence of drug abuse among students and youth. Most of these studies have recommended guidance and counselling to be used in control of drug abuse.

Cheloti's study (2013) revealed the following: school curriculum though with inadequate curriculum on drug and substance abuse; co-curriculum activities such as drama, music, sports and poetry were more effective in control of drug and substance abuse; guidance and counselling was the most effective although the headteachers and teacher counsellors lacked the appropriate skills to help the drug abusers; and teacher counsellors lacked time to guide and counsel the students since they doubled as subject teachers. The study also found out that involvement of the school community was not effective since some of its members protected drug dealers and some sold drugs to the students. It was concluded that administrative strategies used to curb drug abuse were not effective and that headteachers should employ a combination of many strategies since no one strategy can curb drug and substance abuse successfully. The study made the following recommendations: contents on drug and substance abuse to be beefed up in the school curriculum to include their causes, types and effects; additional time should be provided for drug and substance abuse counselling and to teach it; teachers and teacher counsellors should be in-serviced in the guidance and counselling skills; heavy punishment should be imposed on drug peddlers and users; and head teachers should collaborate with parents, teachers, law enforcers, the government and non-governmental organizations in fighting drugs and substance abuse from the supply and demand side.

In addition, Muoti's (2014) study on the effects of drug and substance abuse on academic performance among secondary schools in Makueni County, Kenya revealed the following: all principals experienced cases of drug abuse (31 or 100%) of the principals; 87% of them kept records of drug and substance abuse cases. In most schools that offered guidance and counselling, it was on drug and substance abuse; school dropout, strained relations with other students, lack of interest in studying, low concentration and declining grades were the effects of drug and substance abuse among students; other effects included anxiety, headaches, sleepiness, confusion and vomiting. The study made the following recommendations: guidance and counselling in schools should be facilitated by professionals; parents and teachers should encourage students to refrain from abusing drugs; and parents should not give students so much pocket money since uncommitted cash can tempt students to use it to buy drugs (harmful).

Moreover, Njoka's (2017) research revealed the following: males than females predominantly abused drugs; sixty-seven percent (67%) of heads of education and training institutions were aware of drug and substance abuse (DSA); the community reported wide spread DSA; there was high awareness of widespread DSA among the youth, types of drugs and substances abused and their sources. The study recommended that the governments (national and county) should allocate more funds for rehabilitation of the drug addicts, and that the rehabilitation centers should be equipped with adequate facilities and staff including specialized staff, law enforcement officers who deal with narcotics and law and provide them with adequate transport for surveillance. The current study recognizes the various recommendations made in drug and substance abuse studies. It has in its part made various recommendations aimed at enhancing drug abuse control.

1.2. Role of Principals in Student Discipline, Guidance and Counselling

In the school, the principals bear the ultimate responsibility for school discipline (Ministry of education, 1979). Discipline is not about coercion. It is about effective planning and respect (MOE, Ibid). Good discipline is achieved through the establishment of a positive and powerful school spirit so that new students learn the desired attitudes easily and quickly from the example of all those around them (Hongo & Mugambi, 2000). Hence, the head teacher should serve as a role model to both students and teachers if high standards of discipline are to be maintained in school. Duncan (1991) asserts that the five most successful solutions perceived by the principals to remediate, eradicate or diminish the incidences of behavior problems were in rank order detention in schools, suspension, out-of-school, suspension, parent conferences and student conferences. The role of the principal is central in discipline matters. S/he must go out to cultivate good working conditions with other members of the school. Thus, s/he must be personally interested in the welfare and problems affecting the staff, students and parents including the problems of indiscipline and drug abuse (Amran, 1999). It has however been noted that principals are unwilling to admit that their schools have a problem with drug abuse fearing that such admission will result to withdrawal of funds for their schools (White, 1990).

In addition, essential school guidance and counselling programme should be accepted by as an essential part of school by the school administrators and by educational administrators in the country. The administrators must be convinced of the usefulness of guidance and counselling in promoting the personality growth of students. Accordingly, if the head of the institution believes in guidance and counselling programme, it will receive support from teachers and parents (Mutie & Ndambuki, 1999). They further assert that the head teacher should facilitate the implementation of decisions made during meetings and aimed at discussing improvement of guidance and counselling. For instance, if the guidance and counselling process indicate the need for a change in the students' welfare, it should be possible to do so administratively. Tumuti (1986) and Wangeri's (1986), however, found that school guidance and counselling programmes did not receive the attention and seriousness it deserved from head teachers. Gitonga (1999) attributed this attitude towards the programme to lack of training in guidance and counselling among headteachers. The foregoing is a pointer to the fact that the functional roles of the head teachers in guidance and counselling are clearly spelt out in literature. The extent to which the head teachers perform these functions to enhance control of drug abuse among students through guidance and counselling is what this study examined.

The Kenya Education Act chapter 211 of 1970 states that the Board of Management, of which the principal is its secretary, may make administrative rules pertaining to student discipline and may prescribe appropriate punishment for breach or non-adherence. Most researchers have stressed the importance of involving parents, teachers, students and other stakeholders in managing schools and specifically in enhancing school discipline (Muchiri, Ibid). This makes the role of the head teacher in enhancing school discipline even more challenging. This is due to the fact that some parents and teachers (including headteachers) are themselves drug addicts who might influence their sons, daughters and students into abusing drugs (Amayo and wangai, 1994). Available literature has vividly revealed the roles that the principal should play to enhance student discipline. However, the functional roles of principals in enhancing control of drug abuse through guidance and counselling have not been fully examined. This study intends to do so.

1.3. Guidance and Counselling in Schools

Guidance is a means of helping individuals to understand and use the educational, vocational and personal opportunities they have as a form of systematic assistance in achieving satisfactory adjustment to school and life in general (Mutie & Ndambuki, 1999). The school management guide defines guidance as a process of offering advice to pupils to show them the right direction (Republic of Kenya, 1999). It has also been described as a lifelong process concerned with determining and providing for the developmental needs of learners and therefore involves helping them both as part of a group and at a personal level (Republic of Kenya, 1077).

Clearly, guidance is much concerned with valuing each individual and creating opportunities for each pupil or student to learn about himself/herself in a planned way over a period of time. The guidance and counselling programme is an integral part of a school's total educational programme and it is developmental by design focusing on the needs, interests, and issues related to various stages of students' growth. The scope of the developmental guidance and counselling programme in today's school include personal needs, educational needs and career needs (Coy, 2004; Cooley, 2010). According to Gothard & Goodnew (1987), counsellors should be seeking to help change their institutions as well as their clients although the former is likely to prove a more formidable task than the latter. They assert that a skilled counsellor should be aware of the danger of being intrusive and should be more careful to protect the confidentiality of the clients.

It has also been noted that the primary mission of school guidance and counselling programme is to provide a broad spectrum to the students which include: undertaking assessment of personal, psychological, and social data about a

pupil; providing current and accurate information that the students may make an intelligent choice of an educational programme, occupation or social activity; placement and follow-up where a school assists a student in selecting and utilizing opportunities within the school and the outside labour market; and finally counselling which is a service designed to facilitating self-understanding and development through dyadic or small group relationships (Erfoud, 2010; Erfoud, 2011; Neukrug, 2011). School students have problems that call for guidance and counselling. Some of these problems include learning difficulties and anti-social (deviant) behaviours (fights, quarrels, disruptions, restlessness, impulsiveness and obstinacy (Mwamwenda, 1996). Guidance and counselling however can only work effectively if the school is committed to the principles of guidance and counselling (Gothard & Goodnew, Ibid).

1.4. Statement of the Problem

Most studies on drug abuse have mainly focused on the types of abused drugs, influence of drug abuse on discipline and academic performance and in general the causes of drug abuse and the approaches used to control the vice. In spite of advocacy of guidance and counselling to be employed in schools as effective discipline improvement and drug abuse control strategies, the vices continue to pose a major threat to principals in their attempt to improve student discipline and academic performance. This poses doubt on the extent to which drug abuse guidance and counselling is being practiced at school level. The principals must therefore identify the loopholes in the practice and perform various functional roles to enhance (strengthen and sustain) guidance and counselling of students on drug abuse which are client-friendly approaches in the control of the vice. Hence, this study was geared towards establishing what these functional roles were and the challenges principals experienced in performing them.

1.5. Purpose and Objectives

The research objectives include the following:

- To establish the functional roles performed by principals in enhancing guidance and counselling for effective control of drug abuse among students.
- To investigate the problems principals experience in performing the functional roles.
- To explore the possible solutions to these problems.

1.6. Theoretical Framework

This study is based on the role theory. People in organizations have definite roles to perform, and many interactive factors help to determine precisely what kind of performance each role will produce (Owen & Valensky, 2011). The principals must interpret his/her role and this interpretation depends to some extent on what s/he brings to the role. His/her behavior in performing the functional role of enhancing guidance and counselling of students on drug abuse is influenced to some extent by the dynamic interplay with other people such as parents, teachers, teacher counsellors, external counsellors, peer counsellors, religious organizations, County administration, Ministry of Education Officers et cetera. Principals' role performance is also shaped by the expectations of those people who have entrusted him/her with the discipline of students and their academic performance. Principals attempt to some degree, to behave in conformity with these expectations and expectations of colleagues and other referent groups as well. When inconsistencies exist in various role expectations, a role conflict is created (Owen & Valensky, Ibid). The principal may also experience role incompatibility which can occur if his/her role contains incompatible elements especially if differences exist between how s/he perceives his/her role and how other people especially parents expect her/him to behave. Moreover, role ambiguity occurs when roles are not adequately defined which can cause stress, insecurity and loss of confidence in the principal (Bennet, 1997).

2. Research Methodology

2.1. Research Design

A descriptive survey research design was adopted in this research. This design was suitable and relevant for collection and description of relevant data on role functions of principals, drug abuse and guidance and counselling. According to Mugenda & Mugenda (1999) and (Mwanje, 2001), descriptive survey research design is probably the best method available for social scientists and other educators who are interested in collecting original data for the purposes of describing certain phenomena or characteristics linked to a population or sample which may not be possible to observe directly. Hence, this design was suitable for the current study since it enabled description and explanation of the functional roles played by principals to enhance guidance and counselling of students on drug abuse. Moreover, a descriptive survey deals with the information about people's behaviours (Gay, Mills and Airasian, 2009). Here the functional roles constituted the behaviours or actions of the principal.

Sample Size and Sampling Techniques

Proportionate stratified and simple random sampling techniques were used to select the schools that participated in the study (Gay, 1992; Gay, Mill & Airasian, 2009). The school categories or subgroups were in relation to sex composition; that is boys, girls and mixed schools. Nyeri had 162 schools (that is 11 boys, 14 girls and 91 mixed schools). Mbeere had 46 schools (that is 4 boys, 5 girls and 37 mixed schools). A proportion of 20% of schools from each stratum of mixed, boys and girls schools in both Nyeri and Mbeere districts was randomly selected to participate in the study using simple random sampling technique. The names of the schools were written on pieces of papers, folded and using a blind folding technique, a field enumerator was asked to pick 20% of the slips (pieces of paper) representing schools from each category (boys, girls and mixed) in each study location (area). Hence, a total of 23 schools, that is, 18

mixed, 2 boys and 3 girls' schools from Nyeri district constituted one part of the study sample. Another 9 schools, that is, 7 mixed, 1 boys' and 1 girls' school from Mbeere district formed the part of the other study sample. Hence, the total study sample was 32 principals and respective heads of guidance and counselling departments in their schools.

2.2. Research Instruments and Data Analysis

The main data collection instrument was the Functional Roles Perception Questionnaire for Principals (FRPQ) which was validated by a team of professional head teachers of secondary schools and university management lecturers. The FRPQ was used to gather information about the functional roles performed by principals to enhance guidance and counselling for effective control of drug abuse among students. The instrument was also used to gather some demographic information of principals. Split-half reliability was used to determine the reliability of the questionnaire with a computed correlation coefficient of 0.92 which was rounded off to 0.9 which was a strong congruence of measurement. To corroborate the information generated by questionnaires, interviews were held with the heads of guidance and counselling departments. The interview guide (IG) had questions about the research objectives. It assisted the researcher to obtain more information through probing and information trails. Quantitative data was analyzed and presented using descriptive statistics in the form of frequencies and percentages which were generated using Statistical Package for Social Sciences (SPSS) computer package. Qualitative data was analyzed thematically in the form of narrations.

3. Findings and Discussions

3.1. Principals' Demographic Characteristics and School Data

3.1.1. Principals' Academic Qualifications

Table 1 shows a summary of the distribution of principals by their academic qualifications.

Academic Qualifications	No.	Percent (%)
GACE/KACE With Diploma	2	6.2
BA/BSc with PGDC	6	18.8
BED	23	71.9
MSC	1	3.1
Total	32	100.0

Table 1: Principals as categorized by Academic Qualifications (N = 32)

Table 1 reveals that most principals were holders of a Bachelor of Education degree. This can be attributed to the fact that upon acquisition of this degree, one qualifies for recruitment as a secondary school teacher. One principal was a holder of a Master of Science degree while other two headteachers were diploma holders. In general, the administrative heads of public schools in Nyeri and Mbeere sub-counties could therefore be considered highly qualified.

3.1.2. Principals' Administrative Experience

Table 2 depicts a summary of the distribution of principals by their administrative experience.

Administrative Experience in years	No.	Percent (%)
1 – 5	18	56.3
6 – 10	8	25.4
11 – 15	4	12.5
16 – 20	1	3.1
Over 20	1	3.1
Total	32	100

Table 2: Distribution of Principals by Administrative Experience (N = 32)

Table 2 shows indirect relationship between the number of principals and the number of years of their administrative experience. This implies that the principals' age compared favorably with their administrative experience.

3.1.3. Principals' Status of Training in Guidance and Counselling

Ten (31.2%) principals had acquired some training in guidance and counselling. The remaining 22 (68.8%) principals had no training in these areas. This posed doubt on how the latter could effectively spearhead guidance and counselling of students on drug abuse. This was probably why Gitonga (Ibid) concluded that principals had continued to assign teacher counsellors heavy teaching load leaving them with little or no time to guide and counsel students on various matters including drugs abuse.

3.1.4. Functional Roles Performed by Principals in Enhancing Guidance and Counselling of Students on Drug Abuse

This section presents the ratings of the functional roles performed by principals to enhance guidance and counselling of students on drug abuse. The head teachers were supposed to indicate their levels of agreement on whether they performed the stated functional roles to enhance guidance and counselling of students on drugs abuse. The following scale guided the ratings:

Strongly Agree	(SA).....5
Agree	(A).....4
Moderately agree	(MA).....3
Disagree	(D).....2
Strongly Disagree	(SD).....1

Functional Roles of Principals in Personally Promoting Guidance and Counselling of Students on Drug Abuse

Table 3 shows a summary of the distribution of principals' level of agreement or disagreement to performing functional roles of personally promoting guidance and counselling of students on drugs abuse.

Principals' Functional Roles in Personally Promoting Guidance and Counselling of students on Drug Abuse	No. & Percentage of Principals in Agreement/Disagreement									
	SA		A		MA		D		SD	
Personally providing guidance and counselling services to students on Drug Abuse	16	50%	11	34.4%	3	9.4%	1	3.1%	1	3.1%
Training teacher counsellors on basic guidance and counselling techniques	13	40.6%	13	40.6%	2	6.3%	3	9.4%	1	3.1%
Served as role models to both students and teachers in Drug Abuse control	22	68.8%	8	25%	1	3.1%	1	3.1%	0	0%
Distinguishing students who required discipline from those who required guidance and counselling	12	37.5%	10	31.2%	7	21.9%	3	9.4%	0	0%
Convening meetings with teacher counsellors on how best to control or Handle Guidance & counselling	14	43.8%	11	34.4%	5	15.6%	0	0%	2	6.2%
Obtaining feedback related to guidance and counselling of students on Drug Abuse	13	40.6%	12	37.5%	4	12.5%	2	6.3%	1	3.1%
Following up Drug Abuse Victims who had Received Guidance and counselling help to determine if there was positive behaviour Change	13	40.6%	6	18.8%	7	21.9%	3	9.4%	3	9.4%

Table 3: Distribution of Head Teachers by Their Levels of Agreement/Disagreement to Performing Functional Roles Aimed at Promoting Guidance and Counselling of Students on Drugs Abuse (N = 32)

In summative terms, between 81.3% and 96.9% of the principals indicated that they were directly and personally involved in performing various functional roles aimed at enhancing guidance and counselling of students on drug abuse. They played these roles actively, probably because they were entrusted with effective management of student personnel for improved discipline and academic performance. Some of the foregoing functional roles were reported to be the most commonly performed by the principals. Sixteen (50%) principals reported that they personally provided guidance and counselling services to students on drug abuse and involved parents which was echoed by 14 (43.8%) of guidance and counselling departmental heads.

In addition, 10 (31.3%) principals said that they acted as motivators and role models to both teachers and students in drug abuse control which was confirmed by 8 (25%) departmental heads. Other functional roles that were most common and personally performed by the principals included the following: encouraging debates among students on dangers of drug abuse; encouraging parental guidance and counselling; giving regular speeches during assemblies on dangers of drug abuse; sensitizing parents about drug abuse symptoms among students; and encouraging students to participate in sporting activities. These activities constantly engage students thereby denying them idle time during which they can indulge in harmful behaviour such as drug abuse.

3.1.5. Functional Roles Reflecting Professionalism, Commitment and Attitude towards Guidance and Counselling as Strategies In Drugs Abusing Control

A summary of distribution of principals' ratings of their functional roles reflecting professionalism, commitment and attitude towards guidance and counselling as strategies in drugs abuse control is shown in Table 4.

Principals' Functional Roles reflecting Professionalism, Attitude and Commitment to Guidance and Counselling in Drug Abuse Control	No. & Percentage of Principals in Agreement/Disagreement									
	SA		A		MA		D		SD	
Observing gender balance in appointment of teacher counsellors	18	56.3%	7	21.7%	4	12.5%	2	6.4%	1	3.1%
Allocating funds in school budget to sustain guidance and counselling activities	2	6.3%	2	6.3%	10	31.2%	5	15.6%	13	40.6%
Supervising guidance and counselling activities to ensure professional standards were maintained	15	46.9%	8	25%	6	18.8%	1	3.1%	2	6.2%
Allocating sufficient time in the school timetable for guidance and counselling activities related to Drugs Abuse	10	31.3%	10	31.3%	7	21.9%	3	9.4%	2	6.3%

Table 4: Distribution of Principals by Their Levels of Agreement/ Disagreement to Performing Functional Roles Reflecting Professionalism, Commitment & Attitude Towards Guidance and Counselling Strategies In Drug Abuse Control (N = 32)

Table 4 reveals that the functional roles that reflect professionalism, commitment and attitude towards guidance and counselling as strategies in drug abuse control were performed by between 43.8 % and 90.7% of the head teachers. The fact that only 43.8% of the head teachers indicated that they allocated funds in their school budget to sustain guidance and counselling activities in the school is not surprising since lack of adequate funds has been identified as a major obstacle to school guidance and counselling activities. In this context, only 8 (25%) of the departmental heads indicated (reported) that head teachers' allocated funds to their departments to support their activities. Considering the diverse financial needs of the various schools, it is most unlikely that any one department would be allocated sufficient funds to cater for its requirements in view of the prevailing economic crisis both nationally and globally.

3.1.6. Functional Roles Aimed At Improving Teacher Counsellors' Guidance and Counselling Knowledge and Skills

A summary of the distribution of principals' ratings of functional roles they performed aimed at improving teacher counsellors' guidance and counselling knowledge and skills is shown in Table 5. These roles include the following: organizing field visits for teacher counsellors to popular counselling organizations dealing with drug abuse control; organizing workshops for teacher counsellors involved in guidance and counselling of students on drug abuse and sending teacher counsellors for in-service training in drug abuse control.

Principals' Functional Roles of improving Teacher Counsellor Guidance and Counselling Knowledge and Skills	No. & Percentage of Principals in Agreement/Disagreement									
	SA		A		MA		D		SD	
Organizing field visits for teacher counsellors to popular counselling organizations Dealing with Drug Abuse Control	11	34.4%	7	21.9%	10	31.2%	3	9.4%	1	3.1%
organizing workshops for teacher counsellors involved in guidance and counselling of students on drug abuse	17	53.1%	11	34.4%	1	3.1%	0	0%	3	9.4%
Sending teacher counsellors for in-service training in drug abuse control.	15	46.9%	10	31.3%	5	15.6%	2	6.2%	0	0%

Table 5: Distribution of Principals' Ratings of Their Functional Roles Aimed at Improving Teacher Counsellors' Guidance and Counselling Knowledge and Skills

Table 5 clearly shows that the functional roles aimed at improving teacher counsellors' guidance and counselling knowledge and skills were performed by between 87.5 - 93.8% of principals. In this context, 11 (34.4%) guidance and

counselling departmental heads supported that the principals organized workshops for teacher counsellors involved in guidance and counselling of students on drug abuse. Thirty (93.8%) principals reported encouraging and sending teacher counsellors for in-service training in drug abuse control as the functional role they most commonly performed.

3.1.7. Problems Experienced by Principals In Performing Their Functional Roles of Enhancing Guidance and Counselling of Students on Drugs Abuse

A summary of distribution of head teachers' views about the problems they experienced in performing their functional roles of enhancing guidance and counselling of students on drug abuse is shown in Table 6.

Problems Experience by Principals while Performing Functional Roles of Enhancing Guidance and Counselling for Drug Abuse Control	No.	Percent (%)
lack of trained, committed and supportive teacher counsellors	20	62.5
lack of financial and material resources	17	53.1
Students not owning up to abusing drugs & therefore did not seek guidance and counselling	10	31.3
Lack of time to guide and counsel students on drug abuse due to demanding curriculum	8	25.0
Peer pressure (some students were willing to quit abusing drugs but feared threats and "traitor" tag from peers)	8	25.0
Poor family upbringing & negative societal influence made it difficult to correct behaviour of drug abusers.	6	18.8
Poorly coordinated guidance and counselling programme	6	18.8

Table 6: Distribution of Principals' Views about Problems They Experienced in Performing Their Functional Roles of Enhancing Guidance and Counselling of Students on Drugs Abuse (N = 32)

It is evident from Table 6 that the most common problem faced by principals in their attempt to improve guidance and counselling of students on drug abuse was lack of trained, committed and supportive teacher counsellors. This was reported by 20 (62.5%) headteachers. In addition, 6 (18.8%) headteachers felt that there was poor coordination of guidance and counselling programme from the Ministry of Education headquarters. These findings concur with Kiragu (Ibid) whose study indicated that the Ministry of Education lacked a coordinating department which could monitor the impact of guidance and counselling and its impact on the school level.

Lack of adequate training in guidance and counselling was reported as a common problem in the Republic of Kenya (Ibid). Generally, the major problems hindering school guidance and counselling activities revolved around lack of financial, human and material resources, negative family, friends and societal influence and poor coordination of guidance and counselling at the school and national levels. They also revolved around personal factors such as the individual student's failure to own up to drug abuse problem and seek guidance and counselling help.

Other diverse problems reported by the principals included the following: availability of cheap drugs within the schools vicinity which made it difficult to reduce or eradicate drug abuse; deep-rooted drug addiction among students making difficult to correct their behaviour at school level; societal permissiveness and acceptance of drug abusing behavior; and stigmatization of drug abusers which made them to decline the available guidance and counselling help. Furthermore, other problems reported by few principals included lack of government support, and lack of adequate engagement of students in community, leisure and recreational activities as recommended by Ngesu, Ndiku & Masese (Ibid). This engagement denies students idle time to engage in deviant behaviours such as drug abuse.

3.1.8. Solutions to Problems Experienced by Principals Inperforming Their Functional Roles of Enhancing Guidance and Counselling by Students on Drugs Abuse

Distribution of the principals' suggestions of the solutions to problems they experienced in performing their roles of enhancing Guidance and counselling of students on drug abuse is summarized in Table 7.

Suggested Solutions to Problems Experienced by Principals in Performing Functional Roles in Guidance and Counselling	No.	Percent (%)
Government should provide funds to train teacher counsellors in Guidance and Counselling	22	68.6
All school members should be trained on Guidance and Counselling and should collaborate with society to educate youth against drug abuse	13	40.6
A well co-ordinated guidance and counselling programme and a well-equipped guidance and counselling department should be put in place	8	25
Students should be encouraged to open up on matters of drug abuse and be promised that a high degree of confidentiality will be upheld while handling such matter	7	21.9
Drugs should be eradicated from the school vicinity by charging heavy fines on peddlers of drugs to schools	6	18.8
Parents and other school stakeholders should be involved in the control of drug abuse among students	3	9.4

Table 7: Distribution of Principals Suggested Solutions to Problems They Experienced in Their Role of Enhancing Guidance and Counselling of Students on Drug Abuse (N = 32)

Table 7 shows the various solutions suggested by principals to the problems they experienced in their attempt to enhance the guidance and counselling of students on drug abuse. Their suggestion of provision of funds to train teachers in guidance and counselling concurs with the recommendation by Ngesu, Ndiku & Masese (Ibid) that well trained guidance and counselling personnel should be put in place to guide and counsel students on drug abuse. This is also echoed by Cobia (2007), and Dimmit, Carey & Hatch (2007) that qualified counsellors who hold a graduate degree in counselling and are fully certified by the state which they practice must be made available. They assert that this is one of the characteristics of an effective guidance and counselling programme. Other solutions reported by principals included the following: The Ministry of Education should post more teacher counsellors to schools and that principals should be sponsored by the Ministry of Education to pursue training in guidance and counselling; schools should be permitted to levy funds which should be directed at improving guidance and counselling; trustworthiness, honesty and friendliness should be encouraged among teacher counsellors and students; and peer counselling should be encouraged while at the same time encouraging students to open up on matters related to drug abuse and seek help voluntarily. In addition, the number of visits to schools by external counsellors should be increased while at the same time increasing public awareness campaigns on the dangers of drug abuse. Finally, the government should ban Miraa (Khat) growing on lands neighbouring the schools.

4. Conclusions

The following are conclusions:

- Principals' functional roles focused on establishing, strengthening, and sustaining guidance and counselling activities in drug abuse control;
- Principals' performance of the functional roles aimed at enhancing guidance and counselling of students on drug abuse depended on whether the role was capital intensive or not. Rarely did the head teachers perform capital intensive roles;
- The problems of drug abuse and related problems are likely to prevail and recur unless the principals effectively support and promote guidance and counselling activities.
- Problems faced by Principals in performing functional roles of enhancing guidance and counselling of students on drug abuse are mostly related to lack of financial, human and material resources.
- Government support in control of drug abuse through guidance and counselling is minimal.
- Control of drug abuse through guidance and counselling can be made more effective by supporting the school with financial, human and material resources.
- Positive attitude towards drug abuse guidance and counselling, societal acceptance and non-discrimination of drug abusers are imperative if strides are to be made in drug abuse control.
- Combination of punitive and humane strategies were used in drug abuse control in secondary schools.

5. Recommendations

The following are the recommendations:

- Principals should distinguish behaviour problems among students that require discipline from those that require guidance and counselling;
- Principals should allocate lesser teaching load to teacher counsellors to allow adequate time for them to provide guidance and counselling services;
- Principals should explore diverse ways in which they could source human, financial and material resources to support guidance and counselling activities geared towards drug abuse control.
- Principals should heighten up public sensitization campaigns to enlighten the school community and the society at large on the causes, symptoms and effects of drug abuse on the youth and the society.

- Both principals and teachers should pursue further training in guidance and counselling for effective control of drug abuse among students.
- Head teachers should encourage application of guidance and counselling and other humane strategies in drug abuse control among students since the punitive strategies seems to have failed.
- Head teachers and teacher counsellors should encourage peer counselling for effective drug abuse control.
- Proper coordination of guidance and counselling programme at both school and national levels should be enhance by appointing trained , qualified and committed counsellors to run the programme.

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