

**RELATIONSHIP BETWEEN SCHOOL MANAGEMENT PRACTICES AND
IMPLEMENTATION OF SAFETY GUIDELINES ON DRUG ABUSE IN
SECONDARY SCHOOLS IN GILGIL SUB-COUNTY, KENYA**

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**A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University
in Partial Fulfillment of the Requirements for the Award of Master of Education
(Management and Leadership) Degree**

KABARAK UNIVERSITY

NOVEMBER, 2024

DECLARATION

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This thesis entitled “**Relationship between School Management Practices and Implementation of Safety Guidelines on Drug Abuse in Secondary Schools in Gilgil Sub-County, Kenya**” written by **Brijida Wanjiku Martin**, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the thesis and recommend it be accepted in partial fulfillment of the requirement for the award of the degree of Master of Education in Management and Leadership.

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DEDICATION

I dedicate this to my family. Words are not enough to express my sincere gratitude to my loving husband, William Shume, and our children; Blasio and Basilio. They are the reason I have reached this far and for their emotional support throughout my academic journey, I highly cherish them.

ABSTRACT

Drug abuse is a global, regional and national problem among students in secondary schools, due to the fact that it leads to poor academic performance and wide-ranging disciplinary challenges. In Kenya, in spite of the government issuing guidelines to ensure students' safety, drug abuse is still witnessed among students in secondary schools. This research aimed at establishing the relationship between school management practices and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-county, Kenya. The specific objectives were: to determine the relationship between allocations of financial resources; to establish relationship between training of staff and students; to establish relationship between supervision; to examine relationship between communication with the school stakeholders, and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This research was guided by the Open System Theory propounded by Ludwig Von Bertalanffy as stated by Michael Bastedo. A sample size of 18 Deputy Principals was purposively selected. Applying Krejcie and Morgan (1970) table, 322 students were sampled. Census was used to select a sample size of 18 principals and 18 heads of guidance and counselling department. This study response rate was 94.1%. The study tools used were an interview schedule for Principals and questionnaire for students, Deputy Principals and Heads of guidance and counselling department. The study instruments were submitted to the university supervisors and experts in education management and leadership to ascertain validity. Piloting was then done in three secondary schools, in Gilgil Sub-County. Cronbach alpha of 0.726 was obtained and therefore the tool was reliable. Data collected was verified and coded into SPSS version 24. Descriptive and inferential statistics were computed. Regression was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. The qualitative data was analyzed using thematic analysis. This study finding revealed that there was a positive relationship between the management practices under study and students safety on drug abuse in Gilgil Sub-County. Further, the study recommended that all school stakeholders should embrace various management strategies for optimal implementation of the safety guidelines on drug abuse in secondary schools. For further studies the researcher suggested a study focusing on challenges faced in implementing safety guidelines on drug abuse in different locations in Kenya be carried out. Additionally, a study to investigate the best practices of disseminating information on drugs in secondary schools should be carried out.

Keywords: *Drug abuse, Implementation, Management Practices, Safety Guidelines*

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ABBREVIATIONS AND ACRONYMS

CCTV	Closed Circuits Television
HIV	Human Immunodeficiency Virus
KNEC	Kenya National Examination Council
KUREC	Kabarak University Research Ethics Committee
MōE	Ministry of Education
NACADA	National Authority for the Campaign against Alcohol and Drug Abuse
NACOSTI	National Commission for Science Technology and Innovation NCRC: National Crime Research Center
QASO	Quality Assurance and Standards Officers
SDG	Sustainable Development Goals
TSC	Teachers Service Commission
UNDP	United Nations Development Program
UNODC	United Nations Office on Drugs and Crimes

OPERATIONAL DEFINITION OF KEY TERMS

Allocation of Financial Resources: Methods applied by the school Principal during planning and budgeting to allocate fund to activities aimed at curbing drug abuse among students.

Communication Practices: Actual methods applied in transmitting information on drug abuse to students in secondary schools.

Drug Abuse: Students practices that may lead to alcohol and substances addiction and affect the wellbeing of the person emotionally, physically and psychologically.

Implementation: All the process the school put in place to effect the safety regulations on drug and substance abuse.

Management Practices: All activities carried out for effective use of human, finance, time and material resources in alleviating drug abuse in schools.

Safety Guidelines: All precautions taken in school to ensure the student is protected and will not feel the presence of threats and risks emanating from drug abuse.

Supervision: Actual methods applied to oversee school activities and offer a helping hand in creating a school free of drugs.

Training on Safety: All methods used to inculcate skills and knowledge necessary in creating a safe school through prevention and mitigation of situations that lead to drug abuse.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Chapter one provides the background of the study, statement of the problem, purpose of the study, objectives of the study and their respective research hypotheses. This chapter also provides the significance of the study, the scope of the study, limitation of the study as well as the assumptions of the study.

1.2 Background of the Study

The students' safety in learning institutions is imperative in creating an enabling environment for their academic success. Students' safety is defined as the precautions taken to safeguard students from an environment's impending danger or injury (Arop & Owan, 2018). The National Centre on Safe Supportive Learning Environments (2020) defines students' safety as a set of school activities where the students are safe from harassment, bullying, violence and drug abuse. Based on these two definitions, it can be noted that students' safety is paramount in the provision of quality education. Applebury (2019) observes that student safety promotes social and creative learning while Warsi (2018) adds that promoting school safety creates an environment where students learn and grow to be people of integrity in the society.

Mandal (2021) defines drug abuse as the use of some chemicals with an aim of creating pleasurable effects in the brain. In Kenya the Ministry of Education defines drug abuse as the use of any chemical that has an effect on the functioning of the body (Ministry of Education [MoE], 2008). The commonly abused drugs in schools in Kenya are narcotics, tobacco, and alcohol as revealed by (National Authority for the Campaign against Alcohol and Drug Abuse [NACADA], 2021a) leading to heightened cases of

drug related discipline problems which negatively impinge on student safety in education institutions.

Globally, countries have come up with various legislations, guidelines and policies to ensure students safety in schools by curbing drug abuse. In New Zealand, ‘The Whole School Approach’ intervention provides for school-based support systems to students reported to abuse drugs (Boyle, 2019). In Thailand, legislations such as the School Act Section 90 (2007) and Alcoholic Beverage Control Act, B. E, 2551 (2008) have attempted to ensure student safety in schools by stopping drug abuse. The Federal Commission on School Safety in United States of America in 2018 recommended that the States should support character education using various federal funds to keep students safe (DeVos et al., 2018). Indeed, to strengthen programs aimed at creating drug free schools, the Safe and Drug-free School Programs are used in the United States of America. Yet, in the USA 22% of students in grade 9-12 are reported to have used illegal drugs on school property (Irwin et al., 2021).

African countries have not been left out in the fight for creating schools free of drugs. In Nigeria for instance, the government launched the Safe Schools Initiative in 2014 comprising a range of policies schools need to implement aimed at ensuring students safety (Crisis Group Africa, 2018). Further, the Nigeria government established the National Drug Laws Enforcement Agency (NDLEA) which is mandated to track drug abuse and related offences (National Drug Law Enforcement Agency, 2020). Yet, the problem of drug abuse still persists in secondary school in Nigeria (UNODC, 2019). In Tanzania, to safeguard learners from drug abuse which is a barrier to education access and retention, the government through Drug Control Act No. 9 of 1995, proposed severe punishment for the production, and trafficking of drugs (Nshekenabo, 2018). Yet, Yusuph and Negret (2016) observed that drug abuse is a threat to student safety in

Tanzanian secondary schools. Similarly, the Ugandan government, aiming at promoting safe schools and a healthy learning environment enacted the (Narcotic Drugs and Psychotropic Substances (Control) Act of 2016) which introduced a much more rigorous war on drugs (Human Rights Awareness and Promotion Forum, Uganda Harm Reduction Network, & The Open Society Institute for Eastern Africa, 2016). However, cases of early pregnancies, marriages and HIV are still witnessed, despite the criminalization drug abuse (Network, Uganda Human Right, 2016).

In Kenya, the issue of students abusing drugs in secondary schools is prevalent (Wanderi, 2018). Research indicates that secondary schools are not free of drugs thus raising student safety concerns (NACADA, 2021a). As a result, different forms of discipline problems such as vandalism, bullying, arson attacks and school unrest manifest themselves in schools (Kisaka, 2019a). Based on United Nations Development Program (2023) recommendations, to protect the planet, end poverty and all people to enjoy peace and prosperity, students' safety against drug abuse is paramount. Furthermore, the SDGs underscore the need to provide quality education and enhance good health and well-being (United Nations Development Program, 2023). Reports from task forces investigating causes of student unrest, violence, vandalism, and bullying indicate root cause as drug abuse (Government of Kenya (GoK), 2001. Wangai Task Force; GoK, 2008. Koech Task Force; National Research Crime Center, 2017).

The Kenyan government has come up with legislations to ensure a safe school environment for students in schools in Kenya. Needless to say, this includes an environment free from drug abuse. Students' safety is emphasized by the Kenyan government by giving safety guidelines outlining management practices to be applied in ensuring safety of students (Ministry of Education, 2008). Furthermore, the Constitution of Kenya, Article 53 (1) (d) safeguards the rights of children against all forms of abuse,

neglect, violence and harmful cultural practices (Kenya Constitution, 2010). Further, Basic Education Act, (2015) stipulates that there should be no student that shall be subjected to torture, inhuman treatment or punishment in any manner whether physical or psychological (Basic Education Act, 2015). The establishment of National Authority for the Campaign against Alcohol and Drug Abuse (NACADA) as a Semi-Autonomous State Corporation as outlined in the (Executive Order No.1, 2018) was an added measure to combat drug abuse in education institutions. In addition, TSC Circular No. 6/2017 directs school principals to ensure student safety in secondary schools in nine key issues: bullying in school; corporal punishment; exposing students to holiday tuition; forced repetition of learners and teachers to observe the prescribed learning hours; compliance with the safety standards regulations; protection of students from drugs and harmful cultural practices Yet, cases of drug abuse affecting student safety in secondary school still abound (Kamenderi et al., 2020).

From the foregoing, it is clear that Kenyan government indeed is committed to promote safe school environment by providing guidelines to prevent drug and substance abuse. However, the National Crime Research Centre (2017) reports incidents of poor student safety witnessed in the form of unrest, arson attack and violence among others in secondary schools. Nyakundi (2012) study on implementation of safety standards and guidelines reported that 73.5% of the respondents agreed drug abuse was the cause of disasters in schools while 26.5% said it was not (as cited in Onyango et al., 2021). The study thus concluded that schools have not complied with the safety standard on drug and substance abuse (Nyakundi 2012, as cited in Onyango et al., 2021). However, the study did not establish the reason for the non-compliance hence the need for the present study. Similarly, National Assembly report on the inquiry into the wave of secondary school unrest in 2018 established that most secondary schools have failed to comply with

the safety standards (National Assembly, 2019). Furthermore, Safety Standard number 6 requires schools to create a safe and caring environment free of drug abuse (Ministry of Education, 2008). Additionally, National Assembly Report (2019) established drugs are easily accessible to students in secondary schools and they are among the factors contributing to school unrest in the form of arson attacks, walk outs and vandalism disrupting the smooth running of the school. It is thus clear that the problem of poor student safety in schools as caused by drug abuse is not due to the failure of the government to provide legislations and guidelines to alleviate the issue.

Research conducted on implementation of the safety standards in schools have outlined various school-based factors affecting implementation of the standards in general but without focusing on the drug abuse prevention guidelines. Besides, no research on this important topic has been done in Gilgil Sub County focusing on implementation of drug abuse guidelines in the safety standards manual. Nyakundi (2012) found out that inadequate supervision and funds were hindrance to fully implementation of the safety guidelines. Chepkirui (2017), Nyakundi (2012) and Alunga and Maiyo (2019) support the view that poor students' safety standards' implementation is to blame for the yearly increase of drug related safety concerns in secondary schools in Kenya. Rotich et al. (2022) established that safety sub-committee on physical infrastructure, financial resources and training of teachers have a statistical significant on implementation of school safety standards and guidelines. While studying the relationship between the implementation of the selected safety standard in secondary schools in the larger Nakuru County, Sigei et al. (2021) established that the implementation of safety guidelines for school grounds and food safety have a statistically significant relationship on students' safety. Wanderi (2018) study investigating influence of school safety on teaching and learning processes in public secondary school, in Nairobi and Nyeri Counties, Kenya

found out that safety of students had a huge influence on teaching and learning processes. All these studies agree that the safety standards have not been fully implemented in secondary schools but none has related the full range of management practices in relation to implementation such as this study aims at doing.

A national survey on the status of drug abuse in Kenya indicates that the average age of drug initiation is between the ages of 16 to 20 years (NACADA, 2022). This is the age bracket of the youth in Kenyan secondary schools. The data collected on a five-year's plan was part of a follow-up assessment to the 2007, 2012, as well as 2017 surveys and contains vital information on drugs abuse in Kenya. Table 1 shows preference of drugs use among youths aged 15 to 24 years.

Table 1

Drug abuse among the youths in the age of 15-24 Years

Drug	Number of youths abusing drugs (N)	Prevalence of drug use (%)
Alcohol	367,608	5.2
Tobacco	230,130	3.2
Khat	259,954	3.6
Cannabis	193,430	2.7
Prescription drugs	8,328	0.1
Multiple drugs	267,454	3.8
At least one substance	632,846	8.9

Source: National Authority for Campaign against Alcohol and Drug Abuse (NACADA, 2022)

Table 1 clearly indicates that drug abuse is a safety issue in schools. Furthermore, out of the number of youths between 15 to 24 years reported to take drugs, 41.9% (153,846) are addicted to alcohol and 19.9% (45,806) to tobacco. Similarly, 22.6% (58,819) are addicted to khat and 46.8% (90,531) to cannabis (NACADA, 2022).

In Gilgil Sub-County, student's safety was an issue of concern due to drug abuse despite the Kenyan government having put in place policies meant to curb the vice. Data obtained from Gilgil Sub-County Education office of students abusing drugs between the years 2018 to 2023 in the 55 secondary schools as shown in Table 2.

Table 1

Data on Drug Abuse between the Years 2018 to 2023

Type of Drug	Number of Students	Number of Schools
Alcohol	18	3
Tobacco	0	0
Khat	20	3
Cannabis	102	13
Prescription drugs	3	2
Other(s), for example, kuber, chavias, shisha, cobbler, cocaine, and heroine, among others.	196	10
Multiple drugs	0	0

Source: Gilgil Sub-County Education Office (2023)

Table 2 shows secondary schools in Gilgil Sub-County are not drug free and this is an issue of concern. Based on the data Table 1 NACADA (2022) it is observed that the alcohol abuse prevalence rate was 5.2% ($N=153,846$) with those identified to have used at least one substance recording a massive 8.9% ($N=632,846$) prevalence rate. Therefore, the data shows that there is a national problem in the abuse of drug in secondary schools. In Gilgil Sub-County drug abuse is witnessed in secondary schools. Data in Table 2 from Gilgil Sub-County Education office shows that drug abuse is a threat to the student safety in school. This worrying trend shows there is a serious challenge in the secondary schools in Sub-County.

1.3 Statement of the Problem

As depicted in Table 1 and 2, the problem of drug abuse has continued to create a safety challenge to Kenyan secondary schools in general and particularly Gilgil Sub-County. In the period between the year 2018 and 2023 in Gilgil Sub-County students in secondary schools are reported to have abused different types of drugs where: Alcohol 10 students (5.4%, N=3 schools), khat 20 students (5.4%, N=3 schools), prescription drugs 3 students (3.6%, N=2 schools) and cannabis 102 students (20.4%, N=13 schools), this is despite the government giving clear guidelines and policies to guide the implementation of school safety standards in 2008 on drug abuse. The degree of implementation of safety against drug abuse regulation by schools' management could be the cause of this difference. The research done on this topic does not provide a reason to why the safety standards guidelines are not fully implemented in schools. For instance, Sigei investigated on selected safety standards and guidelines in 2022 and found that the implementation of student safety was not adequately done.

The problem that this study sought to investigate was the implementation gaps caused by school management practices on the School Safety guidelines that lead to prevalence of the drug menace in secondary schools. No study, to the knowledge of the researcher, has focused on implementation of the guidelines on drug abuse prevention in relation to school management practices yet this is crucial in so far as discipline issues in secondary schools is concerned. Besides, in terms of study location, no study has been done on the topic in Gilgil Sub-County secondary schools. It was therefore necessary for this research to investigate the relationship between the school management practices and the implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County, Kenya.

1.4 Objective of the Study

1.4.1 General Objective of the Study

The general objective of the study was to establish the relationship between school management practices and the implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County, Kenya.

1.4.2 Specific objectives of the Study

The specific objectives of the study were:

- i. To determine the relationship between allocation of financial resources and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.
- ii. To establish the relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.
- iii. To establish the relationship between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.
- iv. To examine the relationship between communication with the stakeholders and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

1.5 Research Hypothesis

The following hypotheses were tested in the study:

H₀₁: There is no statistically significant relationship between allocation of financial resources and implementation of safety guidelines on drugs abuse in secondary schools in Gilgil Sub-County.

H0₂: There is no statistically significant relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

H0₃: There is no statistically significant relationship between supervision and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

H0₄: There is no statistically significant relationship between communication with the stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

1.6 Justification of the Study

Drug abuse among students in secondary schools has provoked a national outcry. NACADA (2022) survey clearly indicated that the age Kenyan youth are initiated into drugs is that of secondary school going students. Table 1 shows drug abuse is a safety threat to secondary school students in the Nation in general and in particular Gilgil Sub-County. This is in spite of the government issuing the school safety guidelines in 2008. Thus, the need to investigate the management practices in the Sub-County in relation to implementation of student safety regulation on drugs. Furthermore, the TSC in circular 6/2017 emphasized on the role of the school principal in protecting students from drug abuse and complying with the safety standard regulations.

1.7 Significance of the Study

The findings of this study may be useful to the school managers in creating awareness on importance of implementing safety guidelines in order to create drug free environment for the students to maximize their academic performance in secondary schools in Gilgil Sub-County. Additionally, the study findings may be useful in identifying challenges faced by school administrators in implementing safety guidelines in relation to drug

abuse in schools to achieve the national goals of education by promoting good moral and health in order to have high retention rate. Lastly, the findings of this study may be useful to the school community in acquiring skills and knowledge hindering implementation of safety guidelines on drug abuse in schools to improve students' safety in the learning institutions as they achieve education for self-fulfilment and development. The data collected during the study and recommendations made may be used by researchers to carry out further studies related to improving student safety in education institutions.

1.8 Scope of the Study

The study was undertaken in Gilgil Sub-County. The study was conducted in both public and private secondary schools between February 2024 and April 2024. The study focused on the relationship between school management practices and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County, Kenya. Specifically, study variables were: allocation of financial resources, training of staff and students, supervision and communication with stakeholders on implementation of students' safety guidelines on drug abuse in Gilgil Sub-County's secondary schools. The study involved school principals, deputy principals and heads of guidance and counselling and the students in secondary schools in Gilgil Sub-County.

1.9 Limitation of the Study

One of the limitations was the correlation research design which is non-experimental and does not allow manipulation of variables. However, a questionnaire was used in the study in collecting data from the students, the deputy principals and heads of guidance and counselling departments. Additionally, an interview schedule was used to collect data from the Principals in the study to facilitate data triangulation.

Another limitation was the scope which may limit the generalization of the study findings. To overcome this limitation, the simple random sampling technique that was used in the study in selecting the student's respondents was probability sampling, and it gave an equal chance of participation that allowed generation of the findings.

1.10 Assumption of the Study

This study assumed that the respondents in the study were familiar with the students' safety standards on drug and substance abuse. Further, the study assumed the respondents provided sincere and accurate information.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents a review of literature related to the study on relationship between school management practices and implementation of safety guidelines on drug abuse in schools. It also gives a detailed theoretical and conceptual framework, which guides further development of the study.

2.2 Theoretical Framework

The System Theory propounded by Ludwig Von Bertalanffy as stated by Bastedo (2004) was used to support this study. In the study a system was viewed as a number of subsets coordinated to work towards the success of attaining a common goal which is the safety of the student. In this study, the school was viewed as an open system since it interacts with the environment. This political, cultural and geographical environment in which the school operates makes it unique in its management. The management practices of each school differ due to environmental influences that impact on its efficiency.

The Social system theory proposes that organizations are structured, goals oriented and have subsystems, Schools have goals and targets to achieve; they are structured with rules and regulations to be followed. They reward and punish individuals so as to conform to social norms. The school as a system has departments which must work harmoniously with one another. The management practices in secondary schools have an influence on the students who are the input by transforming them through the teaching and learning process to turn them into output which is the transformed person whose academic performance is shown by the summative exam offered by the Kenya National Examination Council (KNEC) after completion of four academic years of basic education in secondary school.

According to the theory, systems are normative; they seek feedback from the outer environment about how they perform. The parts are interdependent and they seek equilibrium with outside forces, influence and expectation. The school management practices usually function to ensure all stakeholders are involved and communication both internal and external is effectively done and in good time because a problem in a section of the school has its ripple effects felt in other departments affecting the students' safety.

2.3 Empirical Literature Review

2.3.1 The Concept of Students' Safety in Secondary Schools

Students' safety can be defined as precautions taken in safeguarding students from an environment impending danger and injury (Arop & Owan, 2018). Varsha (2019) asserts that student safety encompasses provision of a school environment where measures are put in place to protect the students from violence, bullying, harassment and drug abuse. A secure school atmosphere free of drug abuse in secondary schools enhances teaching and learning processes (Wanderi, 2018). The school other than providing education is supposed to protect students through provision of safe settings for effective teaching by teachers and learning by students.

Student safety from drug abuse is viewed to be made up of measures taken in preventing and mitigating any event that may lead students into abusing drugs. The MoE Safety Standard number 6, stipulates clearly that schools must work hard to create drug-free environments and ensure staff and the students are aware of dangers of drugs (Ministry of Education, 2008). According to Werra (2018), when student safety needs are met, they are out of danger of being involved in drug abuse. Promoting school safety creates a drug-free environment where students learn and grow. Student safety from drug abuse in schools to a great extent depends on the school management practices.

In brief, although there are regulations on student safety against drug abuse, it remains a serious issue in secondary schools environments (Cheloti & Gathumbi, 2016). The discipline of the students is compromised when school grounds are not free of drug since in most occasions crime and violation are considered as problems blamed on drug abuse. Ondigo et al. (2019) maintain that student safety from drug abuse in school is a core function of school management. Additionally, they affirm that to comply with student safety regulations on drug abuse; it is upon the school management practice to come up with safety programmes on drug and substance abuse, implement them and take necessary steps whenever situations arise that may potentially lead students to abuse drugs.

2.3.2 School Safety Regulation against Drug Abuse

In 2008 The School Safety Standards Manual was published by the Ministry of Education of Kenya in partnership with the Church World Service (Njoki, 2018). This was in response to students' safety concerns in schools in Kenya occasioned by insecurity, internal displacement of people; many of them school children, poor school infrastructure, child abuse cases and other related safety concerns (Njoki, 2018; Ng'ang'a, 2013). In the foreword of the Manual, the then Permanent Secretary in the Ministry of Education, Prof Karega Mutahi observed that the students' safety plays a pivotal role in the improvement of quality of education in all countries and is crucial for basic education (Ng'ang'a, 2013).

School safety is outlined in 13 sections in the Manual. Student safety is stressed in the following areas: safety on School grounds; Health and Hygiene safety; Teaching and Learning Environment and Safety against Drug and Substance among others (Ministry of Education, 2008, p. 16).

While outlining the implementation process, the (Ministry of Education, 2008) notes that the School Management Committee/Board of Governors, the Head teacher, learners, parents, teachers and all other stakeholders have important role to play in facilitating and enhancing safety in schools. However, it noted that the direct responsibility of overseeing safety in school should fall within a specific School Safety Committee (Ministry of Education, 2008, p. 13). The duties accorded to various stakeholders revolve around participation, communication, collaboration and resource allocation hence the need to study these variables in relation to implementation of the guidelines on drug and substance abuse. Udali (2020) notes that the responsibility of ensuring safety regulations are implemented in learning institutions is a mandate of the school managers.

Section 6.6 of Safety Manual details safety guidelines on drug abuse to be implemented in learning institutions. This section, of manual outlines the types of drugs, identification of drug abuse, instruction on drug and substance abuse, communication methods and ways to create a drug free environment. Chief among these strategies include collaboration with the school community, sensitization, knowledge acquisition, guidance and counselling, involvement of law enforcement bodies and other school stakeholders (Ministry of Education, 2008). The research aimed at finding out if these strategies were being implemented in schools to avert drug and substance abuse.

2.3.3 Implementation of the Safety Standards Regulations in Secondary Schools

Ongori (2014) defines implementation as a mechanism involving a series of actions to be used in effecting plans and decisions. This is normally the stage between putting the policy into action and the consequences it has for the people whom it affects in policy making. According to The Safety Regulations Manual, the safety implementation in school is direct responsibility of the safety committee. The members constituting school safety committee as outlined in school safety manual of 2008 are the following: board of

management chairman; five teachers who are teachers responsible for implementing safety standards, teacher in charge of guidance and counselling, and those responsible for union, the school deputy and the principal; a member of crises response team, and two individuals in charge of school board of management; and education officer (Ng'ang'a, 2013). The safety team is mandated at attaining responsibilities as follows; mobilization of resources to maintain school safety and tasked with identifying customized safety needs of a school to help address them effectively (Ng'ang'a, 2013; Mburu, 2012).

2.3.4 Allocation of Financial Resources and Implementation of Students' Safety Regulations on Drug Abuse in Secondary Schools

Onyekan et al. (2015) define allocation of financial resources as the process of allocating monetary resources which serves as a means of acquiring educational resources. The school management has the responsibility to allocate financial resources to ensure student safety in schools. Ongori (2014) avers that implementation of safety standards in schools calls for huge financial resources' investment but further notes these financial resources are scarce. Kirimi (2014) conducted a study in Buuri District, Kenya that examined influence of institutional factors on secondary schools' adherence to safety standard guidelines. One of the variables in Kirimi (2014) study was sufficiency of financial resources in the implementation of safety guidelines. The study found that (81.8%) Principals and 88.9% BOM members respondents respectively indicated that they allocate funds needed to cater for students' safety in their schools (Kirimi, 2014, p. xii). The study findings therefore indicate many schools mitigate students' safety needs in their respective schools.

However, the study went further to note that despite the majority of the Principal and BOM member indicating they mobilize financial resources necessary for catering for the underlying students' safety needs, funds allocated are deemed not enough (Kirimi,

2014). The findings in this study is in agreement with Ngugi and Tanui (2019) study which posits that it is the Principals' management practice to source for money to be allocated in different school needs, but the funds available are not sufficient. Mburu (2014) concurs that the financial resources allocated to implement the safety guidelines outlined in the Safety Manual was not enough to cater for safety. This needed to be investigated, whether the same conditions apply in Gilgil Sub-County, Kenya, where the study was conducted.

Mutiso et al. (2019) examined school management practices as an independent variable for determining efficiency in the implementation of safety standards in secondary public secondary schools in Machakos County, Kenya. Mutiso et al. (2019) found out school management practices in the county such as allocation of adequate funds and system support had a significant influence in the public secondary schools. Though this study appears to preclude the present study's variables and possible findings, it is however to be noted that the study locale are heterogeneous in that this study was done in Machakos County whose external and internal socio-economic conditions are different from Gilgil Sub-County.

Ongori (2014) while examining the factors determining fire safety standards' implementation in secondary schools carried out a research in Kenyeny District, Kisii County. Ongori (2014) found out that 91% of participants agreed that school management of financial resources influenced implementation of fire safety standards. Migiro (2012) by assessing the implementation of safety standards, found out that a large number of public secondary schools in Borabu District, Kenya were aware of the Ministry of Education (2008) safety standard manual. However, most of the schools had failed to implement these standards (Migiro, 2012). The study indicated that schools had wanting statuses, and also the schools faced a number of challenges when attempting to

implement the school safety standards key among them being lack of funds (Migiro, 2012).

Resource allocation is necessary in the implementation of the safety regulations on drug and substance abuse. Leandri (2011) as quoted by Kirimi (2014) observed schools are in dire need for fund to install safety gadgets, put up security strategy, and adhere to the set safety guidelines (Kirimi, 2014). There is need to investigate if this is also the case in Gilgil Sub-County schools. Kirimi (2014) established more than 65% of the participants agreed that lack of adequate funds limited implementation of safety standards. The study deduced that it may not be possible to implement all safety standards' policies (Kirimi, 2014). However, the study was done in Meru County and did not investigate the safety standards on drug abuse. This study was done in Gilgil Sub-County on the relationship between management practices and implementation of safety guidelines on drug and substance abuse.

In brief, school management practices in allocation of financial resources on implementation of safety standards on drug abuse in secondary schools starts with clear short and long term plans and priorities (Wanjara, 2021). Availability and mobilization of financial resources is of great importance to schools in implementing the safety guidelines on drug abuse to maintain schools free of drugs for maximization of academic performance.

2.3.5 Training of Staff and Students on Implementation of Safety Regulations on Drug Abuse in Secondary Schools in Kenya

Students Safety against drug abuse in secondary schools is an integral and indispensable component of teaching and learning processes (Ministry of Education, 2008, as cited in Nyakundi et al., 2014). There is no quality teaching and learning that can take place in

any school without factoring in the safety of the students from drug abuse (Ministry of Education, 2008). Furthermore, the Principal of the school has to be aware of the safety regulations on drug abuse, comply with them and induct the staff and students through training programs and other forums.

Nyabuti et al. (2015) define training on implementation of safety standards as the acquisition of techniques to be competent in safety measures implementation by the school principal together with the staff to enhance student safety. Maritim et al. (2015) agree on the need of training teachers to ensure the school complies with student safety regulations in secondary schools. Training equips teachers with knowledge and skills to apply in showing care and concern to students abusing drugs as they undergo rehabilitation. Kinuthia (2019) conducted a study in Kenya on interventions employed to curb the level of drug abuse. This study with a sample size of 388 respondents, employed convergent parallel mixed method design, where the study tools used were a questionnaire, document analysis and interview guide. The study opined to fight drug abuse among students in schools, training teachers on dangers of drugs is paramount (Kinuthia, 2019). Though these studies provide insight on the role of training on safety procedures are helpful to the teachers, they mainly focus on training of teachers. It is to be noted that for long term effects to be felt in the campaign against drug abuse all the school stakeholders need to be trained. This requires sensitization of teachers, support staff and students for training to be effective hence the need for this study.

The School Safety Manual (2008) places great importance on knowledge acquisition and awareness on the part of school community on drug and substance abuse. This calls for training and knowledge sharing. The School Safety Standard Regulation number 6.6 stress the need of the school to strive to create a safe and caring environment free of drug, where learners and staff are aware of the dangers of drug abuse (Ministry of

Education, 2008). In order to comply with this safety standard, the school management is supposed to educate and train the staff and students on how to handle situations where drug abuse is detected.

However, research conducted on level of awareness on the safety regulations in various parts of Kenya reveals that there is lack of training of both staff and students on this issue. Udali (2020) carried out a research in Trans-Nzoia County, Kenya to establish levels of awareness of school safety measures among the staff and the student. The study established that both the staff and the students were unaware of the safety measures stipulated by the MoE since they were not trained on the safety requirements (Udali, 2020). To emphasize on the lack of training and sensitization on safety regulations, Nyakundi (2012) as cited in Kirimi (2014) found out that in Marani Sub-County, Kenya some schools operated without a copy of the safety standards manual, which is against the requirements of Ministry of Education (2008) on school safety. The lack of training on safety regulations to create awareness on dangers of drug abuse needs to be investigated since this has not been focused on especially in Gilgil Sub-County.

Kinuthia (2019) observed that inadequate knowledge on drug is a safety threat to the students within and outside the schools. This is in agreement with Udali (2020) finding that due to lack of training, the staff and students are inadequately prepared to handle drug challenges in the school. Udali (2020) adds that it was clear that most of the students in secondary schools are not well-conversant with the safety issues and measures to take if their security is threatened. Furthermore, Udali (2020) as cited in Ng'ang'a (2013) observe that there was inadequate awareness of the contents of the safety standards among the staff and the students. Ondigo et al. (2019) using 117 respondents in Korogocho slums in Kenya, recommended the Ministry of Education together with the Teachers Service to implement training of teachers on dangers of drug

abuse. This can be effectively done if the safety regulations on drug abuse outlined in the safety standard manual are adhered to.

It is upon MoE, through the Principal to make sure all school stakeholders are knowledgeable on safety measures on drug abuse provided by the government. According to Udali (2020) inadequate knowledge on safety measures among teachers, school administrators, and learners could be blamed for failure of the principal on relaying information concerning the student safety. To maintain safe schools free of drug, all school stakeholders need to actively participate in the implementation of the safety guidelines, through training on safety preparedness procedures. School wide training is therefore an important management practice which plays a pivotal role in acquisition of knowledge and skill in fighting drug abuse to have a safe school. Kisaka (2019b) in a study in Malindi Central Urban Sub-County, with a target of 112 teachers in 8 secondary schools, found out that student safety against drug abuse will remain a threat unless they are sensitized to acquire skills to overcome peer pressure since majority are introduced to drug by their peers. Ondigo et al. (2019) recommend training of all teachers to equip them with skills and knowledge to apply when dealing with issues of drug abuse in schools.

In short, training students and staff is an integral and indispensable management practice to ensure that schools comply with student safety regulations against drug abuse in secondary schools to create awareness of dangers of drugs and maintain drug-free schools (Safety Standard Manual for Schools in Kenya, 2008). Comprehensive training on drugs abuse is fundamental to students' safety in school, the lack of knowledge and skills to apply in curbing drug abuse for better academic performance and as a means to provide inclusive education for self-fulfilment and development through rehabilitation of

these addicted needed to be investigated since it had not been focused on in secondary schools especially in Gilgil Sub-County.

2.3.6 Supervision and Implementation of Safety Standard Regulation on Drug Abuse in Secondary Schools

Olowo and Oluwatoyin (2019) define supervision as a constant and continuous process of giving guidance with an aim of enhancing teaching and learning processes in the school. Agih (2015) supervision therefore is an activity involving interaction of two or more persons for the improvement of a situation. Furthermore, it is a supportive, formative and developmental process which is designed with an aim to improve processes of directing, guiding, motivating and encouraging people to improve the output (Agih, 2015). Students' safety against drug abuse to a large extent will depend on supervision practices applied in the school by both internal and external supervisors. Mwinyipembe and Orodho (2014) as cited by (Safety Standard Manual for Schools in Kenya, 2008) states that school external supervisor include Quality Assurance and Standards Officers (QASO) from the Ministry of Education.

In a school setup the internal supervisors include the school principal, deputy Principal and heads of departments as well as the student leaders. The Ministry of education in Kenya recognizes the role of external and internal supervisors in effective implementation of the safety regulations (Ministry of Education, 2008). It clearly stipulates that the Principal should liaise with the zonal QASO, the TAC tutor and the teacher in charge of school safety of school to ensure the implementation of school safety measures agreed upon (Safety Standard Manual for Schools in Kenya, 2008).

Mwinyipembe et al. (2014) as cited in (Safety Standard Manual for Schools in Kenya, 2008) assert that the supervisory role of schools is deeply entrenched in the Laws of

Kenya Chapter 211 gave the inspectorate a legal backing. Mwinyipembe et al. (2014) add that Section 18 of the Education Act (2015) state the school inspectors appointed by Ministry of Education are mandated to enter and inspect all schools within stipulated school time with or without notice and to report. The study reveals that the Basic Education Act (2013) further enhances this mandate which transformed the Directorate of Quality Assurance and Standards (DQAS) into Educational Standards and Quality Assurance Council (ESQAC) (Mwinyipembe et al., 2014).

Role of external and internal supervisors in the implementation of safety guidelines for schools in Kenya has been investigated by a number of studies (Sigei et al., 2020; Gatua , 2015; Udali , 2020). Majority agree that supervision is key to effective implementation of the regulations. However, many studies fault external supervisors for failure in the implementation due to rare visits to the schools. Study findings such as Nderitu (2009) indicate that inspections of schools by MoE officers to monitor and supervise the extent safety policies are implemented are rarely conducted (Ongori, 2014). This was found to be attributed to the overwhelming tasks the QASOs undergo due to the number of schools and colleges which are continuously increasing making it difficult for them to carry out frequent inspection (Ongori, 2014). It was observed that some QASOs did not disseminate new policies of the Ministry of Education and they were inefficient in their jobs (Ongori, 2014, p. 20; Gongo et al, 2018, p. 7 as cited by Rugut, 2003). This explains the reason why some school Principals felt uncoordinated and lacked support and guidance of QASOs, which is of great importance in the implementation of safety policies. (Ongori, 2014; Mburu, 2012).

Alunga and Maiyo (2019) conducted a study on extent of school compliance with safety standards. The study revealed that 55.0% of teachers disagreed that school grounds is inspected and supervised regularly to ensure it was safe and free of harmful substances

and objects (Alunga & Maiyo, 2019). Additionally, the study also indicated that second highest number of teachers 30 (25.0 %) agreed, while the lowest number 24 (20.0 %) strongly disagreed (Alunga & Maiyo, 2019). This implies that in most of the schools where the study was done there was no regular inspection and supervision of the school grounds. This is in agreement with Meloy et al. (2012) views in a study which established that the Principal is mandated to conduct risk assessment in school. Furthermore, he opines that risk management whose objective is to constantly interrupt pathways to insecurity is inclusive of threat assessment (Meloy et al., 2012). It is however to be noted that these studies did not investigate levels of supervision of regulations on drug abuse per se but investigated general supervision procedures of safety regulations. That is why it was necessary to investigate the relationship between supervision and implementation of safety guidelines on drugs abuse in Gilgil Sub-County, Kenya.

In summary, the overseeing and helping functions of supervision are important in implementing policies of education. Lelei et al. (2021) noted that secondary schools are not drug free environment. Masese et al. (2012) opines that failure by the school management in offering guideline and punishment is to be blamed for the rampant abuse of drugs among the students. This shows that the school managements' supervision of the laid down regulation on drug abuse in secondary schools is wanting. The extent to which this applies to public and private secondary schools in Gilgil Sub-County was an issue to be established, hence need for this study.

2.3.7 Communication with Stakeholders and Implementation of Safety Regulations on Drug Abuse in Secondary Schools

Compliance with the school safety standards stipulated by the MoE is a major responsibility of stakeholders in education (Alunga & Maiyo, 2019). The key school

stakeholders include the Principals who are the managers, teachers, parents, support staff, students, board of management, the law enforcement officers and the community among others (Ministry of Education, 2008). This is also mandated by the Safety Standard Manual for Schools in Kenya (2008) which directs that the school management committee/board of management, head teachers, parents, students, teachers and other stakeholders have a vital role to play in facilitating and enhancing safety in schools. Student safety will therefore be effectively achieved in secondary school with use of the core competence of collaboration and communication.

Alawamleh et al. (2020) defined communication as a process involving two or more people, for effective exchange of thoughts, knowledge, ideas and information in the best way possible to fulfill the purpose. Further, Olowo and Oluwatoyin (2019) view communication as a way of exchange of information and transmission of knowledge. Communication therefore is a process involving sending and receiving messages with an aim of sharing information.

One of the school principal's chief roles is to communicate ideas, vision and mission to the school community. The communication strategy the school Principal chooses is very important in examining the effective implementation of safety regulations against drug abuse (Katua, 2019). Tyler (2016) adds that school administrators need to empower members of staff, students and other stakeholders by utilizing effective communication strategy.

The safety committee in secondary schools is mandated to have effective networking strategies with the school stakeholders to nurture and support a school free of drugs (Ministry of Education, 2008). Communication is therefore among the management practices that should be applied in implementation of safety guidelines on drug abuse in schools. Yet, Kamenderi et al. (2020) opines that secondary schools lack proactive

management strategies to deal with students reported abusing drugs. This is in agreement with the NACADA (2021) report and finding of Alunga and Maiyo (2019) study which indicated that students purchase and use drugs within the school grounds.

Alunga and Maiyo (2019) noted that unfortunately the illegal trade goes on without the school administrators, teachers, and parents being aware of where, how and when it happens. This reveals a breakdown of communication in the security network in the schools. This study therefore aims at establishing whether the secondary schools safety committees in Gilgil Sub-county collaborate with stakeholders in mitigating drug abuse to have disaster risk reduction and high retention rate. This study intended to examine the use of different medium such as newspaper cuttings, use of expertise, videos, among others, campaigning against drug abuse as outlined in the Ministry of Education (2008) to promote creation of drug free grounds in secondary schools in Gilgil Sub-County.

Implementing the safety guidelines on drug abuse in secondary schools depends on communication adopted in school. Mburu (2012) revealed that the school management are required to employ effective networking strategies to foster and sustain safety from drug and substance abuse. The Safety Manual outlines the roles of the school safety committee that requires effective communication. These roles, which are also mentioned by Mburu (2012) as cited in Safety Standard Manual for Schools in Kenya (2008) are keeping learners, parents and all other school stakeholders informed on issues about school safety policies and implementation; Seeking support from the parents and other school stakeholders and allow their participation in activities related to school safety, and lastly forming sustainable networking with all the school stakeholders to foster and sustain school safety.

The duties outlined by the Ministry of Education (2008) to be performed by safety committee in the schools cannot be achieved without effective communication strategy

by the school management. To the extent that these objectives have been achieved in secondary schools has not been investigated by researchers yet this is crucial in the achievement of safety for learner in secondary schools. It was therefore important for this study to investigate the relationship between school communication and the implementation of safety regulation against drug abuse in secondary schools in Gilgil Sub-County.

The Ministry of Education in the Safety Standard Manual for Schools in Kenya (2008) provides the following communication channels for campaigning against drug and substance abuse: Advertisement where drugs' adverts are analyzed during lessons implementation; Brainstorming where learners are encouraged to formulate ideas that can end drug abuse in schools; Bulletin boards where learners should be motivated to display magazines and newspaper displaying cases of drug abuse; Learners should be encouraged to write and display articles about drug abuse dangers; The school should be encouraged to depict posters on strategic grounds to discourage drug abuse, and lastly learners should be encourage to narrate their neighbors' experiences of drug abuse.

The Safety Standard Manual for Schools in Kenya (2008) proposes during lesson time when teachers teach, they should enlighten the learners about dangers of drug abuse. It emphasizes on use of the latest information availed by official agencies, such as NACADA to enrich class instruction on drugs. Teachers especially should be conversant with the signs of drug abuse among the learners. This requires awareness and knowledge sharing through effective communication channels. Alunga and Maiyo (2019) study that seeks to determine levels of compliance to safety standards using 403 respondents found that a large number of schools in Trans-Nzoia County, Kenya failed to comply with safety standards from the MoE. Majority of the staff and students were not aware of the safety measures since they were not trained (Alunga & Maiyo, 2019). This therefore

implies that school management had failed somewhat in communicating effectively on the regulations. Further study needs to be done in Gilgil Sub-County on the implementation of communication methods as provided for in the MoE guidelines to fight drug abuse in schools in Kenya.

Mutiso et al. (2019) study found that the head teacher lacked ways to sensitize both the staff and students on safety standard. Communication and corroboration using different media is an effective tool in creating awareness on safety standards on drug and substance abuse. Kisaka (2019a) conducted a study in Garissa County, Kenya aiming to invest effects of drugs and substance abuse in secondary schools. The study found that lack of cooperation from parents 96.7% and watching media like Television 81.7% to be some of them (Kisaka, 2019a). The study further indicates that a section of parents are aware of their children abusing drugs but remain reluctant to report them to the school and other authority until when they are addicted (Kisaka, 2019a). These findings conclusively suggest that although communication has played a role in drug awareness campaign the problem still persist (Kisaka, 2019a). This means that other stakeholders apart from teachers need to participate in campaign against drug abuse among learners.

Kisaka (2019a) findings agree with Bwana & Orodho (2014) study in Lamu East District, Kenya to examining the nature, type and challenges of school-community partnership in the development of education. The study using a sample of 935 respondents found that the relationship between parents and teachers was limited to meetings and prize giving day (Bwana et al., 2014). Additionally, the study found that there are no proper guidelines in place on school-community partnership (Bwana et al., 2014). This would hamper the implementation of the safety guidelines on drug abuse in schools since there is limited communication between the community and the school.

This warranted further study especially in Gilgil Sub-County where such a research has not been conducted.

Bwana et al. (2014) add the mode of communication commonly used to reach to the parents by the Head teacher as mentioned by 70% of the Head teachers and 78% of teachers is through verbal communication. Bwana et al. (2014) add that use of mobile phones to communicate to parents and other members of the community was evident as indicated by 20% and 16% teacher and principal respondents respectively. However, a small fraction comprising of 10% Head teachers and 6% teachers used letters or circulars to communicate with the parents. Bwana et al. (2014) in verbal communication the message in some occasions never reaches the parents and the information is easily distorted. Children can opt not to relay the message to the parent especially if it is about something they do not wish the parent to know (Bwana et al., 2014). Since drug abuse is a sensitive topic, many students may not pass the information to the parents. This needs to be further investigated in Gilgil Sub-County, Kenya.

Bwana et al. (2014) state that communication between the school and the community is a critical factor in obtaining a sustainable partnership in order to implement the safety guidelines against drug and substance abuse. School administration alone will not manage to implement guidelines hence the need for effective communication strategies to pass the information on drug abuse to parents and other stakeholders through meetings, letters, and posters placed on strategic positions in the schools. There is need for frequent meetings between the school and the community. However, Bwana et al. (2014) report that the meeting's frequency between school and community was minimal. In addition, the study indicated that there were occasional meetings, which made it difficult to make use of the formulated policies (Bwana et al., 2014). This shortcoming together with other limitations between teachers and parents is one of the restrictions in

the creation of a strong relationship in school. Bwana et al. (2014) add that in countries such as Britain and Nigeria even through meeting are limited they embrace other communication techniques such as home calls, monthly reports cards, family gatherings, among others to maintain strong association with society and parents (Bwana et al., 2014).

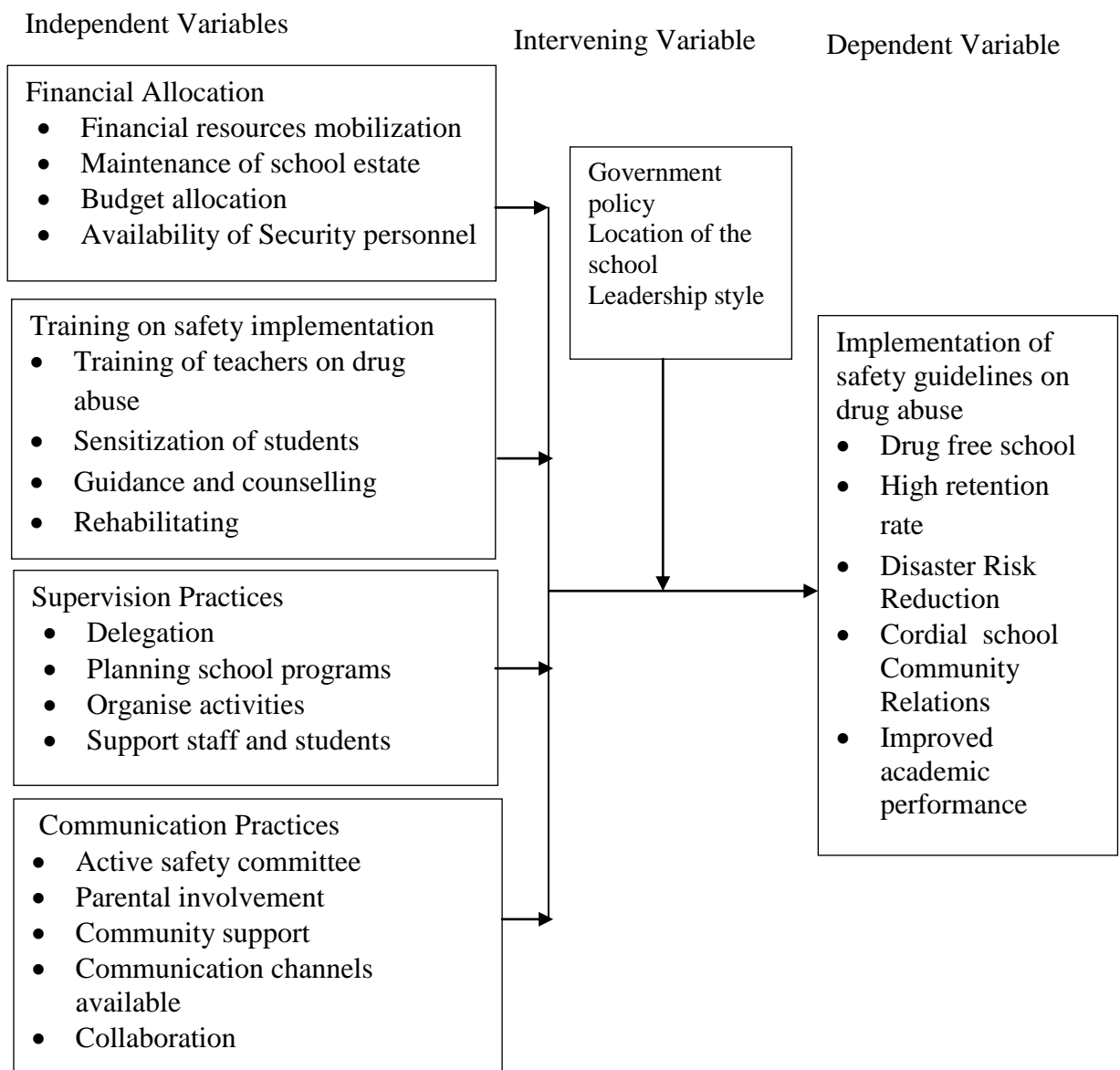
In brief, it is evident that the School Safety Manual seeks for collaboration between the school and the community in order to implement the regulations on drug abuse in the schools. Communication channels are needed in order for this to occur. In Gilgil Sub-County, research to investigate how school communication relates with the implementation of school safety regulations on drug abuse is scanty and this underscored the importance of this study.

2.4 Conceptual Framework

The conceptual framework of this study illustrates the interrelationship between the independent variables and the dependent variables.

Figure 1

Conceptual Framework



Source: Author (2024)

The conceptual framework of this research illustrates how the independent variable interrelates with the dependent variable. The independent variable for this study is school management practices. The school management practices that were studied included allocation of financial resources, training of the staff and the students on safety guidelines on drug abuse, school supervision practices and communication with

stakeholders. In the study the dependent variable was implementation of the safety guidelines on drug abuse.

2.5 Summary of Literature and Research Gaps

In brief, school management practices in allocation of financial resources on implementation of safety standards against drug abuse in secondary schools starts with clear short and long term plans and priorities (Wanjara, 2021). Availability and mobilization of financial resources is of great importance to schools in implementing Ministry of Education (2008) safety guidelines against drug abuse to maintain schools free of drugs for maximization of academic performance.

Training students and staff is an integral and indispensable management practice to ensure that schools comply with student safety regulations against drug abuse in secondary schools to create awareness of dangers of drugs and maintain drug-free schools (MoE, 2008). Comprehensive training on drugs abuse is fundamental to students' safety in school and as a means to provide inclusive education for self-fulfilment and development.

The overseeing and helping functions of supervision are important in implementing policies of education. Lelei et al. (2021) noted that secondary schools are not drug free environment. Masese et al. (2012) opines that failure by the school management in offering guideline and punishment is to be blamed for the rampant abuse of drugs among the students. This shows that the school managements' supervision of the laid down regulation on drug abuse in secondary schools is wanting. The extent to which this applies to public and private secondary schools in Gilgil Sub-County was an issue to be established, hence need for this study.

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter three entails details of how the study was carried out. In the chapter the researcher has described the research design the study adopted, Location where the study was conducted and the population of the study and sampling procedure. The researcher in this chapter has also looked at Instrumentation, Validity of study instruments and Piloting. Lastly the researcher has explained Data collection procedure, Data analysis and Ethical consideration that were adopted in the study.

3.2 Research Design

Research design is a detailed outline of overall strategies used to carry out research (Claybaugh, 2020). It defines the study type, data collection methods involved and the statistical analysis used. This study used correlational research design. This is because it enabled the researcher to use the survey method in collection of data. Correlational design is non-experimental and the survey data collection method enabled the researcher to collect and describe large variety of data related to the school management practices and implementation of students' safety guidelines against drug abuse in secondary schools in Gilgil Sub-County.

Further, correlational design was used in the study because it was to help the researcher to compute descriptive and inferential statistics to establish how school management practices applied in secondary schools in Gilgil Sub-County relates with the implementation of students' safety guidelines against drug and substance abuse. Correlational research involves measurement of two variables and their statistical analyses conducted to test for a relationship among the variables (Kumar, 2018). The

researcher therefore measured the two variables without subjecting them to external conditions then, analyzed the data collected statistically to get the direction and strength of the existing relationship between the variables under study and at the same time used scores on one variable to predict score on the other using regression. Correlational research being non experimental there is no manipulation of data using scientific methods in order to agree or disagree with the hypothesis (Jhangiani et al., 2019).

3.3 Location of the Study

Gilgil Sub-County, Kenya is located in the Rift valley, it lies on latitude $00^{\circ} 13'0''$ south and longitude $36^{\circ} 16'00''$ East and covers an administrative area of 1348.4 square kilometre (Nakuru County Government, 2017). According to Gilgil Sub-County Director of Education, the Sub-County has 3 zones: Karunga, Mbaruk and Elementaita with 10, 17 and 12 public secondary schools respectively. Mbaruk has 11 private secondary schools, while Karunga and Elementaita have 3 and 2 respectively. Geographically, the issue of secondary students using drug is experienced in the three zones (Gilgil Sub-County Director of Education, 2023).

Gilgil Sub-County is bordered to the south by Naivasha Sub-County and to the east by Nyandarua County in Central region. NACADA (2022) report indicates that Central region is observed to have the highest prevalence use of tobacco (11.9%) and potable spirit (4.1%). To the north Gilgil Sub-County is bordered by Bahati Sub-Counties and to the west Njoro Sub-County. This proximity of Gilgil Sub-County to urban areas and being on the Northern Corridor may make drugs accessible. Survey carried out by NACADA assessing the emerging trends of drug abuse in Kenya indicates, drugs are abused country wide with the urban regions having the highest number of people abusing drugs (NACADA, 2021b).

This research was conducted in Gilgil Sub-County because cases of student' safety against drug abuse has been witnessed as indicated by report in Table 1.2. This shows in the Sub-County there is a gap in the implementation of the safety regulations against drug and substance in the secondary schools.

3.4 Population of the Study

This study was conducted in the 55 secondary schools in Gilgil Sub-County, of which 39 are public and 16 private (Gilgil Sub-County Education Office, 2023). The study targeted both public and private secondary schools in Gilgil Sub-County because drug abuse is a safety threat across all schools. Consequently, all secondary schools in the Sub-County, both private and public are mandated to implement safety guidelines on drug abuse as stipulated by MoE (2008) in the Safety Manual for Kenyan schools. The total number of students in the public and private secondary schools was 17,949 and 1,540 respectively (Gilgil Sub-County Education Office, 2023). The study target population was the Principals, the Deputy Principals, Heads of guidance and counselling department as well as the form four students.

The Principals are at management level and were selected as respondents in the study because they are able to articulate safety management practices the school implements in compliance with student safety regulation on drug abuse. The study targeted the Deputy Principals and the Heads of guidance and counselling department because they are in the school safety subcommittee, which is the implementing arm of the Safety guidelines and are better informed on the variables of the study. The Form Four students are recipients of the safety guidelines and were targeted since they would be in a better position to inform on the effectiveness of the management strategies owing to their maturity and long stay in the school. Table 3 shows the study target population.

Table 2*Target Population*

School Category		Principal	Deputy Principal	Head of Guidance counselling department	Form 4 Students
Public	Boarding schools	5	8	5	1137
Public	Mixed day/ boarding schools	5	5	5	692
Public	Day schools	29	29	29	2152
Private	schools	16	16	16	555
Total		55	58	55	4536

Source: Gilgil Sub-County Director of Education (2023)

The target population for the deputy principal in the 55 secondary schools differed from that of the principal and head of guidance and counselling department because some schools had two deputy principals.

3.5 Sampling Procedure and Sample Size

In research, sampling is the process of selecting a small number of items or subjects from a defined population as representative of that population in a study (Taherdoost, 2016). To determine the sample this study employed purposive sampling technique together with simple random sampling techniques. Purposive sampling is a non-probability sampling technique (Etikan & Bala, 2017). This sampling design is a sampling procedure that is based on the judgement of the researcher on the characteristics of population and objectives of the study to select a sample (Etikan & Bala, 2017). However, simple random sampling technique is probability sampling and it gives all subjects from the target population an equal chance in forming the sample (Etikan & Bala, 2017).

3.5.1 Sampling Procedure

The researcher stratified public schools into three strata to form boarding schools; mixed day/ boarding schools and day schools. Private schools were in a separate stratum. Stratification enabled the researcher to classify the schools into the four categories in order to have homogeneous subgroups before sampling commenced. Stratified sampling is a technique used in separating the target population into subsets to have subjects with commonalities and then polls members of each group (Etikan & Bala, 2017). Census sampling was applied in selecting the boarding secondary schools while purposive sampling technique was used to select secondary schools where some students were boarders and others day scholars. The justification behind using purposive sampling was to help in coming up with a sample that represents the public schools in the three Zones. These were Elementaita, Mbaruku, and Karunga. The census and purposive sampling methods were also meant to ensure the study objectives were attained and schools in the three strata were represented. These were boarding schools both girls and boys, mixed day/boarding schools as well as day schools.

Secondly, the study employed simple random technique in selecting day public secondary schools in each of the three Zones. The public day secondary schools were spread in the three Zones and this was vital in generalising the results. The researcher wrote down the names of public day secondary schools according to the Zone they belong. Papers for each Zone were put in separate bags. The two public day schools were selected by picking a piece of paper with replacement. Thirdly, purposive sampling was used to select private boarding secondary schools, private day secondary schools as well as private secondary schools with some students being boarders and others day scholars because private secondary schools were spread in the three Zones, formed the three strata and used the safety standard manual for schools in Kenya to implement safety guidelines

on drugs and substance abuse. This enabled the private schools to have representation in the three strata and all the Zones. The sampled public and private schools were 13 and 5 respectively, which is a third of each group to form a good representation of the four categories of schools and in-depth information about the study. This made the Principals, Deputy Principals and Heads of guidance and counselling department accessible population to be 18, 21 and 18 respectively. The total population of form four students from the 18 schools was 2,140 students. The sample size of the students was determined with 95% confidence level and sampling error of 5% by applying Krejcie and Morgan (1970) table which gave students. Secondly, students were sampled using proportionate sampling where each strata sample was calculated (Table 4). Finally, in order to obtain students respondents in each stratum, simple random sampling technique was applied.

Table 4

Accessible Population

School Category	Principal	Deputy Principal	HOD Guidance and counselling	Form 4 students
Public Boarding Schools	4	7	4	1040
Public Mixed day/ boarding Schools	3	3	3	412
Public Day Schools	6	6	6	455
Private Schools	5	5	5	233
Total	18	21	18	2140

3.5.2 Sample Size

The sample size of Deputy Principals in the 18 schools under study was achieved by purposive sampling technique to have one Deputy Principal respondent in schools which had more than one Deputy Principal, because they are in charge of discipline and therefore familiar with the drug and substance safety guidelines implemented in the

school. Therefore a sample size of 18 Deputy Principals was achieved. However, census was employed to select the sample size of the Principals and Heads of guidance and counselling department in the 18 schools. The sample size of the students was determined with 95% confidence level and sampling error of 5% using Krejcie and Morgan (1970) table to get 322 respondents. Furthermore, the study employed proportionate stratification technique so as to allocate samples proportional to the population to respective strata. In order to assign sample to given strata, stratified sampling formula $n_h = (N_h / N)n$ proposed by Salkind (2010) was used.

Where:

n_h - is the sample size for stratum h

N_h – is the population size for stratum h

N – is the total population size

n – is the sample size (Salkind, 2010)

Respective stratum was assigned student sample as Table 5 indicates.

Table 5

Sample Size

School Category	Sample size of Principal (N)	Sample Size of Deputy principal (N)	Sample Size of HOD Guidance and counselling (N)	Form 4 students (N _h)	Sample size of Students (<i>n_h</i>)
Public Boarding	4	4	4	1040	156
Public Mixed day/ boarding	3	3	3	412	62
Public Day	6	6	6	455	69
Private	5	5	5	233	35
Total	18	18	18	2140	322

3.6 Instrumentation

This study used two types of research instrument. The researcher used a structured questionnaire which was given to the deputy principals and heads of guidance and counselling department (members of Safety Subcommittee) and students to complete. According to Afolayan and Oniyinde (2019) a structured questionnaire is a research tool designed in advance and in a systematic manner. The questionnaire contained close-ended items containing ordered answer choices. The items in the questionnaire for the students, deputy principals and heads of guidance and counselling department were developed to address the research objective. Both questionnaires were Likert type with a four point scale, “Strongly Agree” assigned a score of 4 while a score of 1 was assigned to “Strongly Disagree”. The midpoint “neutral” in a Likert scale was not used to encourage the respondents to carefully read the items so that they will provide a more solid response. Another research instrument was interview schedule for the principals. This was formulated to elicit responses on the variables of the study regarding the management practices related to implementation of the safety regulations on drug and substance abuse.

3.6.1 Validity of Research Instruments

According to Kumar (2018) validity of the tool used in research is the degree to which it is able to measure what it is designed for, and it shows the extent to which it performs what it is supposed to perform in order to obtain scores representing the intended variable. To ensure validity the research instruments were submitted to the university supervisors and experts in education management and leadership from the School of Education to ascertain content, construct and face validity of the instruments. Critical examination of the items ensured the tool evaluates specified content which they were intended to measure. Recommended corrections were done and the instruments piloted in

three secondary schools which were in Gilgil Sub-County but were not part of the actual study. Mwanja and Murithi (2017) stipulate that in a pilot study, a sample size of at least 10% that of the total sample in the main study is acceptable.

Pilot testing uses statistical tests and measures in order to assess validity of the qualitative instruments. According to Majid et al. (2017) piloting of the research instruments is very important because it enables the researcher to finalize them and help in determining the instrument's validity. Test- retest method was used to administer the pilot test. Piloting helped the researcher to paraphrase the items in the tool that appeared ambiguous to be eligible before using it for the actual study. Student questionnaire heading section C was paraphrased by deleting the word 'in' which was written twice following each other. In the same questionnaire in section D two columns were reading VR and VF was missing. This was ambiguous and correction was done to make it eligible. In the safety committee questionnaire, instructions in section C on allocation of resources were talking of training. Correction was done before the tool was administered to the schools under study.

The scores obtained from first and second administration of the instrument were analyzed to determine the reliability of the instrument to be used in the research. The coefficient of Cronbach alpha 0.726 was obtained from the analysis of scores from both tests. Yun et al. (2023) indicated that coefficient of Cronbach alpha that exceeds 0.7 falls within the recommended range, thus, making the outcomes reliable.

3.7 Data Collection Procedures

An introductory letter was issued by Kabarak University Postgraduate office (Appendix X) as well as Kabarak University Research Ethics Committee to the researcher (Appendix IX). These letters were used to seek authorisation to carry out the research

from the National Commission for Science, Technology and Innovation (NACOSTI). The permit issued (Appendix XII) was presented to the Sub-County Director of Education and the Deputy County Commissioner in Gilgil to notify them about the study. Thereafter the researcher to book appointment with the Principals of schools under study, an introductory letter (Appendix XI) stamped by Sub-County Director of Education and the Deputy County Commissioner in Gilgil was presented. With the permission of the Principal the researcher personally with the help of an assistant trained by the researcher administered the questionnaires to the respective respondents. The respondents were assured that confidentiality in dealing with the identities will be maintained in the study and therefore they were not required to write their name or that of the school in the questionnaire.

The Deputy principals and heads of guidance and counselling department filled the questionnaire in their respective offices. The researcher requested the school principal to provide a room where the students participating in the study filled their questionnaire. The researcher waited for the respondents to complete the questionnaire which was not to take a duration exceeding one hour and then personally collected the completed questionnaires. The researcher used an interview schedule to collect data from the School Principal and wrote down the responses in a note book personally. The researcher took four weeks to complete data collection in the 18 schools under study.

3.8 Data Analysis and Presentation

Dawit (2020) describes analysis of data as the process whereby the raw data collected in the study is changed into meaningful ideas and facts. The data collected by the researcher was verified, and then coded for analysis using Statistical Packages for Social Sciences (SPSS) version 24. Coding involved assigning numerical values to the raw data collected from the respondents. Niraula (2019) affirm that in research the analysis of the data

depends upon the types of variables and its' nature. Descriptive statistics was computed such as frequencies, percentages and the mean to describe the basic characteristics of the sample in the study. Furthermore, inferential statistics involving correlation and regression analyses were run and hypotheses tested at 95% confidence level, with 0.05 as the level of significance. This researcher used regression to test the four hypotheses. Analyzed raw data was presented in tables and discussed.

Further, the qualitative data obtained from open ended items in the principal interview schedule was categorized according to themes. The analyzed data was presented in form of narratives according to the objectives. Lastly, the interpretation of the analyzed quantitative and qualitative data was integrated to enable the researcher make the conclusion and recommendations.

Table 6

Summary of Statistical Analysis of Variables

Objectives	Independent Variable	Dependent Variable	Statistics
1	Allocation of financial resources	Implementation of safety guidelines on drug abuse	Thematic analysis Frequency, Percentages, Mean, chi-square ANOVA, Pearson coefficient correlation, simple Regression
2	Training staff and students on safety Standards	Implementation of safety guidelines on drug abuse	Thematic analysis Frequency, Percentages, Mean, chi-square ANOVA, Pearson coefficient correlation, simple Regression
3	Supervision practice	Implementation of safety guidelines on drug abuse	Thematic analysis Frequency, Percentages, Mean, chi-square ANOVA, Pearson coefficient correlation, simple Regression
4	Communication practice	Implementation of safety guidelines on drug abuse	Thematic analysis Frequency, Percentages, Mean, chi-square ANOVA, Pearson coefficient correlation, simple Regression

3.9 Ethical Considerations

In research, ethics normally ensures both the researcher and the respondents have a cordial relationship and confidentiality is upheld in the fields they wish to study (Bos, 2020). To comply with the research ethics, an introductory letter was issued to the researcher by the Board of Postgraduate Studies in Kabarak University and Kabarak University Research Ethics Committee. The letters was used by the researcher to get authorisation from National Commission for Science, Technology and Innovation (NACOSTI) to carry out the study. The permit issued was presented to the Sub-County Education Officer and Deputy County Commissioner in Gilgil Sub-County, and thereafter introduction letters written to the Principals of the schools that took part in the study.

The researcher with the permission of the principal met the participants and informed consent of participation was sought. This involved the researcher introducing herself and explaining to the participants the purpose of the study. The researcher provided information about the study objectives, significance, scope and the nature of the data to be collected and how it would be used. Further, the researcher informed the participants that there was no risk they would be exposed to in participating in the study. The researcher did not coerce the participants but their involvement in the study was voluntary and they were assured they can withdraw at any time without consequence. The researcher allowed the participants to ask questions and seek clarification about any aspect of the research. Lastly, the researcher presented a written consent form to the participants, and their agreement to participate was documented through their signature and they received a copy of the signed consent form for their records.

During data collection, the researcher informed the respondents' that they are not supposed to indicate their name or that of their school in the questionnaire to protect their

identity and ensure confidentiality. For the principals, the researcher during the interview used numbers to represent the schools and respondents were given a pseudonym to ensure confidentiality. The researcher stored the data collected in a secure lockable storage in order to prevent unauthorized viewing or tampering. The data was organized systematically for easy retrieval and was accessed only by the researcher in order to comply with confidentiality agreements and data protection protocols. The researcher retained the data collected for the duration necessary to complete the research and any associated verification processes, after which it will be securely disposed through shredding to guarantee permanent erasure and ensure compliance with privacy regulations and ethical guidelines.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents results arising from the analysis of data collected. The findings are presented in tabular and graphical summaries, and their implications discussed. The study sampled a total of 376 respondents comprising of the 322 students, safety committee with 18 Deputy Principals and 18 heads of guidance and counseling departments and 18 Principals from the public and private secondary schools in Gilgil Sub-County, Kenya. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the results were as discussed in the following sections.

4.1.1 Reliability Analysis

From reliability analysis, it was observed that the coefficient of Cronbach alpha was 0.726. According to Yun et al. (2023) a Cronbach alpha value that is greater than 0.7 shows that there is higher internal consistency of the data. Wang and Sahid (2024) also concurred with Yun et al. (2023) that such alpha value shows that the data is highly reliable. In this study, the value of the Cronbach alpha was greater than 0.7, indicating validity of the subsequent statistical results. This implied that the variables were reliable to meet the objective of the study.

Table 7

Reliability Statistics

Cronbach's Alpha	No of Items
.726	24

4.2 The Response Rate

A total of 304 students from various schools were issued with the questionnaire which they returned when it was duly completed as presented in Table 4.2. The identified students' sample size was 322 where a total of 304 students returned a duly completed questionnaire as indicated in Table 4.2. Therefore, response rate of 94.4% was achieved. Out of the 18 Principals identified as study sample size 16 participated in the interview schedule, achieving a response rate of 88.9%.

Table 8
Response Rate

Instrument	Study Identified Sample Size	Returned Instruments	Return Rate %
Principal interview schedule	18	16	88.9
Deputy principal questionnaire	18	17	94.4
HOD guidance and counselling department questionnaire	18	17	94.4
Student questionnaire	322	304	94.4
Total	376	354	94.1

The safety committee study sample comprised of 18 deputy principals and 18 heads of guidance and counselling department to achieve a sample size of 36. However, 17 deputy principals and 17 heads of guidance and counselling departments participated in the study representing a response rate of 94.4%. A total of three hundred and fifty four (354) responses were successfully filled and returned which translates to a response rate of 94.1%. Wanjala (2021) states that a return rate of above 70% is very good. Therefore 94.1% return rate was high and adequate for the study.

4.3 Demographic Characteristics of the Respondents

4.3.1 Gender of the Respondents

The Deputy Principal and HOD guidance and counselling department were the study respondents in the questionnaire because they sit in the school safety subcommittee, which is the implementing arm of the Safety guidelines. They are therefore in a better position to provide data on school management practices in implementing safety guidelines on drug abuse. The students from both public and private schools are recipients of the safety guidelines and therefore were respondents in the study. The students' respondents had both male and female students as indicated in Table 9.

Table 9

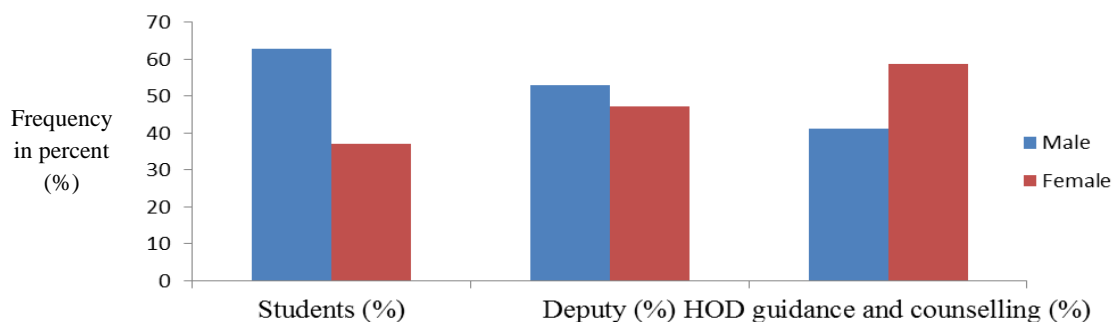
Gender of Respondents

Characteristic	Students		Safety Committee			
	Frequency	%	Deputy Principal		HOD guidance and counselling	
	Frequency	%	Frequency	%	Frequency	%
Male	191	62.8	9	52.9	7	41.2
Female	113	37.2	8	47.1	10	58.8
Total	304	100	17	100	17	100

The distribution of the respondents by gender was represented in Figure 2.

Figure 2

Distribution of Respondents by Gender



Observations in Figure 2 indicate there was parity in gender.

4.3.2 Respondents from Various Categories of Schools

The respondents were from both public and private schools in Gilgil Sub-county. All categories of schools had a deputy principal and head of guidance and counselling department as respondents to make a total of 34 respondents in the safety committee. The study also had the Principal of the schools in all categories as respondents. A total of 16 Principals participated in the study. The sample size picked for students was based on the population size of each school, hence differed.

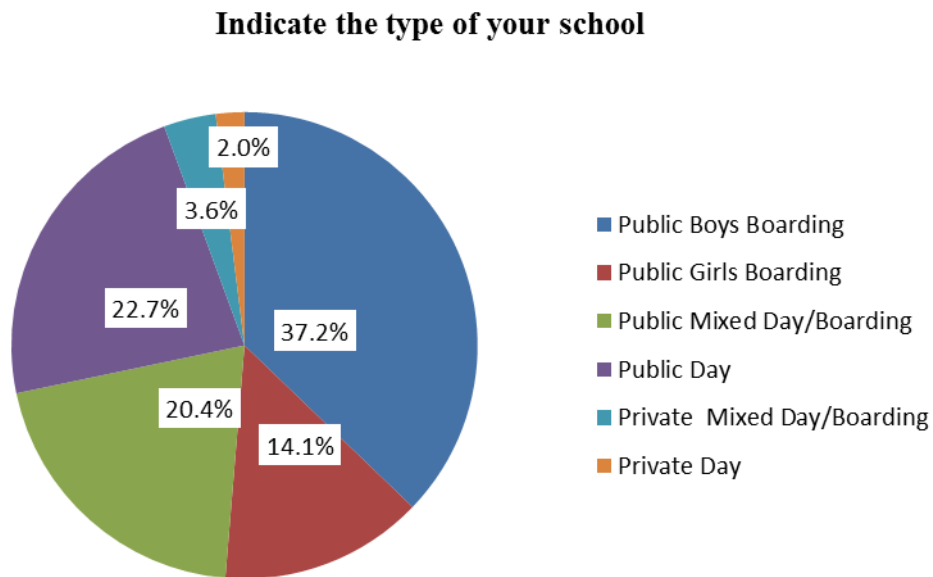
Table 10

Distribution of Student Respondents from Various Categories of Schools

School Type	Frequency	Percent%
Public Boarding Schools	156	51.3
Public Mixed day/ boarding School	62	20.4
Public Day Schools	69	22.7
Private Schools	17	5.6

In the public boarding schools, the student respondents from the boy's secondary schools were 113 (37.2%). While, student respondents from public boarding girls secondary schools were 43 (14.1%). In the public mixed day/boarding secondary schools the student respondents were 62 (20.4%). However, public day secondary schools had 69 (22.7%) students as respondents. Private secondary schools in Gilgil Sub-County participated in the study. The student respondents in private mixed day/boarding secondary schools were 11 (3.6%). In private day secondary schools the student respondents were 6 (2.0%). However, in both private boarding boys and girls secondary schools the student's respondent did not respond to the questionnaire. Figure 3 represents the distribution of student's respondent in various schools in Gilgil Sub-County.

Figure 3
Student Respondent's Distribution



4.3.3 Principal Length of Stay in School

The school Principals were selected as respondents in the study interview schedule because they are at management level and are therefore the implementers of the student safety guidelines in the school. The principals, therefore, were better positioned to provide data articulating safety management practices the school implements in compliance with student safety regulations on drug abuse in school. Table 11 shows the length of stay of the principal in their respective schools.

Table 11
Length of stay in the School

Duration	Frequency	Percentage
Less than 1 year	6	37.5%
1-5 years	4	24%
5-10 years	6	37.5%

The table indicates that majority of the principals had stayed in the school for more than one year 10 (62.5%). This implies the respondents were familiar with the managements

practices applied in the school, thus, they were expected to provide response to give valid opinion in the implementation of the student safety on drug abuse.

4.4 Relationship between Allocation of Financial Resources and Implementation of Students' Safety Guidelines on Drug Abuse

This section gives the results on the analysis of the first objective of the study.

The objective was to determine the relationship between allocation of financial resources and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Descriptive statistics was computed, inferential statistics involving correlation and regression was run and interpretation was done.

4.4.1 The Students Response on Allocation of Financial Resources and Implementation of Students' Safety Guidelines on Drug Abuse

In this section, the study evaluates the relationship between the allocation of financial resources and implementation of students' safety on drug abuse in secondary schools in Gilgil sub-county.

Table 12

To Determine the Relationship between Allocation of Financial Resources and Implementation of Students' Safety Guidelines on Drug Abuse

Variable		Types of School						N	Mean	Chi-Square	p-Value
		PU BB(F)	PU GB(F)	PUMD/ B (F)	PU D(F)	PRMD/ B(F)	PR D(F)				
The financial resources allocated in my school are sufficient for need of the school safety	SD	34	25	37	31	9	4	140	1.9	32.429	0.006
	D	34	10	14	20	2	0	80			
	A	33	4	7	14	0	2	60			
	SA	12	4	4	4	0	0	24			
Financial resources are allocated to purchase learning materials to fight drug abuse	SD	13	11	8	9	7	1	49	2.6	41.246	0
	D	28	10	20	17	2	4	81			
	A	34	14	25	29	2	0	104			
	SA	38	8	9	14	0	1	70			
Experts on drugs are invited to talks to the students	SD	4	2	1	4	1	2	14	3.4	42.621	0.000
	D	2	2	7	6	1	0	18			
	A	24	17	22	30	6	3	102			
	SA	83	22	32	29	3	1	170			
Resources are availed to secure the school boundaries	SD	7	2	6	3	0	1	19	3.4	12.753	0.621
	D	5	4	7	5	1	1	23			
	A	28	12	14	24	1	1	80			
	SA	73	25	35	37	9	3	182			
Sufficient Security personnel in the school are employed	SD	17	23	16	25	3	4	88	2.2	41.859	0.000
	D	41	12	19	29	4	1	106			
	A	43	6	16	11	3	1	80			
	SA	12	2	11	4	1	0	30			
The fence around the school is secured from intruders who sneak drugs into the schools	SD	6	5	12	11	2	1	37	2.8	49.873	0.000
	D	14	10	12	24	6	2	68			
	A	38	18	27	21	3	1	108			
	SA	55	10	11	13	0	2	91			

KEY: PU BB- Public Boys Boarding; PU GB -Public Girls Boarding; PU MD/B- Public Mixed Day/Boarding; PU D-Public Day; PR MD/B -Private Mixed Day / Boarding; PR D -Private Day; SD - Strongly Disagree; D – Disagree; A- Agree; DA-Strongly Agree; F-Frequency; % - percent.

The finding in Table 12 showing whether the financial resources allocated in school are sufficient for need of the school safety or not, indicated that 140 (46.1 %) strongly disagreed, 80 (26.3) disagreed, 60 (19.7%) agreed and 24 (7.9) strongly agreed. The mean of the score on a four point Likert scale rating was 1.9. This implies that majority of the student respondents 220 (72.4%) either strongly disagree or disagreed with the statement that financial resources allocated in school were sufficient for need of the safety on drugs. Similarly, Principal L responding on resources availability in school to implement safety regulation on drug abuse reported that *“The situation is not good since we don’t have any resources currently. We only have the guidance and counselling department that help to advice those involved.”* This finding concur with Kirimi (2014) who observed that schools are in dire need of financial resources to implement the safety guidelines in schools, yet funds are needed in creating a drug free school.

Further, result indicates that in public boarding schools 68 (60.3%) in boys boarding schools and 35(81.4%) in boarding girls schools disagreed with the statement that financial resources are sufficient for the need of the school safety. Similarly, in public mixed day boarding 51(73.9%), in public day school 51(73.9%) and in private secondary school 15 (88.2) disagreed. This is in agreement with Nyakundi (2012) finding that inadequate funds were hindrance to fully implementation of the safety guidelines. The results further indicate that there was association between types of schools, and sufficiency of financial resources allocated in school for need of the school safety on drug. This was because the chi-square value was 32.429, $p\text{-value} = 0.010 < 0.05$ significant level. This means that there was significant association between the types of schools, and sufficiency of financial resources allocated in school for need of the school safety on drug.

The majority of the students in public boarding girls schools are of the opinion the financial resources are insufficient for the need of the school safety on drugs contrary to the students in the public boarding boy schools. This finding is in agreement with Lelei et al. (2021) observation that the likelihood of abusing drugs in male schools is high. This means the surrounding environment the students' interacts with to a great extent determines the behavior. To this effect Principal P explaining the situation of drug abuse in school stated that *"There are a few cases of drug abuse among students due to their respective home, backgrounds and upbringing."* This finding supports Kamenderi et al. (2020) finding which indicated that drug and substance abuse by schoolmates mirrors use of the drugs by the friends.

Most of the students 174 (57.2%) were of the opinion financial resources were allocated to purchase learning materials to fight drug abuse, while 81 (26.6%) disagreed and 49 (16.1%) strongly disagree. The mean of the score on a four point Likert scale rating was 2.6. This implies that the proportion of students who disagreed is almost equal to those who agreed. However, in the private school the range is wide where only 15.8 % agreed. This is supported by Mburu (2014) finding that the scarce financial resources in schools are not enough for the implementation of student safety guidelines. On type of school majority of student respondents in public secondary schools 87.2% agreed finances are allocated to purchase learning materials to fight drugs. Nonetheless, interview schedule for the principals indicate cases of drug abuse are experienced in Gilgil Sub-County. For instance Principal J stated that *"Several cases are detected especially bhang."* The same is voiced by Principal L *"There are cases of drug and substance abuse in our school almost every year; few students are caught using drugs like tobacco, alcohol and miraa."* The result further indicates that there was association between types of schools, and financial resources allocated to purchase learning materials to fight drug abuse. This was

because the chi-square value was 41.246, $p\text{-value} = 0.000 < 0.05$ significant level. This means that there was significant relationship between the types of school, and financial resources allocated to purchase learning materials to fight drug abuse. However, despite majority of students in public secondary indicating financial resources are allocated to purchase learning materials to fight drug abuse, in the private schools majority 82.4% disagreed. Despite the fact that all schools in Kenya are guided by the school safety manual to ensure implementation of student safety on drugs, the Public schools get funding from the government while the private schools are not funded by the government. Lack of adequate fund is a big challenge in implementation of safety guidelines (Mutiso et al., 2019).

Findings on whether experts on drugs are invited to talks to the students revealed that 14 (4.6%) strongly disagreed, 18 (5.9 %) disagreed, 102 (33.6%) agreed and 170 (55.9%) strongly agreed. The mean of the score on the four point Likert scale rating was 3.4. This implies that majority of the student respondents 272 (89.5%) agree on the statement experts on drugs were invited to talks to the students. This observation was also voiced by Principal A stating that *“Periodically, experts in drug abuse are invited in school to talk with students during Sunday service or other general meetings.”* This finding is in support of Mutiso et al. (2019) who opined that school management practices applied such as allocation of funds had a significant influence in implementation of safety standards policy in secondary schools.

On types of schools, majority of the student respondent in public schools 259 (87.2%) and in 13 (76.5) in private schools agreed experts on drug abuse are invited to talk to students. Involvement of experts in mitigation of drug abuse offers a wide range of knowledge to the students. Online to this practice Principal D express among the resources availed in implementing the safety regulation includes; *“Counselling by both*

our staff and invited guests, displaying of posters that discourage use of drugs.” This implied that in Gilgil Sub-County finances were allocated to facilitate experts in implementing student safety on drug abuse. This findings emphasis Lelei et al. (2021) opinion that indicated school environment was a critical point of interacting between the students and the society. This society includes the experts on drug abuse. The results indicated that there was association between types of schools, and invitation of experts on drugs to talk to the students. This was because the chi-square value was 42.621, $p\text{-value} = 0.000 < 0.05$ significant level. This means that there was significant association between the types of schools, and invitation of experts on drugs to give talks to the students. This finding was found to support Kinuthia (2019) study that advocated the use of talk from experts to address drug abuse which has a negative effect on student academic performance.

Findings on whether resources are availed to secure the school boundaries showed that majority of students respondents 182 (59.9%) strongly agreed, 81(26.6%) agreed, 23 (7.6%) disagreed while 19 (6.3%) strongly disagreed. The mean of the score on a four point Likert scale rating was 3.4. This indicated that majority of the students 263 (86.5%) were of the opinion that financial resources were availed to secure the school boundaries. On the contrary the National Assemble (2019) report indicates drugs are accessed easily in school. This agrees with Alunga and Maiyo (2019) who opined that management practices on implementation of students’ safety on drug abuse is not fully implemented. This mean that the student safety on drug abuse in Secondary schools is not guaranteed. In the findings it was observed that more than 70% of the student respondents in the different school categories agreed that recourses are availed to secure the school boundary.

Further, the result also indicated that there was no association between types of schools and availing resources to secure the school boundaries. This was because the chi-square value was 12.753, $p\text{-value} = 0.621 > 0.05$ significant level. This means that there was no significant relationship between the types of schools, and availing resources to secure the school boundaries. This finding concurs with Cheloti and Gathumbi (2016) who found that 87.1% of the head teacher respondent stated that ease of access and availability of drugs and substance is the main cause of drug abuse. This is in agreement with Kamenderi et al. (2020) who opined that drug abuse affecting student safety in secondary school still abound.

Finding on whether sufficient security personnel in the school are employed or not indicated that 88 (28.9%) strongly disagreed, 106 (34.9%) disagreed, 80 (26.3%) agreed and 30 (9.9%) strongly agreed. On a four point Likert scale rating, the mean of the score was 2.2. This means that most of the students 194 (63.8) were of the opinion that the security personnel employed in school were not sufficient. This finding support Gitonga (2020) recommendation which stresses the need for schools to have adequate security personnel in provision of student safety. The finding further revealed that 54 (78.3%) of the student respondent in day secondary schools were of the opinion that the school security personnel employed were not sufficient. In private schools 70.6%, public mixed day / boarding schools 56.5% and public boarding schools 59.6% were of the same opinion. This implies that the secondary school grounds are not free of drugs despite the government issuing safety guideline in 2008.

The results also indicated that there was association between type of schools, and employment of sufficient security personnel in the school. This was because the chi-square value was 41.859, $p\text{-value} = 0.000 < 0.05$ significant level. This means that there was significant association between the types of schools, and employment of sufficient

security personnel in the school. Allocation of fund is necessary in the implementation of the safety regulations on drug abuse. Use of security personnel in fighting drug abuse in schools cannot be ignored. Describing resource availed to implement the safety regulations on drug abuse in secondary schools in Gilgil Sub-County Principal M said; “*reinforcement of the school security personnel.*” was applied. However, Leandri (2011) as cited in Kirimi (2014) observed schools were in dire need for fund to install safety gadgets, put up security strategy, and adhere to the set safety guidelines.

Table 12 further shows that 108 (35.3%) of the students respondents agreed that the fence around the school was secured from intruders who sneak drugs into the school, while 91 (30%) strongly agreed. Nonetheless, 105 (34.5%) of the student respondents disagreed that the fence around the school was secured from intruders who sneak drugs into the school. This means the school ground were not fully free of drugs. This concurs with Cheloti and Gathumbi (2016) finding which revealed that although there are regulations on student safety against drug abuse, it remains a serious issue in secondary schools environments. The mean of the score on a four point Likert scale rating was 2.8. This study finding further shows that 121 (77.6%) of the students in public boarding schools were of the opinion the fence around the school was secured from intruders who sneak drugs into the school. While in public day schools only 49.3% were of the same opinion. This implied that despite of the day schools having a fence majority of the students 50.7% were of the opinion drugs sneak into the school grounds.

This suggests that for full implementation of student safety guidelines to be achieved it is important to embrace other safety technologies. Gitonga (2020) recommended the secondary schools to have a fence and the Government should also finance secondary schools to acquire CCTV surveillance technology for safety. On the same, Principal A quoted; “*Frequent patrols by security guard, perimeter fence and CCTV cameras curb*

the menace.” The result indicated that there was a significant association between types of schools, and the fence around the school is secured from intruders who sneak drugs into the school. This was because the chi-square value was 49.873, p-value =0.000< 0.05 significant level. This means that there was significant association between the types of schools, and the fence around the school is secured from intruders who sneak drugs into the school.

4.4.2 The Deputy and the Head of Guidance and Counselling Department Response on Allocation of Financial Resources and Implementation of Students’ Safety Guidelines on Drug Abuse

This section presents the results on the analysis of the deputy principals and heads of guidance and counselling department, who are in the school safety committee.

Table 13*Allocation of Financial Resources and Implementation of Students' Safety Guidelines on Drug Abuse*

Variable		Safety Committee		N	Percentage (%)	Mean
		D/P	HOD G/C			
In my school the school budget allocates finances to fight drug abuse.	SD	6	5	11	32.4	2.2
	D	4	4	8	23.5	
	A	6	6	12	35.3	
	SA	1	2	3	8.82	
The financial resources allocated in school are sufficient for need of the school safety	SD	6	3	9	26.5	2.0
	D	8	7	15	44.1	
	A	3	7	10	29.4	
	SA	0	0	0	0	
Financial resources are allocated to purchase learning materials to fight drug abuse	SD	6	3	9	26.5	2.1
	D	6	6	12	35.3	
	A	5	7	12	35.3	
	SA	0	1	1	2.94	
Experts on drugs are invited to talks to the students	SD	1	1	2	5.88	3.1
	D	1	4	5	14.7	
	A	8	7	15	44.1	
	SA	7	5	12	35.3	
Resources are availed to secure the school boundaries	SD	2	1	3	8.82	3.0
	D	2	2	4	11.8	
	A	8	9	17	50	
	SA	5	5	10	29.4	
Sufficient Security personnel in the school are employed	SD	2	0	2	5.88	3.2
	D	3	2	5	14.7	
	A	5	7	12	35.3	
	SA	7	8	15	44.1	
The fence around the school is secured from intruders who sneak drugs into the schools	SD	2	1	3	8.82	2.6
	D	7	4	11	32.4	
	A	6	11	17	50	
	SA	2	1	3	8.82	

Key: SD- Strongly Disagree; D- Disagree; A- Agree; DA-Strongly Agree; F -Frequency; N -Total Frequencies; DP –Deputy Principal; HOD G/C- Head of department Guidance and Counselling.

Finding on deputy principal and head of guidance and counselling department indicated 35.3% agreed and 8.8% strongly agreed that the school budget allocates finances to fight drug abuse. However, 11 (32.4%) disagreed and 23.5% strongly disagreed. The mean of the score on a four point Likert scale rating was 2.2. This finding indicated majority of the respondents 55.8% were of the opinion in Gilgil Sub-County allocation of funds to fight drug abuse was not implemented. This shows a gap exists in student safety from drug abuse. This finding was contrary to Ngugi and Taanui (2019) who emphasized on the Principal' management practice to source for money to be allocated in various school need. Successful fight against drug abuse in secondary school call for allocation of financial resources during budgeting.

Finding on whether financial resources allocated in school are sufficient for the need of the school safety indicate that 10 (29.4%) agreed while 70.6% disagreed. The mean of the score on a four point Likert scale rating was 2.0. This finding implied that the students were not safe from drug abuse. This agreed with Murigi (2020) observation that students' safety from drug abuse was becoming increasingly problematic. This is true considering the fact that inadequate funds may be an obstacle to the implementation of safety guidelines on drugs.

The result further indicates that 38.2% of the respondents agreed that financial resources were allocated to purchase learning materials to fight drug abuse while majority (61.8%) disagreed. On a four point Likert scale rating, the mean of the score was 2.1. Describing resources availed in school to implement the safety regulation on drug abuse Principal N quoted *“Resources such as charts, videos and stories can contribute to learning experience by stimulating interest and enjoyment.”* Mutiso et al. (2019) finding indicated that school management practices such as allocation of adequate funds and system support had a significant influence in the public secondary schools. Thus, in

order to fight drug abuse in schools learning materials in form of print media, audio visual among others as outlined in the school safety manual should be availed to the students.

Finding on whether experts on drug are invited to talk to the students or not revealed that 20% of the respondents disagreed and majority 79.4% agreed. On a four point Likert scale rating, the mean of the score was 3.1. This finding implied that secondary schools in Gilgil Sub-County had allocated funds to cater for resource persons in implementation of student safety on drug abuse. On the contrary Kamenderi et al. (2020) opines that secondary schools lack proactive management strategies to deal with students reported abusing drugs. To curb drug abuse among students, schools have to apply different strategies which have financial implication.

Results indicate that majority of the respondents 79.4% agreed that resources were availed to secure the school boundaries, but 20.6% disagreed. On a four point Likert scale rating, the mean of the score was 3.0. This suggested in trying to fight drug abuse which is a threat to the academic success of the students funds were allocated to secure the school grounds. However, secondary schools in Gilgil Sub-County are yet to be free of drugs. Principal N responding on the situation of drug and substance abuse in school said “*It is there but among very few students.*” This finding agrees with Kamenderi et al. (2020) argument that drugs were accessed in school grounds.

The finding also revealed that 15(44.1%) strongly agreed and 12 (35.3%) agreed that sufficient security personnel in the school were employed. The mean of the score on a four point Likert scale rating was 3.2. This implies that most of the respondents were of the opinion that secondary schools in Gilgil Sub-County had employed sufficient security personnel in implementation of the safety guideline on drug abuse. Gitonga (2020) finding underscored the need for schools to have adequate security personnel.

Yet, finding of Cheloti and Gathumbi (2016) established students sneaked drugs to school grounds from home or shops near the schools.

Responding on whether the fence around the school is secured from intruders who sneak drugs into the school 41.2 % disagreed and the majority of the respondents 58.8% agreed. The mean of the score on a four point Likert scale rating was 2.6. This finding implied that secondary schools in Gilgil Sub-County had not fully secured the fence around the school in implementation of student safety on drug abuse. This agreed with Kirimi (2014) observation that more than 65% of the participants agreed that lack of adequate funds limited implementation of safety standards. In compliance with students' safety regulation, the school as a system with input and output needs to have physical boundaries which will deter sneaking of drugs into school grounds.

From the inferential statistic results, it was observed that the correlation co-efficient (r) was 0.526. This implied that there was a positive relationship between financial resources allocation and implementation of student safety on drug abuse. It was further observed that the coefficient of determination r -squared was 0.277. This implied that the regression model accounts for 27.7% of variability on implementation of student safety guidelines due to resource allocation in schools within Gilgil Sub-County.

Table 14

Model Summary of Financial Resource Allocation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526 ^a	.277	.255	1.03871

a. Predictors: (Constant), resource allocation

The results of ANOVA test indicated that the value of $F(1, 32) = 12.271$, with p -value = $0.001 < 0.05$ significant level. This implies that there was significant relationship

between allocation of financial resources and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

Table 15

ANOVA of Financial Resource Allocation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.239	1	13.239	12.271	.001 ^b
	Residual	34.526	32	1.079		
	Total	47.765	33			

a. Dependent Variable: implementation students' safety

b. Predictors: (Constant), resource allocation

From the results of regression shown in Table 15, it can be observed that coefficient of resource allocation was -0.159, with t-value = -3.503 and p-value = 0.001 < 0.05 significant level.

Table 16

Coefficients of Financial Resource Allocation

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	12.644	.874		14.468	.000
	Resource allocation	-.159	.045	-.526	-3.503	.001

a. Dependent Variable: implementation students' safety guidelines

This finding indicated that there was a significant association between allocation of financial resources and implementation of student safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This is because coefficient of resource allocation was -0.159, with t-value = -3.503 and p-value = 0.001 < 0.05 significant level.

Kirimi (2014) conducted a study in Buuri District, Kenya, that examined the influence of institutional factors on secondary schools' adherence to student safety standard

guidelines. One of the variables in Kirimi (2014) study was sufficiency of financial resources in the implementation of safety guidelines. The study found that 81.8% of Principals and 88.9% of BOM members respondents respectively indicated that they allocated funds needed to cater for students' safety in their schools (Kirimi, 2014, p. xii). The study findings, therefore, indicated many schools mitigate students' safety needs. However, the study went further to note that despite a majority of the Principal and BOM members indicating they mobilize financial resources necessary for catering for the underlying students' safety needs, the funds allocated were deemed not enough (Kirimi, 2014). The findings in this study were in agreement with Ngugi and Tanui (2019) study which posits that it is the Principals' management practice to source for money to be allocated in different school needs, but the funds available are not sufficient. Mburu (2014) concurs that the financial resources allocated to implement the safety guidelines outlined in the Safety Manual were not enough to cater for safety.

4.4.3 Hypothesis Testing

Hypothesis One: This section, gives the relationship between the allocation of financial resources and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. Table 16 shows that the coefficient of resource allocation was -0.159, with t-value = -3.503 and p-value = 0.001 < 0.05 significant level. This indicated that the p-value associated with allocation of financial resources was less than 0.05. This implied there was a statistical significant relationship between allocation of financial resources and implementation of student safety guidelines on drug abuse in the Sub-County.

The null hypothesis H_{01} : There is no statistically significant relationship between allocation of financial resources and implementation of safety guidelines on drugs abuse

in secondary schools in Gilgil Sub-County was rejected in favour the alternative hypothesis. This implied that there was a statistically significant relationship between allocation of financial resources and implementation of safety guidelines on drugs abuse in secondary schools in Gilgil Sub-County. This means that the allocation of financial resources had a positive relation with the implementation of safety guidelines on drug abuse in secondary schools in Gilgil sub-County. Thus, secondary school principals in Gilgil sub-County should always seek for more financial resources to be employed towards implementing the student safety guidelines on drug abuse.

4.5 Relationship between Staff and Student Training on Safety Guidelines and Implementation of Safety Guidelines on Drug Abuse

This section gives the results on the analysis of the second objective of the study. The objective was to establish the relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Descriptive statistics was computed, inferential statistics involving correlation and regression was run and interpretation was done.

4.5.1 The Students Response on Staff and Student Training on Safety Guidelines and Implementation of Safety Guidelines on Drug Abuse

In this section, the study presents results analysis obtained from the students questioner on the second objective.

Table 17*Student Response on Staff and Student Training on Safety Guidelines*

Variable		Types of School						N	%	Mean	Chi-Square	p-Value
		PU		PUMD/		PU PRMD/PR						
		BB (F)	GB (F)	B (F)	D (F)	B (F)	D (F)					
Talks from	VR	32	24	40	31	5	4	136	44.7	2.4	31.486	0.008
NACADA officials	R	35	12	10	20	6	0	83	27.3			
on drug abuse	F	34	3	8	14	0	2	61	20.1			
	VF	12	4	4	4	0	0	24	7.9			
Talks from the	VR	15	9	10	9	4	3	50	16.4	3.1	23.805	0.068
community and	R	27	11	21	16	2	2	79	26.0			
parents on drug	F	35	14	23	28	5	0	105	34.5			
abuse	VF	36	9	8	16	0	1	70	23.0			
School Guidance	VR	4	2	2	4	1	0	13	4.3	2.5	31.217	0
and Counselling	R	2	2	7	6	1	0	18	5.9			
Department offering	F	26	17	20	28	8	3	102	33.6			
advice on drug and	VF	81	22	33	31	1	3	171	56.3			
substance												
Teachers advising	VR	6	3	6	3	0	1	19	6.3	2.1	13.248	0.583
on dangers of drug	R	6	3	8	4	2	0	23	7.6			
abuse during	F	29	10	16	22	3	0	80	26.3			
lessons	VF	72	27	32	40	6	5	182	59.9			
Law enforcement	VR	21	21	16	26	2	2	88	28.9	2.8	31.486	0.008
officers are invited	R	39	13	18	28	5	3	106	34.9			
to talk on	F	42	6	17	11	3	1	80	26.3			
consequences of	VF	11	3	11	4	1	0	30	9.9			
drug abuse												
Motivational	VR	7	5	12	11	2	0	37	10.5	3.1	45.518	0
speakers are invited	R	15	9	13	30	7	3	77	16.8			
to advice students	F	38	17	25	25	2	1	108	32.9			
on drug abuse	VF	53	12	12	13	0	2	92	39.8			

Key: PU BB- Public Boys Boarding; PU GB -Public Girls Boarding; PU MD/B- Public Mixed Day/ Boarding;PU D-Public Day; PR MD/B -Private Mixed Day / Boarding; PR D -Private Day; VR-Very Rarely; R -Rarely; F- Frequently; VF-Very Frequent; F- Frequency; % - percent.

Responding on how often NACADA officials talk to students, 7.9% indicated very frequent. However, majority of the students 219 (72.0%) were of the opinion talks from NACADA official were rare. This implies management practice on training of staff and students to create awareness on student safety on drugs is rarely done. Kinuthia (2019) in a study to establish interventions employed to curb the level of drug abuse provided an insight on the importance of training teachers on safety procedures. The study focused mainly on training of teachers. This is also observed from the response of the Principal interview schedule used in this study. Principal A stated “*The document on school safety and regulations on drug abuse is available in majority of departments. School guards are sensitized on it regularly.*” The mean of the score on a four point Likert scale rating was 2.4.

The finding further indicated that in all types of school the trend was the same where 16.3%, 26.1% and 11.7% of the student respondents in public girls boarding secondary schools, public day secondary schools and private secondary schools respectively were of the opinion the talks from NACADA officials were frequent. From Table 17, the result indicates that there was association between type of school and talks from NACADA officials on drug abuse. This was because the chi-square value was 31.486, $p\text{-value} = 0.008 < 0.05$ significant level. This means that there was significant relationship between the type of school and Talks from NACADA officials on drug abuse. To have safe schools free of drug abuse the staff and students need to be empowered through training to be aware of dangers of drugs and strategies to use in giving care and support to those identified to be abusing drugs. Principal Q responding to the situation of drug abuse in the school stated “*Few cases reported but were handled.*” This implies that students abusing drugs in secondary schools in Gilgil Sub-County were witnessed thus, the need to train the staff and the students. Kinuthia (2019) finding indicated that

inadequate knowledge on dangers of drug abuse was a factor hindering effective address of problems of drug abuse among students.

This study finding revealed that 23.0% of the student respondents were of the opinion that talks on drugs from the community and parents were very frequent, while 34.5% stated they were frequent. On the other hand the finding indicates 42.4% opined they were rare. The mean of the score on a four point Likert scale rating was 3.1. This implies that school community and the parents were involved in creating awareness on students' safety on drug abuse. On the contrary Cheloti and Gathumbi (2016) established that 5% of the student respondents strongly agreed that the local community is involved in talking about drug and substance abuse problems in the school.

Comparing the view of students in different types of the schools, this study finding indicated that majority 63.8% of the students in public day secondary schools were of the opinion talks on drugs from the community and parents were very frequent. However, the percentage in public boys boarding, public girls boarding and public mixed day boarding schools was 40.7%, 53.5%, 50.0% respectively. Similarly, 64.7% of student in private secondary schools were of the view talks on drugs from the community and parents were very rare. Students in day secondary school interact with external environment more compared to students in boarding secondary schools. This implies they are in contact with the wider school community and the parents more often as compared to the students in boarding schools.

Principal D responding on whether the school community was familiar with the student safety on drug, abuse stated; "*Not very much*". This was also voiced by Principal H who said "*Not 100% sure.*" The results of this study concurs with Cheloti and Gathumbi (2016) finding which indicated 63% of the students were of the opinion poor parenting contributes to drug and substance abuse problems. When the community and parents are

not aware of student safety on drugs they lack knowledge and skills to share with them. Additionally, the result indicated that there was no association between type of schools and talks from the community and parents on drug abuse. This was because the chi-square value was 23.805, $p\text{-value} = 0.068 < 0.05$ significant level. This means that there was no significant relationship between the type of school and talks from the community and parents on drug abuse. This agree with Udali (2020) finding that due to lack of training, the staff and students are inadequately prepared to handle drug challenges in the school.

Responding on how often the school guidance and counselling department offer advice on drug and substance abuse 117 (56.3%) indicated very frequent and 102 (33.6%) indicated frequent. The mean of the score on a four point Likert scale rating was 2.5. This implies most of the student respondent 219 (72.0) were of the opinion the school guidance and counselling department offered advice on drug and substance abuse. This finding agreed with Kamenderi et al. (2020) who found that guidance and counselling was one of the strategies applied to deal with students identified to abuse drugs in schools. However, Kamenderi et al. (2020) opined that the guidance and counselling teacher only got involved when students abusing drugs were identified.

In all types of school the rating of school guidance and counselling department offering advice on drug and substance abuse frequently was above 55.0 %. The result further indicated that there was an association between type of schools and school guidance and counselling department offering advice on drug and substance abuse. This was because the chi-square value was 31.217, $p\text{-value} = 0.000 < 0.05$ significant level. This means that there was significant relationship between the type of school and school guidance and counselling department offering advice on drug and substance abuse. Training of staff and students is thus, inevitable in creation of drug free environment. Ondigo et al.

(2019) recommended the Ministry of Education together with the Teachers Service to implement training of teachers on dangers of drug abuse. This will create awareness on dangers of drug abuse and foster a healthy society. However, Kinuthia (2019) found that inadequate knowledge on dangers of drug abuse was one of the factors that hinder effective address of problems of drug abuse among students.

Responding on how often the teacher advice students on dangers of drug abuse during lesson the finding indicated very frequent was rated highest at 59.9%. The mean of the score on a four point Likert scale rating was 2.1. This implies that students are sensitized by integrating safety on drug during lesson implementation in class. Section 6.6 in the school safety manual emphasized on need of training in implementation of student safety on drug abuse. Kamenderi et al. (2020) in support of student training on safety against drug abuse opined that students in secondary school were at young age thus, relationships with teachers are important and formative. This is in agreement with finding from the Principal interview schedule as reported by Principal N. *“Engaging students through life skill approach and small group work activities has helped a lot in providing information about drugs.”* However, despite the fact that implementing safety on drug abuse during lesson create awareness on dangers of drug, study such Ondigo et al. (2019) have shown that drug and substance abuse has an effect on class attendance. The study revealed that 69.6% of students abusing drug do not attend classes regularly (Ondigo et al., 2019). This implies that drug abuse may have a negative effect on the student academic potential and school completion rate.

This finding also revealed that most of the students (above 75%) in all types of school were of the opinion advice on dangers of drug abuse during lessons by teachers was frequent. Yet, Kamenderi et al. (2020) posits school grounds are not free of drugs. The results indicate that there was no association between type of schools and teachers

advising on dangers of drug abuse during lessons. This was because the chi-square value was 13.248, $p\text{-value} = 0.583 < 0.05$ significant level. This means that there was no significant association between the type of school and Teachers advising on dangers of drug abuse during lessons. This implies even though schools in Gilgil Sub-County have adapted teacher advising during lessons approach, still there is a gap on student safety on drug abuse that need to be addressed. For instance Principal E responding to the situation of drug in school stated that “*It is there but among very few students.*” This is in line with Kamenderi et al. (2020) finding that indicated students abuse drugs in secondary schools grounds in Kenya with alcohol, prescription drugs. Khat/miraa, tobacco and bhang being the most abused drugs. The study also found that teachers were not well prepared to handle cases of drug abuse by the students (Kamenderi et al., 2020). Thus, training of staff and student is paramount in implementation of the safety guidelines on drug abuse.

Result indicated invitation of law enforcement officers to talk on consequences of drug abuse was not frequent. Finding on how often the law enforcement officers are invite to talk on the consequences of drugs in school indicated only 9.9% of the student respondent indicated very frequent. This is a mirror of Udali (2020) finding which indicated student, teachers and security officers had low level of awareness of school safety measures. Section 6.6 of the School Safety Manual outlines strategies to create drug free environment among them being involvement of law enforcement bodies and other school stakeholders (Ministry of Education, 2008). On the contrary, Nganga (2013) found that the students had not received practical training which was attributed to the teachers’ lack of awareness and familiarity with safety guidelines in the School Safety Manual. The mean of the score on a four point Likert scale rating was 2.8.

This finding indicated in different types of schools the percentage of students who opined the law enforcement officers were invited to talk on the consequences of drugs in school frequently was 46.9%, 20.9%, 45.2%, 21.7% and 29.4% in public boys boarding, public girls public boarding mixed day/boarding, public day and private secondary schools respectively. This implied that in implementing student safety on drug, law enforcement officers were more often used in the public boarding boys secondary schools compared to other schools. The results also indicated that there was association between type of schools and invitation of law enforcement officers to talk on consequences of drug abuse. This was because the chi-square value was 31.486, p-value = 0.008 < 0.05 significant level. This means that there was significant relationship between the type of school and law enforcement officers are invited to talk on consequences of drug abuse. Cheloti and Gathumbi (2016) opined that drug abuse lead to other social problems in the society that require collaboration with other stakeholders among them law enforcement agencies. This underscored the need for engaging the law enforcement officers to create awareness through training of staff and students on the consequences of drug abuse.

The result on how often motivational speakers are invited to advice students on drug abuse indicated that 39.8% stated very frequent and 32.9% frequent. This implies majority of the students 200 (65.8%) were of the opinion motivational speakers were invited frequently to talk to students on drugs abuse. The mean of the score on a four point Likert scale rating was 3.1. This finding implies in Gilgil Sub-County invitation of motivational speakers in implementation of safety guidelines on drug abuse is among programs used in school as a mitigation measure. “*Constantly holding sensation clinics*” was stated by principal J to be adopted in secondary schools in the implementation of safety guidelines on drug abuse. This concurs with Udali (2020) who suggested schools

in mitigating drug abuse apply a number of strategies which create awareness to the staff and students.

This finding also indicated that in private school 29.4% of the student were of the opinion motivational speakers were invited to advice students on drug abuse frequently but, public schools in all the categories under study the percentage was above 50.0%. This implies in implementing safety guidelines on drug abuse in private schools, use of motivational speakers was rarely employed. The result also indicated that there was association between type of schools and invitation of motivational speakers to advice students on drug abuse. This was because the chi-square value was 45.518, p-value = $0.000 < 0.05$ significant level. This means that there was significant association between the type of school and invitation of motivational speakers to advice students on drug abuse. The finding is in agreement with King'endo (2015) who found invitation of professional speakers to talk to student was effective in creating awareness on drug abuse. On the contrary Alunga and Maiyo (2019) found that most of the staff and students were not aware of the safety measures applied in school due to lack of training. This implies that in order to fight drug abuse among students in secondary schools training of staff and students is inevitable.

4.5.2 The Deputy and the Head of Guidance and Counselling Department Response on Staff and Students Training on Implementation of Students' Safety Guidelines on Drug Abuse

This section presents the results on the analysis of the deputy principals and heads of guidance and counselling department, who are in the school safety committee.

Table 18*Training of Staff and Student on Safety Guidelines and Implementation of Safety Guidelines on Drug Abuse*

Variable		Safety Committee		N	Percentage (%)	Mean
		D/P	HOD			
			G/C			
Staff and students are trained on the regulations on drug and substance Abuse	SD	2	1	3	8.8	2.6
	D	7	4	11	32.4	
	A	6	11	17	50.0	
	SA	2	1	3	8.8	
Staff and students are aware of the sign of the person abusing drugs	SD	0	0	0	0.0	3.1
	D	1	5	6	17.6	
	A	11	7	18	52.9	
	SA	5	5	10	29.4	
Experts on drug abuse are invited to talk to staff and students on drug and substance abuse	SD	0	1	1	2.9	2.9
	D	1	5	6	17.6	
	A	12	9	21	61.8	
	SA	4	2	6	17.6	
The safety subcommittee liaises with department on rehabilitating drug abusers	SD	4	1	5	14.7	2.6
	D	3	5	8	23.5	
	A	7	9	16	47.1	
	SA	3	2	5	14.7	
Teachers are trained with skills to provide care to students abusing drugs.	SD	2	1	3	8.8	2.5
	D	7	7	14	41.2	
	A	6	8	14	41.2	
	SA	2	1	3	8.8	
Guidance and counselling workshops equip teachers with skills to provide care to students abusing drugs	SD	3	1	4	11.8	2.9
	D	1	1	2	5.9	
	A	8	14	22	64.7	
	SA	5	1	6	17.6	
Inducting teachers equip them with knowledge on legal issues governing student safety against drug abuse	SD	2	1	3	8.8	2.7
	D	4	3	7	20.6	
	A	9	11	20	58.8	
	SA	2	2	4	11.8	
Learners are referred to rehabilitation centers as proposed by the regulations	SD	2	1	3	8.8	2.8
	D	4	5	9	26.5	
	A	5	8	13	38.2	
	SA	6	3	9	26.5	
The school community is sensitized on the need to provide support to the school in fighting drug abuse	SD	3	2	5	14.7	2.6
	D	2	3	5	14.7	
	A	6	10	16	47.1	
	SA	4	2	6	17.6	

Key: SD- Strongly Disagree; D- Disagree; A- Agree; DA-Strongly Agree; F- Frequency; N -Total Frequencies; DP –Deputy Principal; HOD G/C- Head of department Guidance and Counselling.

Findings in Table 18 on whether staff and students are trained on the regulations on drug and substance abuse or not revealed that 8.8% of the respondents strongly disagreed, 32.4% disagreed 50.0% agreed and 8.8% strongly agreed. On a four point Likert scale rating, the mean of the score was 2.6. This indicated that most members of the safety committee (58.8%) were of the opinion staff and students were trained on the regulations on drug and substance abuse. On the contrary Udali (2020) opined that most of the students in secondary schools are not well-conversant with the safety issues and measures to take if their security is threatened. This agreed with finding of the interview schedule of the principal. Principal E responding on how far the safety regulations have been effected in school commented; *“probably up to 80% through constant reminders, posters and talk on the same.”* This implies that the student safety on drug abuse was not fully implemented. Kinuthia (2019) opined that to fight drug abuse among students in schools, training teachers on dangers of drugs is paramount. Furthermore, when the management practices in school fail to create awareness on drug abuse many cases of students abusing drugs are not identified and they lack the needed support. Inadequate knowledge on drug is a safety threat to the students within and outside the school grounds (Kinuthia, 2019). For long term effects to be felt in the campaign against drug abuse all the school stakeholders need to be trained.

The finding on the statement, staff and students are aware of the signs of person who abuses drugs indicates that 17.6 % disagreed, 52.97% agreed and 29.4% strongly agreed. The mean of the score on a four point Likert scale rating was 3.1. This finding indicates that most members of the safety committee were of the opinion that staff and students in Gilgil Sub-County were aware of the signs of person who abuses drugs. This finding agrees with Omari (2021) observations that due to lack of training, the staff and students were not aware of the safety standards. This shows a gap in preparedness to handle

safety challenges in the school. Furthermore, finding of Lodunga (2018) indicated that drug abuse amongst students in public secondary schools was evident and it manifested in incidences of violence, school unrest, absenteeism, poor performance among others. Students identified to be abusing drugs needs support, and care which requires skills on handling drug abusers. However, Alunga and Maiyo (2019) finding indicated many schools are yet to comply with the student safety guidelines as outlined by the Ministry of Education.

The results on the statement experts on drug abuse are invited to talk to staff and students on drug and substance abuse indicated that 2.9 % strongly disagreed, 17.6% disagree, and 61.8% agreed 17.6 % strongly agreed. This implies that minority of the safety committee 79.4% were of the opinion that experts on drug abuse were invited to talk to staff and students on drug and substance abuse. In the interview schedule it was observed experts on drugs were involved in campaign on drug abuse. Responding on sensitization of the staff and the students on dangers of drugs involving expatriates, Principal P as quoted applies “*Engagement of NACADA officials who provide reading materials on the available drugs in the market place and possible measure to be taken to curb the issue.*” The mean of the scores on a four point Likert scale rating was 2.9. This implied that in implementing safety guidelines on drug abuse in secondary schools within Gilgil sub-County experts on drugs were invited. This underscores Ondigo et al. (2019) recommendation on training of all teachers to equip them with skills and knowledge to apply when dealing with issues of drug abuse in schools. Secondary schools to fight against drug abuse cannot ignore use of experts.

Finding indicates that 14.7% strongly agree and 47.1 agreed that the safety subcommittee liaises with the guidance and counselling department on rehabilitating drug abusers. However, minority of the respondent 38.2% was of contrary opinion where 14.7 %

strongly disagreed and 23.5% disagreed. The mean of the score on a four point Likert scale rating was 2.6. This finding suggests that students identified to be abusing drugs were given support. This creates inclusivity in an attempt to reduce student dropout rate in provision of education for all. This finding concurred with Kinuthia (2019) suggestion that students addicted to drugs need to undergo rehabilitation. On the same Principal A commented *“Cases of drug and substance abuse are minimal, few that are identified are dealt with in partnership with the parents, Parent Association and the school board. Majority are referred to guidance and counselling.”*

The study finding indicated that 8.8 % agreed and 41.2 strongly agreed that teachers were trained with skills to provide care to students abusing drugs. However, an equal percentage of the respondent of the Deputy Principal and HOD guidance and counselling in Gilgil Sub-County 50% were of the opinion teachers were not trained with skills to provide care to students abusing drugs. The mean of the score on a four point Likert rating scale was 2.5. This finding affirms Ondigo et al. (2019) observation that teachers need to be trained to equip them with skills and knowledge to apply when dealing with issues of drug abuse in schools. Additionally, Ludunga (2018) opines that cases of students stigmatized, while others are discriminated against due to lack of knowledge, attitudes and practices necessary to handle students abusing drugs are witnessed.

Response on whether guidance and counselling workshops equip teachers with skills to provide care to students abusing drugs or not, shows that 11.8 % of the safety committee strongly disagreed, 5.9% disagreed, 64.7% agreed and 17.6% strongly agreed. This implies that most of the safety committee members (82.4%) were of the opinion guidance and counselling workshops equip teachers with skills to provide care to students abusing drugs. Similarly, Principal N said that *“Through guidance and counselling workshops teachers are enlightened more about drugs. This has helped a lot*

in solving the situations about drugs.” This finding agreed with Ondigo et al. (2019) recommendation that training of teachers equip them with skills and knowledge to fight against drug abuse in schools. The mean of the score on a four point Likert rating scale was 2.9. This implies in Gilgil Sub-County student safety on drug abuse guidelines are implemented through use of workshop to equip teachers with skills.

Responding on whether the school inducts teachers to equip them with knowledge on legal issues governing student safety against drug abuse, 8.8% strongly disagreed, 20.6% disagreed, 58.8% agreed and 11.8% strongly agreed. This implies that most of the members in the school safety committee agreed teachers are inducted on the legal issues on drug abuse in Gilgil Sub-County. Omari (2021) posits that failure to induct teachers to awareness on the safety guidelines was worrying because they are expected to enforce and create awareness among the students. The mean of the score on a four point Likert rating scale was 2.7. This finding means in Gilgil Sub-County induction of teachers as a management practice was applied in creating awareness to fight drug abuse among students and maintain safe school grounds.

This finding indicated that 38.2% and 26.5% s of the respondent agreed and strongly agreed respectively that students are referred to rehabilitation centers as proposed by the safety regulations. Responding on the strategies the school use to create awareness on student safety on drug Principal E, listed the following measures; “*Continuous training on dangers and prevention of drug abuse, active guidance and counseling department and rehabilitation.*” The mean of the score on a four point Likert scale was 2.8. This implies secondary schools in Gilgil Sub-County in creating awareness on safety on drug embrace use of referral to rehabilitation centers as proposed by the safety guidelines. This concurs with Kinuthia (2019) study finding which suggested students addicted to drug abuse need to be rehabilitated. Lack of knowledge and skill to deal with students

abusing drugs, may be a barrier to attainment of education. Training of staff and students on safety on drugs promote awareness and enhance school retention rate.

Table 18 shows that 47.1% of the safety committee members agreed and 17.6% strongly agreed that the school community is sensitized on the need to provide support to the school in fighting drug abuse. This finding indicated that majority 64.7% of the members of the safety committee were of the opinion the school community was sensitized on the need to provide support to the school to fight drug abuse. From the interview schedule Principal A quoted “*Knowledge of the safety standard among the school community is fair. Periodic reminders are done during the meetings.*” This agreed with Cheloti and Gathumbi (2016) who opined that during parents meeting and open days the school Board of Management and the Parent Teacher Associations could use such forums to sensitize parents on dangers of drug and substance abuse. However, sensitization of the school community is not fully implemented in Gilgil Sub-County. On the issue of the school community being familiar with the safety standard on drug abuse Principal L quoted “*Most of them are not aware because they have never seen and read the safety standards on drug abuse.*” This finding is mirrored in Cheloti and Gathumbi (2016) study which found that despite of the head teachers involving the community in dealing with drug problems, their efforts to curb the menace was frustrated due to lack of support. Sensitization of the community is a bridge to creation of a safe school environment, because the students access drugs from the community.

From the inferential statistic, result of model summary, indicated that Pearson coefficient r was 0.422. This meant that there was a significant positive relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil sub-County. It was further observed that the coefficient of determination R-squared was 0.178. This implied that the regression model

accounted for 17.8% of variability on implementation of student safety guidelines due to training of staff and student on safety guidelines at schools within Gilgil sub-county

Table 19

Model Summary of Staff and Student Training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.422 ^a	.178	.153	1.10736

a. Predictors: (Constant), training

The result of ANOVA test indicates that the value of $F(1, 32) = 6.952$, with $p\text{-value} = 0.013 < 0.05$ significant level. This implies that there was significant relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

Table 20

ANOVA of Teachers and Students Training

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.525	1	8.525	6.952	.013 ^b
	Residual	39.240	32	1.226		
	Total	47.765	33			

a. Dependent Variable: implementation of students' safety

b. Predictors: (Constant), training

From the result of regression shown in Table 21, it can be observed that coefficient of training was -0.102, with $t\text{-value} = -2.637$ and $p\text{-value} = 0.013 < 0.05$ significant level.

Table 21*Coefficients of Teacher and Student Training*

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	12.187	.982		12.412	.000
	Training	-.102	.039	-.422	-2.637	.013

a. Dependent Variable: implementation students' safety

This finding indicated that there was a significant association between training of staff and student on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This is because coefficient of training of staff and students was -0.102, with t-value = -2.637 and p-value = 0.013 < 0.05 significant level. This implies that there was a significant association between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This study finding was in support of Kinuthia (2019) who found that inadequate knowledge on dangers of drug abuse was a factor hindering effective address of problems of drug abuse among students. Training equips the staff and students with knowledge and skills to apply in fighting drug abuse. Thus, training of staff and students is an integral and indispensable management practice for schools in implementation of student safety guidelines on drug abuse in secondary schools. This study result was supported by Maritim et al. (2015) opinion on the need of training teachers to ensure the school complies with student safety regulations in secondary schools. Training equips teachers with knowledge and skills to apply in implementing student safety on drug abuse in school.

4.5.3 Hypothesis Testing

Hypothesis Two: This section, gives the relationship between training of staff and student on safety guidelines and implementation of students' safety guidelines on drug

abuse in secondary schools in Gilgil Sub-County. Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. Table 4.15 shows that coefficient of training was -0.102, with t-value = -2.637 and p-value = 0.013 < 0.05 significant level. This indicated that the p-value associated with training of staff and student on safety guidelines was less than 0.05. This implied there was a significant association between training of staff and student on safety guidelines and implementation of student safety guidelines on drug abuse in the Sub-County.

The null hypothesis H_{02} : There is no statistically significant relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was rejected in favour the alternative hypothesis. This implied there was a statistically significant relationship between training of staff and students on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This implies that the managers of secondary schools are encouraged to offer more training on safety guidelines to create awareness and promote fight against drug abuse in secondary schools.

4.6 Relationship between Supervision and Implementation of Students' Safety Guidelines on Drug Abuse

This section gives the results on the analysis of the third objective. The objective was to establish relationship between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Descriptive statistics was computed, inferential statistics involving correlation and regression was run and interpretation was done.

4.6.1 The Students Response on Supervision and Implementation of Students' Safety Guidelines on Drug Abuse

In this section, the study presents results analysis obtained from the students questioner on the third objective.

Table 22

Relationship between Supervision and Implementation of Students' Safety Guidelines on Drug Abuse

Variable		Types of School						N	%	Mean	Chi-Square	p-Value
		PU BB (F)	PU GB (F)	PU MD/B (F)	PU D (F)	PR MD/B (F)	PR D (F)					
School gate is manned and lockable	SD	1	0	5	4	1	1	12	3.9	3.5	99.997	0.000
	D	1	1	1	6	7	0	16	5.3			
	A	32	16	18	21	2	3	92	30.3			
	SA	79	26	38	38	1	2	184	60.5			
Installation of CCTV strategic places in school prevent drug abuse among students	SD	4	1	0	18	8	2	33	10.9	3.1	98.869	0.000
	D	13	2	7	12	1	3	38	12.5			
	A	41	13	22	15	1	1	93	30.6			
	SA	55	27	33	24	1	0	140	46.1			
In my school, shops around my schools are free from drugs	SD	18	7	19	26	2	0	72	23.7	2.5	31.519	0.007
	D	24	8	16	23	4	1	76	25.0			
	A	35	13	11	12	3	3	77	25.3			
	SA	36	15	16	8	2	2	79	26.0			
My school is drug free zone	SD	17	13	16	34	6	1	87	28.6	2.6	66.173	0.000
	D	15	4	7	20	5	1	52	17.1			
	A	36	8	21	7	0	2	74	24.3			
	SA	45	18	18	8	0	2	91	29.9			
In my school adequate security personnel facilitate creation of a drug free learning environment	SD	5	6	7	22	5	0	45	14.8	2.9	58.263	0.000
	D	15	3	13	12	4	1	48	15.8			
	A	37	16	23	23	2	4	105	34.5			
	SA	56	18	19	12	0	1	106	34.9			
Provision of security devices for screening at the entry and exit point	SD	19	13	21	24	8	2	87	28.6	2.4	26.735	0.031
	D	31	11	12	17	3	2	76	25.0			
	A	29	11	12	13	0	2	67	22.0			
	SA	34	8	17	15	0	0	74	24.3			
Prevention of adequate lighting in the school ground enhances supervision on student safety from drug abuse	SD	10	0	8	4	0	2	24	7.9	3.0	24.603	0.056
	D	17	5	11	13	4	1	51	16.8			
	A	52	17	23	22	4	3	121	39.8			
	SA	34	21	20	30	3	0	108	35.5			

Key: PU BB- Public Boys Boarding; PU GB -Public Girls Boarding; PU MD/B- Public Mixed Day/Boarding; PU D-Public Day; PR MD/B -Private Mixed Day / Boarding; PR D -Private Day; SD - Strongly Disagree; D – Disagree; A- Agree; DA-Strongly Agree; F-Frequency; % - percent.

Finding indicated that 60.5% of the student respondent strongly agreed that the school gate is manned and lockable. On a four point Likert scale the mean was 3.5. This indicated that school gate were manned and lockable in secondary schools within Gilgil Sub-County. This implied supervision of the entry and exit point is employed in implementation of student safety on drug abuse. This finding concurred with Sigei et al. (2021) finding which observed that all the schools under study had lockable gate in adherence to the school safety regulations. However, Principal D in the interview schedule responding on the situation of drugs in school said that *“It is not very rampant; I can give it 10%.”* This implies that drugs enter into the school grounds despite having secured and manned gates. This finding concur with those of Cheloti and Gathumbi (2016) which opined that students sneak drugs to school grounds from home or shops near the schools. Thus, school grounds require constant supervision at all times. Table 4.16 shows that there was an association between types of school, and maintenance of manned and lockable gate. This was because the chi-square value was 99.997, p-value = $0.000 < 0.05$ significant level. This means that there was significant association between the types of school, and the school gate being manned and lockable.

Responding on installation of CCTV at strategic places in school prevents drug abuse among students, 46.1% strongly agreed and 30.6 agreed. This implied majority 76.6 % of the students agreed supervision through use of the CCTV is employed in secondary schools in Gilgil Sub-County. This finding agrees with Gitonga (2020) study finding which opined that the CCTV assists in the management to create a safe school. The mean of the score was 3.1 on a four point Likert scale rating. However, the finding indicates 43.4% in day school and 82.4 % in private schools disagreed installation of CCTV at strategic places in school prevents drug abuse among students. This was of contrary opinion to the students in public boarding schools. This finding also indicated

that there was an association between types of schools, and installation of CCTV at strategic places in school prevents drug abuse among students. This was because the chi-square value was 98.869, $p\text{-value} = 0.000 < 0.05$ significant level. This means that there was a significant association between the types of schools and installation of CCTV at strategic places in school to prevent drug abuse among students. However, Gitonga (2020) found that to install, maintain and support personnel to man them was a challenge.

Responding on the statement the shops around the school were free of drugs, 26.0% of the safety committee strongly agreed, 25.3% agreed, 25.0% disagreed and 23.7% strongly disagreed. The mean of the score on a four point Likert scale rating was 2.5. This indicated that majority of the students 51.3% were of the opinion the shops around the school were free of drugs. This finding also revealed that majority of the students in public day secondary school 71% and public boarding day secondary school 56.5% were of the opinion that shops around the school were not free of drugs. This finding agreed with Kamenderi et al. (2020) study finding which indicated that students accessed drugs in school grounds, local shops and kiosks near school among others. This finding concurred with that of Lelei et al. (2021) which found out that several secondary schools were yet to be free of drugs. The result also indicates that there was an association between the types of school and shops around my schools are free from drugs. This was because the chi-square value was 31.519, $p\text{-value} = 0.007 < 0.05$ significant level. This means that there was a significant relationship between the types of schools, and shops around the school are free from drugs.

Finding on whether the school is drug free zone or not indicated that 28.6% strongly disagreed, 17.1% disagreed, 24.3% agreed and 29.9% strongly agreed. This implied that majority of the students 54.2% were of the opinion the school is drug free zone.

Responding on the situation of drugs in school Principal J said that “*several cases have been detected especially bhang.*” Similarly, principal E said “*It is there but among very few students.*” This finding implied that student safety guidelines on drug abuse in secondary schools in Gilgil Sub-County were yet to be fully implemented. This finding agreed with that of Cheloti and Gathumbi (2016) who observed that students sneak drugs to school grounds from home or shops near the schools. On types of school the finding revealed that majority of the students 78.3% and 76.5% in public day and private schools respectively were of the opinion the school is not free of drugs. This implied that safety guideline to ensure that the school is free of drug is not yet fully implemented in these schools. The mean of the score on a four point Likert scale rating was 2.6. The inferential statistics indicated that there was an association between the types of school, and the school being a drug free zone. This was because the chi-square value was 66.173, $p\text{-value} = 0.000 < 0.05$ significant level. This means that there was a significant relationship between the types of school, and the school is a drug free zone. This finding agreed with Kamenderi et al. (2020) and Lelei et al. (2021) studies which found that cases of drug abuse in school ground were witnessed.

Responding to the statement of adequate security personnel facilitate creation of a drug free learning environment 34.9% strongly agreed, 34.5% agreed, 15.8% disagreed and 14.8% strongly disagreed. This indicated majority of the students agreed that adequate security personnel facilitated creation of a drug free learning environment. This finding is in support of Gitonga (2020) study recommendation that stresses the need for schools to have adequate security personnel in order to make the school safe. Shedding light on the supervision practices the school applied in implementing the safety guidelines, Principal A said “*Frequent patrols by the security guard*”. On the same Principal F said “*security 24 hours guard.*” The mean of the score on a four point Likert scale rating was

2.6. This finding also indicated that there was an association between the types of school, and adequate security personnel facilitate creation of a drug free learning environment. This was because the chi-square value was 58.263, p-value = 0.000 < 0.05 significant level. This means that there was a significant association between the types of schools, and adequate security personnel facilitate creation of a drug free learning environment. This implied that in implementing student safety guidelines on drug abuse in Gilgil Sub-County use of security personnel as a supervision practice was applied.

Responding on provision of security devices for screening at the entry and exit points in school prevent entry of drugs indicated that 28.6% strongly disagreed, 25.0% disagreed, 22.0% agreed and 24.3% strongly agreed. This implied that majority of the students 53.6% were of the opinion that provision of security devices for screening at the entry and exit points in school do not prevent entry of drugs into the school grounds. This finding indicated that in public boys boarding school 55.8% agreed provision of security devices for screening at the entry and exit points in school prevent entry of drugs. However, the finding also indicated that majority of the students 88.2%, 59.4%, 53.8%, and 55.8% in private school, day school, boarding day school and public girls schools respectively disagreed. This implied that supervision practices applying security devices for screening at the entry and exit points in Gilgil Sub-County did not prevent entry of drug into the school grounds. This finding adds more weight to Gitonga (2020) study on the effect of closed circuits television (CCTV) on secondary schools safety in Kenya. The study recommended proper screening of persons entering the school in creation of safe school (Gitonga, 2020).

According to results from the interview schedule one principal said “*Screening of students and visitors*” was among the supervision practices applied in the school. The mean of the score on a four point Likert scale rating was 2.4. The finding also indicated

that there was an association between the types of school, and provision of security devices for screening at the entry and exit points prevent entry of drugs. This was because the chi-square value was 26.735, $p\text{-value} = 0.031 < 0.05$ significant level. This means that there was a significant association between the types of school, and provision of security devices for screening at the entry and exit point in prevention of entry of drugs in secondary schools in Gilgil Sub-County. Maintenance of school ground free of drug abuse among the students requires constant supervision of all persons accessing the school.

Students response on provision of adequate lighting in the school grounds enhances supervision on student safety from drug abuse indicated that 75.3% agreed. This implied that supervision of school ground by ensuring provision of adequate lighting in the school grounds was implemented in secondary schools in Gilgil Sub-County. The finding indicated that in all types of school more than 55% of the students agreed provision of adequate lighting in the school grounds enhances supervision on student safety from drug abuse. Yet, Kamenderi et al. (2020) observed that drugs are accessed in school grounds and therefore, student safety from drug abuse is not grunted. The mean of the score on a four point Likert scale was 3.0. The findings also indicated that there was no association between the types of school and provision of adequate lighting in the school grounds enhances supervision on student safety from drug abuse. This was because the chi-square value was 24.603, $p\text{-value} = 0.056 > 0.05$ significant level. This means that there was no significant association between the types of schools, and provision of adequate lighting in the school grounds to enhances supervision on student safety from drug abuse.

4.6.2 The Deputy Principal and the Head of Guidance and Counselling Department Response on supervision and implementation of students' Safety Guidelines on Drug Abuse

This section presents the results on the analysis of the deputy principals and heads of guidance and counselling department, who are in the school safety committee.

Table 23
Supervision and Implementation of Safety Guidelines on Drug Abuse

Variable		Safety Committee			N	Percentage (%)	Mean
		D/P	HOD	G/C			
Screening of the students at the entry and exit point prevents sneaking in of drugs to school grounds.	SD	3	3	6	17.6	2.9	
	D	3	3	6	17.6		
	A	4	5	9	26.5		
	SA	7	6	13	38.2		
Regular routine supervision conducted in school grounds help to maintain a drug free environment	SD	2	2	4	11.8	3.1	
	D	2	0	2	5.9		
	A	6	10	16	47.1		
	SA	7	5	12	35.3		
Close supervision of students during school trips	SD	1	1	2	5.9	3.3	
	D	1	0	1	2.9		
	A	8	8	16	47.1		
	SA	7	8	15	44.1		
Screening of visitors at entry and exit point and directing them prevents entry of drugs into the school grounds	SD	3	1	4	11.8	2.9	
	D	2	4	6	17.6		
	A	6	7	13	38.2		
	SA	6	5	11	32.4		
Delegation of duty in my school helps to mitigate drug abuse among Students	SD	1	0	1	2.9	3.0	
	D	3	2	5	14.7		
	A	11	10	21	61.8		
	SA	2	5	7	20.6		
Supervision of students during extra curricula activities helps in maintaining a drug free school.	SD	0	0	0	0.0	3.4	
	D	0	1	1	2.9		
	A	10	10	20	58.8		
	SA	7	6	13	38.2		
Supervision of students' activities in the school curbs drug abuse in my school	SD	0	0	0	0.0	3.5	
	D	0	0	0	0.0		
	A	9	9	18	52.9		
	SA	8	8	16	47.1		
My school is inspected by the Ministry of Education Officials	SD	0	0	0	0.0	3.4	
	D	1	0	1	2.9		
	A	9	8	17	50.0		
	SA	7	9	16	47.1		
Students are frisked upon entry into the school for Drugs	SD	1	0	1	2.9	3.0	
	D	4	6	10	29.4		
	A	4	6	10	29.4		
	SA	8	5	13	38.2		
CCTV cameras are installed for close supervision against drug Abuse	SD	4	4	8	23.5	2.7	
	D	2	5	7	20.6		
	A	4	3	7	20.6		
	SA	7	5	12	35.3		

KEY: SD- Strongly Disagree; D- Disagree; A- Agree; DA-Strongly Agree; F- Frequency; N - Total Frequencies; DP –Deputy Principal; HOD G/C- Head of department Guidance and Counselling.

Findings indicated that 64.7% of the teachers agreed that screening of the students at the entry and exit point prevents sneaking in of drugs to school grounds. The mean on a four point Likert scale rating was 2.9. “*Checking the learners while entering and exiting the school premises*” was supervision practice Principal Q quoted was applied in school to implement safety guidelines on drugs. This finding implied that secondary schools in Gilgil Sub-County embraced supervision at the entry and exit point in the implementation of student safety on drug abuse. In curbing drug abuse in secondary schools Cheloti and Gathumbi (2016) suggested that an integrated approach should be applied. Supervision is among the management practices schools may use in monitoring the activities in the school ground to deter entry of drugs.

Finding on deputy principal and head of guidance and counselling department indicated that 35.3% strongly agreed and 41.1% agreed regular routine supervision conducted in school grounds help to maintain a drug free environment. This implied that majority 64.7% of the safety committee respondent were of the opinion routine supervision conducted on school ground helped to maintain a drug free environment. Yet, Alunga and Maiyo (2019) findings indicated that majority of the teachers 66 (55%) were of the opinion supervision and inspection of the school ground to ensure it was free from harmful objects and substance was not regular. In the interview schedule Principal M quoted “*Regular impromptu inspection to help maintain a drug free environment*” was applied in school. In another school Principal F quoted “*The boarding master conducts a strict search in the dormitory every weekend.*” The mean on a four point Likert scale rating was 3.1. This implied that in creating safe secondary schools in Gilgil Sub – County regular routine supervision practice was implemented.

Majority 91.2% of the members of the safety committee agreed there was close supervision of students during school trips. The mean of the score on a four point Likert

scale rating was 3.3. Threat of student safety due to drug abuse can be within or outside the school compound. Kamenderi et al. (2020) finding indicated that students may abuse drugs at home, in school and during school activities such as school trips and outing. Ensuring students' safety while interacting with external environment strategic supervision measures have to be used. Principal G is quoted saying "*Close supervision of students during games and trips*" is applied to implement safety standards on drug. This implied that secondary schools in Gilgil Sub-County carried out close supervision of students during school trips in implementation of the safety guidelines.

Majority of the deputy principal and HOD guidance and counselling department (70.6%) agreed that screening of visitors at entry and exit point and directing them prevents entry of drugs into the school grounds. The mean of the score on a four point Likert scale rating was 2.9. This implied that secondary schools in Gilgil Sub-County comply with the MOE safety regulation against drug abuse through supervision of the entry point. This finding agreed with that of Sigei et al. (2021) who opined that security measures were maintained at the school gate by engaging various procedures which included use of visitor's book, security personnel and searching of suspected persons. On the contrary Nyakundi et al. (2014) observed that majority of the teachers 57.1% disagreed and 14.3% strongly disagreed that visitors were screened before entry into the school grounds. One of the principals in the interview schedule said "*All visitors to school are frisked at the main gate.*" Screening of visitors at the school gate promotes students' safety. Sigei et al. (2021) opined that screening of visitors ensures that persons with ill intent such as those sneaking drugs into the school would not gain entry.

Result indicated that 61.8% of the safety committee comprising of deputy principal and HOD guidance and counselling department agreed delegation of duty helps to mitigate drug abuse among students and 20.6% strongly agreed. This implied that majority of the

respondents 82.4% agreed and a minority 17.6% disagreed, supervision through delegation of duty mitigates drug abuse among students. The mean of the score on a four point Likert scale rating was 3.0. Finding on the interview schedule indicated delegation of duty was among the supervision practices the Principals used to monitor the ground and students' activities in creating drug free school. Delegating duties Principal A quoted "*Frequent patrols by security guard*" as a supervision practice used to keep drugs out of the school ground. Additionally, "*Physical presence of school matron and guidance and counselling teacher*" was one of the intervention measure used in delegating safety responsibility as quoted by principal P. Drug abuse is a thorny issue to the government and school stakeholders. Murigi (2020) posits that in secondary schools students' safety from drug abuse is becoming increasingly problematic. Thus, to implement the safety standard on drug abuse, the overseeing function of supervision requires those in authority in different departments need to know the policies of education as stipulated by the MOE in School Safety Manual.

Finding indicated that 58.8% of the respondents agreed and 38.2% strongly agreed that supervision of students during extra curricula activities help in maintaining a drug free school. The mean of the score on a four point Likert scale rating was 3.4. This implies that schools in Gilgil Sub-County had implemented supervision of the students during extra curricula activities in fight against drug. Supervision of students during extra curricula activities is very crucial. Students in secondary schools engage in educational trips or extra-curricular activities like games, music and drama among others in nurturing talent. Report from the National Crime Research Centre (2017) indicated that students sometimes make unhealthy contacts with outsiders during co-curricular activities that expose them to drugs. Mitigating cases of drug abuse Principal M said that "*close monitoring of students during extracurricular activities to maintain a free drug usage*

environment” was applied in school. Supervision is a powerful weapon against drug abuse and it calls for coordination in various departments to work as a whole.

Finding on deputy principal and head of guidance and counselling department indicated that 52.9% agreed and 47.1% strongly agreed supervision of students’ activities in the school curbs drug abuse. The mean of the score on a four point Likert scale rating was 3.5. This implied that secondary schools in Gilgil Sub-County supervised students’ activities to curb drug abuse. This finding agreed with Mutumi (2013) who found that 69.4% of the students were of the opinion schools have put in place drug prevention programs. Result in the interview schedule indicated there was close monitoring of students’ activities. For instance Principal H said “*Close supervision of students during games and trips*” was used as a measure to curb drug abuse. Principal L was also quoted “*The school has appointed a few spy students who report students that use drugs in school and also at home. Once the principal or deputy principal is given the information they proceed to act accordingly*”. To comply with students’ safety against drug abuse during recess supervision needs to be factored into the school daily programs.

Responding on whether the Ministry of Education officials had inspected the school or not, 47.1% strongly agreed and 50.0% agreed. This finding implied that in Gilgil Sub-County the MoE officials were carrying out school inspection. The mean of the score on a four point Likert scale rating was 3.4. This finding agreed with Nyakundi et al. (2014) who found that majority of the teachers 59.2% indicated inspection of the schools by MoE was frequent and 6.1 % were of the opinion it was very frequent. However, this was contrary to Mutiso et al. (2019) finding which indicated that majority of the school heads 56.0% disagreed that quality assurance and standards officers from the MoE visited the school very often. Curbing drug abuse in secondary schools requires both internal and external supervision. This therefore, calls for all stakeholders to be involved.

The result shows that 67.6% of the respondents agreed students were frisked upon entry into the school for drugs and 32.8 disagreed. The mean of the score on a four point Likert scale rating was 3.0. This implied that in Gilgil Sub-County to mitigate drug abuse students are frisked as they enter the school ground. This agreed with Kisaka (2019b) who found 20% of the teachers indicated frisking of students is one of the existing measures in secondary schools against drug abuse. Result from the interview schedule indicates to ensure no entry of drugs into the school ground frisking take place at the gate. Principal P quoted “*Students are thoroughly frisked upon entry/ exit into the school for drugs and other substances commonly abused.*” Additionally, Principal A was quoted saying “*All students are frisked at the main gate when reporting from out of school activities or during holidays.*” A safe school free of drug abuse promotes learning and maximizes the learners’ potential.

Result indicated that 55.9% of the respondents agreed CCTV cameras are installed for close supervision against drug abuse, while 44.1% disagreed. The mean of the score on a four point Likert scale rating was 2.7. This implied that majority of the schools make use of CCTV for close supervision but still, a big fraction of the schools have not embraced the technology. This finding agreed with Gitonga (2020) who observed that schools had embraced supervision using CCTV. To protect students from being exposed to drugs TSC Circular No. 6/2017 mandates the secondary principal to initiate stringent surveillance programmers to make the school and its surrounding environment drug free. Result from the principal interview indicated Principal D quoted “*Installation of CCTV camera and use of suggestion box*” were applied in the school. However, Gitonga (2020) posits that availability of funds is a major setback in installation and maintenance of the CCTV. To capture the activities of the students and address any incident that may lead to drug abuse 24 hour surveillance is crucial.

From the results of the model summary, it was observed that the Pearson correlation coefficient (r) was 0.527. This implies that there was a significant positive relationship between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. The coefficient of determination r-squared was 0.278. This implies that the regression model accounts for 27.8% of variability on implementation of student safety guidelines due to supervision and implementation on safety guidelines in schools within Gilgil Sub-County.

Table 24

Model Summary of Supervision and Implementation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.527 ^a	.278	.255	1.03834

a. Predictors: (Constant), supervision

The result of ANOVA test indicates that the value of $F(1, 32) = 12.302$, with $p\text{-value} = 0.001 < 0.05$ significant level. This implies that there was a significant relationship between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

Table 25

ANOVA Supervision and Implementation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.264	1	13.264	12.302	.001 ^b
	Residual	34.501	32	1.078		
	Total	47.765	33			

a. Dependent Variable: implementation of students' safety

b. Predictors: (Constant), supervision

From the results of regression shown in Table 4.20, it can be observed that coefficient of supervision on implementation of safety guideline was -0.118, with t-value = -3.507 and p-value = 0.001 < 0.05 significant level.

Table 26

Coefficients Supervision and Implementation

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	13.331	1.065		12.515	.000
	supervision	-.118	.034	-.527	-3.507	.001

a. Dependent Variable: implementation of students' safety

This finding indicated that there was a significant association between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This is because coefficient of supervision on implementation of safety guideline was -0.118, with t-value = -3.507 and p-value = 0.001 < 0.05 significant level. This implies that there was a significant association between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This finding was in agreement with Murigi (2020) study on the perceptions of principals on the influence of drug abuse on student discipline and academic performance secondary in schools.

The study findings indicated that supervision was of great help in deterring cases of drug abuse in school and it contributes to a positive behaviour change in enhancement of academic performance (Murigi, 2020). In curbing drug abuse in secondary schools the role played by supervision in overseeing and directing cannot be ignored. Kamenderi et al. (2020) stated that students' safety against drug abuse needs to be observed in the

entire school grounds and programs. It was observed that this finding had an association with other studies as indicated by Alunga and Maiyo (2019) study, which found out that 55.0% of teachers disagreed that school grounds are inspected and supervised regularly to ensure it was safe and free of harmful substances and objects.

Additionally, the study also indicated that second highest number of teachers 30 (25.0 %) agreed, while the lowest number 24 (20.0 %) strongly disagreed (Alunga & Maiyo, 2019). This implies that in most of the schools where the study was done there was no regular inspection and supervision of the school grounds. This is in agreement with Meloy et al. (2012) views in a study which established that the Principal is mandated to conduct risk assessment in school. Furthermore, he opines that risk management whose objective is to constantly interrupt pathways to insecurity is inclusive of threat assessment (Meloy et al., 2012). It is however to be noted that these studies did not investigate levels of supervision of regulations on drug abuse per se but investigated general supervision procedures of safety regulations.

4.6.3 Hypothesis Testing

Hypothesis Three: This section, gives the relationship between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. Table 4.20 shows that the coefficient of supervision was -0.118, with t-value = -3.507 and p-value = $0.001 < 0.05$ significant level. Based on these statistical outcomes, it was found out that there was a significant relationship between supervision and implementation of student safety guidelines on drug abuse in the Sub-County.

The null hypothesis H_0 : There is no statistically significant relationship between supervision and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was rejected in favour the alternative hypothesis. This implied there was a statistically significant relationship between supervision and implementation of safety guidelines on drug abuse in secondary schools in the Sub-County where the study was conducted. For this reason the management of secondary schools in Gilgil Sub-County may need to be more proactive in the supervision of the implementation of school safety guidelines on drug abuse to create drug free school environment.

4.7 Relationship between Communication with the Stakeholders and Implementation of Students' Safety Guidelines on Drug Abuse

This section gives the results on the analysis of the fourth objective of the study. The objective was to examine relationship between communication with the school stakeholders, and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Descriptive statistics was computed, inferential statistics involving correlation and regression was run and interpretation was done.

4.7.1 The Students Response on Communication and Implementation of Students' Safety Guidelines on Drug Abuse

In this section, the study presents results analysis obtained from the students questioner on the third objective.

Table 27

Relationship between Communication and Implementation of Students' Safety Guidelines on Drug Abuse

Method of communication		Types of schools						N	%	Me-an	Chi-square	p-value
		PU BB	PU GB	PU MD/B	PU D	PR MD/B	PR D					
Poster	VR	17	29	22	36	1	4	109	35.9	2.2	71.999	0.000
	R	30	5	19	17	1	1	73	24.0			
	F	33	7	12	8	4	1	65	21.4			
	VF	33	2	9	8	5	0	57	18.8			
Newspapers	VR	28	25	26	33	4	4	120	39.5	2.1	30.665	0.01
	R	33	9	13	16	2	1	74	24.3			
	F	25	4	16	14	1	0	60	19.7			
	VF	27	5	7	6	4	1	50	16.4			
Assembly talks by teachers	VR	8	2	8	12	0	0	30	9.9	3.2	19.803	0.180
	R	9	6	4	4	1	1	25	8.2			
	F	34	16	13	23	1	2	89	29.3			
	VF	62	19	37	30	9	3	160	52.6			
Notice boards	VR	11	17	12	22	0	2	64	21.1	2.7	46.081	0.001
	R	18	10	13	19	0	1	61	20.1			
	F	33	7	16	15	3	2	76	25.0			
	VF	51	9	21	13	8	1	103	33.9			
Radio	VR	75	33	38	39	3	1	189	62.2	1.7	42.424	0.000
	R	20	4	13	11	1	2	51	16.8			
	F	9	5	6	8	1	0	29	9.5			
	VF	9	1	5	11	6	3	35	11.5			
Peers	VR	12	4	15	15	0	0	46	15.1	2.9	25.371	0.045
	R	19	5	5	7	1	1	38	12.5			
	F	35	15	28	28	3	3	112	36.8			
	VF	47	19	14	19	7	2	108	35.5			
Club and Societies	VR	6	10	16	17	1	2	52	17.1	2.9	46.594	.0000
	R	12	15	9	7	3	1	47	15.5			
	F	37	9	19	23	1	2	91	29.9			
	VF	58	9	18	22	6	1	114	37.5			
Religious Organizations	VR	5	4	7	6	0	1	23	7.6	3.4	19.038	0.212
	R	5	6	4	4	0	0	19	6.3			
	F	29	13	22	17	1	2	84	27.6			
	VF	74	20	29	42	10	3	178	58.6			

Key: PU BB- Public Boys Boarding; PU GB -Public Girls Boarding; PU MD/B- Public Mixed Day/Boarding; PU D-Public Day; PR MD/B -Private Mixed Day / Boarding; PR D -Private Day; VR – Very Rarely; R – Rarely; F- Frequently VF- Very Frequent; F- Frequency; % - percent.

Finding indicated use of posters to communicate information on drug abuse to the students was 35.9% very rarely, 24.0% rarely, 21.4% frequent and 18.8% very frequent. This implies that majority of the respondents 182(59.9%) were of the opinion posters were used in fight against drug abuse. This finding concurs with Maithya (2009) that use of posters is a communication strategy applied in transmission of messages on drug abuse to students. This finding also indicated that in public boys boarding and private school majority 58.4% and 58.8% respectively were of the opinion use of posters was frequent. Principal N quoted "*Use of banners around the school compound*" was a communication method adopted in the school. However, in public boarding girls, public day/boarding and public day school the majority of the students 79.1%, 66.1% and 76.8% respectively indicated posters were rarely used. The mean of the score was 2.2 on a four point Likert scale rating. This means that posters were rarely used in secondary schools to communicate on dangers of drug.

Maithya (2009) revealed that even thou, posters were used as one of the drug preventive technique it was not as effective as guidance and counselling. Inferential statistics results show that the use of posters as a means of communication with stakeholders strongly influences the safety guidelines on drugs. This was because the chi-square value= 71.99, p-value = 0.000 < 0.05 significant level. This implies that use of posters influence the relationship between communication with the stakeholders and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

This result indicates use of the Newspaper to fight drug abuse was 16.4% very frequent, 19.7% frequent and 24.3% rare and 39.5 very rarely. This implied that 194(63.8%) of the students were of the opinion newspapers were not commonly used to communicate issues on drug abuse in school. This finding agrees with Kenyagah (2014) who posits that information available in the newspapers covering drug related issue was inadequate

in terms of volume and quality. Print media which include newspapers, books and magazines among others are effective in transmitting information. In all types of schools result indicated public boys boarding 54.0%, public girls 79.1%, mixed day/boarding 62.1%, day 71.0 % and private schools 64.7% were of the opinion the newspaper as a means of communication on drugs was rarely used. From the principals' interview, result indicated use of newspaper was listed among communication methods adopted only twice. This may be attributed to the way news on drugs was covered in the newspaper. Mostly, the information given is on reports of what happen and very rarely educative. Kenyagah (2014) found that drug abuse had not been given much prominence in the newspapers. The mean of the score was 2.1 on a four point Likert scale rating. This implies that use of newspaper in communicating issues related to drug abuse to students in secondary schools in Ggilgil Sub-County had not been fully implemented. This finding also indicated the use of newspapers influence the implementation of safety guidelines on drugs, this is because the chi-square value = 30.665, p-value=0.010 < 0.05 significant level.

Assembly talks by teachers were highly rated as means of communication on fight against drug abuse. The finding indicated that most of the students 160(52.6) were of the opinion teachers during assembly communicate on dangers of drug abuse very frequently. In all types of schools more than 75% of the students were of the opinion teachers address drug issues during frequently. This finding agreed with Katua (2019) study that sought to establish the influence of principals' communication strategies on students' discipline. The study revealed that 66.7% of the students agreed they held assembly twice per week as a communication strategy (Katua, 2019). The result from the principal interview talk by teachers was mentioned to be applied in a number of schools. Principal P explaining communication methods adopted in school in implementation of

the safety guidelines on drug abuse quoted “*Regular assembly talks by teachers*”. The mean of the score was 3.2 on a four point Likert scale rating. During school assemblies the principal, teachers, and the students addressed major causes of indiscipline among them being drug abuse and hard substance issues (Katua, 2019). Repeatedly talking about the effects of drug on the health and academic potential to the student may bring behavior change and curb drug abuse in school. The result also indicated the use of assembly talks by teachers did not influence the safety guidelines on drugs. This is because the chi-square value = 19.803, p-value = 0.18 > 0.05 significant level.

Finding on use of the notice board shows 33.9% of the students indicated it was very frequent, 25.0 frequent, 20.1% rare and 21.1% very rarely. This implied majority of the students 179(58.9%) were of the opinion the notice board is frequently used to convey messages on fight against drug abuse in school. The mean of the score was 2.7 on a four point Likert scale rating. The finding shows that majority of the students 74.3%, 59.7%, 82.4% in public boys boarding, public mixed day boarding and private schools respectfully were of the opinion the notice board is used to post issues related to drug abuse. However, majority of students 27(62.8%) in public girls boarding school and 41(66.1%) in day schools were of the opinion that notice boards were rarely used on fight against drug abuse. This finding agreed with Muriithi (2013) as cited in Katua (2019) who found that 89% of the teachers indicated that the school category affects the way teachers communicate to students. This finding also indicated the use of notice boards does not influence the safety guidelines on drugs. This is because the chi-square value = 19.803, p-value=0.180> 0.05 significant level. To convey messages on drug effectively it is important for the teachers to understand the target group in order to choose the most appropriate communication strategy.

The result indicated majority of the students 189 (62.2%) indicated radios were very rarely used in school to convey messages on drugs. In all public secondary schools more than 70% of the students were of the opinion radios are rarely used in fight against drug abuse. However, in private secondary schools majority of the students 58.8% were of the opinion messages on dangers of drug abuse were communicated through use of radio. Media as a source of information connects people and it can be used for changing people's attitude and behaviors (Wakoli, 2018). Use of radio was the least rated means of Communication on fight against drug abuse with a mean of 1.7. This finding also indicated that the use of radio influences the safety guidelines on drugs. This is because the chi-square value = 46.081, p-value=0.001 < 0.05 significant level. Baraza (2013) found that mass media is one the major cause of drug abuse among students in secondary schools. The radio being an audio media to a large extent it is used in entertainment industry and also in adverts to promote certain drugs.

The result shows communication on issues of drug through the peers was 35.5% very frequent, 36.8% frequent, 12.8% rare and 15.1% very rarely. This implied that majority 220 (72.4%) of the students were of the opinion they got information on drug abuse from their peers. Mutumi (2013) opined that the factors that contribute to drug abuse among the youth can be individual, family or environment. The environments we live in contribute in shaping the behavior of a person. In all types of secondary schools more than 65 % of the students were of the opinion they got information on issues of drug from the peers. Result of the interview schedule for the principal revealed that the peers are source of information on drugs. This concurs with Mutumi (2013) who found that majority of the students were made aware of the drug preventive programs by their peers in school. However, on the contrary students indicated that their fellow students were source of drug abuse in school (Mutumi, 2013). Principal F describing methods of

communication adopted in school said *“Teachers, speakers, and peer counsellors hold talks with the students on the effect of drug abuse.”* The mean of the score was 2.9 on a four point Likert scale rating. This finding also indicated that the use of peers influences the safety guidelines on drugs. This was because the chi-square value = 25.371, p-value=0.045 < 0.05 significant level. This finding agreed with Mutumi (2013) study which posits that most of the students 38.7% indicated that their friends abused drugs due to peer pressure and acceptance by friends.

The result shows that 91 (29.9%) of the students indicated that clubs and societies were frequently used in conveying messages on drug abuse and majority 114 (37.5 %) indicated very frequently. In public girls boarding schools this finding indicated that majority of the students 25 (58.1%) were of the opinion clubs and societies were rarely used to convey messages on drugs. However, in all the other types of schools more than 65% of the students were of the opinion clubs and societies were frequently used to convey messages on drug abuse. In the interview schedule most of the principals agreed clubs and societies were involved in mitigating drug abuse in the school. Principal L in the interview schedule reported *“The guidance and counselling patron gives students topics on drugs to be debated during debating time.”* This finding agrees with Kamenderi et al. (2020) who argued that secondary schools to campaign against drug abuse should invent proactive management practices. Communication is one of the management practices that can be applied in the fight against drug abuse in schools. The mean of the score was 2.9 on a four point Likert scale rating. This finding also shows that the chi-square value =42.828, p-value=0.000 < 0.05 significant level. Thus, finding indicates the use of clubs and societies influence the implementation of the safety guidelines on drugs.

The result shows that 84 (27.6%) of the students indicated religious organizations were frequently used to convey messages on drugs and majority of the students 178 (58.6%) indicated they were very frequently used. In all types of school more than 75% of the students were of the opinion religious organizations were used to convey messages on drugs. In the interview schedule for the principals, use of religious organizations was mentioned in a number of schools to campaign against drug abuse. Principal N quoted *“Through clubs and societies, religious organizations have helped a lot to convey the message about drugs to the learners and it has really helped in minimizing the use of drugs.”* This agrees with Mutumi (2013) who established that majority of student in secondary schools in Mbeere North Districts, agreed drug abuse prevention programs had been put in place and they were exposed to them in campaign against drug abuse. Use of religious organizations was the most highly rated mode of communication with a mean of 3.4 on a four point Likert scale rating. However, this finding also indicated the use of religious organizations does not influence safety guidelines of drugs. This is because the chi-square value =19.038, p-value=0.212 > 0.05 significant level.

4.7.2 The Deputy and the Head of Guidance and Counselling Department Response on communication and Implementation of Students’ Safety Guidelines on Drug Abuse

This section presents the results on the analysis of the deputy principals and heads of guidance and counselling department, who are in the school safety committee.

Table 28*Communication and Implementation of Safety Guidelines on Drug Abuse*

Method of communication		Safety Committee		N	Percentage (%)	Mean
		D/P	HOD G/C			
Posters	SD	5	4	9	26.5	2.4
	D	3	3	6	17.6	
	A	6	8	14	41.2	
	SA	3	2	5	14.7	
Newspapers	SD	6	5	11	32.4	2.1
	D	8	5	13	38.2	
	A	2	4	6	17.6	
	SA	1	3	4	11.8	
Assembly talks by Teachers	SD	1	0	1	2.9	3.6
	D	1	0	1	2.9	
Notice boards	A	1	7	8	23.5	2.7
	SA	14	10	24	70.6	
	SD	3	2	5	14.7	
	D	4	5	9	26.5	
Radio	A	6	5	11	32.4	1.4
	SA	4	5	9	26.5	
	SD	12	11	23	67.6	
	D	4	6	10	29.4	
Peers	A	1	0	1	2.9	3.2
	SA	0	0	0	0.0	
	SD	0	0	0	0.0	
	D	2	2	4	11.8	
Clubs and societies	A	12	7	19	55.9	3.1
	SA	3	8	11	32.4	
	SD	1	1	2	5.9	
	D	1	2	3	8.8	
Religious organizations	A	9	8	17	50.0	3.6
	SA	6	6	12	35.3	
	SD	0	1	1	2.9	
	D	0	1	1	2.9	
	A	6	3	9	26.5	
	SA	11	12	23	67.6	

Key: SD- Strongly Disagree; D- Disagree; A- Agree; DA-Strongly Agree; F- Frequency; N -Total Frequencies; DP –Deputy Principal; HOD G/C- Head of Department Guidance and Counselling.

Result shows that 14.7% of the deputy and HOD guidance and counseling (safety committee members) said use of posters to convey messages on drug abuse was very frequent. The majority of the members 41.2% said posters were used frequently. This implied that 55.9% of the members were of the opinion posters were used in school to

communicate messages on drug abuse. However, 7.6% were of the opinion poster are rarely used as a means of communication to fight drug abuse while, 26.5% said they were very rarely used. The mean of the score on a four point Likert scale rating was 2.4. In the interview schedule most of the principals suggested they were using poster to implement safety guidelines on drug abuse. In mitigating drug abuse in secondary school Principal D quoted "*Fixing of anti-drug abuse posters in classes*" is one of the communication method applied. This agrees with Maithya (2009) finding that use of posters was among strategies applied in fight against drug abuse in school.

Finding on use of the newspaper to convey messages on drug abuse indicated 32.4% of the safety committee members said it was used very rarely. 38.2%. 17.6% and 11.8% said it was used rarely, frequent and very frequently respectively. On a four point Likert scale the mean of the score was 2.1. This implied that majority of the respondents were of the opinion that the newspapers were rarely used in secondary schools to convey message on drugs. Cheloti and Gathumbi (2016) recommended use of print media in curbing drug abuse in school. Result from the Principals interview revealed print media was used in mitigating drug abuse in secondary schools in Gilgil Sub-County. Principal F quoted "*Photos and pictures of affected persons by drugs, books on drugs and substance abuse*" as the print media adopted in the school to campaign against drug abuse. On the same Principal A quoted "*Poster, newspaper, books and magazines*". The use of the newspaper was not a popular communicating strategy among the print media listed in the interview schedule. Mostly, the newspaper gives information reporting on happening of event or advertising. Kenyagah (2014) revealed that the newspapers have not taken their own initiative to campaign against drug abuse and some of the drug adverts placed in them looked attractive and well packaged such that they can entice people to use the drug.

Majority of the safety committee members 70.6% indicated assembly talks by teachers were very frequently used in fight against drug abuse. On a four point Likert scale the mean of the score was 3.6. This implied that in Gilgil Sub-County teachers pass messages on drug abuse to the students during assembly. Katua (2019) revealed that 66.7% of the students, 59.3% of the teachers and 55.6% of the principals said that their school held assemblies twice a week. Further, the study finding indicated that majority of the principals 61.1% agreed that drug abuse was among the main indiscipline issues addressed during the school assemblies (Katua, 2019). Constantly addressing students during assembly on dangers of drug is a mitigating factor on drug abuse.

Results shows that 26.5% of the safety committee members were of the opinion the notice board was used very frequently to convey messages on drug abuse. On the other hand 32.4% were of opinion it was used frequently, 26.5% rarely and 14.7% very rarely. This finding implied that majority 58.9% of the safety committee were of the opinion that the notice board was used as a means of communication in fight against drug abuse. The mean of the scores on a four point Likert scale was 2.7. Thus, this implied the use of the notice board to convey messages to curb drug abuse in Gilgil Sub-County was applied. Katua (2019) results are in support of this finding since the principal use of notice board as a strategy to communicate was opined to be effective. Likewise, Katua (2019) found that, communication strategy the school Principal chooses is very important in conveying a message.

Result on use of radio to convey messages on drug abuse shows that 67.6% of the safety committee members were of the opinion it was very rarely used and 29.4% rarely. Result from the interview schedule indicated use of mass media as one of the communication methods applied in the implementation of the safety standards on drug abuse. Any electronic or printed media designed to carry messages to large audiences is

referred to as mass media (Kumar 2014, as cited in Wakoli, 2018). The finding from the interview schedule shows use of both Print media and audio visual media. Principal A quoted “*Magazines, books, newspapers, posters and videos are available in school for use by students and teachers.*” The mean of the score on a four point Likert scale was 1.4. This implied that in Gilgil Sub-County the radio as a means of communication was not regularly used in fight against drug abuse in secondary schools. The radio is an audio media used to pass information to people in different places. With the ever changing technology most schools are embracing audio visual media, but the role of the radio cannot be ignored in fight against drug abuse.

Finding on how often the peers were used to convey messages on drug indicated 32.4% very frequent, 55.9% frequent and 11.8% rarely. This implied majority 88.3% of the members of the safety committee were of the opinion students got information about drugs from their peers. In the interview schedule Principal P quoted “*peer counselling programs*” as one of the communication methods applied in the school to implement safety regulations on drug abuse. Similarly, Principal N quoted “*Organizing materials on learner centered teaching and cooperative learning where by students interact with each other and sometime with other resource people through debate, discussion and to reach consensus.*” The school allowing the students to share information through debate, discussion to reach consensus, promote the skills of critical thinking and problem solving in fight against drug abuse. The mean of the score on a four point Likert scale was 3.2. This implied that student safety guideline on drug abuse were implemented through use of peers to convey messages on drug abuse in Gilgil Sub-County. This finding underscored the need of students brainstorming to discuss and come up with suggestions that can contribute to creation of drug free environment (MoE, 2008). However, Kisaka (2019b) revealed that the source of drugs abused by students was 70.0% from peer,

parent 55.0% and community 21.7%. This implied the main source of drug abused in school ground was the peer. Thus, the school managers need to strengthen the guidance and counseling department and devise strategies and programs to campaign against peer pressure in order to create drug free school environment.

Responding on how often clubs and societies were used to convey messages on drug abuse 35.3% indicated very frequent, 50.0% frequent, 8.8% rarely and 5.9% very rarely. This finding indicated that most of the safety committee members 85.3% were of the opinion that clubs and society were used to convey messages on drug abuse. Result from the interview schedule indicated that use of “*clubs and societies*” was among the communication methods Principal H listed. On the same finding Principal N quoted “*Clubs and societies have helped a lot to convey messages about drugs to the learners.*”

In secondary schools clubs and societies are among the intervention programs allowing active involvement of the student in campaign against drugs. The mean of the score on a four point Likert scale rating was 3.1. This implied in implementing safety guidelines on drug abuse in Gilgil Sub-County clubs and societies are embraced. Mutumi (2013) revealed that activities such as drama, music festival among others were vital in creating awareness among students. The clubs and societies in school create an opportunity for students to collaborate and together critically come up with ways of fighting drug abuse in school.

Result shows that majority 67.6% of the safety committee members were of the opinion religious organizations were used in secondary school to convey messages on drugs in school. In the interview schedule for the principal it was revealed that religious organization was one of the interventions used in fighting drug abuse in schools. Principal P for instance responding on communication methods adopted in school to fight drug abuse quoted that “*Regular sensitization during religious gathering (Christian*

union forums)". Similarly, Principal N in the interview schedule quoted "*Religious organizations have helped a lot to convey message about drugs to the learners and this has really helped in minimizing the use of drugs*". This implied that use of religious organization in schools was among the intervention programs adopted in campaign against drug abuse. Furthermore, Mutumi (2013) found that 88.9% of deputy principal and teacher canceller were of the opinion campaign against drug abuse should be carried out in secondary schools. The mean of the score on a four point Likert scale was 3.6. This finding implied religious organizations were used in Gilgil Sub-County in the implementation of safety guidelines on drug abuse. Students glow spiritually and they acquire good morals during religious forum.

From the results of the model summary, it was observed that the Pearson correlation coefficient (r) was 0.166. This implies that there was still a significant positive relationship between communication with stakeholder and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. From the results, it was observed that the coefficient of determination r -squared value was 0.028. This implied that the regression model accounted for 2.8% of variability on implementation of student safety guidelines due to communication of drugs at schools within Gilgil Sub-County. The remaining 97.2% could be due to other management practices not studied in under this objective.

Table 29

Model Summary of Communication with the Stakeholders and Implementation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.166 ^a	.028	-.003	1.20474

a. Predictors: (Constant), communication

The result of ANOVA test indicates that the value of $F(1,32) = 0.910$, with $p\text{-value} = 0.347 > 0.05$ significant level. This implies that there was no significant relationship between communication with the stakeholders and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

Table 30

ANOVA of Communication with the Stakeholders and Implementation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.320	1	1.320	.910	.347 ^b
	Residual	46.444	32	1.451		
	Total	47.765	33			

a. Dependent Variable: implementation of safety

b. Predictors: (Constant), communication

From the results of regression shown in Table 30, it can be observed that coefficient of communication with stakeholders was -0.053 , with $t\text{-value} = -0.954$ and $p\text{-value} = 0.347 > 0.05$ significant level.

Table 31

Coefficients of Communication with the Stakeholders and Implementation of Student Safety Guidelines on Drug Abuse

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	10.824	1.251		8.653	.000
	Communication	-.053	.056	-.166	-.954	.347

a. Dependent Variable: implementation of students' safety

This finding indicated that there was no significant association between communication with stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This is because from the results, it can be observed that

coefficient of communication with stakeholders was -0.053, with t-value = -0.954 and p-value = 0.347 > 0.05 significant level. Conveying messages on drugs the school should apply various communication strategies for effective implementation of safety guidelines on drug abuse. Furthermore, Tyler (2016) opined that the school administrators need to empower members of staff, students and other stakeholders by utilizing effective communication strategies. Through effective channels of communication transmission of information on issues of drug between the school and the stakeholders will be enhanced. According to Alawamleh et al. (2020) communication is a process involving two or more people for effective exchange of thoughts, knowledge, ideas and information in the best way possible to fulfill the purpose. Further, Olowo and Oluwatoyin (2019) viewed communication as a way of exchange of information and transmission of knowledge. Communication, therefore, is a process involving sending and receiving messages with an aim of sharing information. One of the school management practices is to communicate ideas, vision, and mission to the school community.

The safety committee in secondary schools is mandated to have effective networking strategies with the school stakeholders to nurture and support a school free of drugs (Ministry of Education, 2008). Yet, Kamenderi et al. (2020) opines that secondary schools lack proactive management strategies to deal with students reported abusing drugs. This agreed with Alunga and Maiyo (2019) study finding that indicated students purchase and use drugs within the school grounds. Unfortunately, the school staff and parents are not aware of where, how, and when the illegal trade happens (Alunga & Maiyo, 2019). This reveals a breakdown of communication in the safety network in the secondary schools.

4.7.3 Hypothesis Testing

Hypothesis Four: This section, gives the relationship between communication and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. Table 31 shows that the coefficient of communication with stakeholders was -0.053, with t-value = -0.954 and p-value = 0.347 > 0.05 significant level. This indicated that the p-value associated with communication with stakeholders was greater than 0.05. This implied that there was no significant association between communication with stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

The null hypothesis H_{04} : There is no statistically significant relationship between communication with the stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was accepted. This implied there was no statistically significant relationship between communication with the stakeholders and implementation of safety guidelines on drug abuse in the Sub-County under study. By accepting the null hypothesis it means that communication with the stakeholders was not positively contributing on the implementation of safety guideline on drug abuse in school. This could have been due to the safety guidelines on drug abuse not being fully implemented in the secondary schools and this exposed the students to drug abuse. It's worth noting some of the communication channels outlined in the safety manual for schools such as radios, notice boards, newspapers and posters were rarely used to convey messages on drugs in some schools. Therefore, this study concluded that it was appropriate for secondary schools to establish effective communication channels with all the school stakeholders that may curb drug abuse in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, the conclusion drawn from the study and recommendations based on the research objectives. The chapter also identifies areas that may require further study.

5.2 Summary of the Findings

The purpose of this study was to establish a relationship between school management practices and the implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County, Kenya. The study was guided by four objectives which were; to determine the relationship between allocations of financial resources; to establish relationship between training of staff and students; to establish relationship between supervision; to examine relationship between communication with the school stakeholders, and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. Data was collected, analyzed and the following null hypotheses were tested at an alpha significance level of 0.05.

H₀₁: There is no statistically significant relationship between allocation of financial resources and implementation of safety guidelines on drugs abuse in secondary schools in Gilgil Sub-County.

H₀₂: There is no statistically significant relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

H0₃: There is no statistically significant relationship between supervision and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

H0₄: There is no statistically significant relationship between communication with the stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

5.2.1 Relationship between Allocation of Financial Resources and Implementation of Safety Guidelines on Drug Abuse in Secondary Schools in Gilgil Sub-County

The study findings revealed that there was a significant relationship between the allocation of financial resources and the implementation of safety guidelines on drug abuse in secondary schools in Gilgil sub-county. To establish whether the relationship was statistically significant, the null hypothesis that there is no statistically significant relationship between allocation of financial resources and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was tested. Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. It was found that the coefficient of resource allocation was -0.159, with t-value = -3.503 and p-value = 0.001 < 0.05 significant level. This indicated that there was a significant association between the allocation of financial resources and the implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

5.2.2 Relationship between Staff and student training on Safety Guidelines and Implementation of Safety Guidelines on Drug Abuse in Secondary Schools in Gilgil Sub-County

The study findings revealed that there was a significant relationship between training of staff and students on safety standards, and implementation of safety guidelines. To establish whether the relationship was statistically significant, a null hypothesis that there is no statistically significant relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was tested. The regression analysis tested the hypothesis at 95% confidence level, with 0.05 as the level of significance. It was found that coefficient of training was -0.102, with t-value = -2.637 and p-value = 0.013 < 0.05 significant level. This indicated that there was a significant relationship between the training of staff and students on safety guidelines, and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

5.2.3 Relationship between Supervision and Implementation of Students' Safety Guidelines on Drug Abuse in Secondary Schools in Gilgil Sub-County

The study findings revealed that there was a significant relationship between supervision, and implementation of safety guidelines. To determine whether the relationship was statistically significant the null hypothesis, that there is no statistically significant relationship between supervision and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was tested. Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. From the results, it was observed that coefficient of supervision was -0.118, with t-value = -3.507 and p-value = 0.001 < 0.05 significant level. This finding indicated that there was a

significant relationship between supervision and implementation of student safety guidelines on drug abuse in secondary schools within Gilgil Sub-County.

5.2.4 Relationship between Communication with the School Stakeholders, and Implementation of Safety Guidelines on Drug Abuse in Secondary Schools in Gilgil Sub-County

From the results, it was observed that the correlation coefficient r was 0.166. The study findings, therefore, revealed that there was a significant relationship between communication with the school stakeholders, and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. To determine whether the relationship was statistically significant the null hypothesis, that there is no statistically significant relationship between communication with the school stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was tested. Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. From the result, the coefficient of communication with stakeholders was -0.053, with t -value = -0.954 and p -value = $0.347 > 0.05$ significant level. This finding indicated that there was no significant association between communication with stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

5.3 Conclusions

This study aimed at establishing the relationship between school management practices and the implementation of safety guidelines on drug abuse in secondary schools in Gilgil sub-County, Kenya. To attain this aim, the researcher used the four study objectives and the respective null hypotheses were tested.

From the results, the first null hypothesis that H_{01} : There is no statistically significant relationship between allocation of financial resources and implementation of safety guidelines on drugs abuse in secondary schools in Gilgil Sub-County was rejected in favour the alternative hypothesis. This implied there was a statistically significant relationship between allocation of financial resources and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. It was, therefore, concluded that the allocation of financial resources had a positive relation with the implementation of safety guidelines on drug abuse in secondary schools in Gilgil sub-County. Therefore, this study concludes that school principals in secondary schools in Gilgil sub-County should always source for more funds to be directed towards implementation of student safety guidelines on drug abuse. This is motivated by the essence that provision of more financial resources may help create a seamless and smooth implementation process.

From the results, the second null hypothesis H_{02} : There is no statistically significant relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was rejected in favour the alternative hypothesis. This implied there was a statistically significant relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This implies that the managers of secondary schools are encouraged to offer more training on safety guidelines on drug abuse. This may help to create awareness to the staff and students that could be vital on fight against drug abuse. This study therefore concluded that staff and students training is a boost towards implementation of the student safety guidelines on drug abuse. As a result, the secondary schools in Gilgil Sub-

County may realize drug preventive measures towards creation of safe schools for effective teaching and learning.

From the results, the third null hypothesis H_{03} : There is no statistically significant relationship between supervision and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was rejected in favour the alternative hypothesis. This implied there was a statistically significant relationship between supervision and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This study concluded that the management of secondary schools in Gilgil Sub-County needs to embrace supervision in implementation of school safety guidelines on drug abuse to create drug free schools environment.

From the results, the fourth null hypothesis H_{04} : There is no statistically significant relationship between communication with the stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County was accepted. This is because from the results, it was observed that the coefficient of communication with stakeholders was -0.053, with t-value = -0.954 and p-value = 0.347 > 0.05 significant level. Since the p-value was greater than 0.05 the null hypothesis was accepted. This implied there was no statistically significant relationship between communication with the stakeholders and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. This means that in the Sub-County under study, communication with the stakeholders was not positively contributing on the implementation of safety guideline on drug abuse in school. This could have been attributable to the safety guidelines on drug abuse not being adequately implemented in the secondary schools and this gap exposed the students to drug abuse. Furthermore, finding in this study revealed that to convey messages on drugs, some of the communication channels outlined in the safety manual for schools among them radios,

notice boards, newspapers and posters were rarely used. Thus, this study concluded that there was need for the secondary school managers to establish more effective communication channels with all the school stakeholders that may curb drug abuse among students.

5.4 Recommendations

5.4.1 General Recommendations

The school management is encouraged to come up with stringent measures of using the scarce financial resources available. This will go a long way in ensuring that the scarce financial resources are utilised for the purposes of supporting initiatives related to safety regulations on drug abuse in secondary schools. The availability of more financial resources will ensure that student safety guidelines are effectively implemented.

The principals of secondary schools will also need to be more proactive in training the staff and students on safety guidelines to create awareness on drug abuse. The move will enable them to familiarise and implement the student safety guidelines on drug abuse. As a result, this will strengthen their zeal to create a drug-free school environment.

The secondary schools leadership is encouraged to adopt supervision practices in the implementation of student safety guidelines on drug abuse. By embracing the supervision practices, it is possible to maintain high levels of discipline among the stakeholders of the school, especially in the implementation of safety guidelines on drugs. This will play a pivotal role in enhancing the eventual success of the implementation of the student safety guidelines on drugs abuse.

The school administration and other concerned stakeholders such the members of Board of Management (BOM) will need to develop a more transparent communication network. This approach will enable them to identify the underlying gaps that may hinder

full implementation of the safety guidelines on drug abuse in secondary schools. Thus, this will help to improve the efficiency and the eventual attainment of a drug-free school environment.

5.4.2 Policy Recommendations

Based on this study, the Ministry of Education (MoE) and all other relevant stakeholders are expected to embrace various management strategies to help improve the eventual implementation of the student safety guidelines on drug abuse in secondary schools in Kenya. First, they should collaborate with the school administration in making sure that secondary schools are provided with sufficient financial resources for implementing the safety guidelines on drug abuse among students.

Secondly, the MoE should liaise with TSC and other potential stakeholders such as NACADA and health experts to facilitate the training of staff and students to acquire skills and knowledge on the implementation of student safety guidelines on drug abuse. This will go a long way in ensuring the inclusivity of all relevant parties in the fight against drug abuse in secondary schools in Kenya.

The Kenyan government needs to strengthen supervision of implementation of safety guidelines on drug abuse in secondary schools. Strategies to be used may include conducting of periodic inspection of the school environment by the MoE and involvement of the immediate school community such as parents and law enforcement personnel among others. This will create trust and goodwill among the larger school community in ensuring the success of the implementation of the safety guidelines in achievement of drug free environment.

Lastly, the government of Kenya through the Ministry of education should collaborate with the secondary school stakeholders in establishing more effective communication

channels to convey messages on drugs. This study observed that some of the communication channels outlined in the safety manual were rarely used. Therefore, to disseminate information on drug abuse and support those students identified to be abusing drugs, there is need to relook at the communication channels applied. This way the school management practices may bear positive fruits in provision of drug free school by endeavoring to implement safety guidelines on drug abuse in Kenyan secondary schools.

5.4.3 Recommendation for Further Study

The researcher came up with suggestions for further research based on the gaps identified during the study. First, it would be important to carry out a study focusing on challenges that secondary schools face in implementing safety guidelines against drug abuse in different locations in Kenya. This approach will highlight hindrances encountered during the implementation process to enable the relevant stakeholders to come up with management practices in a bid to create schools free of drugs. Secondly, there is need to carry out a study on the communication practices adopted in secondary schools to campaign against drug abuse. Thirdly, embracing the ever changing technology, there is all the need to investigate the best practices of disseminating information on drugs for maximum implementation of safety guideline on drug abuse. Lastly, the geographical scope of this study was limited to Gilgil Sub-County. However, there is need for a similar study to be conducted in a wider scope. This will go a long way in involving all relevant stakeholders in the prevention of drug abuse in Kenyan secondary schools.

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Section B: Allocation of Financial Resources and Implementation of Safety Regulations on Drug Abuse In Secondary Schools

(1- Using a tick [√] please indicate your level of agreement with the statements using the scale 1-4 (1- Strongly Disagree; 2- Disagree; 3- Agreed; 4 Strongly Agreed)

	Item	1	2	3	4
1	In my school the school budget allocates finances to fight drug abuse				
2	The financial resources allocated in my school are sufficient for need of the school safety				
3	Financial resources are allocated to purchase learning materials to fight drug abuse				
4	Experts on drugs are invited to talks to the students				
5	Resources are availed to secure the school boundaries				
6	Sufficient Security personnel in the school are employed				
7	The fence around the school is secured from intruders who sneak drugs into the schools				

**Section C: Supervision And Implementation Of Safety Regulations On Drug Abuse
In Secondary Schools In Kenya**

Using a tick [√] please indicate your level of agreement with the statements using the scale 1-4 (1-Strongly Disagree; 2- Disagree; 3- Agreed; 4 Strongly Agreed)

	Item	1	2	3	4
1	In my school maintenance of the perimeter fence deters entry of drugs into the school grounds.				
2	The school gate is a manned and lockable				
3	Installation of CCTV at strategic places in my school prevents drug abuse among students				
4	In my school, shops around my schools are free from drugs				
5	My school is a drug free zone				
6	In my school adequate security personnel facilitate creation of a drug free learning environment.				
7	Provision of security devices for screening at the entry and exit point in my school prevents entry of drugs.				
8	In my school, provision of adequate lighting in the school ground enhances supervision on student safety from drug abuse.				
9	Students who abuse drugs are identified and counselled				

Section D: Training of Students on Safety Standards on Drug and Substance Abuse

Kindly indicate how often the safety services on drug abuse are offered in your school on a four point scale rating using the Key provided: 4-Very frequent (VF) e.g monthly
 3-Frequently (F) e.g once a term , 2-Rarely (R) once a year 1-Very Rarely (VR) e.g after 2years

S/N	Service	VF	F	R	VR
1	Talks from NACADA officials on drug abuse				
2	Talks from the community and parents on drug abuse				
3	School Guidance and Counselling Department offering advice on drug and substance				
4	Teachers advising on dangers of drug abuse during lessons				
5	Law enforcement officers are invited to talk on consequences of drug abuse				
6	Motivational speakers are invited to advice students on drug abuse				

E. Communication On Drug And Substance Abuse

Please indicate how often the following methods of communication are used to convey messages on drug abuse in your school on a four point scale rating using the Key provided: 4-Very Frequent (VF) e.g monthly, 3-Frequent (F) e.g once a term , 2-Rarely (R) e.g once a year 1-Very Rarely (VR) eg after 2 years

	Method of communication	VF	F	R	VR
1	Posters				
2	Newspapers				
3	Assembly talks by teachers				
4	Notice boards				
5	Radio				
6	Peers				
7	Clubs and societies				
8	Religious organizations				

Thank you for accepting to participate in this research

Appendix III: Questionnaire for the Safety Committee Member (Deputy Principal)

The author of this questionnaire is a Master student in the school of Education, Humanities and Social studies (Leadership and Management) at Kabarak University. The purpose of this questionnaire is to collect data on the relationship between school management practices and implementation of the safety guidelines on drugs abuse in secondary schools in Gilgil Sub-County, Kenya. Do not write your name or that of your school. Kindly note that the information you will give in this questionnaire will be treated with confidentiality and will be strictly used only for purpose of this study.

Thank you for accepting to participate in filling the questionnaire.

Section A: Demographic Data

1. What is your gender?

Male [] female []

2. Indicate the type of your school

Public Boarding boys []

Public Boarding girls []

Public Mixed day and boarding []

Public Day school []

Private Boys boarding []

Private Girls boarding []

Private Mixed day / boarding []

Private Day school []

Section B :Implementation of safety Regulations on Drug Abuse in Secondary Schools

Please indicate using a tick the degree of agreement with the statements below on the level of implementation of the safety regulations in your school

	Statement	YES	NO
1	My school has a copy of the Safety Manual for Schools in Kenya		
2	I have read the safety manual for secondary schools in Kenya		
3	As a committee, in my school we keep learners, parents and other stakeholders informed on the guidelines on drugs abuse		
4	As a committee, we seek the support of parents and stakeholders and ensure their participation in activities relating to safety against drug and substance abuse		
5	As a committee we identify the threats of drug abuse in the school with a view to taking the necessary step		
6	As a committee, we liaise with NACADA and other experts in drug abuse to fight the menace in the school		
7	As a committee we allocate resources on the fight against drug abuse		
8	Monitoring and evaluation is carried out on the threats of drug abuse in the school		

Section C: Allocation of Resources and Implementation of Safety Regulations on Drug Abuse In Secondary Schools

Kindly using a tick indicate the degree of agreement with the statements below on the relationship between allocation of financial resources and implementation of student safety regulations on drug abuse on a scale of 1-4

(1 – Strongly Disagreed; 2- Disagreed; 3-Agreed; 4-Strongly Agreed)

	Statement	1	2	3	4
1	In my school the school budget allocates finances to fight drug abuse				
2	The financial resources allocated in my school are sufficient for need of the school safety				
3	Financial resources are allocated to purchase learning materials to fight drug abuse				
4	Experts on drugs are invited to talks to the students				
5	Resources are availed to secure the school boundaries				
6	Sufficient Security personnel in the school are employed				
7	The fence around the school is secured from intruders who sneak drugs into the schools				

Section D: Training of staff and students and Implementation of safety regulations on Drug Abuse In Secondary Schools

Kindly, using a tick indicate the degree of agreement with the statements below on the relationship between training of staff and learners on safety regulations on drug abuse using a scale of 1 – 4 (1 – Strongly Disagreed; 2- Disagreed; 3-Agreed; 4-Strongly Agreed)

	Item	1	2	3	4
1.	Staff and students are trained on the regulations on drug and substance abuse				
2.	Staff and students are aware on the signs of person who abuses drugs				
3.	Experts on drug abuse are invited to talk to staff and students on drug and substance abuse				
4.	The safety subcommittee liaises with the guidance and counselling department on rehabilitating drug abusers				
5.	Teachers are trained with skills to provide care to students abusing drugs.				
6.	Guidance and counselling workshops equip teachers in my school with skills to provide care to students abusing drugs.				
7.	Inducting teachers in my school equip them with knowledge on legal issues governing student safety against drug abuse.				
8.	Learners are referred to rehabilitation centers as proposed by the regulations				
9.	The school community is sensitized on the need to provide support to the school in fighting drugs abuse				

Section E: Supervision and implementation of safety regulations on drug abuse in Secondary Schools

Kindly indicate using a tick the level of agreement of the relationship between supervision in the following areas and implementation of safety guidelines on drug and substance. Use the scale of 1-4 (1 – Strongly Disagreed; 2- Disagreed; 3-Agreed; 4- Strongly Agreed)

	Item	1	2	3	4
1	In my school screening of the students at the entry and exit point prevents sneaking in of drugs to school grounds.				
2	Regular routine supervision conducted in my school grounds help to maintain a drug free environment.				
3	In my school, close supervision of students during school trips				
4	Screening of visitors at entry and exit point and directing them in my school prevents entry of drugs into the school grounds.				
5	Delegation of duty in my school helps to mitigate drug abuse among students.				
6	Supervision of students during extra curricula activities in my school helps in maintaining a drug free school.				
7	Supervision of students' activities in the school curbs drug abuse in my school				
8	My school is inspected by the Ministry of Education officials				
9	Students are frisked upon entry into the school for drugs				
10	CCTV cameras are installed for close supervision against drug abuse				

Section F: Communication ON Drug Abuse

Please indicate how often the following methods of communication are used to convey messages on drug abuse in your school on a four point scale rating using the Key provided:

4-Very frequently (VF) e.g monthly , 3-Frequently (F) e.g once a term , 2-Rarely (R) once a year, 1-Very Rarely (VR) after 2 yrs

	Method of communication	VF	F	R	VR
1	Posters				
2	Newspapers				
3	Assembly talks by teachers				
4	Notice boards				
5	Radio				
6	Peers				
7	Clubs and societies				
8	Religious organizations				

Thank you for accepting to participate in this research

Appendix IV: Questionnaire for the Safety Committee (Head of Guidance and Counselling Department)

The author of this questionnaire is a Master student in the school of Education, Humanities and Social studies (Leadership and Management) at Kabarak University. The purpose of this questionnaire is to collect data on the relationship between school management practices and implementation of the safety guidelines on drugs abuse in secondary schools in Gilgil Sub-County, Kenya. Do not write your name or that of your school. Kindly note that the information you will give in this questionnaire will be treated with confidentiality and will be strictly used only for purpose of this study.

Thank you for accepting to participate in filling the questionnaire.

Section A: Demographic Data

1) What is your gender?

Male [] female []

2) Indicate the type of your school

Public Boarding boys []

Public Boarding girls []

Public Mixed day and boarding []

Public Day school []

Private Boys boarding []

Private Girls boarding []

Private Mixed day / boarding []

Private Day school []

Section B:Implementation of Safety Regulations on Drug Abuse in Secondary Schools

Please indicate using a tick the degree of agreement with the statements below on the level of implementation of the safety regulations in your school

	Statement	YES	NO
1	My school has a copy of the Safety Manual for Schools in Kenya		
2	I have read the safety manual for secondary schools in Kenya		
3	As a committee, in my school we keep learners, parents and other stakeholders informed on the guidelines on drugs abuse		
4	As a committee, we seek the support of parents and stakeholders and ensure their participation in activities relating to safety against drug and substance abuse		
5	As a committee we identify the threats of drug abuse in the school with a view to taking the necessary step		
6	As a committee, we liaise with NACADA and other experts in drug abuse to fight the menace in the school		
7	As a committee we allocate resources on the fight against drug abuse		
8	Monitoring and evaluation is carried out on the threats of drug abuse in the school		

Section C: Allocation Of Resources And Implementation Of Safety Regulations On Drug Abuse In Secondary Schools

Kindly using a tick indicate the degree of agreement with the statements below on the relationship between allocation of financial resources and implementation of safety regulations on drug abuse on a scale of 1-4 (1 – Strongly Disagreed; 2- Disagreed; 3- Agreed; 4-Strongly Agreed)

S/N	Statement	1	2	3	4
1	In my school the school budget allocates finances to fight drug abuse				
2	The financial resources allocated in my school are sufficient for need of the school safety				
3	Financial resources are allocated to purchase learning materials to fight drug abuse				
4	Experts on drugs are invited to talks to the students				
5	Resources are availed to secure the school boundaries				
6	Sufficient Security personnel in the school are employed				
7	The fence around the school is secured from intruders who sneak drugs into the schools				

Section D: Training of Staff and Students and Implementation of Safety Regulations on Drug Abuse in Secondary Schools

Kindly, using a tick indicate the degree of agreement with the statements below on the relationship between training of staff and learners on safety regulations on drug abuse using a scale of 1 – 4 (1 – Strongly Disagreed; 2- Disagreed; 3-Agreed; 4-Strongly Agreed)

S/N	Item	1	2	3	4
1.	Staff and students are trained on the regulations on drug and substance abuse				
2.	Staff and students are aware on the signs of person who abuses drugs				
3.	Experts on drug abuse are invited to talk to staff and students on drug and substance abuse				
4.	The safety subcommittee liaises with the guidance and counselling department on rehabilitating drug abusers				
5.	Teachers are trained with skills to provide care to students abusing drugs.				
6.	Guidance and counselling workshops equip teachers in my school with skills to provide care to students abusing drugs.				
7.	Inducting teachers in my school equip them with knowledge on legal issues governing student safety against drug abuse				
8.	Learners are referred to rehabilitation centers as proposed by the regulations				
9.	The school community is sensitized on the need to provide support to the school in fighting drugs abuse				

Section E: Supervision and Implementation of Safety Regulations on Drug Abuse In Secondary Schools

Kindly indicate using a tick the level of agreement of the relationship between supervision in the following areas and implementation of safety guidelines on drug and substance. Use the scale of 1-4

(1 – Strongly Disagreed; 2- Disagreed; 3-Agreed; 4-Strongly Agreed)

	Item	1	2	3	4
1	In my school screening of the students at the entry and exit point prevents sneaking in of drugs to school grounds.				
2	Regular routine supervision conducted in my school grounds help to maintain a drug free environment.				
3	In my school, close supervision of students during school trips				
4	Screening of visitors at entry and exit point and directing them in my school prevents entry of drugs into the school grounds.				
5	Delegation of duty in my school helps to mitigate drug abuse among students.				
6	Supervision of students during extra curricula activities in my school helps in maintaining a drug free school.				
7	Supervision of students’ activities in the school curbs drug abuse in my school				
8	My school is inspected by the Ministry of Education officials				
9	Students are frisked upon entry into the school for drugs				
10	CCTV cameras are installed for close supervision against substance abuse				

Section F: Communication on Drug Abuse

Please indicate how often the following methods of communication are used to convey messages on drug abuse in your school on a four point scale rating using the Key provided: 4-Very frequently (VF) e.g monthly , 3-Frequently (F) e.g once a term , 2-Rarely (R) once a year 1-Very Rarely (VR) after 2 yrs

	Method of communication	VF	F	R	VR
1	Posters				
2	Newspapers				
3	Assembly talks by teachers				
4	Notice boards				
5	Radio				
6	Peers				
7	Clubs and societies				
8	Religious organizations				

Thank you for accepting to participate in this research

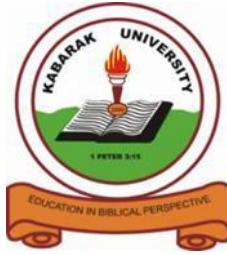
Appendix V: Interview Schedule for the School Principals

This interview is intended to collect data on *school management practices that affect the implementation of the safety standards on drugs and substance abuse*. Please answer to the best of your knowledge.

1. How long have you been serving in this school?
Less than 1 years []
1-5 years []
5- 10 years []
2. Explain the situation in your school regarding drug and substance abuse?
3. Are the members of the school community familiar with the safety standard on drug abuse as proved in the School Safety Manual for Schools in Kenya?
4. How far have the regulations on drug abuse been effected in your school?
5. Describe the resources that have been availed in the school to implement the safety regulations on drug abuse
6. Shed light on the supervision practices applied in the school to implement the safety standards on drug abuse.
7. Explain the communication methods adopted from the safety regulations on drug abuse used in your school,

Thank you for participating in this study

Appendix VI: Research Study Informed Consent Form



KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

ADULT INFORMED CONSENT FORM (TEMPLATE)

(The form is written in English language but can be translated to Kiswahili or any other appropriate language)

STUDY TITLE: Relationship between School Management Practices and Implementation of Safety Guidelines on Drug Abuse in Secondary Schools in Gligil Sub-County, Kenya

Researcher's Name: Mrs. Brijida Wanjiku Martin Affiliated **Institution:** Kabarak University

Introduction: You are invited to participate in this research study being undertaken by the above listed investigator. This form will help you gather information about the study so that you can voluntarily decide whether you want to participate or not. You are encouraged to ask any question regarding the research process as well as any benefit or risk that you may accrue by participating. After you have adequately been informed about the study, you will be requested to either agree or decline to participate. Upon agreeing to participate in the study, you will be further requested to affirm that by appending your signature/thumbprint on this form. Accepting or declining to participate in this study does not in any way waive the following rights which you're entitled to:

- a) Voluntary participation in the study;
- b) Withdrawing from the study at any time without the obligation of having to give an explanation and;
- c) Access to services which you're entitled to

A copy of this form will be provided to you for your own records. This study has been reviewed and approved by Kabarak University Research Ethics Committee (KUREC).

Purpose of the Study: The main reason(s) for conducting this study is:

To determine the relationship between allocation of financial resources and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

To establish the relationship between staff and student training on safety guidelines and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

To establish the relationship between supervision and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

To examine the relationship between communication with the stakeholders and implementation of students' safety guidelines on drug abuse in secondary schools in Gilgil Sub-County.

(In order to answer these research questions, you are requested to voluntarily participate in the study).

Participants of the Study: The participants of this study are persons with no dependent relationship with the researcher; the participants are able to communicate well in English language and are Persons who have ability to give consent.

The sample size of the study includes the school Principal, Deputy Principal, Head of guidance and counselling department.

What is expected from the Participate: First, for the Deputy Principal and head of guidance and counselling you will be expected to fill in a questionnaire. The respondent will be expected to be committed in this activity which will take a duration not exceeding one hour.

Second, for the Principal a face to face interview that will not exceed duration of thirty minutes will be conducted by the researcher in a private room systematically using an interview schedule. The researcher will record the responses personally in the researchers note book. In case there is any question you feel uncomfortable responding to, you will not be coerced to respond.

Lastly, participants are requested to provide contact details which will help reach you in case new information regarding the study emerges. The contact details you will provide shall remain confidential to the researcher.

Potential Risks Associated with Participation in this Study: The participant will not be exposed to any risks during and after the collection of the data.

Privacy & Confidentiality: To ensure privacy and confidentiality during and after data collection the respondents' are not supposed to indicate their name or that of their school in the questionnaire.

For the principal during the interview the researcher will use numbers to represent the schools and respondents will be given a pseudonym to uphold privacy and confidentiality. The interview will be conducted in a private area with minimal or no interference to make the respondent feel comfortable.

Benefits Accrue by Participating in the Study: In participating you will benefit in the findings of this study which may be useful to the school managers on importance of implementing safety guidelines in order to create drug free environment for the students to maximize their academic performance in secondary schools. The study findings may also be beneficial to you in identifying challenges faced by school administrators in implementing safety guidelines in relation to drug abuse in schools to achieve the national goals of education by promoting good moral and health in order to have high retention rate by improving the students' safety in the learning institution as they achieve education for self-fulfilment and development.

Cost of Participating in the Study: In participating in this study you will not be required to contribute any money and therefore you will not incur any financial expenditure.

Contact Information: If you have any questions or need further clarification about the study, you can contact Mrs. Brijida Wanjiku Martin at 0722472876. In case of concerns regarding your rights and/or obligations as a research participant do not hesitate to contact the coordinator, KUREC on 0710360700.

Voluntary Participation: Your participation in this study is voluntary. You can choose not to participate or withdraw at any time without penalty or providing any explanation.

Findings of this Study: The study findings of will be communicated and shared through publication of research paper.

Statement of Consent: I have read the information in the consent form comprehensively, had the opportunity to ask questions which have been responded to in a clear manner. The study benefits and foreseeable risks have been explained to me and I voluntarily agree to participate in this study.

Consent to participate in this study: Signing this form does not in any way imply that I have given up the rights am entitled to as a participant.

I agree to participate in this research YES _____ NO _____

I agree to provide my contact details for follow-up YES _____ NO _____

Participant's Name: _____

Participant's Signature: / Thumb print _____ Date: _____

Appendix VII: Research Study Assent Form for Students

TITLE OF STUDY: Relationship between School Management Practices and Implementation of Safety Guidelines on Drug Abuse in Secondary Schools in Gilgil Sub-County, Kenya

Introduction: I am a student and I am being asked to participate in a research study conducted by Mrs. Brijida Wanjiku Martin on examining how the administrative and managerial methods employed within secondary schools in Gilgil Sub-County impact the successful execution of safety guidelines concerning drug abuse among students.

Purpose: The study aims to investigate the relationship between various school management practices, such as resource allocation, supervision, communication strategies, and the adherence with safety guidelines aimed at preventing and addressing drug abuse among students in secondary schools in Gilgil Sub-County.

Procedures: I will be asked to fill out a questionnaire consisting of questions related to the research topic.

Confidentiality: All the information I provide will be kept confidential. My identity will not be linked to my responses.

Voluntary Participation: I understand that participating in this study is my choice. I can choose not to participate or stop participating at any time without any negative consequences.

I have had the chance to ask questions, and I agree to take part in this research study.

Student's Name: _____

Student's Signature: _____ Date: _____

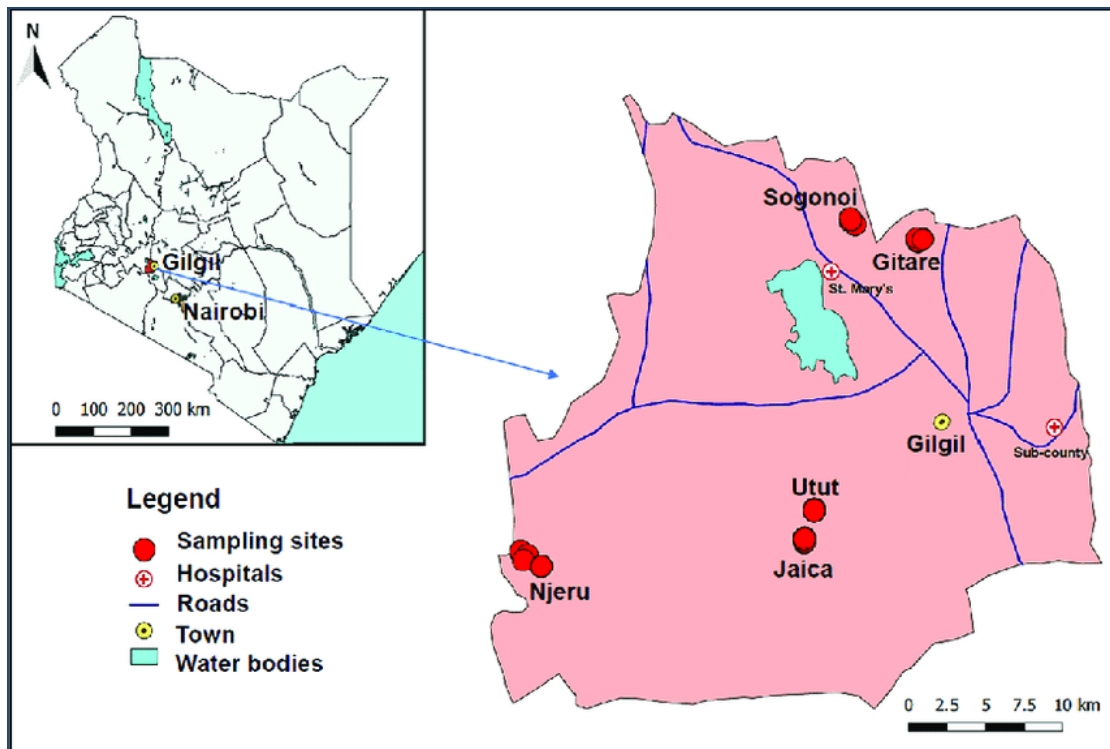
Appendix VIII: KREJCIE & MORGAN Table of Sample Size Determination

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix IX: MAP of Gilgil Sub-County



Appendix X: KUREC Approval Letter



KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157
KABARAK, KENYA
Email: kurec@kabarak.ac.ke

Tel: 254-51-343234/5
Fax: 254-051-343529
www.kabarak.ac.ke

OUR REF: KABU01/KUREC/001/10/01/24

Date: 29th January, 2024

Brigida Wanjiku Martin,
REG No.: GME/M/3105/09/18
Kabarak University,

Dear Brigida,

RE: RELATIONSHIP BETWEEN SCHOOL MANAGEMENT PRACTICES AND IMPLEMENTATION OF SAFETY GUIDELINES ON DRUG ABUSE IN SECONDARY SCHOOLS IN GILGIL SUB-COUNTY, KENYA

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-100124**. The approval period is **29/01/2024 – 29/01/2025**.

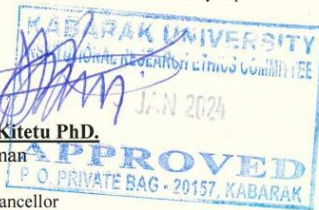
This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**.
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. 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 and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

Sincerely,

Prof. Jackson Kitetu PhD.
KUREC-Chairman

Cc Vice Chancellor
DVC-Academic & Research
Registrar-Academic & Research
Director-Research Innovation & Outreach
Institute of Post Graduate Studies



As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.
(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

Appendix XI: NACOSTI Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: 21/February/2024

RESEARCH LICENSE



License No: NACOSTI/P/24/33342

Applicant Identification Number: 777384

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

**Appendix XII: Introduction Letter to Principals Endorsed by Gilgil Sub-County
Director of Education and Deputy County Commissioner**

BrijidaWanjiku Martin
Kabarak University
School of Educational
Private Bag – 20157
Kabarak



The Principal
..... Secondary school



Dear Sir/ Madam,

RE: REQUEST TO COLLECT RESEARCH DATA

I am a postgraduate student pursuing Master of Education from Kabarak University, specializing in Management and Leadership. Currently am carrying out research on relationship between school management practices and implementation of the safety regulations on drug abuse in secondary schools in Gilgil Sub-County, Kenya.

I am kindly requesting for your permission and support to fill the research questionnaire in your school. The information that will be gathered will only be used for academic purposes and the identity of the respondent will remain strictly confidential. Your cooperation in promoting this study will be highly appreciated. Thank you in advance.

Yours faithfully,

Brijida Wanjiku Martin

Appendix XIII: Evidence of Conference Participation



KABARAK UNIVERSITY

Certificate of Participation

Awarded to

BRIJIDA W. MARTIN

For successfully participating in the 14th Annual Kabarak University International Research Conference held on 14th October 2024 and presented a paper entitled *“Relationship between school management practices and implementation of safety guidelines on drug abuse in secondary schools in Gilgil sub-county, Kenya.”*

Conference Theme

Emerging Trends in Education and Learning: Unlocking opportunities For All

Prof. Frederick B.J.A Ngala
Dean, School of Education
& Director Music
Performance

Dr. Phillip Nyawere
Ag. Director - Research,
Innovation and Outreach

Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

Appendix XIV: List of Publication



KABARAK JOURNAL OF RESEARCH & INNOVATION

Private Bag - 20157
KABARAK, KENYA
Email: editorial@kabarak.ac.ke

Tel: 254-51-343234/5
Fax: 254-051-343529
www.kabarak.ac.ke

OUR REF: KABU01/KJRI/07/18/02

26th November, 2024

Dear M. Brijida,

SUBJECT: NOTIFICATION OF MANUSCRIPT ACCEPTANCE

We are pleased to let you know that your submission to the Kabarak Journal of Research & Innovation (KJRI) has been accepted for publication. Details of the submission are as follows:

TITLE

RELATIONSHIP BETWEEN SCHOOL MANAGEMENT PRACTICES AND IMPLEMENTATION OF SAFETY GUIDELINES ON DRUG ABUSE IN SECONDARY SCHOOLS IN GILGIL SUB-COUNTY, KENYA

AUTHORS

Brijida W. MARTIN; John OCHOLA; Betty TIKOKO

ISSUE

No. 3(2024)

VOLUME

Vol. 14

Congratulations on this achievement and thank you so much for choosing KJRI.

Thank you.

Sincerely,

Dr. Michael N. Walekhwa
Editor in Chief



As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)

Kabarak University is



ISO 9001:2015 Certified