

**PRINCIPALS' MANAGEMENT PRACTICES ON KENYA CERTIFICATE
OF SECONDARY EXAMINATION (KCSE) PERFORMANCE IN MWEA
WEST SUB-COUNTY, KENYA.**

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DECLARATION

I declare that this is my original work and has not been submitted for any award at any institution of higher learning.

Sign  _____


Date: 6-11-2024

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Supervisor's Approval

I confirm that the work reported in this project is carried out by the candidate under my approval as the university supervisor.

Sign  _____

Date: 6-11-2024

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SCHOOL OF EDUCATION

DEDICATION

This research project is dedicated to my family which has shown me much love and support throughout my studies, and to all stake holders deeply concerned with the quest of realizing quality education as envisaged in Kenya's Vision 2030.



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Throughout the course work, I thank God for His protection and direction. I am grateful to Mount Kenya University's lecturers, particularly the information technology department for their assistance. I would also like to express my gratitude to my supervisor Prof. Pamela Ochieng PhD. for her invaluable assistance. Finally, I would like to express my gratitude to my classmates for their suggestions in order to ensure the project's success. May the Almighty God continue to bless you.



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ABSTRACT

Globally, there have been deliberate efforts to reduce, if not eliminate, the use of drugs and substances among students by government agencies such as NACADA, the Ministry of Education (MOE), and school management boards, among other agencies of good faith. However, the prevalence of drug use among students is still on the rise. Therefore, this study aimed to assess principals' management strategies on drugs and substance abuse and their influence on KCSE performance in Mwea West Sub- County, Kirinyaga County, Kenya. The study was guided by the following objectives: to determine the principals' goal-setting activities, to determine principals' goal setting practices in curbing drug and substance abuse, to determine principals' information and analysis practices on drug and substance abuse, to examine principals' intervention practices on drug and substance abuse and, to examine the principals' evaluation practices to curb drugs and substance abuse among students in Mwea West Sub- County, Kirinyaga County. The study adopted a descriptive research design to accomplish the research objectives. The target population for the study consisted of secondary school students, school principals, deputy principals, guiding and counseling (G&C) teachers, class teachers and 2 officers: 1 QASO and 1 TSC Director in Mwea West Sub- County. Random sampling techniques were used to select 377 students, 13 school principals, 13 G&C teachers and 13 class teachers resulting in a total sample of 405 respondents. A structured questionnaire served as the main tool for data collection. The data collected was analyzed using the Statistical Package for Social Sciences (SPSS Version 25) and presented using tables, graphs, and pie charts. The findings showed that the goal-setting practices of the principals and benchmarking of performance were paramount in recognizing performance problems, although the collection and analysis of information broadly informed intervention measures. To this effect, 87.2% of the respondents recognized performance comparisons in indicating weaknesses, while 77.0% stressed the Guidance and Counseling Department as instrumental in addressing personal factors affecting performance. The regression analysis result was $R^2 = 0.400$, indicating that 40% of the variations in the management of substance abuse and its effects on KCSE performance were due to evaluation methods. The results of ANOVA were statistically significant with $p = 0.000$, thus validating the evaluation methods. Additionally, 87.1% of the respondents acknowledged that substance abuse negatively affects academic performance, while 89.8% recognized the effectiveness of anti-drug programs. The recommendations include training principals on SMART goal-setting, implementing strong anti-drug programs in every school, strengthening the Guidance and Counseling departments, and efficiently allocating resources. Future studies should assess the contribution of peer influence and social networks to substance abuse behaviors among students. This study underscores the importance of holistic school strategies for improving academic performance and effectively reducing substance abuse.

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LIST OF ABBREVIATIONS/ACRONYMS

BOM	Board of Management
CSAP	Center for Substance Abuse Prevention
GDP	Gross Domestic Product
MOE	Ministry of Education
NACADA	National Authority for the Campaign Against Alcohol and Drug Abuse
PTA	Parents Teachers Association
TPAD	Teacher Performance Appraisal Development
TPD	Teacher Professional Development
TSC	Teachers' Service Commission
G.C.	Guidance and Counselling.
QASOs	Quality Assurance and Standards Officers
UNODC	United Nations Office on Drugs and Crime
KCSE	Kenya Certificate of Secondary Examination

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focused on the background to problem, statement of the problem, purpose of the study, specific objectives, research questions or hypotheses, rationale of the study, significance of the study, scope of the study, delimitations of the study, limitations of the study, assumptions of the study and operational definitions of terms.

1.1 Background to the Study

In the recent past, there has been initiative of deliberate formulation and implementation of several strategies to curb cases of drug and substance use among student. However, there has been a consistent and increasing trend of students engaging in indiscipline cases with such students attacking teachers and fellow students and burning of schools among others (User, 2018).

Drug and substance abuse is a global problem that has destroyed millions of lives of people across the world. In USA, studies show that drugs and substance abuse account to a greater percentage of behavior change. For instance, excessive consumption of alcohol and other substances has an effect on sleeping patterns and thus students with a habit of consuming substances have their sleeping patterns altered and thus affecting their academic performance (Loree, Lundahl & Ledgerwood,2015).

In Europe, it's shown that younger people are at high risk of drug and substance abuse. Drugs account for average deaths among the youth aged 30s. There has been deliberate implementation of strategies to eradicate drug and substance abuse in the continent but

efforts have in most cases been derailed by individuals within the government who aid in drug trafficking (Awudu, 2016).

In Asia, reports from the Ministry of Education indicate that children aged between 13 to 15 years engage in drug and substance abuse in their lifetime. The commonly abused drugs include marijuana, alcohol and heroin. This has adversely affected their learning patterns and performance in schools (Johnson, Fairman, Gilreath, Xuan, Rothman, Parnham, & Furr-Holden, 2015).

In India, in metropolitan cities, students aged between 10 to 16 years have fallen prey to illicit drugs and consumption of alcohol. This has not only affected their health but also their concentration in school. This does not only affect the life of an individual but also the entire society suffers as crime rate increases and Gross Domestic Product (GDP) drops as a greater part of the society waste their productive time on illicit drugs and substance consumption (Amiri, 2017).

In South Africa, it's noted that the use of psychoactive drugs is a point of focus on a global concern in comparison to the states in Africa. The country has recorded higher rates of social consequences born out of drug use among adolescents. For this particular reason, the South Africa National Drug Policy has initiated a number of policies addressing challenges of illicit drugs and alcohol among the adolescents in the country (Magidson, Dietrich, Otwombe, Sikkema, Katz, & Gray, 2017).

In Nigeria, there has been a high prevalence of social consequences as a result of drug and substance use. As noted in studies, 1 in 8 people has suffered the consequences of other people's drug use. This may be a parent or a caretaker. This social problem extends to the

classroom where students who abuse illicit drugs are difficult to teach and comprehend and thus are a social problem to teachers. Their education life is affected and so is their productivity in the society at large. In other words, addicted students are social-misfits (Johnson, Akpanekpo, Okonna, Adeboye, & Udoh, (2017).

In Tanzania, drugs are readily available in large cities like Dar es Salaam and Arusha because of big interaction of people with different ethics and character from around the country and those who come from outside countries (Mbao, 2019). Wegerif, & Wiskerke, (2017) support that, the location of Dar-es-Salaam, a commercial city, makes the country to be vulnerable for easy penetration by drug traffickers and transit of drugs to other countries.

Kenya is the leading country in East Africa in terms of drug and substance abuse by school going children. In recent times there have been cases of students attacking teachers and fellow students with machetes and knives. This kind of behaviour has been largely associated with drug use among students (Agnich, 2015). A decline in KCSE performance is associated with the increase in illicit drugs such as marijuana, alcohol, heroin and opium among students. National Authority for the Campaign against Alcohol and Drug Abuse (NACADA) in partnership with the Ministry of Education has put policies in place to reduce prevalence of drug abuse. However, the strategies have been derailed by some factors including availability of drugs (Njagi,2015).

Drug and substance abuse has become synonymous with younger generations and this is largely attributed to breakdown in value system and easy access to drugs and substance. Abuse of drugs and substance has dire consequences on the health status of an individual. Drugs are one of the major challenges that have consumed the world and many states are

battling the monster of drugs and substances that are quite rampant. The prevalence of drug and substance abuse in the modern day has been quite rampant due to easy access and affordable prices as compared to older days (Rono, 2020). Studies show that at least one out of ten youths are abusing drugs. Abuse of drugs and substances has not only adversely affected the life and social wellbeing of the youth but has also led to dismal performance in National Examinations (Odhiambo, 2020).

Statistics shows that drugs and substance related deaths account for 0.5 and 1.3% of individuals aged between 15 to 64 years across the world. Education is a very central weapon in fighting economic, social political challenges (Laqueur, 2015). The future and prosperity of any state is to a great extent rooted in education and therefore any breakdown in education system would have ripple effect to the three pillars of growth. Drug and substance abuse is one monster that waters down the efforts and heavy investment in education of the youths leading them into vices that prevent them from achieving the objective of being self-reliant and empowered. The increased crime rate as of now is associated with those who miserably performed in KCSE and could not further their career beyond KCSE. Such kind of performance is recipe for criminal activities (Kimutai, 2017).

According to Cheloti (2013) ,there have been deliberate measures by school management led by the school heads to curb drug and substance abuse in secondary schools. For instance, testing students for presence of drug and substance in their blood at regular intervals at the opening and closing of schools. In the event any student is found to have used any form of drug or substance, they are subject to expulsion from school.

Another study by (Baqutayan, 2015) acknowledges that guiding and counselling is a central factor in helping students cope or overcome situations or frustration that may lead to use

of drugs and substance as a way of easing and releasing stress. Additionally, (Geldard, Geldard, & Foo, 2019) back the finding by positing that peer counselling is fundamental in instilling character and highlighting the effects of drug and substance abuse in most if not all secondary students' welfare. The question remains, how then, in the midst of guiding and counseling in schools, the menace of drug and substance use is still common.

The World Health Organization (WHO) recognizes that drug abuse has a negative impact on academic performance. According to a report published by WHO in 2018, drug use among students is associated with poor academic performance, absenteeism, and school dropout. The report highlights that drug use among students can impair cognitive function, memory, and learning ability, which can have significant consequences on academic achievement.

The report also highlights that drug use among students is a global phenomenon, with prevalence rates varying across different regions of the world. For instance, in 2016, the prevalence of current drug use (within the past 30 days) among students aged 13-15 years was highest in the Americas (8.6%) and lowest in Africa (3.1%). In Europe, the prevalence of current drug use among students aged 15-16 years was 18.6% in 2015.

The United Nations Office on Drugs and Crime (UNODC) has highlighted the negative impact of drug abuse on student academic performance. According to UNODC, drug abuse can lead to cognitive impairment, memory loss, and difficulty in concentration, all of which can negatively impact academic performance.

Studies conducted in various countries around the world have shown a correlation between drug abuse and poor academic performance. For example, a study conducted in India found

that students who were reported to be in drug use had significantly lower academic performance than those who did not use drugs. Another study conducted in the United States found that drug use was associated with a higher likelihood of dropping out of school.

According to NACADA (2012), school principals have a greater role in prevention and control of drug and substance use among students through non-formal and formal curriculum. The study put emphasis on a number of role modelling examples; that is, students get to learn acceptable behavior from teachers. Another study reveals that school principals have been on the forefront championing policies that prohibit teachers and the school fraternity from using any form of drugs before students be it smoking or being in the school compound drunk. There are dire consequences for teachers and the support staff who may engage in such behavior before students.

Mwea West Subcounty has recorded poor performance since 2021 to 2023 in comparison to subcounties in the same local. The results for period as shown in table 1

Table 1: Kirinyaga County KCSE Performance Analysis Report for the period 2021-2023

		Year				
S/N	Sub county	2023	2022	2021	2020	2019
1.	Kirinyaga East	5.034	4.732	4.925	5.051	5.252

2.	Kirinyaga	4.790	4.830	4.818	5.213	5.390
	Central					
3.	Kirinyaga West	4.788	4.491	4.421	4.565	4.861
4.	Mwea East	3.973	3.887	3.816	4.200	4.237
5.	Mwea West	3.269	3.266	3.142	3.248	3.227

Source: QASO Mwea West Sub- County 2023

As shown in Table 1, Mwea West has recorded the lowest mean scores in KCSE performance compared to other sub-counties in the region. This trend is alarming and has largely been attributed to factors such as principals' management strategies and the proliferation of drug and substance abuse. Therefore, this study was set to assess the performance of KCSE and the management strategies used to curb drug and substance abuse among students in Mwea West Sub- County, Kirinyaga County.

1.2 Statement of the Problem

An internal survey by the National Registration Bureau (NRB, 2022) shows that Central Kenya has the highest rates of alcoholism in the civil service, with 30% of identified cases originating from this region. This high level of substance abuse among role models significantly influences the younger generation. In Mwea East constituency, which borders Mwea West, numerous cases of drug use, particularly alcohol, have been reported. For example, police recently arrested 23 students in an alcohol-selling bar in Ngurubani Market. Despite stringent government and religious policies to curb drug trafficking, the number of youths, especially secondary school students, consuming drugs is escalating.

Government efforts to retain students in schools, such as subsidizing school fees and implementing a 100% transition policy, have not fully mitigated the dropout rates attributed to drug abuse. Mwea West Sub- County has experienced declining academic performance and increased school dropouts. From 2018 to 2020, no school in the sub-county surpassed a mean score of 5.9 in KCSE exams. Several factors could contribute to poor performance, including mental health issues due to anxiety and depression, inadequate motivation, poor nutrition, and distractors like social media and video games. However, the high prevalence of drug and substance abuse in the central region, including Mwea West Sub- County, is a significant concern. Drug use is a predisposing factor for mental health issues, and the Rapid Situation Assessment of Drugs and Substance Abuse in Kenya (2017) revealed that at least 25.3% of families in central regions have a member with a mental disorder due to substance abuse. A recent incident in Kangai town, where the consumption of lethal second-generation alcohol resulted in death and loss of eyesight, underscores the severity of this issue. This study aimed to assess the influence of principals' management strategies on KCSE performance in Mwea West Sub- County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to assess the principals' management practices on KCSE performance in Mwea West sub-county, Kenya.

1.4 Objectives of the study

The study was based on the following objectives:

- i. To determine the principals' goal setting practices in curbing drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county.
- ii. To determine the principal's information and analysis practices on drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county.
- iii. To examine Principal's intervention practices on drug and substance abuse and its influence on KCSE performance in Mwea west sub-county.
- iv. To examine Principal's evaluation practices on drugs and substance abuse and its influence on KCSE performance in Mwea West Sub County, Kirinyaga County.

1.5 Research Questions

The study sought to answer the following research questions:

- i. What are the principals' goal-setting practices in curbing drug and substance abuse, and how do these practices influence KCSE performance in secondary schools in Mwea West Sub-county?
- ii. How do principals' information and analysis practices regarding drug and substance abuse influence KCSE performance in secondary schools in Mwea West Sub- County?
- iii. What are the principals' intervention practices on drug and substance abuse, and how do these practices influence KCSE performance in secondary schools in Mwea West Sub- County?

- iv. How do principals' evaluation practices on drug and substance abuse influence KCSE performance in secondary schools in Mwea West Sub- County, Kirinyaga County?

1.6 Rationale of the study

This study was grounded in the UN Vision 2030 Agenda, specifically Goal 3.3.3, which aims to strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol. This global objective aligns with national development goals that focus on education and youth development. The study is guided by eight key national development goals: fostering nationalism and patriotism. to promote national unity; supporting social, economic, technological, and industrial development to equip students with essential skills; preparing students for the changes required by a rapidly evolving economy; developing expertise necessary for economic growth; enhancing technological and industrial skills; promoting individual development and self-fulfillment; upholding moral and religious values; and encouraging social equality and responsibility. By addressing these educational goals, the study aimed to reduce substance abuse among students and improve academic performance in Mwea West Sub-county, thereby contributing to both global and national priorities for development and well-being.

1.7 Significance of the Study

The findings of this study, hold significant value for multiple stakeholders. For policymakers, the study offers critical insights into how drug and substance abuse cases are managed within schools, particularly in contexts where principals' goal-setting, implementation, intervention, monitoring, and evaluation efforts are professionally conducted yet yield unsatisfactory learning outcomes. This research-based information is

essential for the formulation or revision of effective drug and substance abuse policies, ensuring their efficacy in eradicating these issues in educational settings.

Students may benefit from understanding the detrimental effects of drug and substance abuse on their academic performance and career development, leading to improved outcomes and social well-being. Parents may also gain from a school environment free from drug abuse, which supports their children's development into law-abiding and economically productive individuals. Additionally, the study contributes to the broader society by fostering a healthier, more productive community.

For future scholars, this study provides a valuable foundation for further research on drug and substance abuse, particularly in relation to its impact on academic performance. It may enrich the existing body of knowledge and literature on the subject, offering new perspectives and data that can inform future investigations and interventions.

1.8 Limitations of the study

1. Fear of Repercussions from School Management: School management was reluctant to provide detailed information about drug and substance abuse due to concerns about damaging the school's reputation. To address this, the study ensured confidentiality by using pseudonyms and anonymizing responses. Additionally, assurances of data protection and the study's focus on improving the situation rather than assigning blame were communicated to participants.

2. False Information from Students: Students provided inaccurate information about drug and substance abuse or denied usage due to fear of repercussions or involvement of influential individuals. To minimize this risk, the study emphasized confidentiality and the

use of pseudonyms to protect participants' identities. Anonymous surveys and interviews were conducted to encourage honest responses. The study also included cross-verification of data through multiple sources to ensure reliability.

3. Potential Bias from Influential Individuals: There was interference from powerful individuals in the community, which could have affected the accuracy of the information collected. The study was designed to maintain neutrality and avoid any direct confrontations. Data collection was conducted discreetly, and participants were assured that their responses would not be shared with external parties or used in a manner that could lead to repercussions.

4. Limited Access to Comprehensive Data: Access to complete and accurate records from schools and G&C departments had been restricted due to administrative or privacy concerns. The study requested access through formal channels and sought cooperation from school authorities. If full access was not granted, the study relied on.

1.9 Delimitations of the study

This study, had several delimitations that defined its scope and focus. The research was specifically centered on identifying and evaluating the strategies employed by principals to manage drug and substance abuse and their impact on KCSE performance. The study aimed to: (1) establish principals' goal-setting practices, (2) identify principals' information and analysis practices, (3) examine principals' intervention practices and (4) examine principals' evaluation practices related to drug and substance abuse in Mwea West Sub-County.

The study was confined to examining students' performance in KCSE and class attendance records, as well as data from Guidance and Counseling (G&C) departments on drug and substance abuse cases, and related indiscipline issues like truancy.

Geographically, the study was limited to Mwea West Sub- County in Kirinyaga County. Respondents were randomly selected and included principals, deputy principals, G&C teachers, class teachers, students, 1 QASO and 1 TSC Director.

The research was conducted within the academic year of 2023, ensuring the data collected was current and relevant to ongoing issues. Methodologically, the study employed both qualitative and quantitative approaches, using questionnaires, interviews, and document analysis, with reliability and accuracy tested through a pilot study.

The study targeted secondary schools in Mwea West Sub- County using stratified random sampling to ensure representation across various categories of schools and stakeholders. Ethical considerations were strictly adhered to, including informed consent, confidentiality of information, and data usage solely for the purpose of this research.

1.10 Assumption of the Study

The study was based on several key assumptions:

1. It is assumed that all respondents, including principals, deputy principals, Guidance and Counseling (G&C) teachers, and students, were well-informed about drug and substance abuse and its impact on academic performance. This included understanding the implications of drug use on both individual performance and overall school outcomes.

2. The study presumes that respondents provided honest and accurate information regarding their experiences and observations related to drug and substance abuse. This assumption was crucial for ensuring the validity of the data collected and the reliability of the study's findings.

These assumptions were foundational to the study's design and data collection process, which aimed to ensure that the information gathered was relevant and reflective of the actual situation in Mwea West Sub- County.

1.11 Operational Definition of Terms

- **Addiction:** Addiction was defined as a state of physical or psychological dependence on a potentially harmful substance, affecting academic and personal life.
- **Alcohol:** Alcohol was a liquid substance with intoxicating effects when consumed, impairing cognitive and physical functions.
- **Counsellor:** A counsellor was a teacher or trained individual providing guidance on personal and psychological issues, including support related to drug and substance abuse.
- **Drugs:** Drugs were substances, including medications and other substances, that affected normal bodily functions, encompassing both prescription medications and over-the-counter substances.
- **Drug Abuser:** A drug abuser was a student who used drugs or substances without medical justification, negatively affecting academic performance and health.

- **Drug and Substance Abuse:** This term referred to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs, negatively impacting students' academic performance and well-being.
- **Guidance:** Guidance involved helping students recognize and develop their potential, set goals, and work towards achieving them, particularly in the context of addressing drug and substance abuse.
- **Influence:** Influence denoted the impact of drug or substance intoxication on a student's academic performance and behavior.
- **Management:** In this study, management referred to the process of planning, organizing, coordinating, and directing school activities to achieve specific educational goals. It involved initiating corrective actions when deviations occurred to ensure effective interventions against drug and substance abuse.
- **Management Strategies:** Management strategies were the techniques and approaches employed by principals to control and direct school activities, aimed at mitigating drug and substance abuse and enhancing students' KCSE performance.
- **Performance:** Performance referred to students' ability to complete their secondary education and sit for the KCSE examinations, influenced by their management of drug and substance abuse.
- **Practice:** Practice referred to the specific actions and procedures implemented by principals and school management in handling drug and

substance abuse, including daily activities and strategies for effective management and improved student performance.

- **Strategies:** Strategies were defined as the blueprints, intents, or pathways designed to achieve the objectives related to managing drug and substance abuse and improving KCSE performance.
- **Symptoms:** Symptoms were indicators or warning signs of potential drug and substance abuse or related clinical disorders evident in a student's behavior or physical condition.



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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined various studies focused on drug abuse among secondary school students and evaluated the strategies employed by principals to address this issue. It began with a theoretical review that discussed relevant theories and models explaining social misfits, including drug abuse, within society. Following this, an empirical review was conducted, aligning with the research objectives to analyze existing findings. The chapter then identified gaps in the current research and concluded with a conceptual framework that outlined the relationships between independent and dependent variables in the context of drug abuse among students.

2.1 Principals' Management Practices on School Performance

Secondary school performance was recognized as an extremely complex phenomenon influenced by a variety of factors operating at both the individual and institutional levels. However, one factor that continuously emerged was the role of the school principal and their management practices in determining high school outcomes.

Over the past decade, a substantial body of empirical findings linked principals' leadership and decision-making behaviors to multiple aspects of high school performance, including student achievement, teacher effectiveness, and overall school improvement. These studies provided insights into how principals could exercise their positions and influence over time to shape educationally formative experiences and outcomes for high school students.

In a comprehensive meta-analysis, (Kornegay 2023) assessed the relationship between principal leadership and student achievement based on data from more than 10,000 schools across the United States. The findings revealed that effective school leadership practices—such as setting clear goals, monitoring school progress, and supporting teachers' professional development—had a significantly positive effect on students' performance. The study demonstrated that a one-standard-deviation increase in principal leadership effectiveness was associated with a 0.10-standard-deviation increase in student test scores. Researchers argued that effective principals could build a shared vision, align school processes and resources with it, and create a culture of continuous improvement and learning among teachers and staff.

A more recent study by (Taun 2023) investigated the association between transformational leadership practices exercised by principals and student engagement and achievement. Surveys were conducted with over 3,000 students and 150 principals across various secondary schools. The findings indicated that transformational leadership behaviors of principals, such as building a shared vision, providing individualized support, and modeling appropriate practices, were positively associated with higher student engagement and better academic achievement. It was hypothesized that transformational principals inspired and motivated teachers to work collaboratively toward student success by creating a supportive learning environment, which helped students engage more deeply and achieve higher educational outcomes.

According to (Kornegay 2023), principal leadership was studied in relation to various measures of school performance, including instructional practices, school climate, and student achievement. In one of the most controversial studies, using data from over 600

high schools in the United States, researchers concluded that a principal who demonstrated instructional leadership, cultivated a positive school climate, and efficiently managed school operations served as a strong influence on enhancing teaching and learning processes. Principals who balanced managerial responsibilities with a focus on instructional improvement and school climate were able to create learning-centered environments that ensured teacher effectiveness and student achievement.

2.2 Empirical Review

The World Health Organization (WHO, 2020) estimated that 36 million individuals had drug use disorders and 275 million people used drugs globally. In 2020, there were 19 million drug use problems and an estimated 76 million drug users in the Americas. Cannabis, cocaine, and opiates were among the most commonly used illegal narcotics in North America and Europe. The same year, it was predicted that there were 37 million and 59 million illicit drug users in these regions, respectively (Abuse, 2020). In Africa, with an estimated 7.5 million affected, opiate use disorders were reported as the most common (Lambdin, 2018).

Adolescent substance abuse was identified as a complex, multi-dimensional problem with extensive effects. According to WHO estimates (2019), 1 in 5 teenagers aged 15 to 16 reported drinking alcohol in the previous month, and 1 in 20 reported using illegal drugs in the previous year. These figures highlighted the commonality of substance use within this vulnerable group and underscored the urgent need for effective preventative and intervention measures. Substantial regional and national variations in substance use prevalence in schools were noted, with adolescents in North America and Europe exhibiting higher rates of alcohol and drug use. Teens who used drugs were found to be

more likely to engage in theft, violent crimes, gang involvement, and additional substance use. The relationship between drug use and violence was highlighted by (Degenhardt 2018).

Maseko (2023) found that children who used illegal drugs were nearly twice as likely to have acted violently in the previous year compared to those who did not use illegal drugs. Furthermore, of the four teenagers (27%) who used illegal drugs in the previous year, one in four admitted to intentionally harming someone by attacking them (Roza et al., 2022). Among the commonly used substances by violent teenagers were prescription painkillers, methamphetamine, and marijuana. The study emphasized the alarming connection between teen drug use and violence.

Leatherdale (2019) conducted a study in Canada, revealing that over one-third of children in grades 7–9 reported alcohol consumption. More than 25% of drinkers aged 12 to 19 reported drinking 12 or more times in the previous year, compared to over 40% of teenagers aged 15 to 19. Although most Canadian children did not suffer from alcohol or drug abuse, less than one in five teenagers reported trying substances other than alcohol and cannabis, and a similar proportion reported regular use of alcohol or cannabis. The research linked higher rates of trauma, physical and sexual abuse, racism, and stigma to an increased risk of substance abuse. The study also identified higher likelihoods of alcohol and drug use among young indigenous people, those in poverty, and those with mental health issues. These findings were consistent with global studies showing substance abuse as a coping strategy for stress, trauma, and other negative experiences (Oei, 2020). WHO (2019) estimated that in Africa, 1 in 5 teenagers aged 15 to 16 had drunk alcohol in the previous month, and 1 in 20 had used illegal drugs within the previous year. Substance abuse was

also prevalent among school-age children in Africa, with 2.6% reporting lifetime amphetamine use, 2% reporting current marijuana use, and 11.3% reporting current alcohol use. Diraditsile and Mabote (2019) identified several factors contributing to substance use prevalence among school-age children in South Africa. Adolescent substance use was strongly associated with socio-economic variables such as unemployment, poverty, and social inequality (Mthabela, 2023). South Africa's socio-economic divides created an environment where school-age children might turn to drugs or alcohol as a coping mechanism. The influence of family dynamics was found to be significant, with family conflict and parental substance use serving as risk factors (Ngidi, 2018). The home environment and its associated stresses and influences played a considerable role in adolescent substance experimentation and dependency.

Peer influence significantly affected school-age children's substance use practices. Teenagers who associated with peers where drug use was common were more likely to use drugs themselves (Gaudet, 2021). This underscored the importance of understanding and addressing peer dynamics in educational settings as a critical component of preventing and managing substance use. Knight (2021) noted that educational institutions with lenient attitudes toward substance use and inadequate support could inadvertently create environments that encouraged experimentation and prolonged use. School policies and the availability of support services were crucial in shaping the overall climate surrounding substance use.

Community factors also played a significant role in adolescent substance use. High rates of crime, violence, and social upheaval in neighborhoods were associated with higher rates

of substance abuse (Mthabela, 2023). Understanding and addressing substance use among school-age children required a broader context of community challenges and pressures.

Makau (2022) conducted a study on drug abuse among students in public secondary schools, focusing on Kitui County in Kenya. The research highlighted the profound impact of drug abuse on student behavior, noting correlations with indiscipline and various disciplinary issues within the school environment. Specific problems associated with drug abuse included theft, covert activities, verbal and physical abuse, and confrontations. Using self-administered questionnaires, the study employed a descriptive survey approach to collect data from 29 boarding schools for boys and girls in Kitui County. Twenty-five form four pupils from each school were randomly selected. The self-administered questionnaires, which included both open-ended and closed-ended questions, provided researchers with a comprehensive understanding of students' perspectives on drug abuse within their educational context. Ngidi (2018) found that drug use fostered antisocial peer groups, reducing student engagement and exacerbating behavioral and social issues. Additionally, Diraditsile and Mabote (2019) identified a correlation between substance misuse and factors affecting academic performance, attendance, and dropout rates. NACADA (2022) reported that drug use was more prevalent than ever in Kenya, with secondary school, post-secondary, and university students being the primary users. Substance misuse was reported to interfere with emotional and physiological functioning, impacting academic performance. Makau (2022) noted tracking difficulties in sensory and perceptual capabilities and issues with memory and other cognitive functions as consequences of drug abuse. Decreased self-esteem often followed low academic achievement resulting from reduced cognitive efficiency. Ongoing drug use could lead to

addiction as users struggled to feel normal without substances (Winkel, 2010). Further research indicated that the impact of substance abuse extended beyond the users themselves, affecting the behavior of other students who abstained (Mapogoshe, 2020).

2.2.1 Principals' Goal Setting Practices in Curbing Drug and Substance Abuse and Its Influence on Student Performance

Drug and substance abuse in secondary schools presents a significant challenge, threatening the future of the young generation. The high prevalence of indiscipline cases among students is closely linked to drug and substance abuse, creating a major issue for school principals. Combatting substance abuse in schools is complicated due to various factors. Akanbi et al. (2015) noted that strategies used by school principals to address drug abuse often fail due to several issues, including inadequate knowledge about drugs, failure to recognize that some teachers contribute to the problem by providing drugs, and teachers themselves using drugs in the school environment.

Akanbi et al. (2015) emphasized that principals need to address drug and substance use among teachers, as teachers play a crucial role in shaping students' character. The study asserted that principals should ensure they have role-model teachers, as those who lead by example can positively influence students (Ullucci & Howard, 2015).

Das et al. (2016) highlighted the importance of the guidance and counseling department in addressing student issues that may lead to drug use. However, these departments are often limited to 2-3 hours per week, which may not be sufficient to meet all students' needs. Wambu and Fisher (2015) supported this by noting that principals need to provide the department with adequate training materials on drug and substance abuse.

Suspension and expulsion of students involved in drug abuse are often used as disciplinary measures. Wettach and Owen (2015) noted that these methods are intended to serve as warnings to other students. However, such measures may have limited effectiveness in curbing drug use and can sometimes exacerbate the issue by causing students to miss school.

Cherualath and Tripathi (2015) regretted the banning of corporal punishment, suggesting that the current generation of students exhibits more mischievous behavior compared to previous generations. They cited an incident in Kisii where a student attacked a teacher with a knife as an example of increased misbehavior.

Holt and Gershenson (2019) argued that certain policies, such as suspension, negatively affect student performance. When students are suspended, they miss valuable lessons, which can hinder their academic progress and lead to lower grades. Holt and Gershenson (2015) also mentioned that heavy punishments, such as manual labor, could discourage drug use but may result in students missing important classroom instruction, impacting their overall comprehension.

2.2.2. Principal's Information and Analysis Practices on Drug and Substance Abuse and Its Influence on Student Performance

Addressing drug and substance abuse in schools presents numerous challenges. Principals must manage not only student drug use but also the issue of some teachers who may be involved in substance abuse themselves. McHugh, Nielsen, and Weiss (2015) found that principals' zero-tolerance policies for student drug use can be undermined by parents who

neglect their responsibilities. Some parents use drugs in front of their children, complicating efforts by school principals to address substance abuse.

Cheloti and Gathumbi (2016) identified the availability of drugs around schools as a significant factor contributing to student drug use, presenting a major obstacle to principals' strategies. Mérelle et al. (2017) highlighted the role of social media in exacerbating drug use among students. Platforms like Facebook, WhatsApp, and Instagram expose students to influences that are difficult for school leaders to control. The study also pointed out that the shortage of trained counselors further complicates efforts to address student grievances, leading some students to turn to drugs.

Tshitangano and Tosin (2016) conducted a study in South Africa, revealing that the availability of narcotics in local communities and lack of community support made it challenging for schools to combat drug misuse. Ongwae (2016) highlighted that guidance and counseling programs were often underemphasized and that teachers generally lacked counseling training. He recommended well-structured counseling programs and directing affected students to rehabilitation centers.

In Uganda, Namayanja and Janeja (2011) explored the challenges of combating substance abuse among youth, noting that cultural factors and parental negligence significantly contribute to the problem. Some students come from environments where drug use is normalized, making it difficult for principals to address substance abuse effectively.

In Kenya, Noreen and Kabendera (2018) investigated interventions for curbing drug abuse in Kajiado North Sub-County. Their mixed-methods study revealed that some school heads

lacked adequate knowledge about addressing drug issues, including identifying students who use drugs and involving other stakeholders. This gap in understanding hindered the effectiveness of anti-drug strategies.

2.2.3 Principal's Intervention Practices on Drug and Substance Abuse and Its Influence on Student Performance

Principals have developed various strategies to counter drug and substance abuse in secondary schools. According to Aguttu (2019), schools with peer education programs showed a significant difference in reducing drug use compared to schools without such programs. Njeri (2019) supported this by noting the positive impact of inviting ex-addicts to speak about their experiences, which helps students understand the consequences of drug abuse.

Mboya (2015) emphasized the effectiveness of mentoring programs in influencing teenagers' behavior and fostering character development. Mosiori (2021) added that effective mentoring, particularly through one-on-one relationships, could steer students away from trouble and provide encouragement. Principals are encouraged to utilize mentoring programs to support students.

Tham (2021) highlighted the benefits of involving ex-addicts in schools. Their personal stories of overcoming addiction can motivate students to avoid drug use. Ex-addicts provide valuable insights into the dangers of substance abuse and help students stay informed and motivated to avoid drugs (Chibaya, 2016).

2.2.4 Principal's Evaluation Practices on Drug and Substance Abuse and Its Influence on Student Performance

The effectiveness of drug abuse prevention strategies largely depends on stakeholder involvement. Masiye and Ndhlovu (2016) investigated school-based strategies in Zambia, finding that regular and continuous interventions positively affected behavior change among students. They recommended that prevention initiatives address cultural, gender, and age-specific needs and emphasized the importance of community awareness programs, expanding rehabilitation centers, and strengthening anti-drug laws.

Singer (2016) noted that effective prevention strategies should address all stages of life. The federal Center for Substance Abuse Prevention (CSAP) identified six fundamental approaches to prevention. Challenges such as incomplete social reintegration programs, relapse, lack of rehabilitation centers, and inadequate community awareness were identified as barriers to successful drug abuse prevention

The study of literature reveals an alarming global prevalence of teenage drug misuse. The World Health Organization (WHO, 2020) reports that 275 million people used drugs globally in 2020, with 36 million suffering from drug use disorders. Regional disparities are notable: the Americas report 76 million drug users and 19 million drug use problems, while Africa faces significant opioid use disorders affecting an estimated 7.5 million people (WHO, 2020). Among teenagers, 1 in 5 between the ages of 15 and 16 consumed alcohol in the past month, and 1 in 20 used illegal drugs in the previous year. This indicates that adolescent substance abuse is a complex issue with broad implications (Lambdin, 2018).

The literature also highlights the intricate relationship between drug abuse and various social issues. In South Africa, for example, teenage drug use is strongly correlated with socio-economic factors such as unemployment, poverty, and social inequality (WHO, 2019). Parental substance use and family conflict have been identified as significant risk factors for adolescent substance abuse (Dewa et al., 2020). Furthermore, peer influence is crucial, as adolescents with friends who use drugs are more likely to engage in substance use themselves (Degenhardt, 2018).

Adolescent substance addiction is not only linked to behavioral and academic problems but also poses a considerable risk of violence. Teens who use drugs are more likely to join gangs, commit violent crimes, and engage in polydrug use (National Youth Anti-Drug Media Campaign, 2007). In Canada, nearly one-third of students in grades 7–9 engage in binge drinking, highlighting the urgent need for effective preventive interventions (Maseko, 2023).

Principals play a critical role in combating drug misuse in secondary schools. Akanbi et al. (2015) found that school principals' strategies are often ineffective when teachers lack understanding of their roles, are uninformed about drugs, or are involved in supplying drugs to students. Das et al. (2016) emphasized the importance of addressing drug and substance use among teachers, noting their pivotal role in influencing students. Wettach and Owen (2015) proposed that disciplinary actions such as expulsion and suspension, while intended to deter drug use, often fail to address the root causes and may not significantly reduce overall substance use.

Despite these insights, a gap remains in understanding the effectiveness of various intervention strategies. For instance, Aguttu (2019) found that peer education programs

significantly reduce student drug use, yet the success of such programs depends on consistent, informed participation from multiple stakeholders (Masiye & Ndhlovu, 2016). Similarly, while mentoring programs have been identified as effective for behavior modification (Mboya, 2015; Mosiori, 2021), their success is often contingent on a well-coordinated approach involving various actors.

In summary, while existing research provides valuable insights into the prevalence and correlates of teenage drug misuse, and the role of school principals in addressing the issue, there is a need for further investigation into the specific effectiveness of various intervention strategies. This includes a deeper understanding of how different approaches—such as peer education and mentoring—impact student behavior and performance, as well as how they can be effectively implemented and sustained within the school environment.

2.4 Theoretical Framework

This section outlines the theoretical foundations underpinning the study of drug and substance abuse in secondary schools. The framework is built upon the General System Theory and Social Learning Theory, both of which provide insight into the dynamics of addiction and the influence of social systems.

2.4.1 General System Theory

General System Theory emphasizes that human behavior is influenced by the various nested systems individuals are a part of, such as families, schools, and communities. This theory posits that:

- **Systems Dynamics:** Every system, whether it be familial, educational, or social, strives to maintain equilibrium. Disruptions to this balance, such as drug and substance abuse, can be seen as symptomatic of deeper systemic issues.
- **System Balance:** Systems inherently resist changes that disrupt their equilibrium. Thus, individuals within a dysfunctional system may perpetuate harmful behaviors, like substance abuse, if these behaviors are embedded within the system.
- **School Environment:** In the context of schools, various components such as guidance counselors, teachers, peers, and external influences play critical roles in shaping student behavior. If a school's system is flawed, such as having inadequate support structures or ineffective policies, it may fail to address drug abuse effectively.
- According to General System Theory, tackling drug and substance abuse requires addressing the larger social systems around students, including families and communities, to disrupt the cycle of addiction and promote healthier behaviors.

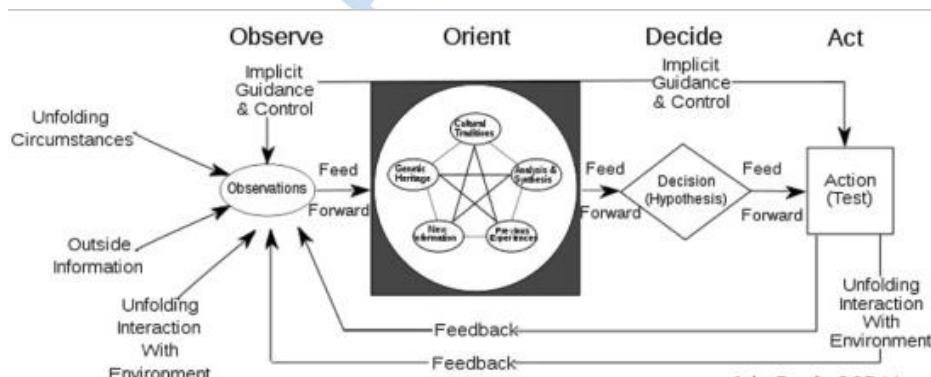


Figure 1: System Theory

Source: Wolfgang & Schafranek, (2011)

2.4.2 Social Learning Theory and Addiction

Social Learning Theory suggests that behavior is learned through interaction with the environment, including observing and imitating others. Key aspects of this theory include:

- **Observation and Imitation:** Individuals learn behaviors by observing and imitating others, especially those they perceive as role models. In the case of drug abuse, students who see peers, family members, or influential figures engaging in substance use may be more likely to emulate those behaviors.
- **Influence of Social Networks:** Peer groups, family, and community members significantly impact behavior. An environment saturated with drug use normalizes these behaviors and makes them more attractive to adolescents.
- **Refusal Skills:** Effective intervention strategies include helping individuals develop new peer networks, adopting positive coping mechanisms, and learning refusal skills to counteract peer pressure. These skills are particularly important for recovering individuals who need to navigate social interactions without succumbing to past behaviors.

Social Learning Theory highlights the importance of positive role models and supportive social networks in preventing and addressing drug abuse.

2.6 Recap of Literature Review

The literature review highlights the critical role of school principals in managing drug and substance abuse. Key findings include:

- **Principals' Role:** Effective drug management strategies are crucial, but principals often face challenges such as inadequate training, lack of resources, and systemic issues within schools.
- **Challenges:** Existing literature notes that there is limited information on the specific obstacles principals encounter and how these hinder the implementation of effective drug control measures.
- **Research Gaps:** Many studies employ descriptive approaches without robust statistical analysis, which impedes a clear understanding of the efficacy of various management strategies.

To address these gaps, future research should focus on both qualitative and quantitative analyses to better understand the effectiveness of principals' strategies in combating drug abuse and improving student performance.

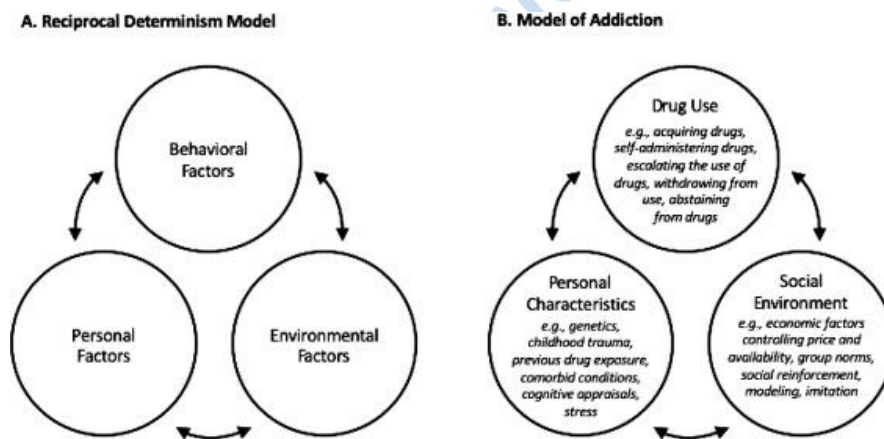


Figure 2 Reciprocal determinism and Model of Addiction.

Source: Wardell, & Read, (2013).

2.5 Conceptual Framework

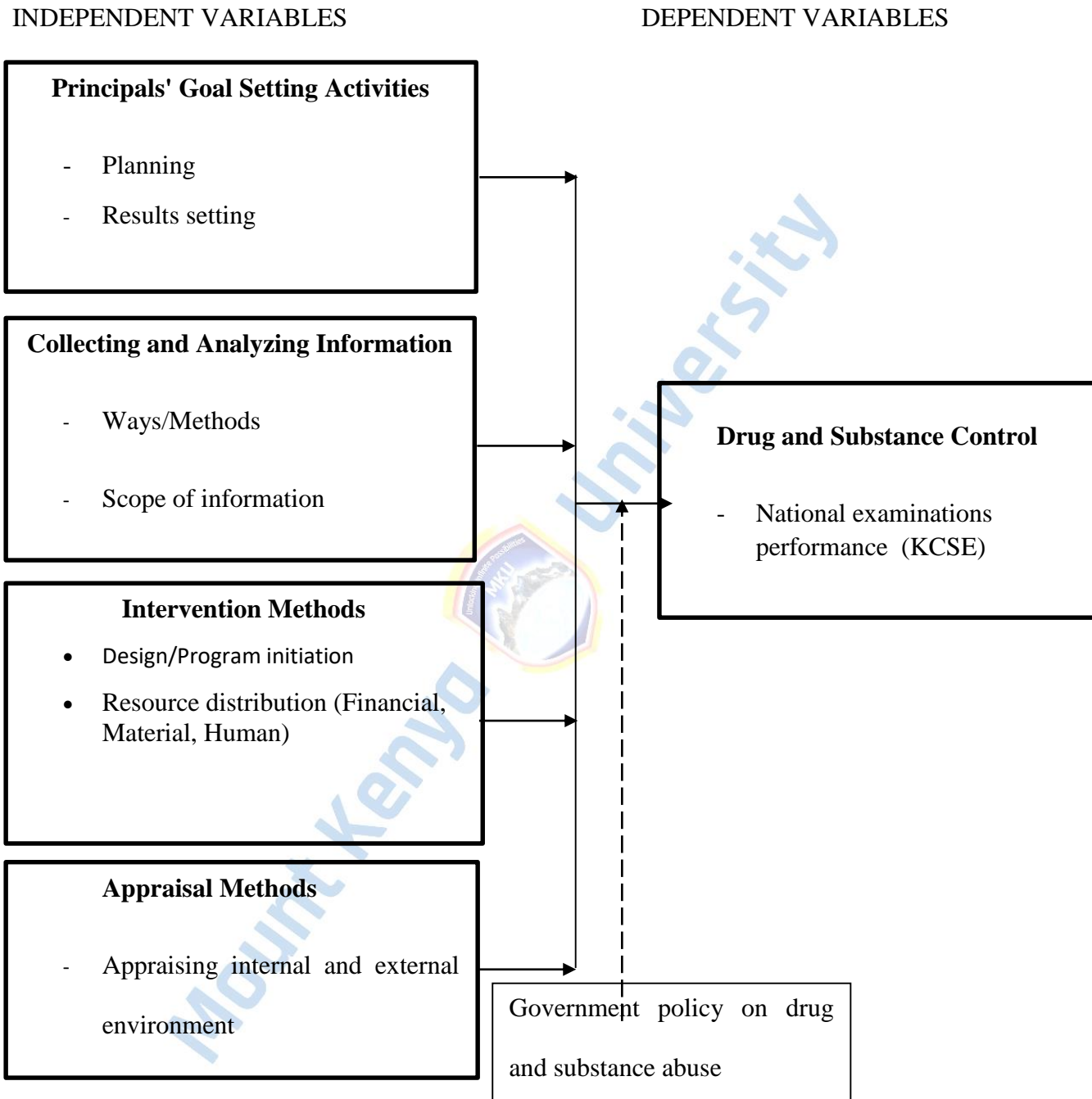


Figure 3: Conceptual Framework

The conceptual framework depicted in Figure 3 illustrates the relationship between independent and dependent variables in the study of substance abuse prevention in schools.

The independent variables, which include factors such as school leadership practices, community involvement, and student support services, are identified as key elements influencing the dependent variables. The dependent variables, in this case, are the outcomes related to drug and substance abuse among students, such as the prevalence of substance use, academic performance, and behavioral issues.

This framework posits that effective school leadership practices and active community engagement can significantly impact the success of substance abuse prevention programs. By examining these relationships, the framework aims to understand how variations in independent variables affect student outcomes. The ultimate goal is to identify strategies that can enhance prevention efforts and improve overall student well-being and academic achievement.

2.6 Recap of Literature Review

The literature review underscores the pivotal role of school principals in managing drug and substance abuse. Key findings include:

Principals' Role: Effective drug management strategies are essential, yet principals face challenges such as insufficient training, limited resources, and systemic issues within schools.

Challenges: There is limited research on the specific obstacles principals encounter and how these challenges impede the implementation of effective drug control measures.

Research Gaps: Many studies rely on descriptive approaches lacking robust statistical analysis, which limits the ability to draw clear conclusions about the effectiveness of management strategies.

To address these gaps, future research should employ both qualitative and quantitative methods to gain a comprehensive understanding of the efficacy of principals' strategies in combating drug abuse and enhancing student performance.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The chapter reviews the research methodology employed in the study. The study design, data collection procedures, population and sample size were described. Ethical considerations were taken into account. The instruments for data collection, validity and reliability of the instrument were described and data analysis done.

3.1 Research Methodology

The study adopted a mixed methods approach, involving the collection of both quantitative and qualitative data to gain a comprehensive understanding of the research topic, (Taherdoost, H. 2022). This approach allowed the researcher to obtain a deeper insight into principals' management strategies concerning drugs and substance abuse and their influence on national examination performance in Mwea West Sub- County, Kenya. Quantitative data were collected through questionnaires administered to school deputy principals, guidance and counseling teachers, and class teachers in Mwea West Sub- County. Qualitative data were gathered through focus group discussions with students and interviews with school principals, Quality Assurance and Standards Officers (QASO), and Teachers Service Commission (TSC) sub-county directors. The use of both quantitative and qualitative methods provided a more comprehensive understanding of the research problem and allowed for triangulation of data, enhancing the validity of the findings

3.2 Research Design

This study employed a descriptive research design to identify characteristics and gather pertinent information from various individuals and departments. A descriptive survey design, which involves administering a questionnaire or conducting interviews, is used to collect data on individuals' views and attitudes toward social issues, (Doyle, L., 2020). It started with qualitative data collection and analysis through interviews with principals in Mwea West Sub-county, Kenya, to investigate the management strategies they used in addressing drugs and substance abuse in their respective schools. The qualitative findings informed the development of a questionnaire to quantify the relationship between identified management strategies and national examination performance in schools. Statistical methods were applied to the quantitative data collected from a larger sample of head teachers, teachers, and other stakeholders. Finally, the researcher integrated the qualitative and quantitative findings to develop an overview of how principal management strategies influenced national examination performance in the sub-county. By using this exploratory sequential design, the researcher could explore the qualitative aspects of the phenomenon before measuring relationships between variables, thereby providing a holistic perspective of the problem under study.

3.3 Location of the Study

The study was conducted in Mwea West Sub-county, Kirinyaga County, Kenya. Kirinyaga County is located in the central region of Kenya, and Mwea West is one of its administrative sub-counties. Mwea West has both urban and rural settings, with agriculture as the major economic activity, especially rice farming. The region boasts a wide range of educational institutions, from primary to secondary schools, serving students from all

walks of life. Mwea West Sub-county has experienced rampant drug and substance abuse among students, making it a relevant and critical area to study the impact of school management strategies on curbing this issue. The region has had fluctuating trends in national examination performance, raising concerns about the determinants of students' academic performance. Additionally, there has been increased cases of drug and substance abuse in this local and this justifies the need to carry out the study in this locale and come up with solutions to this problem. The presence of various types of schools, both public and private, offers a comprehensive context to analyze the different management strategies employed by school principals (Kirinyaga County Education Report, 2019).

The district educational authorities in Kirinyaga County, the County Education Office, and the Teachers Service Commission have expressed interest and are very supportive of efforts aimed at addressing issues related to drug and substance abuse. This support facilitates better cooperation and access to necessary data for the study.

3.4 Target Population

The target population for this study consisted of the 25 secondary schools in Mwea West Sub- County, Kirinyaga County, Kenya. This included the 25 school principals, 25 deputy principals and 25 heads of guidance and counseling departments within these schools. The total student enrollment across the 25 schools was 6,445. This defined population was the focus of the study, as the researchers sought to examine the management strategies employed by the principals in addressing drugs and substance abuse, and the influence of these strategies on KCSE performance within Mwea West Sub- County.

3.5 Sampling Technique and Size Determination

Ogula (2005) defines sampling as a technique for selecting a representative subset from a larger population. This study utilized two sampling methods:

1. Simple Random Sampling The purpose was to select students with an equal opportunity for inclusion, reducing bias and ensuring representative results. The process; Defined the total student population; Prepared a list of all students (sample frame); Assigned unique numbers to each student and used a random number generator to select the sample.

2. Purposive Sampling: The purpose was to select key informants with specific knowledge relevant to the study. This process identified school principals, heads of guidance and counseling, the QASO, and the TSC sub-county director as key informants.

The research used criteria based on their roles and information they could provide, and invited these individuals to participate in the study.

3.5.2 Sample Size Determination

Mugenda and Mugenda (2003) formula asserts that, in a descriptive study, a sample of 10-50% is acceptable. Therefore, the formula is key in this study in calculation of a suitable research sample for key informants (students, class teachers & Guiding and Counselling (G&C) heads, deputies and principals) (**Appendix VII**)

Table 3. 1: Population Matrix

Population details	Target population	Sample size (%)	Sample
School principals	25	50%	13
Deputy Principal	25	50	13
G&C Heads	25	50%	13
Class Teachers	25	50%	13
QASO	1	100%	1
TSC sub county	1	100%	1
Total	102	100.00%	54

Source: Researcher,2022

For students:

A desired sample size was obtained using Yamane (1967) formula

$$n = \frac{N}{1 + N(e^2)}$$

Where:

N= Target population (6445 students)

n = Desired sample size

e= Degree of precision (5%)

Thus;

$$n = \frac{6445}{1 + 6445(0.05^2)} = 376.6$$

= 377 Students (See appendix VIII)

3.6 Data Collection Process

Questionnaires were used as the main tools to collect data from the sampled population. The tool was researcher administered. The questionnaire consisted of closed ended questions and the researcher administered to minimize biasness. Further, qualitative data was collected using interview guide and focused group discussion (FGD).

3.7 Data Collection Methods

3.8 Pilot Testing of Research Instruments

A pilot study was conducted in secondary schools in Mwea East Sub- County, which neighbors Mwea West Sub- County, to test the research instruments before the actual study (Mugenda & Mugenda, 2012). This pilot study involved at least 10% of the schools selected for the main study and was aimed at assessing whether the instruments were aligned with the study objectives and identifying necessary adjustments. The reliability of the instruments was evaluated using the Cronbach alpha coefficient, a measure of internal consistency. For the pilot study, the coefficients were as follows: principals' goal-setting activities ($\alpha = 0.84$), collection and analysis of information ($\alpha = 0.77$), intervention methods ($\alpha = 0.82$), and appraisal methods ($\alpha = 0.79$). All values exceeded the threshold of 0.6, indicating sufficient reliability. The pilot testing also assessed the interview guide to ensure that it had appropriate questions and could consistently capture the intended information. Adjustments to the interview guide were made based on insights from the pilot study, and

internal consistency and dependability were further ensured through researcher training and standardization of the interview process.

3.8.2 Instrument Validity

Instrument validity refers to the extent to which a research instrument measures what it is intended to measure, ensuring it produces meaningful inferences for the study (Joppa, 2000). Before data collection, the validity of the questionnaire was assessed by consulting with university lecturers who specialize in education management and research methods. Their feedback was used to refine the questionnaire items, ensuring accurate measurement of constructs related to principals' goal-setting activities, the collection and analysis of information on drug and substance abuse, intervention methods, and appraisal methods. The expert panel's input confirmed the questionnaire's ability to address the study's research questions effectively. Similarly, the validity of the interview guide was tested through expert reviews, with adjustments made based on their suggestions to align the questions with the study objectives and ensure they elicited meaningful responses from principals. This expert review process helped validate the interview guide's effectiveness in capturing relevant data for the research.

3.9 Data analysis Procedure

The information gathered was first edited for completeness, consistency, and accuracy before being coded for further processing. Data collected via questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS V.25), with results presented in tables, pie charts, and graphs, and examined descriptively using descriptive statistics. Qualitative data from focus groups and interviews were analyzed using NVivo software

and content analysis, with findings presented through direct quotes or verbatim excerpts.9

Data Analysis

Table 2: Data analysis Procedure

Objective	Independent Variables	Indicators	Measurement	Data Collection Method	Data Analysis Procedure
To determine the principals' goal setting practices in curbing drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county.	Principals' goal setting practices	Planning Results setting SMART Goal creation	Likert scale	Questionnaire Interviews Focus group Discussion	Quantitative approach involving inferential and descriptive statistics
To determine the principal's information and analysis practices on drug and substance abuse and its influence on KCSE performance in	Collection and analysis of information	Ways Scope Resource	Likert scale	Questionnaire Interviews Focus group Discussion	Quantitative approach involving inferential and descriptive statistics

secondary schools in Mwea west sub-county.					
To examine Principal's intervention practices on drug and substance abuse and its influence on KCSE performance in Mwea west sub-county.	Intervention methods	Design Resource distribution Managing Human Resource	Likert scale	Questionnaire Interviews Focus group Discussion	Quantitative approach involving inferential and descriptive statistics
To examine Principal's evaluation practices on drugs and substance abuse and its influence on KCSE performance in Mwea West Sub County, Kirinyaga County.	Strategies	Appraising internal and external environment Performance comparison	Likert scale	Questionnaire Interviews Focus group Discussion	Quantitative approach involving inferential and descriptive statistics

Source: Researcher 2022

3.10 Ethical Considerations

The research project sought to delve into an educational or social issue within the context of Mount Kenya University and the schools in Mwea West Sub-County. To ensure the study is conducted with utmost integrity and in accordance with legal and ethical standards, the researcher plans to acquire appropriate permissions from the relevant authorities.

Authorization was sought from Mount Kenya University and the Mwea West Sub-County Education Board, ensuring alignment with institutional guidelines. In addition to institutional authorization, the researcher also applied for a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). This step is crucial in complying with national research regulations and demonstrating a commitment to scientific rigor and ethical conduct. An essential aspect of the study is obtaining the informed consent of the respondents. Acknowledging that some participants may be minors, the researcher ensured their consent is genuinely voluntary, without any undue influence or pressure. All respondents were informed about the purpose and procedures of the study, and they had the freedom to withdraw from the research at any stage without facing any repercussions. The researcher intends to collect data from students through Focus Group Discussions (FGDs), allowing for open and insightful discussions among the participants. To protect the privacy of the respondents, fake names or pseudonyms was used during data collection. Furthermore, the FGDs was conducted in closed doors or private settings to ensure confidentiality and maintain the anonymity of the participants. The research team was dedicated to ensuring that no respondent was harmed in any way due to their involvement in the study. To this end, measures were taken to minimize any potential risks or emotional distress that could arise during the research process.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This section presents research findings, interpretation of the data as well discussion of the findings as per the study objectives and in relation to principals in addressing drug and substance abuse within the educational context of Mwea West Subcounty, Kirinyaga County, Kenya.

Table 4. 1: Response Rate

Population Details	Questionnaire Distributed	Returned	Percentage
School Principals	13	12	92.31%
Deputy principals	13	12	92.31%
G&C Heads	13	13	100.00%
Class Teachers	15	12	80.00%
QASO	1	1	100.00%
TSC Sub County	1	1	100.00%
Total	56	52	90.70%

Source: (Research Data, 2023)

As per table 4.1, a total of 56 questionnaires were distributed among selected principals, deputies, G&C teachers, class teachers. QASO and TSC subcounty officers. 52

questionnaire were completely and dully filled yielding an overall response rate of 90.69% which is an adequate response rate for data analysis and generalization of the findings as in Subset response rate as tabulated in table 4.1.

4.1 Demographic Characteristics of respondents

The demographic profile of the respondents plays a fundamental role in contextualizing the study findings. It provides insights into the education level, age distribution, and length of experience of the individuals participating in this research.

4.1.1 Age Analysis of the respondents

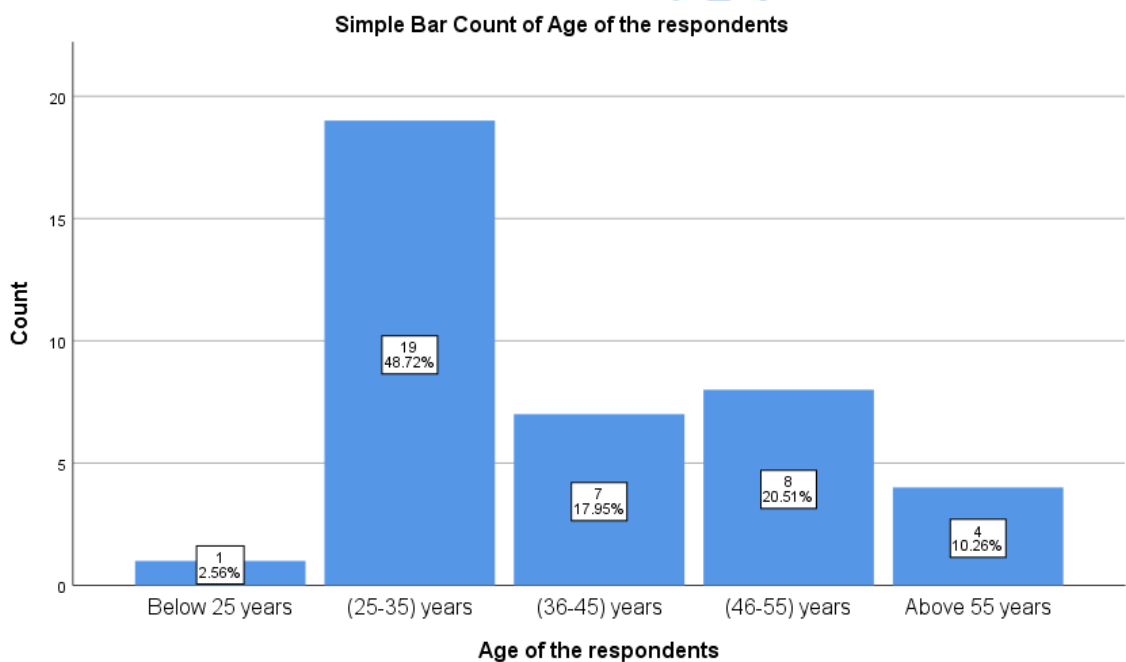


Figure 4. 1: Respondents Age Distribution

Source: (Research Data, 2023)

Figure 4.1 presents findings regarding the age distribution of respondents, the largest age group was between 25 to 35 years, comprising 48.7% of the total respondents. The other age groups were relatively smaller: below 25 years constituted 2.6%, 36-45 years constituted 17.9%, 46-55 years constituted 20.5%, and those above 55 years were 10.3% of the total. Thus, a stronger representation of the 25 to 35 age group indicates that the study is skewed towards the early to mid-stage professionals and their opinions. This demographic could present the infusion of such trends with new experience in handling substance use and its effect on performance.

4.1.2 Education Level Analysis

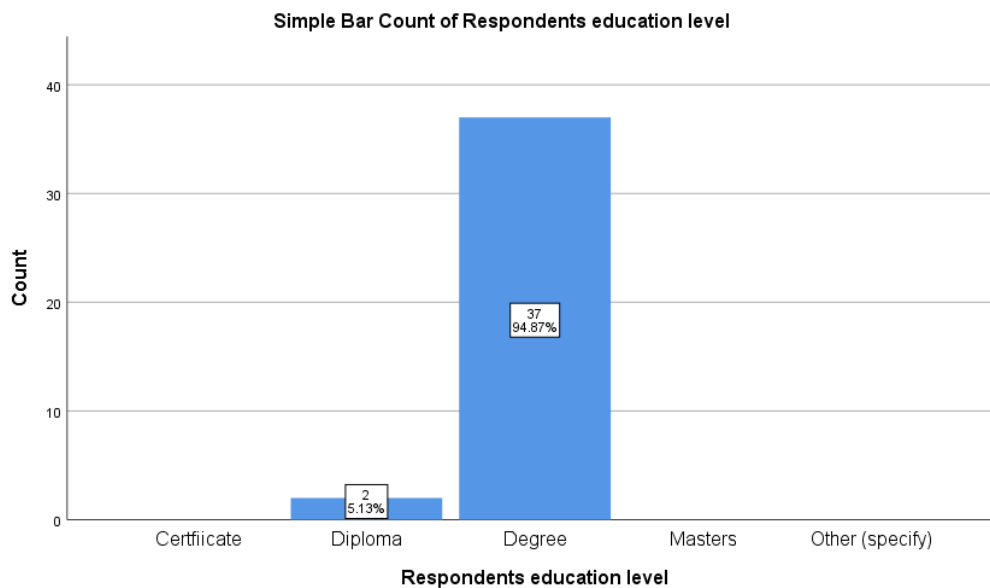


Figure 4. 2: Respondents Highest Education Level Attained

Source: (Research Data, 2023)

Figure 4.2 provides findings with regard to respondents highest qualification in terms of education level, the findings reveals that out of the 39 respondents, 94.9% possessed a

degree in education, signifying a strong majority. A smaller proportion, constituting 5.1%, held a diploma. In general, all the respondents had the requisite knowledge as far as handling and guiding students in relation to vices such as engagement in drug abuse and antisocial behavior is concerned.

4.1.3 Analysis of Respondents Experiences

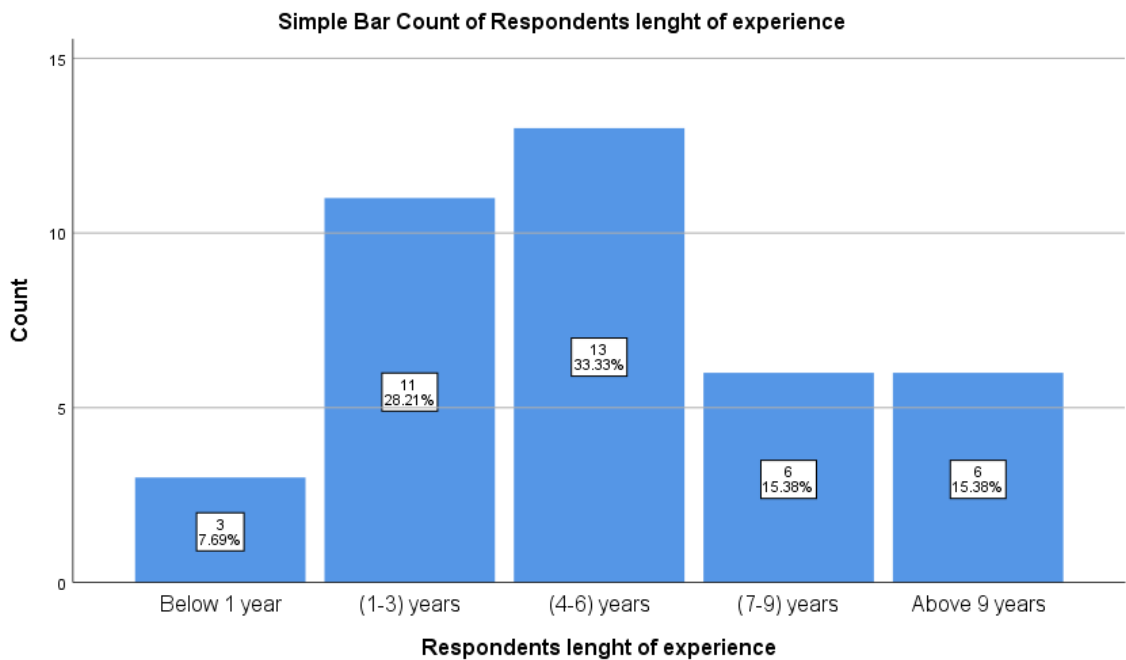


Figure 4. 3: Analysis of Respondents Experiences

Source: (Research Data, 2023)

In regard to figure 4.3 findings on the respondent's length of experience indicated that the majority had a moderate range of experience, with 33.3% falling in the 4-6 years category. The distribution of respondents in other categories was as follows: below 1 year (7.7%), 1-3 years (28.2%), 7-9 years (15.4%), and above 9 years (15.4%).in relation to the study, the

findings signify a good understanding of the issues surrounding students including drug and substance use and the performance of students in national examinations.

4.2 Presentation of findings

4.2.1 The Principals' goal setting practices in curbing drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county.

This section investigated how principals' goal-setting practices in managing drug and substance abuse impacted school performance. The study aimed to assess the influence of goal-setting strategies on student behavior and academic outcomes. Data were collected using a five-point Likert scale and analyzed through frequency distributions. Table 4.1 presented the general perceptions of respondents regarding the effectiveness of goal-setting practices in addressing substance abuse and improving academic performance.

Table 4. 2: Principal’s Goal Setting Practices and Drug Abuse

Statement	SD	D	N	A	SA
We considered all key stakeholders in planning for drug abuse eradication	0 (0.0%)	3 (7.7%)	6 (15.4%)	20 (51.3%)	10 (25.6%)
We identified cases of drug abuse in the school to address the issue	1 (2.6%)	3 (7.7%)	1 (2.6%)	17 (43.6%)	7 (43.6%)
We set result targets and developed strategies to achieve them	0 (0.0%)	3 (7.7%)	2 (5.1%)	10 (25.6%)	24 (61.5%)
We used the SMART goal creation model to keep students and teachers focused	0 (0.0%)	2 (5.1%)	8 (20.5%)	16 (41.0%)	13 (33.3%)
We engaged and empowered the guiding and counseling office in character building	1 (2.6%)	1 (2.6%)	2 (5.1%)	19 (48.7%)	16 (41.0%)
We monitored students' progress through internal exams and investigated performance deviations	1 (2.6%)	3 (7.7%)	6 (15.4%)	13 (33.3%)	16 (41.0%)

Source: Research Data, 2023

Findings and Interpretation:

The majority of respondents 20(51.3%) supported involving key stakeholders in drug and substance abuse eradication planning, emphasizing the value of diverse perspectives. This finding aligned with Pere (2019), who highlighted the benefits of an inclusive approach in drug prevention.

A significant majority (51.3%) agreed that identifying drug abuse cases within schools was crucial for addressing the issue, reflecting the ecological model of adolescent substance use, which emphasized understanding multiple levels of influence (Stapinski et al., 2021).

Most respondents (86.1%) supported setting result targets and devising strategies to achieve them, and (74.5%) favored the SMART goal-setting model. This practice corresponded with Ferro & Quinn (2020), who argued that measurable goals could enhance academic achievement.

The engagement and empowerment of the guidance and counseling office were supported by 89.7% of respondents, reflecting the importance of character-building programs. This finding was supported by Ellickson (2020), who noted the effectiveness of comprehensive school-based prevention programs.

Monitoring students' progress through internal exams and investigating performance deviations was agreed upon by 76.7% of respondents, highlighting the role of data-driven decision-making in improving student outcomes (Miles, 2019).

Focus Group Discussions (FGD) Findings:

Students reported that drugs were easily accessible around the school, undermining management efforts. However, they acknowledged the efforts made by the school to address drug abuse through guest speakers and educational programs.

Interviews with Principals:

All principals reported having peer education programs in their schools, with activities including mentorship and workshops on drug abuse. Setting performance targets was also universally agreed upon, with respondents noting improvements in academic performance due to these strategies.

Regression Analysis:

The linear regression model showed that principals' goal-setting activities accounted for 12.5% of the variation in drug and substance abuse's effect on students' performance. The ANOVA test indicated a statistically significant relationship (p -value = 0.016) between goal-setting activities and academic performance. The coefficient for principals' goal-setting activities (0.161) suggested a positive impact on curbing drug abuse and improving performance, with the Beta value (0.316) indicating a fairly strong predictive relationship. The significance level (p -value = 0.020) supported the study's objective that goal-setting activities positively influenced academic performance.

The findings from this study underscore the significant role of principals' goal-setting practices in managing drug and substance abuse and their subsequent impact on students' academic performance in Mwea West Sub-County.

The majority of principals and stakeholders agreed on the importance of involving key stakeholders in the planning process for drug and substance abuse eradication. This inclusive approach, which involves students, parents, and community members, reflects the understanding that addressing substance abuse requires collective action. This finding

aligns with Pere (2019), who emphasized the benefits of such collaborative strategies in enhancing school performance through better drug prevention and intervention.

The identification of drug abuse cases within schools as a key source of information supports the ecological model of adolescent substance use, which highlights the necessity of understanding various levels of influence, including individual, family, school, and community factors (Stapinski et al., 2021). This approach enables schools to tailor their strategies to the specific needs and circumstances of their students, thereby improving the effectiveness of their interventions.

The strong support for setting result targets and employing the SMART goal creation model highlights the importance of structured goal-setting in maintaining focus and achieving academic goals. The positive correlation between the use of SMART goals and improved academic performance is consistent with Ferro and Quinn (2020), who found that clear, measurable goals could significantly enhance academic outcomes. The significant majority of respondents who supported the SMART model underscores its effectiveness in creating a focused and goal-oriented environment conducive to better student performance.

The high level of support for engaging and empowering the guidance and counseling office to instill positive character traits among students reinforces the importance of comprehensive support systems in addressing substance abuse. This finding echoes Ellickson (2020), who highlighted the effectiveness of school-based prevention programs in impacting substance use and related behaviors. The active involvement of guidance and counseling professionals in character-building programs provides students with valuable support and deterrence against drug abuse.

The agreement among principals on the importance of monitoring students' progress through internal exams and investigating deviations in performance reflects a data-driven approach to addressing academic and behavioral issues. This approach, supported by Miles (2019), emphasizes the effectiveness of systematic data collection and analysis in identifying areas for improvement and refining intervention strategies. The study's findings suggest that data-driven decision-making helps schools address performance issues, including those related to substance abuse, thereby enhancing overall academic achievement.

Students' feedback from focus group discussions highlighted the accessibility of drugs around schools and the challenges in curbing substance abuse despite management efforts. This feedback underscores the need for continued vigilance and adaptation of strategies to address the evolving nature of substance abuse in school environments. The students' recognition of educational programs and guest speakers as valuable components of the school's efforts indicates that such interventions can raise awareness and deter drug use.

The linear regression analysis demonstrated a statistically significant relationship between principals' goal-setting activities and the management of drug and substance abuse, with a notable impact on students' performance in national examinations. The R-square value of 0.125 indicates that goal-setting practices account for a meaningful portion of the variation in academic performance related to substance abuse. The significant coefficient for goal-setting activities (0.161) and the Beta value (0.316) suggest that these practices are effective predictors of improved performance, validating the study's objective of linking goal-setting to enhanced academic outcomes.

Overall, the study's findings emphasize the importance of goal-setting, stakeholder involvement, and data-driven decision-making in managing drug and substance abuse and improving academic performance. The results highlight the need for continued and adaptive strategies to address substance abuse challenges effectively and enhance student outcomes.

4.2.2 The principal's information and analysis practices on drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county.

It is in this section that data collection and analysis techniques to understand the relationship of drug and substance abuse to performance in national examinations are explored. This research targeted to establish the efficacy of different data collection techniques in identifying and addressing issues of substance abuse that could impact negatively on performance. The responses were measured on a five-point Likert scale from Strongly Disagree to Strongly Agree, and the data were analyzed with frequency counts. The results, as shown in Table 4.3, describe the extent schools implement background checks and investigative measures, and whether resources are available with respect to student performance.

Table 4. 3: Data Collection and Analysis

Statement	SD (n, %)	D (n, %)	N (n, %)	A (n, %)	SA (n, %)
We carry background checks before admission of new students in the school to ensure we admit students with proper behavior.	6 (15.4%)	5 (12.8%)	6 (15.4%)	13 (33.3%)	9 (23.1%)
We single out indiscipline cases in the school and investigate the likely cause of the behavior, for example, we subject the identified case to drug and substance test.	3 (7.7%)	7 (17.9%)	5 (12.8%)	9 (23.1%)	15 (38.5%)
We use questionnaires to collect information from students on various indiscipline cases including drug and substance abuse among students.	6 (15.4%)	11 (28.2%)	8 (20.5%)	10 (25.6%)	4 (10.3%)
We have enough resources in the school such as books, ICT resources, human capacity to allow students access to effective learning in the school.	2 (5.1%)	5 (12.8%)	11 (28.2%)	18 (46.2%)	3 (7.7%)
Available educational resources are fairly distributed across the classes.	1 (2.6%)	4 (10.3%)	8 (20.5%)	16 (41.0%)	10 (25.6%)
We set a mean score to be achieved at the end of the term. In the event the target is not achieved, we go back to the drawing	0 (0.0%)	5 (12.8%)	6 (15.4%)	11 (28.2%)	17 (43.6%)

Statement	SD (n, %)	D (n, %)	N (n, %)	A (n, %)	SA (n, %)
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board to identify hindrances and chart the way forward.

Source: (Research Data, 2023)

The data on table 4.6 indicates a strong consensus on the value of conducting background checks before admitting new students. Over half of the respondents (56.4%) agreed or strongly agreed that these checks are crucial for ensuring that students with appropriate behavior are enrolled. This finding aligns with existing literature that underscores the role of comprehensive background checks in identifying and mitigating potential behavioral issues (Oluwole & Green, 2017). The high level of agreement reflects a widespread recognition of the importance of pre-admission screening in maintaining a positive and safe learning environment.

Regarding the investigation of indiscipline cases, a significant majority (61.6%) supported the practice of probing such incidents and administering drug and substance tests. This notable support suggests that respondents believe this approach is effective in managing and preventing behavioral issues associated with substance abuse. The result is consistent with research emphasizing the benefits of early intervention in tackling substance abuse among students (Banda, 2023). Nevertheless, it is important to consider ethical implications and ensure that these measures are implemented sensitively to respect student privacy.

The use of questionnaires to collect data on disciplinary issues, including substance abuse, received a combined total of 36.1% agreement or strong agreement from respondents.

Although this level of support is less pronounced compared to other methods, it still indicates that questionnaires are valued as a data collection tool. This aligns with educational research advocating for a multi-faceted approach to gathering information on student behavior and well-being (Turnbull et al., 2019). Thus, while questionnaires are useful, they should be part of a broader strategy for effective data collection.

On the topic of resource availability, 53.9% of respondents felt that their schools have sufficient resources, such as books, ICT equipment, and staffing, to support effective learning. This perception of adequacy suggests that the schools are generally well-resourced, which is essential for fostering a supportive educational environment and addressing various learning challenges (Lafortune et al., 2018). However, it remains crucial to continuously evaluate and address any potential gaps in resources to ensure all students have equitable access to necessary tools.

Regarding the fair distribution of educational resources, 66.7% of respondents agreed or strongly agreed that resources are allocated equitably across different classes. This majority view supports the idea that resources are distributed in a way that minimizes disparities and promotes consistent educational outcomes. Equitable resource distribution is linked to improved student performance and reduced achievement gaps (Lafortune et al., 2018). The finding indicates that schools are making efforts to ensure all students have access to the resources required for their success.

Lastly, the practice of setting performance targets and revising strategies if goals are not met garnered high agreement (72.1%). This strong support for data-driven goal-setting and

strategic adjustment reflects a commitment to ongoing improvement and accountability in educational settings (Antonacopoulou et al., 2020). The consensus indicates that schools are engaged in monitoring and enhancing student performance through systematic evaluation and the refinement of strategies.

Regression Analysis

A linear regression model mode was conducted to establish the correlation between independent variable (information collection and analysis) and dependent variable (drug and substance abuse and its effect on students' performance in national examinations).

Table 4. 4: Model Summary

Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742	0.550	0.539
			2.53385

- R (Correlation Coefficient):** The R value of 0.742 indicates a strong positive relationship between the independent variable (Information Collection and Analysis) and the dependent variable (Drug and Substance Abuse Curbing on National Examination Performance). This suggests that as the effectiveness of information collection and analysis improves, so does the management of drug and substance abuse, which is likely to positively influence national examination performance.
- R Square (Coefficient of Determination):** The R Square value of 0.550 means that 55% of the variance in the dependent variable can be explained by the independent variable. This represents a substantial portion of the variability,

indicating that information collection and analysis have a considerable impact on drug and substance abuse management and examination performance.

- **Adjusted R Square:** The Adjusted R Square of 0.539, slightly lower than R Square, adjusts for the number of predictors in the model, providing a more accurate measure of model fit. It confirms that the model is a good fit and the predictor variable is relevant.
- **Standard Error of the Estimate:** The Standard Error of the Estimate of 2.53385 indicates the average amount by which the observed values deviate from the predicted values. A lower standard error suggests that the model's predictions are reasonably close to the actual data, supporting the reliability of the regression model.

Table 4. 5: ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	749.154	1	749.154	116.735	0.001
Residual	611.846	37	16.529		
Total	1361.000	38			

- **F-Statistic:** The F-statistic of 116.735 is significantly high, indicating that the regression model is statistically significant. This means that the model is effective in explaining the variation in the dependent variable based on the independent variable, and the relationship observed is unlikely to be due to random chance.
- **p-Value:** The p-value of 0.001 is much lower than the conventional significance level of 0.05, which confirms that the model is highly statistically significant. It

supports the conclusion that information collection and analysis significantly impact drug and substance abuse management and student performance.

Table 4. 6: Coefficients

Model	Unstandardized	Standardized	t	Sig.
	Coefficients	Coefficients		
	B	Std. Error	Beta	
(Constant)	5.831	1.524		3.829
Information Collection and Analysis	0.864	0.080	0.742	10.807

Unstandardized Coefficient (B): The B value of 0.864 indicates that for every one-unit increase in information collection and analysis, there is an expected increase of 0.864 units in the effectiveness of drug and substance abuse curbing in relation to national examination performance. This shows a positive effect of improving information collection and analysis practices.

Standardized Coefficient (Beta): The Beta coefficient of 0.742 indicates a strong effect of information collection and analysis on the dependent variable. This value suggests that information collection and analysis are a robust predictor of improved drug and substance abuse management and better examination performance.

- **t-Statistic:** The t-value of 10.807 is very high, which indicates that the coefficient is significantly different from zero. This reinforces the strength and significance of the predictor variable's impact on the dependent variable.

- **p-Value:** The p-value of 0.000 is less than 0.05, confirming that the relationship between information collection and analysis and drug and substance abuse curbing is statistically significant. This result supports the robustness of the model and the importance of effective information management in addressing drug and substance abuse issues.

The regression analysis demonstrates that effective information collection and analysis are crucial for improving drug and substance abuse management, which in turn positively affects students' performance in national examinations. The strong correlation and statistical significance of the model suggest that schools can benefit significantly from enhanced data collection and analysis practices to manage substance abuse issues more effectively. The findings emphasize the importance of using data-driven approaches to improve educational outcomes and address behavioral problems in schools.

4.2.3 Principal's intervention practices on drug and substance abuse and its influence on KCSE performance in Mwea west sub-county.

This section explores the strategies employed by principals to address drug and substance abuse and assesses their influence on student performance in national examinations. The analysis is based on responses from a survey using a five-point Likert scale and subsequent regression analysis to quantify the impact of these intervention methods.

Table 4. 7: Intervention Methods

Statement	SD	D	N	A	SA
Inadequate resources for implementing drug policies	1 (2.6%)	2 (5.1%)	5 (12.8%)	14 (35.9%)	17 (43.6%)
Prudently managed resources	0 (0.0%)	5 (12.8%)	9 (23.1%)	15 (38.5%)	10 (25.6%)
Stakeholder involvement in decision-making	1 (2.6%)	10 (25.6%)	7 (17.9%)	13 (33.3%)	8 (20.5%)
Effective communication and command chain	1 (2.6%)	1 (2.6%)	9 (23.1%)	17 (43.6%)	11 (28.2%)
Staff involvement in strategic planning	0 (0.0%)	5 (12.8%)	6 (15.4%)	20 (51.3%)	8 (20.5%)
Target-setting and resource provision for students	0 (0.0%)	4 (10.3%)	11 (28.2%)	20 (51.3%)	4 (10.3%)

Source: Research Data, 2023.

Table 4.7 presents data on various intervention methods used by principals to manage drug and substance abuse in schools. The responses reflect a range of opinions on the effectiveness of these methods as rated on a five-point Likert scale from Strongly Disagree (SD) to Strongly Agree (SA).

Inadequate Resources for Implementing Drug Policies is seen as a significant issue by a majority of respondents. Specifically, 43.6% strongly agreed, and 35.9% agreed that the

lack of resources is a major barrier to effective drug policy implementation. This consensus highlights a critical resource deficiency that could impede efforts to manage drug abuse effectively. Only a small percentage of respondents (2.6%) strongly disagreed, indicating a widespread recognition of this problem.

Regarding Prudently Managed Resources, opinions were more mixed. While 38.5% of respondents agreed and 25.6% strongly agreed that resources are managed well, a notable 12.8% disagreed, and 23.1% remained neutral. This variability suggests that although some schools perceive resource management positively, others experience challenges or have different views on its effectiveness.

Stakeholder Involvement in Decision-Making received generally positive feedback, with 33.3% agreeing and 20.5% strongly agreeing that involving stakeholders is beneficial. However, 25.6% of respondents disagreed, and 2.6% strongly disagreed, reflecting some contention about the effectiveness and extent of stakeholder involvement in decision-making processes.

The aspect of Effective Communication and Command Chain was also viewed favorably, with 43.6% agreeing and 28.2% strongly agreeing that effective communication is crucial. The low percentages of those who strongly disagreed (2.6%) and disagreed (2.6%) indicate that while effective communication is broadly valued, there may still be issues in its implementation.

Staff Involvement in Strategic Planning was supported by a majority, with 51.3% agreeing and 20.5% strongly agreeing on its importance. This indicates strong support for including staff in planning processes. Nevertheless, 12.8% disagreed, and none strongly disagreed,

suggesting that while staff involvement is generally endorsed, there are some differing opinions on its impact.

Finally, Target-Setting and Resource Provision for Students received considerable support, with 51.3% agreeing and 10.3% strongly agreeing that these practices are essential. This broad agreement underscores the importance of setting clear targets and ensuring adequate resources to support students. The relatively low disagreement (10.3%) suggests a general consensus on the need for these practices.

Overall, the analysis reveals that principals in Mwea West Sub County recognize the critical role of resource management, stakeholder involvement, and strategic planning in addressing drug and substance abuse. The findings highlight areas where improvements could be made, particularly in resource allocation and effective communication, to enhance the effectiveness of intervention methods and support student performance.

The analysis of intervention methods used by principals to manage drug and substance abuse in Mwea West Sub County reveals several insights into the challenges and strategies perceived as effective by school leaders.

Inadequate Resources for Implementing Drug Policies was identified as a significant barrier, with a substantial proportion of respondents (43.6% strongly agreeing and 35.9% agreeing) acknowledging that insufficient resources hinder effective drug policy enforcement. This finding aligns with previous research by Skene (2023), which underscores that limited financial and material resources can severely impact the implementation and sustainability of school-based interventions. Skene's work highlights that inadequate funding often restricts the scope and effectiveness of drug prevention

programs, making it crucial for schools to secure adequate resources to address substance abuse comprehensively.

Prudently Managed Resources received mixed responses, suggesting variability in how resources are perceived to be managed across different schools. While 38.5% agreed and 25.6% strongly agreed that resources are managed effectively, there was notable disagreement (12.8%). This reflects a broader concern identified by Sherman (2024), who noted that resource management practices can vary significantly between schools, affecting the overall success of intervention strategies. Effective resource management is essential for optimizing the impact of drug prevention efforts and ensuring that interventions are adequately supported.

Stakeholder Involvement in Decision-Making was positively viewed by a majority of respondents (33.3% agreeing and 20.5% strongly agreeing), indicating a belief in the value of including various stakeholders in decision-making processes. This perspective supports the findings of Abubakar (2020), who emphasized that collaborative decision-making, particularly involving school counselors and other stakeholders, enhances the effectiveness of school-based interventions. The mixed opinions (25.6% disagreed) suggest that while stakeholder involvement is generally supported, its implementation might face challenges or resistance in some contexts.

The importance of Effective Communication and Command Chain was also affirmed, with 43.6% agreeing and 28.2% strongly agreeing that clear communication is vital. This is consistent with the work of Gladstone and Cimpian (2021), who highlighted that effective communication channels are crucial for coordinating intervention efforts and ensuring that all stakeholders are aligned. The low percentage of disagreement indicates that while

communication is valued, practical challenges in maintaining effective communication may still exist.

Staff Involvement in Strategic Planning was endorsed by a majority (51.3% agreeing and 20.5% strongly agreeing), emphasizing the need for involving staff in planning processes. This finding aligns with research by Ishimaru (2019), which stresses the importance of inclusive decision-making in addressing complex issues such as substance abuse. Involving staff in strategic planning can foster a sense of ownership and ensure that interventions are tailored to the specific needs of the school community.

Finally, Target-Setting and Resource Provision for Students received broad support, with 51.3% agreeing and 10.3% strongly agreeing on its importance. This is in line with Tucker (2019), who found that setting clear targets and providing adequate resources are essential for achieving desired outcomes in school-based interventions. Effective target-setting helps focus efforts and measure progress, while adequate resources ensure that interventions can be implemented effectively.

Overall, the discussion highlights that principal in Mwea West Sub County recognize the critical role of resource management, stakeholder involvement, and strategic planning in addressing drug and substance abuse. However, the mixed responses also suggest areas where improvements could be made, particularly in resource allocation and effective communication, to enhance the effectiveness of intervention methods and support student performance.

Regression Analysis

A linear regression model was conducted to establish the correlation between the independent variable (intervention methods) and the dependent variable (drug and substance abuse and its effect on students' performance in national examinations).

Table 4. 8:Model Summary

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.683	0.467	0.455	2.72124

a. Predictors: (Constant), Intervention Methods

The R-square value of 0.467 indicates that intervention methods explain 46.7% of the variance in the dependent variable, which is drug and substance abuse curbing in relation to national examination performance. This suggests that nearly half of the changes in students' examination performance related to drug and substance abuse can be attributed to the intervention methods. The adjusted R-square value of 0.455, slightly lower than the R-square, confirms a good fit of the model after accounting for the number of predictors. The standard error of the estimate, 2.72124, indicates that the predicted values are reasonably close to the observed values, suggesting a low degree of dispersion.

Table 4. 9: ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	635.076	1	635.076	85.688	0.000
Residual	725.924	37	19.616		
Total	1361.000	38			

b. Predictors: (Constant), Intervention Methods

The ANOVA test results indicate a highly significant F-statistic of 85.688 with a p-value of 0.000. This suggests that the overall regression model is statistically significant at the 99.9% confidence level, implying a strong and significant relationship between intervention methods and drug and substance abuse curbing on national examination performance. The significance level confirms that the model's findings are robust and that intervention methods play a crucial role in influencing students' performance by addressing drug and substance abuse.

Table 4. 10: Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1 (Constant)	7.132	1.627		4.384
Intervention Methods	0.795	0.795	0.795	0.795

Dependent Variable: Drug & Substance Abuse Curbing on National Examination Performance

The unstandardized coefficient for intervention methods is 0.795, meaning that for each additional unit of intervention methods applied, drug and substance abuse curbing on national examination performance increases by 0.795 units. The standardized coefficient (Beta) of 0.795 indicates that intervention methods are a strong predictor of the dependent variable. The p-value of 0.000 is well below the commonly accepted significance level of 0.05, confirming that the relationship between intervention methods and drug and substance abuse curbing on examination performance is statistically significant. This underscores the effectiveness of intervention methods in improving students' academic outcomes by addressing issues related to drug and substance abuse.

4.2.4 Principal's evaluation practices on drugs and substance abuse and its influence on KCSE performance in Mwea West Sub County, Kirinyaga County.

The investigator aimed at establishing the effect of appraisal methods that principals use in assessing and controlling drug and substance abuse and their impacts on national examination performance. This study focuses on the assessment of the different techniques involved in bringing out issues relating to substance abuse and its effect on academic performance. The items were on a five-point Likert scale from Strongly Disagree to Strongly Agree. Responses were analyzed using frequency distributions. The findings, as outlined in Table 4.14, explain how performance benchmarking, environmental analysis, alumni engagement, and behavioral investigations contribute to managing substance abuse and enhancing the performance of students.

Table 4. 11: Evaluation Methods Used by Principals to Control Drugs and Substance Abuse

Statement	SD	D	N	A	SA
We engage in performance benchmarking with top performing schools to identify our undoing and initiate corrective measures.	2 (5.1%)	12 (30.8%)	7 (17.9%)	13 (33.3%)	5 (12.8%)
We conduct performance comparisons with previous years as well as with other schools to find out what could be hindering performance.	1 (2.6%)	1 (2.6%)	3 (7.7%)	19 (48.7%)	15 (38.5%)
We engage alumni of the school who have excelled in life to be role models to the current students' body.	3 (7.7%)	5 (12.8%)	5 (12.8%)	18 (46.2%)	8 (20.5%)
We conduct environmental analysis regularly to identify both internal and external factors that may be hindering students' performance.	4 (10.3%)	4 (10.3%)	13 (33.3%)	13 (33.3%)	5 (12.8%)
We engage the Guidance and Counseling department (G & C) to help in identifying students' personal factors that may influence their academic performance.	0 (0.0%)	4 (10.3%)	5 (12.8%)	18 (46.2%)	12 (30.8%)

Statement	SD	D	N	A	SA
Upon noticing behavior change in a student, we conduct an investigation and based on the findings, we put in place corrective measures.	1 (2.6%)	2 (5.1%)	4 (10.3%)	20 (51.3%)	12 (30.8%)

Source: Research Data, 2023

The data presented in Table 4.11 highlights various appraisal methods used by principals to manage drug and substance abuse in Mwea West Sub County, Kirinyaga County, and their impact on student performance. Performance benchmarking with top-performing schools received mixed responses: while a notable percentage (33.3%) agreed that it could help identify areas for improvement, a significant portion (30.8%) disagreed. Performance comparisons with previous years and other schools were strongly supported by 87.2% of respondents, reflecting the method's perceived value in identifying performance hindrances. Engaging alumni as role models was endorsed by 46.2% of respondents, with an additional 20.5% strongly agreeing, aligning with findings that alumni mentorship positively influences students. Regular environmental analysis was seen as beneficial by 33.3% of respondents, though 20.6% disagreed, suggesting variable implementation. The engagement of the Guidance and Counseling (G & C) department received strong support from 77.0% of respondents, highlighting its importance in addressing personal factors affecting performance. Lastly, the investigation of behavior changes and corrective measures was supported by 82.1% of respondents, reflecting a consensus on its effectiveness in addressing academic challenges. Overall, while there is general agreement

on the importance of these methods, their practical application and effectiveness may vary depending on the specific context and challenges faced by schools.

The findings from the study on principal's evaluation practices for managing drug and substance abuse in Mwea West Sub County provide significant insights into how these methods impact academic performance in the Kenya Certificate of Secondary Examination (KCSE).

Performance Benchmarking is one method that elicited a range of responses. While 33.3% of principals agreed and 12.8% strongly agreed that benchmarking with top-performing schools could aid in identifying areas for improvement, a considerable percentage (30.8%) disagreed. This mixed response suggests that while benchmarking can be a valuable tool for identifying weaknesses and areas needing improvement, its effectiveness may be contingent on how well schools adapt and apply the insights gained from such comparisons. According to Tucker (2019), performance benchmarking allows schools to pinpoint specific areas that require strategic interventions, but its success relies on the ability of school administrators to translate these insights into actionable strategies.

Performance Comparisons with Previous Years and Other Schools received overwhelming support, with 87.2% of respondents agreeing that this method helps in identifying performance hindrances. This strong endorsement aligns with Abubakar (2020) and Tibo (2020), who argue that ongoing performance monitoring and comparative analysis are crucial for improving academic outcomes. These studies emphasize the importance of understanding historical performance trends and comparing them with other institutions to address barriers to student success effectively.

Engaging Alumni as Role Models was another method that garnered substantial support, with 46.2% agreeing and 20.5% strongly agreeing on its effectiveness. This is consistent with research by Sherman (2024) and Gladstone and Cimpian (2021), which highlights the benefits of mentorship programs. Successful alumni can provide motivational and practical support to current students, offering them role models who have overcome similar challenges. This mentorship approach not only inspires students but also helps in addressing both academic and behavioral issues by providing real-life examples of success.

Regular Environmental Analysis was endorsed by 33.3% of respondents, who agreed that it helps in identifying factors affecting student performance. However, the 20.6% who disagreed suggest that the implementation of environmental analysis may be inconsistent. Skene (2023) supports the notion that regular environmental assessments are essential for understanding the internal and external factors influencing student outcomes, but the effectiveness of this method is dependent on how comprehensively and systematically it is conducted.

Engagement of the Guidance and Counseling (G & C) Department received a strong consensus, with 77.0% of principals agreeing on its importance in identifying personal factors that influence academic performance. This finding is aligned with Skene (2023), who advocates for the involvement of school counselors in decision-making processes. Effective engagement of the G & C department can lead to better identification of student needs and more tailored interventions, contributing positively to student performance.

Finally, the method of Investigating Behavior Changes and Implementing Corrective Measures was supported by 82.1% of respondents, reflecting a strong belief in its effectiveness. Ishimaru (2019) emphasizes the importance of inclusive decision-making and shared responsibilities in addressing complex issues like substance abuse. This method's support highlights the recognition of behavioral issues as critical to academic success and the need for prompt and effective responses.

In summary, the data suggests that while various evaluation methods are widely endorsed by principals, the practical application and effectiveness of these methods can vary. The study underscores the importance of adopting a multifaceted approach to managing substance abuse and improving academic performance, incorporating strategies that are both evidence-based and contextually relevant.

Regression Analysis Results and Implications

Table 4. 12: Model Summary

Model Summary

Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.632	0.400	2.86415

The R-squared value of 0.400 indicates that 40% of the variation in the effect of drug and substance abuse on KCSE performance can be explained by the evaluation methods employed by principals. This value shows a moderate level of explanatory power, suggesting that while evaluation methods are an important factor, other variables not

included in the model may also play a significant role. The adjusted R-squared value of 0.384, which is slightly lower than the R-squared, adjusts for the number of predictors in the model, indicating that the model still explains a substantial proportion of the variability, even when accounting for the complexity of the data. The standard error of the estimate, 2.86415, signifies that the predicted values have a low variability compared to the observed values, which suggests that the model has a good fit relative to the observed data.

Table 4. 13: ANOVA Test

ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	544.664	1	544.664	66.498	0.000
Residual	817.336	37	22.095		
Total	1362.000	38			

The ANOVA test results indicate an F-statistic of 66.498 with a p-value of 0.000. This highly significant p-value (less than 0.05) suggests that the regression model is statistically significant and that the appraisal methods are a strong predictor of drug and substance abuse control and its impact on national examination performance. This high level of significance implies that the relationship between the independent variable (appraisal

methods) and the dependent variable (drug and substance abuse control) is not due to random chance, affirming the robustness of the model.

Table 4. 14: Coefficients

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	8.246	1.723	4.786
	Principals' goal setting activities	0.864	0.632	8.157

The unstandardized coefficient of 0.864 indicates that for each unit increase in appraisal methods, there is an expected increase of 0.864 units in the effectiveness of drug and substance abuse control as it relates to national examination performance. The standardized coefficient (Beta) of 0.632 reflects a strong positive relationship between appraisal methods and the dependent variable, suggesting that evaluation methods are a significant predictor of performance outcomes. The p-value of 0.001 for the appraisal methods coefficient is well below the 0.05 threshold, confirming that this relationship is highly statistically significant. This implies that improving evaluation methods could lead to notable enhancements in curbing drug and substance abuse and, consequently, in improving students' examination performance.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary of the Findings

5.1.1 Principals' goal setting practices in curbing drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county.

The study revealed that a majority of principals believe that drug and substance abuse eradication requires the involvement of all key stakeholders, including students, parents, teachers, and the community. This inclusive approach fosters collective responsibility and collaboration, which is crucial for the sustainability of substance abuse initiatives. The findings align with successful models where comprehensive involvement leads to significant reductions in substance abuse and improves school environments. Principals widely agreed on the importance of identifying cases of drug and substance abuse early. Effective identification allows for timely interventions tailored to students' needs, potentially redirecting their paths towards better outcomes. Early detection and support are essential in preventing worsening situations and supporting student well-being. Setting clear and measurable goals and formulating strategies to achieve them were highly endorsed. Utilizing the SMART goal model helps maintain focus and avoid distractions from non-core activities. This structured approach creates accountability, motivates students and staff, and drives continuous improvement. There was strong support for the empowerment of the guidance and counseling office. Engagement with guest speakers and former addicts provides valuable support and mentorship. Strengthening this office is crucial for equipping students with the necessary tools to overcome challenges and build

resilience. Principals emphasized the need for ongoing monitoring of students' progress through internal exams and addressing negative performance deviations. A data-driven approach helps identify and address issues such as substance abuse effectively, ensuring timely interventions and improved academic outcomes.

5.1.2 Principal's information and analysis practices on drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county

Most respondents supported conducting background checks for new students to prevent behavioral issues and enhance security. This practice helps identify potential problems early and ensures a conducive learning environment. The study found that investigating cases of indiscipline and conducting drug tests are essential. Early intervention, while respecting students' privacy, is crucial for addressing substance abuse issues effectively and ethically. There was broad agreement on the use of questionnaires to gather information about indiscipline and substance abuse. This method provides comprehensive insights, supporting the development of effective intervention strategies. Most principals agreed that adequate resources, including books, ICT tools, and human capacity, are vital for quality education. Fair distribution of these resources across classes supports student learning and achievement, minimizing disparities and enhancing overall academic performance. Setting mean score targets and revisiting strategies if targets are not met was widely endorsed. This approach leverages data for goal setting and fosters collaboration and accountability, leading to improved student performance and a supportive learning environment.

5.1.3 Principal's intervention practices on drug and substance abuse and its influence on KCSE performance in Mwea west sub-county.

Participants highlighted a lack of adequate resources for implementing drug and substance abuse policies. Effective management and prudent allocation of resources are critical for sustaining prevention programs and achieving school targets. The importance of involving stakeholders in decision-making and maintaining an effective communication chain was emphasized. Collaborative decision-making and clear communication enhance the implementation of school-based programs and create a supportive environment. There was strong support for involving all staff in strategic planning related to academic performance and drug and substance policies. Collaborative planning helps tailor strategies to the school's specific needs and challenges, improving effectiveness.

5.1.4 Principal's evaluation practices on drugs and substance abuse and its influence on KCSE performance in Mwea West Sub County, Kirinyaga County.

Principals valued benchmarking with top-performing schools and comparing current performance with past results and other schools. These practices help identify areas for improvement and develop strategies to enhance student outcomes. Involving successful alumni as role models was highly regarded. Alumni can inspire and motivate current students through their experiences, providing valuable guidance and mentorship. Regular environmental scanning and involving the Guidance and Counseling (G & C) department were seen as important for understanding factors affecting student achievement. These practices enable schools to respond to emerging conditions and provide tailored support. There was broad agreement on investigating behavioral

changes and taking corrective measures. Proactive identification and intervention measures to address behavioral issues effectively can contribute to better academic performance. In summary, the findings underscore the importance of inclusive stakeholder engagement, effective goal setting, resource management, and data-driven decision-making in addressing drug and substance abuse and enhancing academic performance. Further research should explore the integration of these practices across different contexts and evaluate their long-term impacts on student outcomes.

5.2 Conclusion

The study highlighted several key findings based on its objectives. It was determined that the principals' goal-setting practices in curbing drug and substance abuse, and their influence on KCSE performance in secondary schools in Mwea West Sub-County, were significant. The involvement of all major stakeholders, including students, parents, and teachers, was found to be crucial for the sustainability of efforts to combat substance abuse. Identifying substance abuse cases and tailoring interventions to meet specific needs proved essential in addressing the challenges faced by students. Goal setting using SMART criteria enhanced accountability and motivation, fostering a culture of continuous improvement. Empowering the Guidance and Counseling office and regularly monitoring student progress also played a vital role in achieving better academic and personal outcomes.

The study also examined how principals collected and analyzed information on drug and substance abuse and its impact on KCSE performance. It was found that conducting background checks on new students and using questionnaires for information collection were effective in preventing behavioral anomalies and designing targeted interventions.

Ensuring fair distribution of educational resources and setting mean score targets, with regular reviews, were crucial for optimizing student success and maintaining a supportive learning environment.

Regarding intervention practices, the research identified inadequate resources as a major challenge in implementing drug and substance policies. Effective management of resources, stakeholder involvement in decision-making, and a well-defined chain of command were essential for successful program implementation. Strategic planning, clear target setting, and appropriate resource allocation were found to improve both student achievement and the management of substance abuse issues.

Lastly, the study revealed that benchmarking against top-performing schools was valuable for identifying weaknesses and developing effective strategies. Comparing current performance with past data and other schools helped in diagnosing performance barriers. The use of successful alumni as role models, regular environmental scanning, and the involvement of the Guidance and Counseling Department were instrumental in creating a supportive environment conducive to student success. Early identification and correction of behavioral problems ensured that students could overcome obstacles to academic achievement.

Recommendations for Practice:

1. Principals should undergo training on effective goal-setting techniques and utilize SMART goals. This training should also emphasize the importance of involving all stakeholders and monitoring students' progress. Regular use of data for decision-making will help in adapting strategies to meet evolving needs.

2. Schools should incorporate and implement effective anti-drug programs that educate students about the harmful effects of drug and substance abuse. Collaboration with relevant organizations will enhance the effectiveness and reach of these programs.
3. Strengthening Guidance and Counseling services is crucial. Schools should ensure that trained professionals are available to identify and support students struggling with substance abuse. The Guidance and Counseling department should be proactive in addressing behavioral changes and providing appropriate interventions.
4. School authorities should ensure optimal allocation and utilization of resources, including human, financial, and infrastructure resources. This will support the effective implementation of anti-drug initiatives and educational programs.

Recommendations for Policy:

1. Develop and enforce policies that mandate regular training for principals on goal-setting techniques, including SMART goals, and the involvement of all stakeholders. Policies should also emphasize the importance of data-driven decision-making and monitoring student progress.
2. Formulate policies that require schools to adopt comprehensive anti-drug programs. Policies should include guidelines for collaboration with relevant organizations to ensure the successful execution and sustainability of these programs.
3. Implement policies that mandate the strengthening of Guidance and Counseling services in schools. Policies should ensure that qualified professionals are available to address substance abuse issues and support students effectively.

4. Develop policies that promote optimal allocation and utilization of resources within schools. These policies should focus on supporting anti-drug initiatives and ensuring that educational programs are adequately funded and resourced

. 5.4 Suggestions for Areas of Further Studies

In light of the findings, the following areas for further research are proposed to deepen the understanding and effectiveness of principals' initiatives in combating drug and substance abuse among students:

1. Investigate the role of peer influence and social networks in drug and substance abuse among students. This study could explore how peer relationships and social circles contribute to substance use, and identify strategies to leverage positive peer influence to prevent and reduce substance abuse.
2. Examine the impact of parental involvement and family dynamics on students' drug and substance abuse behaviors. Research could focus on how family support, communication, and parenting styles affect students' substance use and their responsiveness to school-based interventions.
3. Conduct a comparative analysis of different anti-drug programs implemented in secondary schools to determine which strategies are most effective in curbing substance abuse. This research could identify best practices and successful models that can be adapted or scaled in various school settings.
4. Carry out a longitudinal study to track changes in substance abuse trends over time and assess the long-term impact of anti-drug interventions on students' academic

performance and behavior. This study could provide insights into the sustainability and lasting effects of prevention programs.



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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Mount Kenya University

P.O. Box 342-01000

Thika.

Dear Respondent

RE: REQUEST FOR DATA COLLECTION

In regard to the mentioned subject, I am a Masters student at Mount Kenya University pursuing a Master's Degree in Education. I am currently conducting a research on the "RINCIPALS' MANAGEMENT PRACTICES ON KENYA CERTIFICATE OF SECONDARY EXAMINATION (KCSE) PERFORMANCE IN MWEA WEST SUB-COUNTY, KENYA." I am appealing to you to cooperate by providing honest answers to the attached questionnaire and interview that was conducted. I assure confidentiality of your information.

Thank you in advance.

Yours faithfully,

Lucy Muringo Nyagah.

APPENDIX II: INFORMED CONSENT FORM

Dear respondent,

The researcher is a student undertaking a Master's Degree in Education at Mount Kenya University. My topic is: **Principals' Management Practices On Kenya Certificate Of Secondary Examination (KCSE) Performance In Mwea West Sub-County, Kenya.**

For this study, I will request you to give me some time as you will be asked some questions.

I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. Your participation is voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

Code of participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date

**APPENDIX III: QUESTIONNAIRE FOR DEPUTY PRINCIPALS, CLASS
TEACHERS AND GUIDANCE AND COUNSELLING TEACHERS**

Part A: Demographic Data

1. Age of the respondents

Below 25 years	[]	46 - 55 years	[]
25 - 35 years	[]	Above 55 years	[]
36 - 45 years	[]		

2. The highest level of education attained

Certificate Level	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Masters	<input type="checkbox"/>
Other (specify)	

3. How long have you worked at your current school?

Below 1 year	[]	7 - 9 years	[]
1 - 3 years	[]	Above 9 years	[]
4 - 6 years	[]		

Part B: The principals' goal setting activities in curbing drug and substance abuse and its influence on National Examinations performance.

The following statements relate to the principals' goal setting activities in curbing drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county, Kirinyaga County.

5= Strongly Agree, 4= Agree, 3= Neither Agree nor Disagree, 2= Disagree,

1= Strongly Disagree

Statement	5	4	3	2	1
a) We take into account all key stakeholders' views in drug and substance abuse eradication planning process					
b) We identify cases of drug and substance abuse in the school which is a key source of information in addressing drug abuse.					
c) We set results targets and develop means of achieving the results					
d) We employ SMART goal creation model that keeps students and teachers on toes and focused so that they don't indulge in non-core business of the school					
e) We constantly engage and empower the guiding and counselling office in instilling character among students through various programmes such as invitations of guests on					

different topics of life and former addicts to give testimony of their experiences.					
f) We monitor students' progress through internal exam administration; any negative deviation in performance instigates an investigation, which may include factors such as drug and substance abuse among other indiscipline behaviour.					
g) We keep records of drug and substance abuse cases reported					

Part C: To determine how principals collect and analyze information on drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county, Kirinyaga County.

The following statements relate to the challenges facing principals in dealing with drug and substance abuse and its influence on KCSE. Indicate the extent of your agreement to each statement by ticking one option.

5= Strongly Agree, 4= Agree, 3= Neither, Agree nor Disagree, 2= Disagree,

1= Strongly Disagree

Statement	5	4	3	2	1
a) We carry background checks before admission of new students in the school to ensure we admit students with proper behaviour.					

b) We single out indiscipline cases in the school and investigate the likely course of the behaviour. For example we subject the identified case to drug and substance test.					
c) We use questionnaire to collect information from students on various indiscipline cases including drug and substance abuse among students					
d) We have enough resources in the school such as books, ICT resources, human capacity to allow students access effective learning in the school.					
e) Available educational resources are fairly distributed across the classes.					
f) We set a mean score to be achieved at the end of the term. In the event the target is not achieved, we go back to the drawing board to identify hindrances and chart the way forward.					

Part D: 3. To examine the intervention methods used by principals to control drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county, Kirinyaga County.

The following statements relate to the intervention methods used by principals to control drug and substance abuse. Indicate the extent of your agreement to each statement by ticking one option.

5= Strongly Agree, 4= Agree, 3= Neither Agree nor Disagree, 2= Disagree,

1= Strongly Disagree

Statement	5	4	3	2	1
a) We have inadequate resources to implement drug and substance policies. For instance insufficient funds to empower teachers and guiding and counseling office					
b) The available resources are prudently managed to ensure school targets are met.					
c) All key stakeholders; that is students, teachers and support staff are always made part of decision making process to ensure a harmonized unit of purpose and direction for the school.					
d) We have well designed chain of command that allow smooth flow of communication and hence prudent use of available resources in the school					
e) We always bring on board all staff strategic plans formulation relating to academic performance and drug and substance policies in school.					
f) We set targets for each student in regular continuous assessment test and then facilitate the students with resources to achieve the set targets.					
g) Our students attends classes regularly as expected					

Part E: 4. To examine evaluation methods used by principals to control drugs and substance abuse and its influence on KCSE performance in Mwea West Sub county, Kirinyaga County.

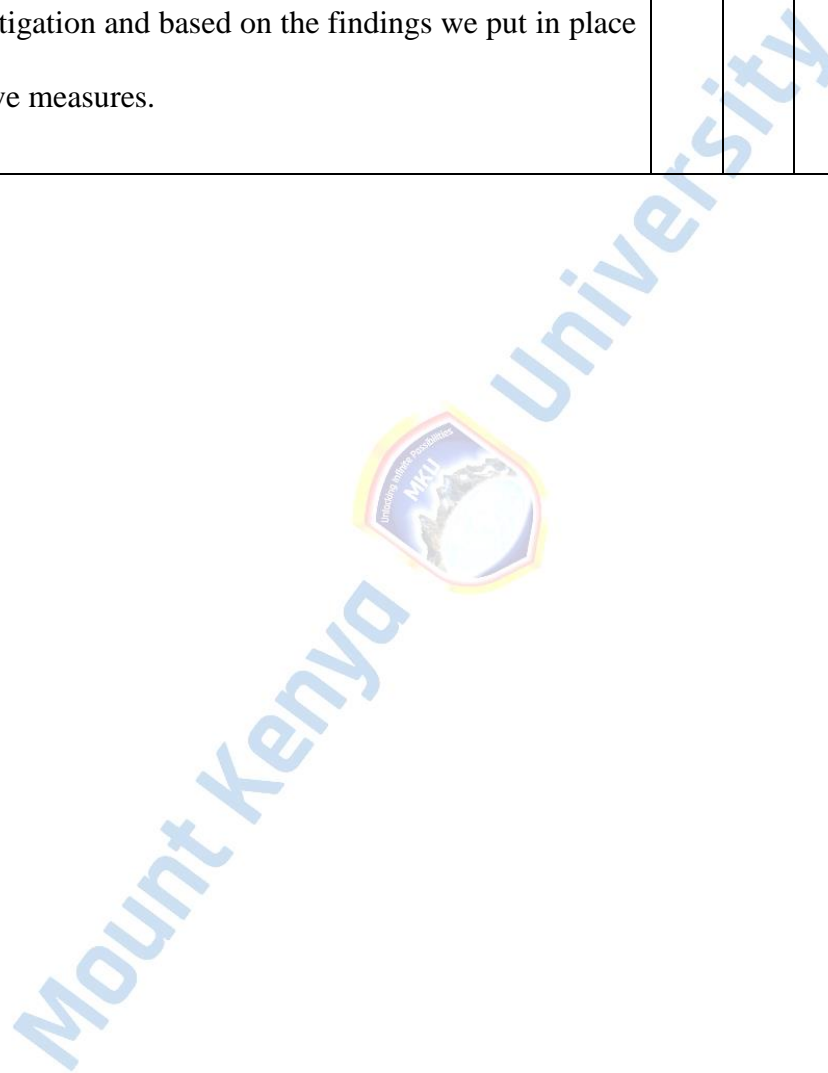
The following statements relate to the extent of success of the set goals to curb drugs and substance abuse among students. Indicate the extent of your agreement to each statement by ticking one option.

5= Strongly Agree, 4= Agree, 3= Neither Agree nor Disagree, 2= Disagree,
1= Strongly Disagree

Statement	5	4	3	2	1
a) We engage in performance benchmarking with top performing schools to identify our undoing and initiate corrective measures					
b) We conduct performance comparisons with previous years as well as with other schools to be able to find out what could be hindering performance					
c) We engage alumni of the school who have excelled in life to be role models to current students' body.					
d) We conduct environmental analysis regularly to identify both internal and external factors that may be hindering students' performance					

<p>e) We engage the G & C to help in identifying students' personal factors that may influence their academic performance</p>					
<p>f) Upon noticing behaviour change in a student, we conduct an investigation and based on the findings we put in place corrective measures.</p>					

Thank you



APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS

To determine the principals' goal setting activities in curbing drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county, Kirinyaga County.

1. Do you have peer education in your school?

.....

a. If yes, describe how peer education is conducted in your school.

.....

.....

.....

2. Do you set performance targets?

a. If yes, how has it helped in achieving performance academic goals?

.....

3. What are the strategies that are put in place to curb drug and substance abuse?

.....

.....

.....

a. Have the strategies helped in shaping behaviour change among students?

.....

4. Have you ever invited drug and substance reformists in career talks to make students have a gist of repercussions of abusing drugs?

.....

.....

.....
To determine how principals, collect and analyze information on drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county, Kirinyaga County.

1. Do you conduct background checks on students before admission?

.....
a. If yes, describe the procedure.
.....
.....
.....

b. How effective has it been in eradicating drug and substance menace in school?
.....
.....
.....

2. Does your school collaborate with National Agency for Control Against Drug Abuse Education?

a. If yes, in which ways does your school collaborate with National Agency for Control Against Drug Abuse?
.....
.....
.....

3. What other practices are used in discouraging drug and substance abuse in your school?

.....
.....
To examine the intervention methods used by principals to control drug and substance abuse among students in secondary schools in Mwea west sub-county, Kirinyaga County.

1. What strategies or networks have you created for drug and substance management in your school?

.....
.....
.....

2. Do you have well designed chain of command that allow smooth flow of communication and hence prudent use of available resources in the school?

.....
.....
.....

3. Do you always bring on board all staff strategic plans formulation relating to academic performance and drug and substance policies in your school?

.....
.....
.....

To examine ways in which strategies have been implemented on drugs and substance abuse among students in Mwea West Sub county, Kirinyaga County.

1. Do you engage in performance benchmarking with top performing schools to identify your undoing and initiate corrective measures?

.....

.....

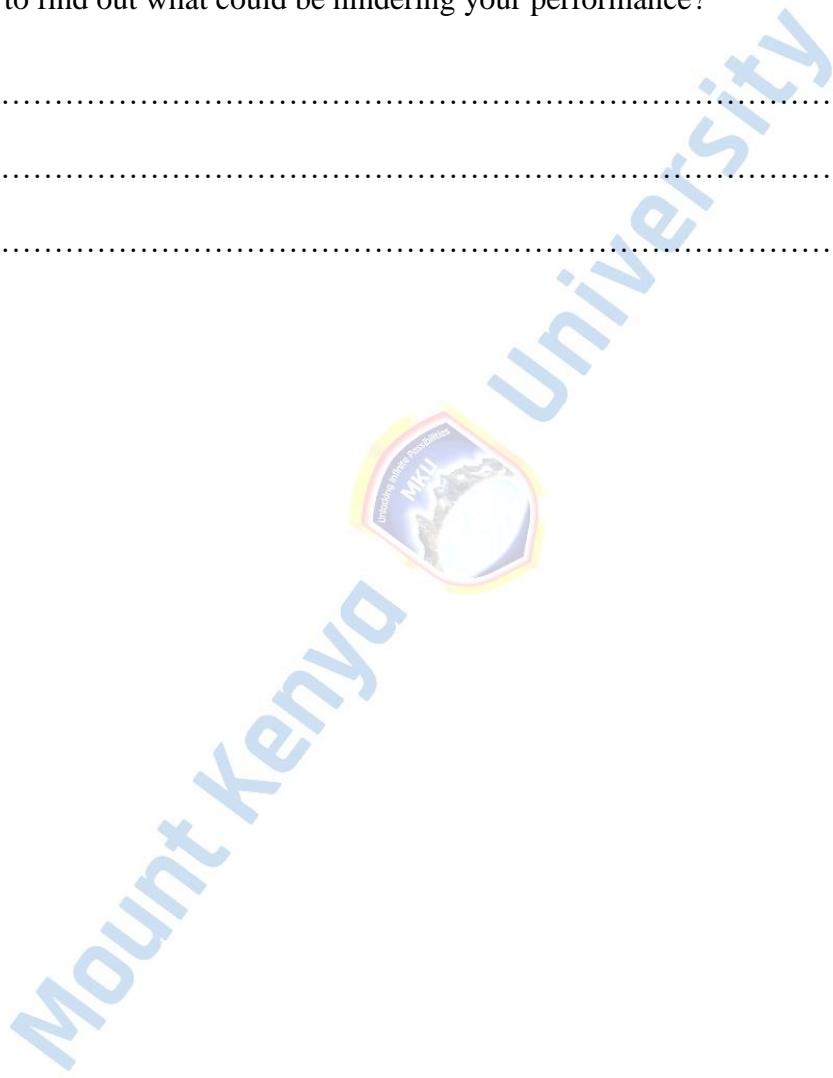
.....

2. Do you conduct performance comparisons with previous years as well as with other schools to be able to find out what could be hindering your performance?

.....

.....

.....



APPENDIX V: INTERVIEW GUIDE FOR QASO AND TSC SUB-COUNTY DIRECTOR

To determine the principals' goal setting practices in curbing drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county, Kirinyaga County.

1. Do the schools in your sub-county have peer education?

.....

b. If yes, describe how peer education is conducted.

.....

.....

.....

2. Do you set performance targets for schools in your sub-county?

.....

b. If yes, how has it helped in achieving performance academic goals?

.....

.....

.....

3. What are the strategies that are put in place to curb drug and substance abuse?

.....

.....

.....
.....

b. Have the strategies helped in shaping behaviour change among students?

.....

4. Do you advise the principals in your sub-county to invite drug and substance reformists in career talks to make students have a gist of repercussions of abusing drugs?

.....

If yes, how far have the programs succeeded?

.....
.....
.....
.....

To determine how principals, collect and analyze information on drug and substance abuse and its influence on KCSE performance in secondary schools in Mwea west sub-county, Kirinyaga County.

4. Do you ensure that the principals in your sub-county conduct background checks on students before admission?

.....

c. If yes, describe the procedure.

.....
.....
.....
.....

d. How effective has it been in eradicating drug and substance menace in your sub-county?

.....

.....

.....

.....

5. Does your sub-county collaborate with National Agency for Control Against Drug Abuse Education?

.....

b. If yes, in which ways does your sub-county collaborate with National Agency for Control Against Drug Abuse?

.....

.....

.....

.....

6. What other practices are used in discouraging drug and substance abuse in your sub-county?

.....

.....

.....

.....

To examine the intervention methods used by principals to control drug and substance abuse among students in secondary schools in Mwea west sub-county, Kirinyaga County.

4. What strategies or networks have you created for drug and substance management in your sub-county?

.....
.....

5. Do you have a well-designed chain of command that allow smooth flow of communication and hence prudent use of available resources in the sub-county?

.....

6. Do you always bring on board all principals' strategic plans formulation relating to academic performance and drug and substance policies in your sub-county?

.....

To examine ways in which strategies have been implemented on drugs and substance abuse among students in Mwea West Sub county, Kirinyaga County.

3. Do you engage in performance benchmarking with top performing schools to identify your challenges and initiate corrective measures?

.....

4. Do you conduct performance comparisons with previous years as well as with other sub-counties to be able to find out what could be hindering performance in your sub-county?

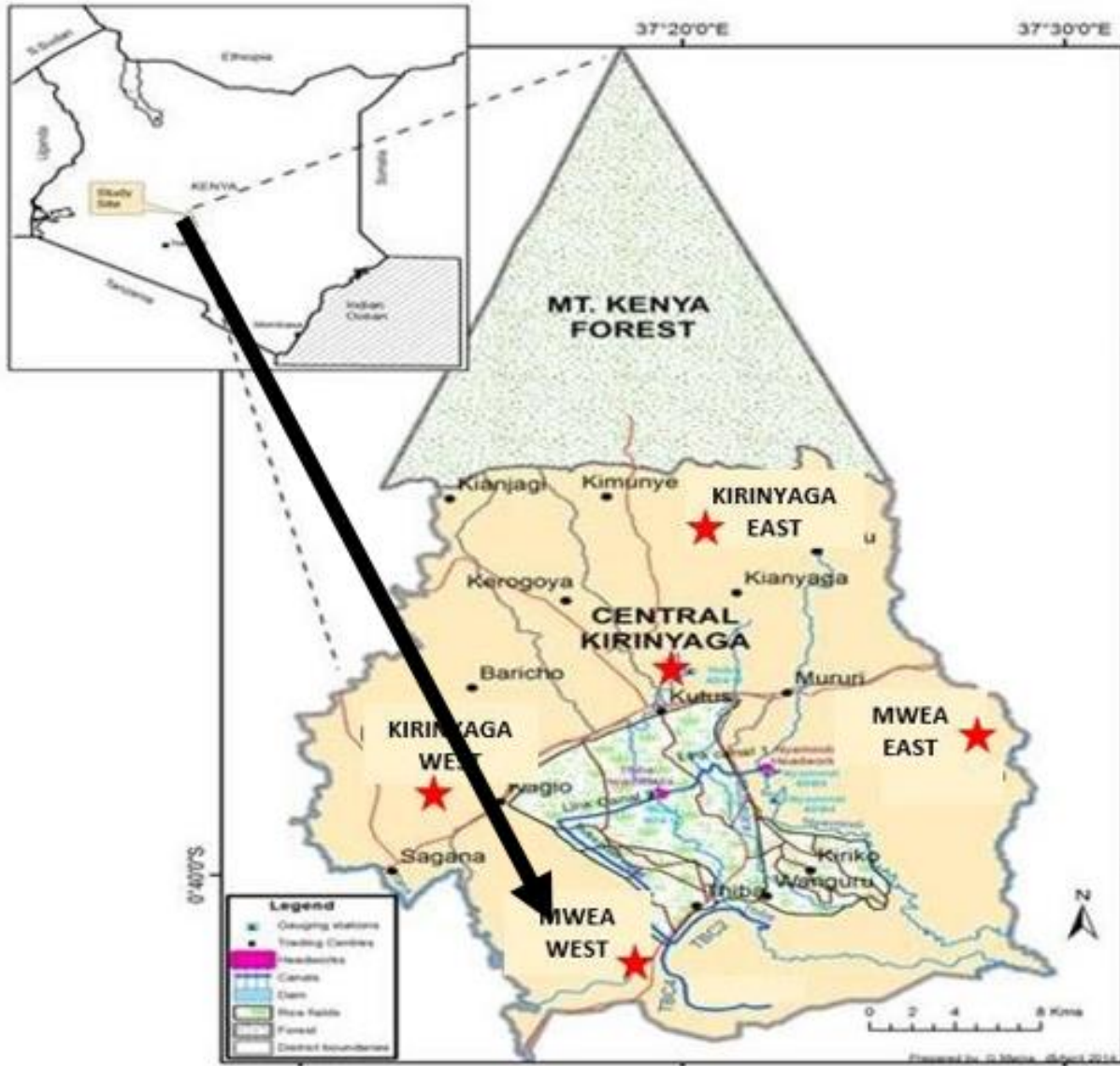
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APPENDIX VI: FOCUS GROUP DISCUSSION FOR STUDENTS

Students to discuss in groups of 7- 10:

1. Are drugs readily available in your school neighbourhood?
2. Who supplies drugs in your school?
3. Are there students who abuse drugs and substances in your school?
If yes, where do they get money to buy drugs?
4. Does your school have guidance and counselling programs?
If yes, have they been helpful?
5. Does your school invite drug reformists for talks on drugs?
6. Do your parents and other authorities at home advise you on drug and substance abuse
7. Does drug and substance abuse affect your continuous learning?
- 8 .Do you think KSCE performance in your school is affected by drug and substance abuse?

APPENDIX VII: MAP OF MWEA WEST SUB-COUNTY, KIRINYAGA COUNTY.



APPENDIX VIII: NACOSTI PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **594031** Date of Issue: **23/August/2023**

RESEARCH LICENSE



This is to Certify that Miss.. LUCY muringo NYAGAH of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kirinyaga on the topic: PRINCIPALS' MANAGEMENT STRATEGIES ON DRUGS AND SUBSTANCE ABUSE AND ITS INFLUENCE ON NATIONAL EXAMINATIONS PERFORMANCE IN MWEA WEST SUBCOUNTY, KIRINYAGA COUNTY, KENYA. for the period ending : 23/August/2024.

License No: **NACOSTI/P/23/28703**

594031
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

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2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
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10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX IX: MKU PERMIT



REF: **MKU/ISERC/2999**
TO: **LUCY MURINGO NYAGAH**

Date: 09 August 2023

REG: **MED/2019/59352**

Dear Sir/Madam,

RE: PRINCIPALS' MANAGEMENT STRATEGIES ON DRUGS AND SUBSTANCE ABUSE AND ITS INFLUENCE ON NATIONAL EXAMINATIONS PERFORMANCE IN MWEA WEST SUBCOUNTY, KIRINYAGA COUNTY, KENYA.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2043**. The approval period is **09/08/2023 - 08/08/2024**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD

Chairman, Mount Kenya University ISERC

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika