INTERVENTIONS ON DRUG AND ALCOHOL ABUSE AMONG STUDENTS IN SECONDARY SCHOOLS IN NYERI CENTRAL SUB-COUNTY, NYERI COUNTY, NYERI COUNTY, KENYA

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ABSTRACT

Alcohol and drugs pose special problems for students. According to Mutumi (2013), the average student who has one drink a day earns a GPA at only a C-level, and grades plummet with higher consumption. The purpose of this study was to explore the interventions of alcohol and drug abuse among the students in secondary schools in Nyeri Central Sub-County, Nyeri County, Kenya. It was also established that individual guidance and counselling techniques were scarcely practised in the area while NACADA hardly visited the area. The researcher recommended that the parents in the area of study should be role models to their children so as to discourage drug and alcohol abuse, counsellor teachers should be encouraged to extensively use individual counselling which has been shown to be more effective than group counselling.

Keywords: Alcohol, drug abuse, role model

1.1 Background Information

The World Health Organization (WHO) has defined a drug as any substance, which when taken

into the body of living organisms modifies one or more of its functions. Drug abuse is a term

used in the literature to mean misuse of drugs for various reasons out of the specific purpose, and is now commonly used in place of "alcohol and drug abuse" or "drug addiction". According to Kenya National Bureau of Statistics (KNBS, 2013), alcohol and drug abuse is a phenomenon that is as old as mankind. Over the past two decades, the use of illegal drugs and misuse of therapeutic drugs has spread at an unprecedented rate and affects every part of the globe. No nation has been spared the devastating problems caused by alcohol and drug abuse. KNBS (2013) continues to posit that a broad spectrum of the world community has demonstrated intense concern over the problem of drug abuse. Alcohol and drugs pose special problems for students. According to Mutumi (2013), the average student who has one drink a day earns a GPA at only a C-level, and grades plummet with higher consumption. Women need to drink only half what male student's do, to cause the same effect on their grades. Almost half of academic problems emanate from abusing alcohol. It is also a factor in about a third of school drop-outs. In an environment where over-indulgence is common, so are substance-related legal offences and injuries. Illegal drugs, the underage influence of alcohol, and drunk driving can cost fines and jail terms. Fights, sexual assault, and injuries are more likely to happen when one has been drinking or doing drugs. Half of campus injuries are alcohol-related. One-third of people who die in drunken driving crashes are under 25 years old. It is the leading cause of death for young people. Many people have stereotypes of what an alcoholic or addict is, and most people do not associate that image with young students. Being young and in college does not protect one from addiction but responsible behaviour does (Gordon, 2005). Most of these problems can be handled by use of health guidance in learning institutions (Kinai, 2006). Health guidance includes teaching about the dangers of smoking, drinking alcohol and other drug abuse; being humane to the sick, as well as, exercising the body and eating a balanced diet. Studies by Maithya (2009) and Mutumi

(2013) show that more than a fifth (22.7%) of primary school children take alcohol, a figure that rises to more than two-thirds (68%) for tertiary institution students. A large number of students across all age groups have been exposed to alcohol, tobacco, *miraa* (khat), glue sniffing, bhang (marijuana) and even hard drugs, such as heroin and cocaine. According to a study by Siringi (2001) on alcohol and drug abuse, 22% of secondary school students were on drugs and males had a higher exposure to *miraa* and inhalants. In addition, the study also observed that the prevalence of alcohol and drug abuse increased from primary to tertiary institutions. Alcohol was the most frequently abused drug followed by *miraa*, tobacco and bhang. The students staying with friends were most at risk followed by those staying with either a sister or a brother. Students staying in towns were also reported to have a twofold risk of having tasted alcohol, tobacco, *miraa*, bhang and inhalants (glue) compared to those in rural areas. The survey demonstrated that the youth in the urban areas, due to their lifestyles, were more predisposed to drugs compared to those in rural areas. It has been realized that many Kenyans are taken captive by alcohol and drug abuse (ADA) and that it is no longer only a teenage problem (NACADA, 2013).

1.2 Statement of the Problem

Many problems among secondary school students are linked to alcohol and drug abuse. Many students who abuse alcohol and drugs become addicted and consequently, fail or perform poorly in examinations. They also exhibit poor peer relations and are many times on the wrong side of the law enforcers. Relationships with tutors, family and the community at large are strained by alcohol and drug abusers in secondary schools and other learning institutions. It is a problem which affects parents by seeing the resources spent in educating their children to go to waste when the students drop out from learning institutions. The students' performance is negatively

impacted on, while the addicts make teaching more taxing to the teachers. A lot of taxpayers' money is used in the rehabilitation programmes which could have been used for other purposes. There is need to find out what strategies of intervention can practically be applied to the students and help bring the vice to a stop. This concern necessitated this study on the intervention of drugs and substance abuse among students in Nyeri Central Sub-county, Nyeri County, Kenya.

1.3 Objectives of the Study

The study was guided by the following research objectives:

i. To identify the impact of parents' interventions in drug/alcohol abuse among secondary school students in Nyeri Central Sub-County, Nyeri County.

ii. To establish the impact of guidance and counselling services offered by teacher counsellors in secondary schools in Nyeri Central Sub-County, Nyeri County.

1.4 Purpose of the Study

The purpose of this study was to explore the interventions of alcohol and drug abuse among the students in secondary schools in Nyeri Central Sub-County, Nyeri County, Kenya.

2.1 Literature Review

2.1.1 Concept of Alcohol and Drug Abuse

According to Mutumi (2012), alcohol and drug abuse is a long-term, pathological use of alcohol or drugs, characterized by daily intoxication. It can also be said to be the inability to reduce consumption of drugs and alcohol. Drug and alcohol abuse is impairment in social or occupational functioning occasioned by excessive intake of drugs and alcohol. Addiction is a complex but treatable disease that affects brain function and behaviour. Drugs of abuse alter the brain's structure and function, resulting in changes that persist long after drug use has ceased. This may explain why drug abusers are at risk for relapse even after long periods of abstinence

and despite the potentially devastating consequences. Kenya has not been spared the pestilence of drugs and it is abundantly clear that it is a transit point for hard drugs from Columbia heading to European capitals. Trafficking of the hard drug into developing countries has not spared Kenya and the drug consumption and dependence among secondary and college students has led to unrest and consequently, the wide-ranging destruction of life and property (Masese *et al*., 2012).

2.1.2 Impacts of Parents' Intervention in Alcohol and Drug Abuse Intervention

According to Mutumi (2013), prevention programmes can strengthen protective factors among young children by teaching parents better family communication skills, appropriate discipline styles, firm and consistent rule enforcement, and other family management approaches. Research confirms the benefits of parents providing consistent rules and discipline, talking to children about drugs, monitoring children's activities, getting to know their friends, understanding their problems and concerns, and being involved in their learning. The importance of the parent-child relationship continues through adolescence and beyond.It is important to understand the current social and family climate that is causing the need for family intervention in drug and alcohol abuse. Certain elements of family life have been found to be major risk factors for mental health and substance abuse problems. These include lack of bonding with a parent or significant adult, chaotic home environment, ineffective parenting, other family members abusing substances, social isolation, and inconsistent discipline or expression of values (Mutumi, 2013). Maithya (2009) conducted research analysis to measure the effectiveness of family interventions about teen and adolescence drug and alcohol use. According to the available data in his research, alcohol and drug use is very common in Western societies. For example, 18% of the young adults between the ages of 12-14-year-old in the USA have indulged in binge drinking. Parents

can, therefore, effectively help eradicate drug problems among their children by being good role models and also providing guidance (Maithya, 2009). Studies show that parenting practices have a lot of influence on early initiation into the use of alcohol and drugs by children. For example, parents who communicate and are involved with their children at ages 10 and 11 and who set clear expectations for their children's behaviour, practice good supervision and consistent discipline, and minimize conflict in the family have children who, at ages 11 and 12, are more likely to see alcohol use as harmful and less likely to initiate alcohol use early. They are also less likely to misuse alcohol at ages 17 to 18 (Hawkins *et al.,* 2007). Lack of parental support, monitoring, and communication and lack of feeling close to their parents have been significantly related to the frequency of drinking, heavy drinking, and drunkenness among adolescents (Ngesu *et al*., 2008).

2.1.2 Impact of Guidance and Counselling Services

Guidance and counselling is a concept that institutions should use to promote the efficient and happy lives of individuals by helping them adjust to social realities. The disruption of community and family life by industrial civilization have convinced many that guidance experts should be trained to handle problems of individual adjustment. Though the need for attention to the whole individual had been recognized by educators since the time of Socrates, it was only during the 20th century that researchers actually began to study and accumulate information about guidance (Shedler & Block, 2000). This development, occurring largely in the United States of America, was the result of two influences: John Dewey and others insisted that the object of education should be to stimulate the fullest possible growth of the individual and that the unique qualities of personality require individual handling for adequate development. In addition, in the early 20th Century, social and economic conditions stimulated a great increase in

school enrollment. These two forces encouraged a re-examination of the curricula and methods of secondary schools, with special reference to the needs of students who did not plan to enter college. The academic curriculum was revised to embrace these alternative cultural and vocational requirements (Kinai, 2010). Modern high school guidance programme also includes academic counselling for those students planning to attend college. In recent years, school guidance counsellors have also been recognized as the primary source for psychological counselling for high school students. This sometimes includes counselling in such areas as drug abuse and teenage pregnancy and referrals to other professionals (such as psychologists, social workers, and learning-disability specialists). Virtually all teachers colleges offer major courses in guidance, and graduate schools of education grant advanced degrees in the field (Siringi, 2001). According to the America's Alcohol abuse and Mental Health Services Administration's (MHSA's) National Survey on Drug Use and Health in 2009, 23.6 million persons aged 12 or older needed treatment for an illicit drug or alcohol abuse problem. While not all seek treatment, those who do comprise 9% of the U.S. population, creating a high demand for dedicated, and compassionate alcohol abuse counsellors. From the literature, it is clear that great milestones have been achieved. Guidance and counselling services have improved over time and in cooperation with schools with positive results. However, there still exists a gap in knowledge and choice of guidance and counselling methods. It is this knowledge gap that this study sought to fill.

2.1.3 Theoretical Framework

This study was anchored on the Social Learning Theory.

Social Learning Theory

Bandura (1977) developed this theory which attributes a significant amount of learning to the process of imitation and modelling. This is to say that students imitate and model drug consumption behaviours they see around them. This could be from the family, secondary schools, peers and the media. Through imitation, students are initiated into alcohol and drug abuse. An individual's decision to imitate a model depends on the rewards and punishment. The model is given for a specific behaviour and on the student's perception of what kind of a person the model is. If the model displays drunk and alcohol abuse behaviour and is rewarded through social approval or is not punished, the adolescent is encouraged to imitate the behaviour by vicarious learning. The higher the model's status in the student's world, for instance as peers, the higher the probability of the behaviour modelled being imitated by the student. Studies in Kenya (Mutumi, 2013; Maithya, 2009) have shown that most students learn alcohol and drug abusing behaviour from peers. Social learning theory can be used to intervene in drug and alcohol abuse. This is through students imitating what their parents or people held in relevance do as far as drug and alcohol are concerned. The theory is, therefore, relevant in this study.

3.1 Study Location

The area of study was Nyeri Central Sub-County, Nyeri County. Economic activities in the area of study are both subsistence and small-scale cash crop farming. Most of the youths in the area lead miserable lifestyles whereby even those in secondary schools are not spared.

3.2 Research Design

The study adopted the survey design which is suitable in situations where questions such as how, why and what are investigated on a certain phenomenon to give facts of the situation as it is, without interference by the researcher (Mugenda & Mugenda, 2003). A survey design was

preferred because it concerns itself with describing practices to determine the current status of that population with regard to one or more variables. The usefulness of this design is convenient in collecting extensive quantifiable data from a large sample of respondents within a short period of time. The design was considered appropriate because it allowed a proper description of the status of drug and alcohol abuse and this facilitated provision of the necessary interventions.

3.3 Research Instruments

The study used questionnaires for data collection. Although questionnaires are largely discredited as inadequate to understand some forms of information like changes of emotions their advantages outweigh the shortcomings. They were preferred in this study due to their practicability. Large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost-effective way. The researcher also made use of focus group discussion guides. Questionnaires were used to solicit information from students, principals, teacher-counsellors, and other teachers while focus group discussion schedules were used to solicit information from the parents.

4.1 Interventions of alcohol and Drug Abuse among the Student's in Secondary Schools

This section presents findings related to the objectives of the study.

4.4.1 Identification of the Impact of parents' interventions in drug and alcohol abuse among the students in secondary schools

The first objective of this study was to identify the impact of parents' interventions in drug and alcohol abuse among the students in secondary schools in Nyeri Central Sub-county. It was very necessary to establish how often parents ameliorated the problem in the area. The results are shown in Table 4.1.

Table 4.1 Opinion of Principals on Whether Parents had any Role to Play in Alcohol and Drug Abuse Intervention

		Frequency	Percent
Valid	Yes	1	16.67
	No	1	16.67
	Not apparent	4	66.7
	Total	6	

Table 4.1 above shows that 66.7% of the principals felt that the parents did not play an apparent role in drug and alcohol intervention on their children. In addition, 16.7% of the principals felt that parents played a role while another 16.7% of the principals actually indicated that parents played no role in alcohol and drug abuse intervention. This implies that the students, from the opinion of principals, received minimal assistance from parents regarding drug abuse. Table 4.1 shows the responses of principal when asked the actual roles played by parents towards drug and alcohol abuse intervention for the students.

Table 4.2 Parental Intervention Role

		Frequency	Valid Percent
Valid	Role Model	0	0
	Counselling	2	33.3
	Not apparent	4	66.67
	Total	6	

Table 4.2 shows that 66.7% of the principals felt that the parents did not play an apparent role in drug and alcohol intervention on their children. Also, no principal felt that parents acted as role models to their children. This implies that the students hardly received any assistance from

parents regarding drug abuse. The principals were asked whether they thought that the parents put drug and alcohol abuse interventions at jeopardy through abusing drugs themselves. Almost all the principals responded on the affirmative (Table 4.2).

Table 4.3 Parents' Abuse of Drugs and Alcohol

		Frequency	Valid Percent
Valid	Yes	5	83.3
	No	1	16.7
Total		6	

Table 4.3 above shows that 83.3% of the principals felt that parents who abused drugs and alcohol contributed negatively to the drug and alcohol interventions. Such parents gave the school a double responsibility in dealing with the interventions. Following are results from students' responses on a parental role in drug and alcohol intervention. Table 4.3 shows that 87% of the parents were abusing drugs and alcohol, with the fathers taking the bulk of the vice at 47%, while the mothers who were abusing drug and alcohol were 40%.

Table 4.4 Family Member Abusing Drugs

		Frequency	Valid Percent	Cumulative Percent
Valid	Father	47	47	47
	Mother	20	20	67
	Other member	33	33	100
Total		100		

This implies that the parents would scarcely help in drug and alcohol intervention for the students since they were also victims of the habit. The students were further asked to state whether the parents vocally discouraged the use of alcohol and drug abuse. The responses are presented in Table 4.10.

Table 4.5 Parents are Supportive

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	5	41.67	41.67
	No	7	58.33	100
Total		12		

Table 4.11 shows that 58.33% of the teacher counsellors said that parents were not supportive when their children developed problems requiring guidance and counselling. This implies that most of the students who required guidance and counselling would not receive support from their parents, meaning that addressing the vice effectively, was hard. The teacher counsellors were asked to give their opinion on how best parents could intervene in drugs and alcohol abuse among the students. The results are presented in Table 4.6.

Table 4.6 Best Parental Intervention

		Frequency	Valid Percent	Cumulative Percent
Valid	Role Modeling	8	66.67	66.67
	Counseling	2	16.67	83.34
	Rehab placement	2	16.67	100.0
	Total	12	100	

Table 4.6 shows that 66.67% of the teacher counsellors felt that role modelling was the best intervention method to address drug and alcohol abuse among the students. Results in Table 4.6 are indicative that drug and alcohol intervention was likely to fail since the best way to address the vice was not practised. The teacher counsellors were asked whether they thought that the parents put drug and alcohol abuse interventions at jeopardy through abusing drugs themselves. Almost all the teacher counsellors responded on the affirmative (Table 4.6).

Table 4.7 Teacher Counsellors' Opinion on Parents' Abuse of Drugs and Alcohol

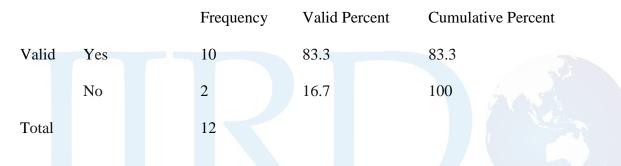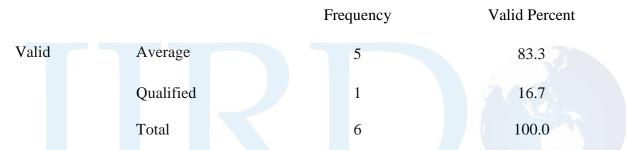|		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	10	83.3	83.3
	No	2	16.7	100
Total		12		

Table 4.6 shows that 83.3% of the teacher counsellors felt that parents who abused drugs and alcohol contributed negatively to the drug and alcohol interventions. This response was exactly the same as for the principals. Such parents gave the school a double responsibility in dealing with the interventions.

4.4.2 Guidance and Counseling services offered by teacher counsellors

The second objective of this study was to find out the impact of guidance and counselling services offered by teacher counsellors in secondary schools in Nyeri Central Sub-County. First, the researcher sought to establish the availability of counselling programmes in the schools. The study sought to establish the opinion of the principals regarding the availability of the services. There were 6 principals that participated in this study. The researcher established that all the

schools 6 (100%) had guidance and counselling programmes in their respective schools. This means that all schools had the potential to curb drug and alcohol abuse through guidance and counselling. Focus Group Discussions attested to the fact that there were guidance and counselling sessions in most of the schools Secondly, the study sought to establish whether guidance and counselling teachers were well qualified for this special responsibility. It was assumed that the qualification of guidance and counselling teachers, had an impact on the services offered for guidance and counselling. The findings are presented in Table 4.7.

Table 4.8 Guidance and Counseling Staff Qualifications

		Frequency	Valid Percent
Valid	Average	5	83.3
	Qualified	1	16.7
	Total	6	100.0

The findings show that the area of study was inadequately served in terms of guidance and counselling teacher qualifications. The biggest percentage of respondents (83.3%) said that the guidance and counselling teachers were averagely qualified in the area. This means that although there were guidance and counselling programmes in all the schools as shown in Table 4.7, it was unlikely that they offered services as they were expected, seeing that the teachers were not well qualified for the particular task. This is in agreement with a study carried out by Kinai (2006), who felt that guidance and counselling personnel should be trained to handle problems of individual adjustments. Perhaps, the method that was used to recruit teachers for counselling may shed some light on the responses. Teachers normally volunteer for guidance and counselling largely based on their religious beliefs. Thirdly, the researcher sought to establish the frequency of guidance and counselling services. The results are presented in Table 4.9.

Table 4.9 Frequency of Guidance and Counseling Services

		Frequency	Valid Percent
Valid	Rare	4	66.7
	Often	2	33.3
	Total	6	100.0

The findings show that the area of study was inadequately served in terms of guidance and counselling services. The biggest percentage of respondents said that guidance and counselling services were rare (66.7%) in the schools. Only one-third of the respondents (33.3%) said the services were often offered. The FGDs could not substantiate the frequency of guidance and counselling. These responses imply that many of the guidance and counselling teachers could not effectively offer the services because services were an additional responsibility, to the normal teaching responsibilities. Finally, the researcher sought to establish the approach of guidance and counselling techniques used in the area of study. The results presented in Table 4.9 show responses from the principals.

Table 4.10 Approaches to Guidance and Counseling According to Students

		Frequency	Valid Percent
Valid	Group counseling	60	60
	Individual counseling	40	40
	Total	100	100.0

Table 4.19 shows that 60% of the respondents said that the guidance and counselling approach preferred was the group counselling. Forty percent of the respondents said that individual counselling was preferred in counselling and guiding the students in the area of study. The

results agree with the ones from the principals, in which 66.7% indicated preference of group counselling. Table 4.11 shows responses from the teachers concerning the approach of counselling offered in their school.

Table 4.11 Approach to Guidance and Counseling According to Teachers

		Frequency	Valid Percent
Valid	Group counseling	65	65
	Individual counseling	35	35
	Total	100	100.0

Table 4.11 shows that 65% of the respondents said that the guidance and counselling services approach preferred was the group counselling. Thirty-five percent of the respondents said that individual counselling was preferred in counselling and guiding the students in the area of study. Again, the results agree with those of principals and teacher counsellors.

Although from experience, the individual guidance and counselling approach is more effective, it was used by a small percentage of the responses of teachers, students and principals. The generally preferred approach was the group counselling, probably due to its ease of use. The implication for this is that the students were unlikely to be effectively impacted by the efforts emanating from the approach.

Table 4.12 Frequency of Guidance and Counseling Sessions as per the Principals

		Frequency	Valid Percent
Valid	Never	0	0
	Rare	3	50

Often	2		33.3
Very often	1		16.7
Total	6		100.0

Table 4.12 shows that 50% of the principals said that the guidance and counselling service was rare, while 16.7% of the principals said that guidance and counselling were conducted very often. The fact that guidance and counselling were conducted in frequencies which cannot be regarded as "very often" in general terms, it is unlikely that there would be a realization of the necessary results in terms of intervention for alcohol and drug abuse.

Table 4.13 Students Opinion on Frequency of Counseling

		Frequency	Valid Percent
Valid	Never	10	10
	Rare	60	60
	Often	20	20
	Very often	10	10
	Total	100	100.0

Table 4.13 shows that 60% of the students said that the guidance and counselling service was rare. Only 10% of the students said that guidance and counselling were conducted very often. The results are similar to those of principals, implying that drug and alcohol abuse cannot be effectively addressed due to the inconsistency of the counselling sessions in the schools. Table 4.13 indicates the results from the teacher's responses regarding frequency of availability of counselling services.

Table 4.14 Teachers Opinion on Frequency of Counselling

		Frequency	Valid Percent
Valid	Never	8	8
	Rare	64	64
	Often	25	20
	Very often	7	7
	Total	100	100.0

Table 4.14 shows that 64% of the teachers said that the guidance and counselling service was rare. Only 7% of the teachers said that guidance and counselling were conducted very often. The results are similar to those of other respondents implying that drug and alcohol abuse could not be effectively addressed noting the inconsistency of the counselling sessions in the schools. Lastly, the responses from the teacher counsellors on the frequency of guidance and counselling are presented in Table 4.14. The table shows that 50% of the teacher counsellors said that the guidance and counselling service was often. Another 50% of the teacher counsellors said that guidance and counselling were conducted very often. The results are quite interesting, especially when it is considered that it was the opinion of the professionals entrusted with conducting guidance and counselling sessions in schools. Since these responses were from the very people that provided the guidance and counselling services, any negative indication would have been reflected badly on them; hence "often" and "very often" contrary to other respondents. This is quite revealing, especially when the objects of guidance and counselling indicated that in most cases (70%), the services were either rare (60%) or never (10%).

Table 4.15 Opinion of Teacher Counsellors on Frequency of Guidance and Counseling

		Frequency	Valid Percent
Valid	Never	0	0
	Rare	0	0
	Often	6	50
	Very often	6	50
	Total	12	100.0

It is clear from the findings that group counselling which Kinai (2007) says has been used with little success to minimize alcohol and drug abuse, was practised extensively. If individual counselling was used, there would definitely be reduced cases of drug and alcohol abuse since to (*Ibid),* it is a creative way for alcoholics or problem drinkers to pinpoint negative behaviours in their lives, and it offers them powerful incentive to reform. Generally, it is the individual who experienced the effect of alcohol and drug abuse but not groups. The foregoing shows the consistency of the results touching on the approaches to counselling offered by teacher counsellors. Responses from the principals, students and teachers and teacher counsellors reveal that parents did not play an effective active role in drug and alcohol abuse intervention. Although individual counselling was best suited for addressing the vice, it was not the preferred method of counselling in all the schools. All schools largely practised group counselling and therefore, alcohol and drug abuse could not be effectively eliminated among the students. The results are complemented by the FGDs which revealed that group counselling was the preferred mode of counselling. However, on the frequency of guidance and counselling sessions, the results from the teacher counsellors differed significantly from the other respondents. These professionals

either deliberately deceived or were convinced that the sessions they conducted were sufficient. Lastly, a regression was run to show the dependability of the results. This is shown in Table 4.15.

5.1 Summary of the Findings

Following is a summary of the research findings:

Parents actually influence drug and alcohol abuse in the area of study. This is consistent with the literature review where Ngesu (2008) suggests that parental drug abuse practices are associated with early childhood deficits in social skills and self-regulation, particularly with regard to aggressive behaviour, which results in early minor delinquency and rejection from mainstream peer groups among the students. From the results obtained, it was obvious that the parents have a big role to play especially by not abusing drugs and alcohol themselves, as well as, being role models for their children. Parents can, therefore, as posited by Maithya (2009), effectively help eradicate drug problems among their children by being good role models and also providing guidance. A child will readily pay more attention to the parents' actions than their advice if the latter is found contradictory. The findings show that group counselling which Kinai (2007) says has been used with little success to minimize alcohol and drug abuse was practised very extensively. A large percentage of the schools preferred this method of counselling, probably because it addresses many students at the same time. However, what the proponents of this approach need to know is that it achieves little due to lack of one on one approach. If individual counselling was used, there would be reduced cases of drug and alcohol abuse, it is a creative way for alcoholics or problem drinkers to pinpoint negative behaviours in their lives, and it offers them powerful incentive to reform. No wonder all the respondents except for the teacher

counsellors, indicated that the availability of the services was mainly rare. Notable was the fact that teacher counsellors did not agree that it was rare since that would implicate them.

5.2   Implications of the Study

i) From the findings, it was evident that parents play an active role in the drug and alcohol abuse scenario. That should be a reason for consideration because the more parents remain silent on the vice, and sometimes abusing drug and alcohol themselves, the more likely it is for the drugs and alcohol to be abused. This should be a wakeup call to NACADA to put in place sensitization programme to create awareness to the parents and guardians on the importance of role modelling in drug and alcohol abuse eradication.

ii) Although individual guidance and counselling services have been shown to minimize and even eradicate alcohol abuse, it is rarely practised in the area. This inadequacy coupled with the ineffectiveness of NACADA, as discussed earlier, almost ensures that every youth can fall into the trap of peers who abuse drug and alcohol, oblivious of the consequences. This can easily happen with little knowledge of the parents, teacher counsellors and NACADA.

5.3 Conclusions of the Study

i) Parents who abuse drugs and alcohol influence drug and alcohol abuse among their children in the secondary school. The parent's behaviour will negatively or positively influence their children's conduct.

ii) Group counselling is largely practised in the area more than individual counselling, thus making guidance and counselling in schools ineffective since students who abuse the drugs and alcohol can easily hide in groups.

5.4 Recommendations from the Study

i) The parents in the area of study should be role models to their children so as to discourage drug and alcohol abuse. They should do their best to counsel and guide their children and keep away from alcohol and drug abuse themselves.

ii) Counselor teachers should be encouraged to extensively use individual counselling which has been shown to be more effective than group counselling. They also should be more available to render the needed guidance and counselling services. More professional training and more time should be given to the teacher counsellors so that they can effectively render their guidance and counselling services.

5.5 Recommendations for Further Study

The following are recommendations for further research:

1. Challenges faced by NACADA in alleviating drug and alcohol abuse in secondary schools in Nyeri Sub-county, Nyeri County.

2. Investigation on the special skills needed by guidance and counselling for the effectiveness of secondary school guidance and counsellor teachers.

3. Investigation of the factors that influence the effectiveness of secondary school guidance and counsellor teachers.

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