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**PRINCIPALS-STAKEHOLDERS COLLABORATION IN SCHOOL GUIDANCE  
AND COUNSELLING: EFFECTIVENESS AND CONSTRAINTS IN CONTROL OF  
DRUG ABUSE AMONG STUDENTS IN KENYA**

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**Abstract**

The issue of drug and substance abuse is a major headache to societies and authorities around the world. It remains a major social problem world over. No nation has been spared from the devastating problem caused by drug and substance abuse. In Kenya for instance, there is indiscriminate use, abuse and dependence on various types of drugs in secondary schools creating a concern for everybody. Occurrence and recurrence of the vice in schools and related indiscipline poses doubt about the effectiveness of guidance and counselling which has been advocated for in control of the vice. Collaboration among stakeholders have been championed for effective control of the vice. The purpose of this study therefore was to establish the effectiveness of principals-stakeholders collaboration in guidance and counselling for successful control of drug abuse among students. Transformational Leadership theory was adopted in this study which employed descriptive survey design. Samples of 35 principals and 35 heads of guidance and counselling departments were selected using proportionate, stratified and simple random sampling techniques. The data was analyzed using frequencies and percentages (descriptive statistics). The findings revealed that miraa(khat), alcohol and cigarettes were the most prevalent drugs abused; cocaine, heroine and valium were the least prevalent; principals collaborated with religious organizations, external counsellors, teachers, parents, other schools, peer counsellors, school management, education officers and general hospitals in management of drug abuse through guidance and counselling. Areas of collaboration included provision of guidance and counselling services, financial and material support, pastoral and spiritual support, medical support and training of teacher counsellors. Guidance and counselling was overwhelmingly effective in management of drug abuse. Principals constraints revolved around lack of trained, committed and supportive teacher counsellors and insufficient financial, human and material resources. The recommendations include the following: expansion of spheres of principals' collaboration with diverse stakeholders in guidance and counselling by increasing school-community interactions through workshops, conferences and seminars; provision of further and inservice training to principals and teacher counsellors in guidance and counselling; national and county governments should provide financial, human and material support to the school guidance and counselling programme; increase public sensitization campaigns to enlighten everyone on the gravity, causes and effects of drug abuse; and students should be encouraged to open up about issues affecting them such as drug abuse so that they can receive the guidance and counselling help.

**Key Words-** Drug abuse, collaboration, guidance, counselling.

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## **1. Introduction**

### **Background Information**

Schools must ensure that those going to school must come out as disciplined members of the society (Republic of Kenya (RoK), 2001). The power of disciplining students is bestowed to those who represent the parents. In this case, parents assume that they have delegated the disciplining role to the school administration although this is changing with time where parents participate in disciplining their children through the Boards of Management (BoM) and the Parents Association (PAs) (Nakpodia, 2010; Republic of Kenya (RoK), 2013). Hence, the principal as the main school manager is entrusted with the discipline of students. S/he is the school head in charge of students' personnel management which include enhancement of good discipline among students (Kimani, 2014). However, the Kenyan situation depicts alarming trends in the institutions of learning. Instances of indiscipline cases have had a gradual upsurge in the recent past. In the year, 2012, many schools in Mt. Kenya region had to close down indefinitely owing to students' unrest after the extension of the term calendar. Situations whereby students went to extreme cases of burning down the schools on the pretext of seeking avenues to ventilate and have an opportunity to go home were instances of grievances taken overboard (MoE, 2012; Kimani, Ibid). It has been found that the major causes of indiscipline among secondary school students are drug and substance abuse (Mungai, 2011; Nyaga, 2014; Ongwae, 2016).

One of the principal's management roles is strengthening and sustaining guidance and counselling as an effective strategy in drug abuse control (Mungai, 2011). The fact that guidance and counselling is a recognized means of discipline management in schools, and it is an institutionalized aspect of the school system in Kenya forces one to question the delivery of guidance and counselling services in view of the lapse in students' discipline in Kenya (Wairagu, 2014). The success or failure of what is done in school is attributed to the principal (Nasongo & Lydia, 2009, in Kiplimo, 2015). Actually, the performance of an institution is appraised against the person who leads it (Kimani, Ibid). The fact that many schools across the country have been experiencing indiscipline cases as evidenced by students' unrest has cast doubt on the effectiveness of principals in performing roles of promoting school guidance and counselling programmes (Wairagu, Ibid; Mungai, Ibid). Not only are the unrests violent and destructive but they are also premeditated and planned and have caused maximum harm to human life (Simatwa, 2007).

Principals must therefore improve the effectiveness of guidance and counselling for effective drug abuse control, improved discipline and academic performance (Mungai, *Ibid*; Muoti, 2014). It is the duty of the principal to explore and understand the students' needs including guidance and counselling needs. S/he should spend time with students in order to know them better and help them to tackle social and personal problems (Kimani, *Ibid*). By so doing, the students will become disciplined and their academic performance will improve and hence the school will be regarded above normal and effective and the administration will be said to be good (Duke, 2004; Kimani, *Ibid*).

As noted earlier, a major cause of indiscipline and other deviant behaviour is drug abuse (Ongwae, *Ibid*; Njoka, 2017; Cheloti, Okoth & Obae, 2018). The various researches done on the role of guidance and counselling shows its relative effectiveness in drug abuse control and in addressing other pressing discipline problems (Mungai, 2011; Kamoren & Tiego, 2015). According to Kamoren & Tiego (2015), discipline as used in the school context is a state of order that permits learning to proceed smoothly and productively. Mugambi (2016) on the other hand defines discipline as the action taken to enforce organizational standards thus doing what is right the best way it should be done and at the right time. Accordingly, indiscipline is the state of physical or mental instability making an individual disorderly, emotional and temperamental thus breaking the laid rules (Mugambi, *Ibid*).

Mungai (2011) asserts that the punitive approaches used to control and manage deviant behaviour have not been effective. Client-friendly or humane approaches in the management and control of drug abuse such as guidance and counselling have been advocated for (Mungai, *Ibid*; Cheloti, *Ibid*; Wairagu, *Ibid*). The term "guidance and counselling" has been conceived in different ways. Cobia (2007) defines them as an interactive process joining the counsellee, who is vulnerable and who needs assistance, and the counsellor who is trained and educated to give this assistance. Early guidance and counselling programmes dealt with the immediate problem of vocational placement (Parsons, 2009). Today, school guidance and counselling programmes include academic counselling for those students planning to attend college. The guides and counsellors have been recognized as the primary source for psychological counselling for students; including counselling in such areas as drug abuse, teenage pregnancies and referrals to other professionals (Wairagu, *Ibid*). The role of guidance and counselling in the management of student discipline in Kenya has been recognized by several government policy documents since independence (R.O.K, 1991; RoK, 2001; ROK, 2013). Despite the use of guidance and counselling to curb indiscipline and drug abuse in schools,

major infractions still exist in schools. These infractions include assault, arson, fighting, theft, vandalism, destruction of school stores, libraries, administration blocks, harassment, riots, rape and loss of lives which have been rampant in secondary schools in Kenya (Wairagu, Ibid). Collaboration among all the school stakeholders in guidance and counselling for successful control of drug abuse has been advocated for (Mungai, Ibid; Cheloti, 2013; Njoka, 2017). This study therefore was aimed at investigating the effectiveness of principals-stakeholders collaboration in guidance and counselling for effective management of drug abuse. Collaboration is in the context of involvement of the school community and members of the society.

### **Literature Review: The State of Art**

#### **Drug Abuse and Rationale for Drug Abuse 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 Education 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.

Aura (2003) notes that there is need for establishment of school guidance and counselling. His study revealed that 10 (100%) departmental heads spent time on academic guidance than in other areas. The heads reported that no counselling was provided to students in drug abuse. Only one guidance and counselling departmental head (10%) reported that s/he guided and counselled the students on drug abuse-related issues. Aura's (Ibid) study also found out that there was no time, no clear and adequate support given to this important component of human growth. The study recommended provision of skills through training and in-service courses and support from parents, the school administration and the Ministry of Education.

Another study by Cheloti (2013) revealed the following: school curriculum though with inadequate curriculum on drug and substance abuse; co-curricula 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 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 used 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 negative effects of drug and substance abuse. It has in its part recommended wider stakeholders' collaboration in drug abuse control.

### **Guidance and Counselling in Schools**

Shertzer & Stone (1981) in Gothard and Goodnew (1977) have identified the following six principles of guidance: guidance is concerned primarily and systematically with the personal development of the individual; the primary mode in which guidance is conducted lies in the individual behavioral processes; guidance is oriented towards cooperation not compulsion; humans have the capacity for self-development; guidance is based upon recognizing the dignity and worth of individuals as well as their right to choose; and that guidance is a continuous, sequential and educative process. In addition, investigations done into the role of guidance and counselling in selected schools show that effective guidance and counselling can be used both as control and curative measures in addressing school discipline and avert and correct indiscipline among students (Kamore & Tiego, 2015). It has also been noted that one main goal of counselling is behaviour change through modification or replacement of mal-adaptive patterns of behaviour (Tyler, 1961). In this relation, the role of school guidance and counselling is significant despite its loopholes. The role of the school counsellor in the school discipline is also critical in spite of the paradoxical arguments that surround it (Cheloti, Ursula & Okoth, 2018). The scope of the developmental guidance and counselling programme in today's school include addressing the personal, social, educational and career needs of students (Coy, 2004; Cooley, 2010).

The primary mission of a school guidance and counselling programme is to provide a broad spectrum of personal services to the students which include the following (Erford, 2010; Erford, 2011; Neukrug, 2011) : assessment; information gathering; placement and follow-up and counselling. Guidance and counselling however have not been accepted in schools without a critical comment. According to Richardson (1979), students run the risk of being labeled as a result of counselling. Nevertheless, labeling occurs even without counselling taking place, and a good counsellor should seek to dispel these labels (Gothard & Goodnew,

Ibid). Students have problems that call for guidance and counselling. Some of these problems include learning difficulties and anti-social behaviours such as fights, quarrels, disruptions, restlessness, impulsiveness and Obstinacy (Mwamwenda, 1990). Guidance and counselling however can work effectively if the school is committed to the principles of guidance and counselling (Shertzer & stone, Ibid) and if the staff who are trained and have the resources to carry out this demanding role are appointed (Gothard and Goodnew, Ibid). Moreover, a well-organized and properly resourced guidance and counselling programme can act as a “catalyst” within a school to bring about behaviour changes.

### **Principals-Stakeholders Collaboration in Guidance, Counselling and Drug Abuse Control**

The principal should facilitate the implementation of decisions made during meetings aimed at discussing improvement of school guidance and counselling. If the counselling process indicates the need to change a students’ welfare, for instance, it should be possible to do it administratively (Mutie & Ndambuki, 1999). However, support of such decisions is unlikely to happen due to the bureaucratic and personality obstacles to participatory decision making (Mungai, 2001). The principals also lack training in guidance and counselling as noted by Gitonga (1999).

In relation to school-community liaison, Wangai (2001) notes that the members of the community around the school can positively or negatively influence the behaviour of a school and that drugs and substances were sold to students with the knowledge of some parents. Ndirangu (2004), in Cheloti (2013) cautioned parents about taking a low profile while drug and substance abuse were consuming the youth. Njoka (2017) also notes that the community is overwhelmingly aware of drug abuse among the youth. In addition, NACADA (2006) found out that the most common source of alcohol was the community in the vicinity of the school supplying about 42% - 55% of the total alcohol consumed by the students. The agency further showed that drugs entered schools at the beginning of the term, as students carry them along with their personal effects. Some could be of personal use while others could be for sale to their colleagues.

Botvin (2000) emphasized that school heads should adopt strategies geared towards educating learners on dangers of drug abuse to prevent indulgence and enable them avoid high risk situations where they are likely to experience peer pressure to smoke, drink or use drugs.

Wangai (Ibid) called for concerted effort between the policy, local provincial administration, the community around the school and parents to eliminate drugs from the school environment. The study further called on head teachers to use parents' day, annual general meetings and prize giving days to sensitize parents on dangers of drug and substance abuse and solicit their support in curbing drug and substance. They should involve respected persons and role models in the community to discuss drug and substance abuse during such occasions.

Odejide (2006) explained that drug policies that are skewed towards formal control measures may not encourage community participation. Well-coordinated civil society participation is necessary in the control of drug problems in schools and in Africa as a whole in order to achieve a balance between supply and demand reduction efforts. Collaboration among all the school stakeholders in guidance and counselling for successful control of drug abuse has been advocated for (Mungai, Ibid; Cheloti, Ibid; Njoka, Ibid) in concurrence with Odejide's (2006) proposal of society's participation in drug abuse control. It is in this context that this study examined the effectiveness of principals-stakeholders collaboration in guidance and counselling for effective drug abuse control.

### **Statement of the Problem**

Most studies on drug and substance abuse have majorly concentrated on the kinds of drugs abused by students, effects of drug abuse on students' general behaviour, discipline and academic performance. Other studies on drug and substance abuse have focused on the common causes of drug abuse and approaches used to control the vice including community/civil society involvement and application of guidance and counselling in this noble activity. In spite of application of guidance and counselling as effective drug abuse control methods, the menace continues to pose a major challenge to principals in their effort to improve student discipline and academic performance. This study therefore sought to examine the extent to which the principals-stakeholders collaboration in guidance and counselling was effective in drug abuse control.

### **Purpose and Objectives**

The purpose of the study was to determine the effectiveness of principals-stakeholders-collaboration in school guidance and counselling for effective discipline management and drug abuse control. The study was geared towards achieving the following objectives:

- i. Determine the prevalence of drug and substance abuse in secondary schools.

- ii. Identify the stakeholders involved in guidance, counselling and other collaborative activities for effective control of drug abuse.
- iii. Establish the areas of collaboration between the principals and other stakeholders in guidance and counselling for effective drug abuse control.
- iv. Establish the effectiveness of principals-stakeholders collaboration in guidance and counselling activities for effective drug abuse control.
- v. Investigate the problems experienced by principals in executing the collaborative drug abuse control strategies and solutions to these problems.

### **Theoretical Framework**

The study was based on the transformational leadership/relationship theory which focused upon the connections formed between the leaders and the followers (Kleinaltenkamp & Ehret, 2006). Transformational leaders motivate and inspire people by helping group members see the importance of high achievement. These leaders are not only focused on the performance of the group members, but also want each group member (each person) to fulfill his or her potential. Leaders with this style often have high ethical and moral standards. Collaboration in drug abuse control constitutes a moral and ethical issue. Accordingly, transformational leadership is a process that motivates followers by appealing to higher ideals and moral values. Transformational leaders must be able to define and articulate a vision for their organizations, and the followers must accept credibility of the leader (Burns, 1978; Tracy & Hinkin, 1998). Transformational leadership according to Bass and Avolio (1994) comprises of four dimensions (the four I's) as follows: Idealized influence; inspirational motivation; Intellectual stimulation; and Individual consideration.

This theory is suitable for the study since the four postulated dimensions actually characterize guidance and counselling which aim at influencing, motivating and stimulating behaviour change among social deviants and drug abusing students. It recognizes the fact that it is important to listen attentively and pay special attention to students' psychological, social and physical guidance and counselling needs, their growth needs and consequent academic achievement. This theory recognizes the fact that principals can solicit new guidance and counselling ideas and problem solutions from school stakeholders. S/he can encourage the school community to come up with novel and new approaches/strategies for strengthening guidance and counselling for effective management of discipline and drug abuse.

## **11. Research Methodology**

A descriptive survey design was used in this research. The target population of this study consisted of 162 principals, 116 in Nyeri District and 46 in Mbeere District secondary schools. A combination of proportionate stratified and simple random sampling techniques were used to select the schools that participated in the study. A Population of 20% of the schools from each category/ stratum of 128 mixed, 15 boys and 19 girls schools in both Nyeri and Mbeere districts was randomly selected to take part in the study using simple random sampling technique. Hence, a total of 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 schools from Mbeere district constituted the other part of the study sample. This implies that 32 schools ( $23 + 9 = 32$ ) automatically constituted the study sample. Hence, 32 principals and 32 heads of guidance and counselling departments formed the study sample.

The major instrument used for data collection was the “Principals-Stakeholders Collaboration’ Questionnaire” (PSCQ) which was developed and administered to respondents in the selected schools. The first section (A) of the questionnaire gathered principals-stakeholders collaboration data. The second section (B) was used probe more information about the collaboration in guidance and counselling for effective drug abuse control. The PSCQ was validated using a team of professional school principals who were not going to be part of the main study. In this team of professionals were university researchers in educational Management. Split-half method was employed to determine PSCQ’s reliability. The correlation coefficient obtained was 0.92 which was rounded to 0.9. This value is very close to 1 implying a very strong congruence of measurement. The PSCQ ( $R_x = 0.9$ ), the reliability of the entire test was therefore considered reliable. An interview schedule was also used to collect data from sampled guidance and counselling departmental heads to corroborate the data collected through questionnaires as recommended by Gay, Mills & Airasian (2009). The data generated from PSCQs with the aid of statistical package for social sciences (SPSS) computer package were analyzed using descriptive statistics in the form of percentages and frequencies. Qualitative data from interviews were analyzed thematically and presented in form of narrations.

## 111. Research Findings and Discussions

### Principals' Views about the Prevalence of Drugs Abused by Students

The principals' rated the prevalence of different kinds of drugs abused by students using the following scale:

Extremely prevalent (EP)\_\_\_5,

Very prevalent (VP)\_\_\_\_\_4

Prevalent (P) \_\_\_\_\_3

Fairly Prevalent (FP) \_\_\_\_\_2

Not Prevalent (NP) \_\_\_\_\_1

Table 1 shows a summary of principals' views about prevalence of various kinds of drugs and substances abused by students.

**Prevalence scale (Frequency & Percent)**

<b>Drugs abused by students</b>	<b>EP (5)</b>	<b>VP (4)</b>	<b>P (3)</b>	<b>FP (2)</b>	<b>NP (1)</b>			
Cocaine				2	6.3%	30	93.8%	
Heroin				2	6.3%	30	93.8%	
Valium				1	3.1%	31	96.9%	
Mandrax				3	9.4%	29	90.6%	
Bhang(cannabis)	2	6.3%	12	37.5%	12	37.5%	5	15.6%

sativa)

Miraa (Khat)	2	6.3%	5	15.6%	7	21.9%	7	21.9%	8	25%
Alcohol	2	6.3%	6	18.8%	15	46.9%	6	18.8%	3	9.4%
Cigarettes	2	6.3%	6	18.8%	16	50.0%	3	9.4%	5	15.6%

Table 1: Principals' views on the Prevalence of Drug and Substance Abuse

It is quite clear from Table 1 that cocaine, heroin, valium, and mandrax were viewed as being “not prevalent” or “fairly prevalent” in terms of their abuse by students by between 93.8% to 96.9% of the principals. These are hard drugs and may not have been available to students or may have been readily available but very expensive for the students to afford to buy them. Miraa (Khat), alcohol and cigarettes were rated extremely prevalent by 2(6.3%) principals only. In terms of the rank order from the most prevalent drug to the least prevalent drug, the first position was occupied by alcohol which was rated prevalent by 29 (90%=6.3% +18.8% + 46.9% + 18.8%) principals, followed by cigarettes in the second place as viewed/rated by 27 (84.5%=6.3% + 18.8% + 50% + 9.4%) principals. Bhang (cannabis sativa) occupied the third place as rated by 26 (81.3% = 6.3% + 37.5% + 37.5%) principals. In the fourth place was Miraa (Khat) as rated by 21(65.7% = 6.3% + 15.6% + 21.9% + 21.9%) principals. Thirty one (96.9%) principals reported that Valium was not prevalent at all.

These findings concur with NACADA's (2006) survey that revealed that alcohol consumed by school students came from the community within the vicinity. These findings are also confirmed in Ngang'a's (2003) findings that the abuse of drugs such as Miraa, alcohol and cigarettes were prevalent among secondary school students. Two (6.3%) principals reported

that some students sniffed tobacco while others took an overdose of conventional medicine with an aim of wanting to “feel high”.

### **Stakeholders that Principals Collaborated with to Enhance Guidance and Counselling for Effective Control of Drug Abuse**

Analysis of data from the PSCQ about principals’ collaboration with other school stakeholders in promoting guidance and counselling for effective management of drug abuse and discipline revealed the findings shown in Table 2

<b>Stakeholders</b>	<b>No.</b>	<b>Percent (%)</b>
School management	19	59.4%
Religious organization	23	71.9%
Parents	18	56.3%
Teacher counsellors	18	56.3%
External counselling Professionals	28	87.5%
Other Secondary Schools	30	93.8%
Peer Counsellor	8	25.0%
Education Officers	5	15.6%
General Hospitals	4	12.5%

Table 2 Distribution of principals against the school stakeholders they collaborated with in guidance and counselling for effective control of drug abuse

It is clear from Table 2 that school principals collaborated with various stakeholders in enhancing guidance and counselling for effective control of drug abuse. Between 56.3% and 93.8% of principals collaborated with external counselling professional, other secondary schools, religious organizations, parents and teacher counsellors to enhance guidance and

counselling for effective control of drug abuse. Eight (25%) principals collaborated with general hospitals to promote guidance and counselling. Five (15.6%) principals collaborated with education officers.

### **Areas of Collaboration with the Stakeholders**

The principal gave varying responses about how they collaborated with various stakeholders to promote guidance and counselling for effective management of drug abuse and discipline. They collaborated with stakeholders in different areas as follows:

#### **Religious Organizations (Church) and Teacher Counsellors**

Twenty three (71.9%) principals reported that they collaborated with the church which provided pastoral and spiritual growth to the students. In addition, 18 (56.3%) principals indicated that they collaborated with teacher counsellors and other teachers in providing guidance and counselling services to students on drug abuse. The school forms part of the school community and as Wangai (2001) notes, the community can positively or negatively influence students' behaviours. The churches provision of pastoral and spiritual growth to students is clearly positive. Collaboration with teacher counsellors and other teachers in guidance and counselling is imperative since participatory leadership leads to acceptance of management decisions, teachers' morale, high productivity, collaboration, retention and creativity among other merits (Mungai, 2001). This would positively benefit guidance and counselling for effective management of drug abuse.

#### **School Management (BoM), Education officers, Peer counsellors, Parents and Education Officers**

Nineteen (59.4%) principals collaborated with the school management which provided financial and material support to the guidance and counselling departments. In addition, 18 (56.3%) principals collaborated with parents who provided guidance and counselling to their son and/or daughters, follow-ups to gauge behaviour improvement and financial support to the guidance and counselling activities in the school. These are roles of the BoM and the parents associations as prescribed in the Basic Education Act 2013 (RoK, 2013). Moreover, 18 (25.0%) principals collaborated with the peer counsellors who provided guidance and counselling services to students on drug abuse and other discipline matters. It is easier for students to open up to fellow colleagues on their learning, drug abuse and discipline problems

than to teacher counsellors or to other teachers. Hence, peer counselling has a higher capability of success (Mungai, 2011). Furthermore, 5(15.6%) principals reported that they collaborated with education officers who supported guidance and counselling by sending external counsellors to school to boost guidance and counselling services offered to students on drug abuse.

### **External Counselling Professionals, Other Schools and General Hospitals**

Thirty (98.3%) principals collaborated with external counselling specialist to provide some counselling training to teacher counsellors and provide guidance and counselling to students on various issues including drug abuse. This is probably out of principals' appreciation that external help from such specialists is imperative if drug abuse and discipline among students is to be effectively controlled and improved respectively. External counselling specialists form part of the community and their input is obviously important in leading to positive behaviour change (Wangai, Ibid). Moreover, 28 (87.5%) principals reported collaborating with other schools in promoting guidance and counselling for effective management of drug abuse and discipline. The high level of collaboration with other schools located in the same administrative regions could be attributed to the fact that such institutions tend to collaborate in instructional, co-curriculum and other activities drug abuse control included. Finally, 4 (12.5%) principals collaborated with the general hospitals in drug abuse control. The hospitals conducted blood tests on victims to establish the kind and magnitude of chemical content of the abused drugs in the blood. The test results enabled them to prescribe the relevant help to the victim including counselling intervention.

The foregoing findings indicate a high level of collaboration of principals with other stakeholders in the community in an effort to effectively control drug abuse through guidance and counselling. All these school stakeholders form part of the society. High community (society) involvement is significant in drug abuse control and the society's general participation is vital in effectively curbing the supply and demand of harmful drugs (Adejide, 2006). The extent to which there will be positive school-community relations in drug abuse control will depend on the principals' style of leadership. Transformative leaders are more open and accommodative (Tracy & Hinkins, 1998).

### **Effectiveness of Principals-Stakeholders Collaboration in Guidance and Counselling for Improved Drug Abuse Control**

Table 3 shows a summary of distribution of the principals' views/Rating of the effectiveness of collaborative Guidance and counselling for improved drug abuse control.

<b>Effectiveness</b>	<b>No.</b>	<b>Percent (%)</b>
Very effective	19	59.4%
Effective	4	12.5%
Fairly effective	6	18.8%
Least effective	2	6.2%
Not effective	1	3.1%
Total	32	100.0%

Table 3: Distribution of the principals' rating about the effectiveness of principals-stakeholders collaboration in guidance and counselling for improved drug abuse control.

Table 3 shows that thirty-one (96.9%) principals rated guidance and counselling intervention in drug abuse control as being generally effective. This is probably because other punitive drug abuse control methods have failed and therefore inevitable reliance on client-friendly approaches such as guidance and counselling which have been advocated for in control of this vice (Cheloti, Ibid, and Republic of Kenya 2013). The causes of drug abuse are diverse (Muchiri, 1998, Ngang'a, Ibid) and hence the need to apply the most appropriate methods in dealing with them. These findings are confirmed by Cheloti, Ursula & Okoth (2018) who reported guidance and counselling to be effective drug and substance abuse control strategies as reported by all the 35 (100%) principals who took part in the study.

### **Ways in which Principals Supported Guidance and Counselling for Effective Drug Abuse Control as Viewed by Heads of Guidance and Counselling Departments**

Views about ways the principals supported guidance and counselling for effective drug abuse control were sought from heads of guidance and counselling departments. Table 4 shows a

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summary of distribution of views of heads of guidance and counselling departments about how principals supported guidance and counselling for effective drug abuse control.

<b>Principals guidance and counselling support</b>	<b>No.</b>	<b>Percent (%)</b>
Invited external counsellors to provide Guidance and counselling services to students	25	78.1%
Personally provided guidance and counselling to students on drug abuse	14	43.8%
Organized and allowed teachers to attend guidance and counselling seminars & workshops	11	34.4%
Acted as role models to teachers and students	8	25.0%
Allocated funds to buy Guidance and counselling equipment	8	25.0%
Acted as motivators who referred students with guidance and counselling needs to teacher counsellors	7	21.9%
Emphasized on the need of students to seek guidance and counselling services during	7	21.9%

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 school assemblies
 

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Sensitized parents on drug abuse symptoms during meetings	3	9.4%
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Table 4: Distribution of views of heads of guidance and counselling departments about how principals supported guidance and counselling for effective drug abuse control.

Table 4 shows that most (78.1%) heads of guidance and counselling departments reported that principals invited external counsellors to provide guidance and counselling services to students. This proportion is favourably closer to the 30 (93.9%) principals who said that they collaborated with external counsellors to promote guidance and counselling for effective drug abuse control. Few guidance and counselling departmental heads also reported the following support that principals provided to facilitate guidance and counselling for effective drug abuse control: borrowed audio-visual materials/ equipment to promote guidance and counselling of students on drug abuse; teamed up with religious and other organizations such as NACADA to improve guidance and counselling of students on drug abuse. The teaming up role played by principals is a collaborative strategy in guidance and counselling.

#### **Views of Guidance and Counselling Departmental Heads on the Extent to which External Counsellors were involved in Guidance and Counselling**

Views about the extent to which the principals involved external counsellors in guidance and counselling for effective drug abuse control were sought from heads of guidance and counselling departmental heads. Table 5 shows a summary of the views of guidance and counselling departmental heads' rating about the extent to which principals' involved external counsellors in guidance and counselling for effective drug abuse control.

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<b>External counsellors' level of involvement in drug abuse/ discipline related</b>	<b>No.</b>	<b>Percent (%)</b>
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**guidance and counselling**

Highly involved	49	59.4%
Involved	4	12.5%
Moderately involved	6	18.8%
Least involved	2	6.2%
Not involved	1	3.1%
Total	32	100.0%

Table 5: Distribution of departmental heads on the extent to which principals involved external counsellors in guidance and counselling for effective drug abuse control control

Table 5 clearly shows that 31 (96.9%) principals involved external counsellors in guidance and counselling for effective control of drug abuse as reported by heads of guidance and counselling departments. This is very encouraging and concurs with the recommended involvement of the community or the civil society in drug abuse control (Adejide, 2006). This

this also points out to the fact that the teacher counsellors may be lacking in guidance and counselling knowledge and skills and therefore the rationale of inviting external guidance and counselling specialists.

### **Problems Experienced by Principals in Executing Collaborative Discipline and Drug Abuse Management through Guidance and Counselling**

A summary of the distribution of the principals' views about the problems they experienced in executing collaborative drug abuse control through guidance and counselling is shown in Table 6.

<b>Problems experienced</b>	<b>No.</b>	<b>Percent (%)</b>
Lack of trained, committed and supportive teacher counsellors	20	62.5
Lack of financial, human and material resources	17	53.1
Students not owning up to abusing drugs and therefore did not seek guidance and counselling help	10	31.1
Lack of time for teacher counsellors to counsel students on drug abuse due to demanding curriculum	8	25.0
Peer pressure (some students were unwilling to quit abusing drugs but feared threats & "traitor" tags from peers)	8	25.0
Poor family upbringing and negative societal influence made it	6	18.8

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difficult to correct behaviour of drugs abusing victims		
Poorly coordinated guidance and counselling programme	6	18.8

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Table 6: Distribution of principals' views about the problems they experienced in executing the Collaborative drug abuse control through guidance and counselling.

It is evident that most (62.5%) principals reported lack of trained, committed and supportive counsellors as being one of the most prevalent problem, followed by lack of financial, material and human resources. Other less pressing problems included lack of government support to stop production and supply of convectional drugs such as Miraa; misuse of peer counselling by some peer counsellors, for instance, premarital sexual engagement with victims; and inadequate engagement in the community activities due to poor school-community relations. To ensure that students were always engaged in some activity, Ngesu, Ndiku & Masese (Ibid) recommended that varieties of leisure and recreational activities be strengthened in schools so that students can avoid boredom and idleness which may result to drug abuse.

### **Solutions to Problems Experienced by Principals in executing Collaborative Drug Abuse Control through Guidance and Counselling**

The following are the solutions suggested by most principals to the problems they experienced in executing collaborative drug abuse control through guidance and counselling: the government should provide funds to train teacher counsellors in guidance and counselling; all school members should be trained in guidance and counselling and should collaborate with the society in general to educate the youth about causes, symptoms and effects of drug abuse; a well co-ordinated guidance and counselling programme and well equipped guidance and counselling departments should be put in place; students should be encouraged to open up on matters of drug abuse and be promised that a high degree of confidentiality would be upheld while dealing with such matters; drugs should be eradicated on the vicinity of schools by charging heavy fines on peddlers of drugs to schools; and parents and other stakeholders should be actively involved in the control of drug abuse among students. Other solutions suggested by few principals included the following: Ministry of Education should post more

teacher counsellors to schools to provide guidance and counselling services to students; principals should be sponsored by the Ministry of Education to pursue further training in guidance and counselling; schools should be authorized to levy funds which should be directed towards improving guidance and counselling activities in the schools; honesty, trustworthiness and friendliness should be encouraged between teacher counsellors and students; and the number of visits to schools by external counsellors should be increased.

### **Conclusions**

- i. School stakeholders were highly involved in guidance and counselling for effective drug abuse control.
- ii. Principals recognized the importance of collaborating with other significant school stakeholders in guidance and counselling for effective control of drug abuse.
- iii. Guidance and counselling was an effective strategy in control of drug abuse.
- iv. The greatest obstacle to success of guidance and counselling in control of drug abuse was lack of financial, human and material resources.
- v. Guidance and counselling was also employed in other issues affecting students such as peer pressure and stress management.

### **Recommendations**

- i. Principals should expand the spheres of collaboration with other stakeholders in guidance and counselling by increasing school-community interactions through workshops, conferences and seminars.
- ii. Community should be actively involved in curbing supply of drugs abused by students since these drugs are supplied by the community itself.
- iii. National and county governments should provide financial, human and material resources to boost guidance and counselling activities.
- iv. School administration and the community should fully heighten public sensitization campaigns to enlighten all members of the society on the gravity, causes and effects of drug abuse.
- v. Further and in-service training should be provided to principals and teacher counsellors in guidance and counselling if they are to effectively participate in control of drug abuse.

- vi. Students should be encouraged to open up about problems affecting them such as drug abuse so that they can receive guidance and counselling help.

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