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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ABSTRACT

Drug abuse is a global challenge among students in secondary schools. Despite the Kenyan government providing legislation, the problem of drug abuse is still prevalent among students in secondary schools. The purpose of this study was to determine the relationship between school management practices and implementation of safety guidelines on drug abuse in secondary schools in Gilgil Sub-county, Kenya. The study objective was to establish relationship between staff and students training on safety guidelines on drug abuse in secondary schools in Gilgil Sub-County. The study was guided by the Open System Theory as stated by Michael Bastedo in 2004. In the study the school was viewed as an open system. This study used correlational research design. The Study sample size was 16 Principals, 17 Deputy Principal, 17 Heads of guidance and counselling department and 304 students achieving a response rate of 94.1% (354). The tools used in the study were an interview schedule for Principals and a questionnaire for students, Deputy Principals and Heads of guidance and counselling department. Piloting was conducted in three secondary schools, which were not part of the study in Gilgil Sub-County. Cronbach alpha of 0.726 was obtained confirming that the instruments used were reliable and valid. Data collected was analyzed and the hypothesis tested at 95% confidence level, with 0.05 as the level of significance. From the inferential statistic, result of model summary, indicated that Pearson coefficient r was 0.422 and the coefficient of determination R-squared was 0.178. The ANOVA test indicated that the value of $F(1, 32) = 6.952$, with p-value= $0.013 < 0.05$ significant level. Regression results shows that coefficient of training was -0.102, with t-value = -2.637 and p-value = $0.013 < 0.05$ significant level. The study findings revealed that there was a significant relationship between training of staff and students on safety guidelines, and implementation of safety guidelines. The study recommended school managers to be more proactive in training the staff and students on safety guidelines to create awareness on drug abuse.

Key Words: Drug abuse, Implementation, Management practices, Safety guidelines

INTRODUCTION

The students' safety in learning institutions plays a vital role in creating an enabling environment for scaling up academic performance. Student safety is defined as a set of school activities where the students are safe from harassment, bullying, violence and drug abuse (The National Centre on Safe Supportive Learning Environments, 2020). Thus, it can be noted that students' safety is significant in the provision of quality education. Student Safety Manual for Schools in Kenya (2008) defines drug abuse as the use of any chemical that has an effect on the functioning of the body. Therefore, students abusing drugs may develop health problems, which may have a negative effect on their study. Narcotics, alcohol, and tobacco are some of the commonly abused drugs in schools in Kenyan as revealed by (National Authority for the Campaign against Alcohol and Drug Abuse [NACADA], 2021).

Globally, countries have devised proper legislations, guidelines and policies to ensure students' safety in schools is maintained to mitigate drug abuse. In Thailand, the School Act Section 90 (2007) and Alcoholic Beverage Control Act, B. E, 2551 (2008) have been enacted to ensure student safety in schools by preventing drug abuse. In United States of America, the Federal Commission on School Safety in 2018 recommended States to support character education using federal funds to enhance students safe (DeVos et al., 2018). In African, the fighting against drug abuse in schools has been persistent. In Nigeria, the government established the National Drug Laws Enforcement Agency (NDLEA) whose role was to track drug abuse and related offences (National Drug Law Enforcement Agency, 2020). Moreover, in Tanzania, the government through Drug Control Act No. 9 of 1995, proposed severe punishment for the production, and trafficking of drugs (Nshekenabo, 2018). This act was aimed at safeguarding learners from drug abuse which is a barrier to education access and retention of students in schools. However, Yusuph & Negret (2016) found out that drug abuse is a challenge to student safety in secondary schools.

Kenyan government has provided legislations to promote students' safety in school environment. Students' safety is emphasized in the safety guidelines outlining management practices applied in Kenyan schools (Ministry of Education, (2008). Besides, the Constitution of Kenya, Article 53 (1) (d) safeguards the rights of children against all forms of abuse (Kenya Constitution, 2010). Furthermore, the Basic Education Act of 2015 emphasizes students' safety in schools. Additionally, TSC Circular No. 6/2017 underscores student safety in secondary schools in nine areas, drug abuse being among them. Incorporating the National Authority for the Campaign against Alcohol and Drug Abuse (NACADA) in fight against drugs in learning institutions was an added intervention. The Kenyan government is indeed committed to promote safe school environment by providing guidelines to fight drug and substance abuse. Yet, drug abuse among students in secondary schools is witnessed (Kamenderi et al., 2020). Moreover, United Nations Development Program (2023) on sustainable development goals (SDGs) stresses importance of quality education and strengthens good health and well-being of students.

National Assembly report (2019) revealed that most secondary schools have not complied with the students' safety guidelines provided by the Ministry of Education. Nonetheless, the report did not establish the reason for the non-compliance hence the need for the present study. Moreover, safety Standards number 6 calls for schools to create an enabling environment free of drugs (Ministry of Education, 2008). Therefore, drug abuse among students in schools does not emanate from government's failure to legislate and provide policies on the issue. Research

done on implementation of students' safety guidelines has delineated various school-based factors hindering implementation of the standards in general. Nonetheless, no research focusing on implementation of drug abuse guidelines in the safety standards manual has been done in Gilgil Sub-County. Rotich, et al. (2022) observed that training of teachers on students' safety has a statistical significant effect on implementation of school safety standards and guidelines.

Based on NACADA (2022) national survey on the status of drug abuse in Kenya, youths are introduced to drugs in the ages between 16 to 20 years. This is normally the age of secondary school students 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 shows drug abuse in schools in Kenya is a safety concern. Furthermore, the survey revealed that youths taking drugs in the age 15 to 24 years, 41.9% (153,846) were addicted to alcohol, 19.9% (45,806) to tobacco, 22.6% (58,819) to khat and 46.8% (90,531) to cannabis (NACADA, 2022). This problem is also mirrored in secondary schools in Gilgil Sub-County as indicated in Table 2.

Table 2: *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 that drug abuse among students in secondary schools in Gilgil Sub-County has been witnessed (Gilgil Sub-County Education office, 2023). This worrying trend shows that in the Sub-County there is a gap between the school management practices and implementation of student safety guidelines on drug abuse in the secondary schools.

Data in Table 1 and 2 revealed that drug abuse is a threat to student safety in Kenyan secondary schools in general and in particular Gilgil Sub-County respectively. This is despite of the Kenyan government commitment to students' safety through legislation and providing school safety standards in 2008 on drug abuse. The extent to which the school management have implemented safety guidelines on drug abuse could be the cause of this difference. The problem that this study aimed at finding out was the implementation gaps caused by school management practices on the School Safety guidelines that lead to occurrence of the drug threat in secondary schools. No study, to the knowledge of the researcher has been carried out in Gilgil Sub-County, focusing on implementation of the safety guidelines on drug abuse in relation to school management practices. This is despite student safety against drug abuse being vital in secondary school. The specific objective of the study 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.

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 by Nyakundi, 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.

In order to comply with 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 quoted by 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.

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 will have its ripple effects felt in other departments affecting the students' safety.

METHODOLOGY

This study used correlational research design, as it enabled the researcher to use the survey method in collection of data. This enabled collection and description of large variety of data related to the study variables. The study was conducted in all secondary schools within Gilgil Sub-County, Kenya which is located in the Rift valley, and it lies on latitude 00^0 13'0" south and longitude 36^0 16'00'' (East Nakuru County Government, 2017). Geographically, drug abuse among secondary students is experienced in the three zones in the Sub-County (Gilgil Sub-County Director of Education, 2023). The proximity of Gilgil Sub-County to urban areas and being on the Northern Corridor may make drugs accessible. NACADA (2021) indicated drugs are abused country wide with the urban regions having the highest number of people abusing drugs.

The study selected the principals as respondents since they are at management level and they are able to articulate safety management practices the school implements in compliance with student safety regulation on drug abuse. The study also 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.

Sampling was done using purposive sampling and simple random sampling techniques. 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. Census sampling was applied in selecting the boarding secondary schools. Purposive sampling technique was used to select boarding/day public secondary schools. Simple random technique was used in selecting 2 day public secondary schools in each of the three Zones. The public day secondary schools are spread in the three Zones and this was vital in generalising the results. Lastly, purposive sampling was used to select private secondary schools in the three Zones representing the three strata. Hence, the sampled public and private schools were 13 and 5

respectively. This was a third of each group to form a good representation of the four categories and in-depth information about the study. The accessible population therefore comprised 18, 21, 18 and 2,140 Principals, Deputy Principals and Heads of guidance and counselling department and students respectively.

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 322 students. These students were then sampled using proportionate sampling where each strata sample was calculated. Finally, in order to obtain students respondents in each stratum, simple random sampling technique was applied. 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.

The researcher used a structured questionnaire which was given to the deputy principals and heads of guidance and counselling department and students to complete. 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 four scale, “strongly agree” assigned a score of 4 while a score of 1 was assigned to “strongly disagree”. Another type of 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.

To ensure validity, the research instruments were submitted to the university supervisors and experts in education management and leadership from the School of Education. 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 are in Gilgil Sub-County that were not part of the actual study. The schools were Gilgil Garrison, Utumishi Girls and Mitimingi secondary schools. Mwania 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. Test- retest method was used to administer the pilot test. The scores from both tests were correlated and Cronbach alpha was 0.726 obtained, thus, making outcomes reliable.

To comply with the research ethics, the researcher obtained authorization to conduct the research from regulatory bodies, which were The Board of Postgraduate Studies in Kabarak University, KUREC and NACOSTI. The permit issued was presented to the Sub-County Education Officer and Deputy County Commissioner in Gilgil Sub-County to notify them about the study. Thereafter introduction letters written to the Principals of the schools that took part in the study. Subsequently, with the permission of the Principal, the researcher sought participants’ informed consent and administered the data collection tools to the respective respondents for a duration not exceeding one hour. The researcher took four weeks to complete data collection in the 18 schools under study. Confidentiality was upheld during the study.

The data collected was verified, coded, and analysed using SPSS version 24. Coding involved assigning numerical values to the raw data collected. Niraula (2019) affirm that in research the analysis of the data depends upon the types of variables and its' nature. Descriptive statistics were computed to describe the basic characteristics of the sample in the study. However, inferential statistics involving correlation and regression analyses were run and hypotheses tested with 0.05 as the level of significance. The qualitative data obtained from open ended items in the principal interview schedule was categorized according to themes and presented in form of narratives according to the objective.

RESULTS

A. Reliability Analysis

The reliability analysis indicated the coefficient of Cronbach alpha as 0.726. Yun et al. (2023) suggested that Cronbach alpha with a value greater than 0.7 indicates higher internal consistency of the data. Consequently, the study Cronbach alpha being 0.726 >0.7 indicates there was higher internal consistency of data. This showed that the variables were reliable to be used in the study to achieve the objective.

Table 3: *Reliability statistics*

Cronbach's Alpha	N of Items
.726	24

B. The Response Rate

The identified students' sample size was 322 where a total of 304 students returned a duly completed questionnaire as indicated in Table 4.2. Thus, the study achieved a response rate of 94.4%. Principal sample size was 18 and 16 respondents participated in the interview schedule giving a response 88.9%. In addition, 17 deputy principals and 17 heads of guidance and counselling departments filled the questionnaire. In overall, 354 respondents participated in the study giving a response rate of 94.1%. According to Wanjala (2021), a response rate greater than 70% is good. As a result, 94.1% response rate was acceptable for the study.

Table 4: *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

C. Demographic Characteristics of the Respondents

Gender of the Respondents

The Deputy Principal and HOD guidance and counselling department are members of the school safety subcommittee responsible for implementing the Safety guidelines hence were study respondents. By being the recipients of the safety guidelines, the students were selected as respondents of the study.

Table 5: *Gender of respondents*

	Students		Safety Committee			
			Deputy Principal		HOD guidance and counselling	
Characteristic	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.

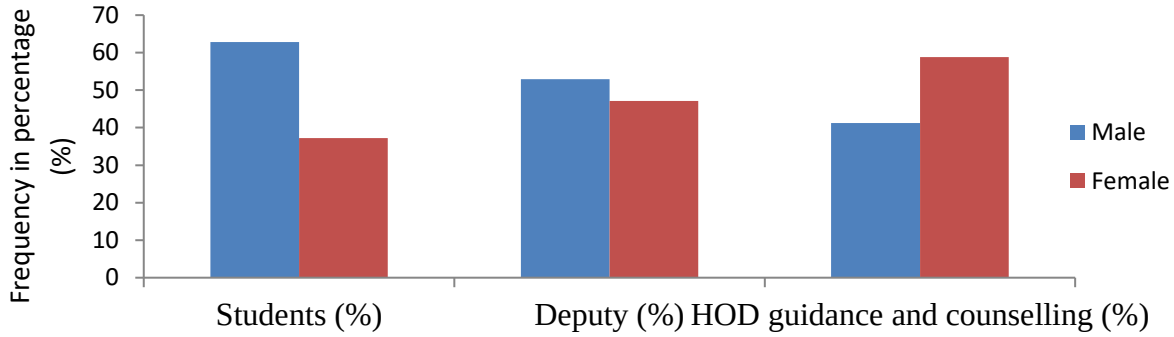

Figure 1: *Distribution of respondents by gender*

Observations in Figure 2 shows there were both male and female as respondents.

Respondents from Various Categories of Schools

The respondents were drawn from both private and public schools within Gilgil Sub-county. Deputy Principal and HOD in guidance and counselling of various categories of schools participated in the study to have a total of 34 respondents in the safety committee. The study had 16 Principals as respondents. Furthermore, based on the population size of each school, the sample size for students picked differed as indicated in Table 6.

Table 6: *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%). Figure 3 represents the distribution of student's respondent in various schools in Gilgil Sub-County.

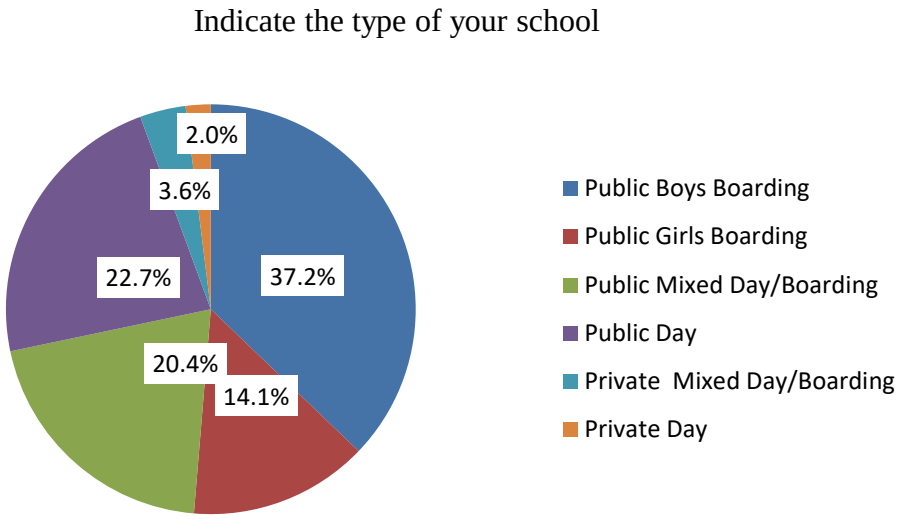

Figure 2: *Student respondent's distribution*

Principal Length of Stay in school

Table 7 shows the principals' length of stay in their respective schools.

Table 7: *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%

Majority of the principals (62.5%) had stayed in the school for more than one year. Consequently, the respondents were expected to give honest opinion in the implementation of the student safety on drug abuse since they were familiar with the managements practices applied in the school.

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

This section of the study presents results obtained from the students' questionnaire on the study objective.

Table 8: *Student response descriptive statistics*

Variable	Types of School	N	%	mean

		PU BB (F)	PU GB (F)	PUM D/B (F)	PU D (F)	PRM D/B (F)	PR D (F)			
Talks from NACADA officials on drug abuse	VR	32	24	40	31	5	4	136	44.7	2.4
	R	35	12	10	20	6	0	83	27.3	
	F	34	3	8	14	0	2	61	20.1	
	VF	12	4	4	4	0	0	24	7.9	
Talks from the community and parents on drug abuse	VR	15	9	10	9	4	3	50	16.4	3.1
	R	27	11	21	16	2	2	79	26.0	
	F	35	14	23	28	5	0	105	34.5	
	VF	36	9	8	16	0	1	70	23.0	
School Guidance and Counselling Department offering advice on drug and substance	VR	4	2	2	4	1	0	13	4.3	2.5
	R	2	2	7	6	1	0	18	5.9	
	F	26	17	20	28	8	3	102	33.6	
	VF	81	22	33	31	1	3	171	56.3	
Teachers advising on dangers of drug abuse during lessons	VR	6	3	6	3	0	1	19	6.3	2.1
	R	6	3	8	4	2	0	23	7.6	
	F	29	10	16	22	3	0	80	26.3	
	VF	72	27	32	40	6	5	182	59.9	
Law enforcement officers are invited to talk on consequences of drug abuse	VR	21	21	16	26	2	2	88	28.9	2.8
	R	39	13	18	28	5	3	106	34.9	
	F	42	6	17	11	3	1	80	26.3	
	VF	11	3	11	4	1	0	30	9.9	
Motivational speakers are invited to advice students on drug abuse	VR	7	5	12	11	2	0	37	10.5	3.1
	R	15	9	13	30	7	3	77	16.8	
	F	38	17	25	25	2	1	108	32.9	
	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; **SD** - Strongly Disagree; **D** – Disagree; **A**- Agree; **DA**-Strongly Agree; **F**-Frequency; **%** - percent.

Table 9: *Student response inferential statistics*

Variable	Chi-square	p-value
Talks from NACADA officials on drug abuse	31.486	0.008
Talks from the community and parents on drug abuse	23.805	0.068
School Guidance and Counselling Department offering advice on drug and substance	31.217	0.000
Teachers advising on dangers of drug abuse during lessons	13.248	0.583
Law enforcement officers are invited to talk on consequences of drug abuse	31.486	0.008
Motivational speakers are invited to advice students on drug abuse	45.518	0.000

Chi-square test was used to test whether associations existed between type of school and the implementation of safety guidelines on drug abuse at 0.05 level of significant.

E: 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 10: *Safety committee response on training of staff and student*

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 guidance and 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 drugs 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.

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. The coefficient of determination R-squared was 0.178, implying 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 11: 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 (32, 1) = 6.952, with p-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 12: *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			

Dependent Variable: implementation of students' safety

b. Predictors: (Constant), training

Result of regression shown in Table 13 observed that coefficient of training was -0.102, with t-value = -2.637 and p-value = 0.013< 0.05 significant level.

Table 13: *Regression of teachers and students training*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	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.

DISCUSSION

This section presents the discussion on results analysis of the study objective from the responses of both the students and safety committee members. Thematic analysis was integrated in the discussion of the findings.

A. Discussion of Students' Findings on Training on Safety Guidelines and Implementation of Safety Guidelines on Drug Abuse

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. 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 tread 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. 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 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%, 34.5%, 42.5% of the student respondents were of the opinion that talks on drugs from the community and parents were very frequent, frequent, and rare respectively. 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), finding 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 schools, 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, while 64.7% of student in private opined it was very rare. Students in day secondary school interact with external environment more compared to students in boarding secondary schools. Principle 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." This implied that when the community and parents are not aware of student safety on drugs they luck knowledge and skills to share with them. The chi-square value was 23.805, p-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.

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. 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 chi-square value was 31.217, p-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.

Responding on how often the teacher advice students on dangers of drug abuse during lesson 59.9% indicated 'very frequent.' 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. 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." 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. The chi-square value was 13.248, p-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." 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 and only 9.9% of the students 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. The mean of the score on a four point Likert scale rating was 2.8. 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 because the chi-square value was 31.486, p-value = 0.008< 0.05 significant level. 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. 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 is in agreement with Udali (2020) who suggested schools in mitigating drug abuse apply a number of strategies which create awareness to the staff and students. In private

school, 29.4% of the student were of the opinion motivational speakers were invited to advice students on drug abuse but, in all public schools, 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 because the chi-square value was 45.518, p-value = 0.000< 0.05 significant level. This implies that in order to fight drug abuse among students in secondary schools training of staff and students is inevitable.

B. Discussion of Safety Committee on Findings on Training on Safety Guidelines and Implementation of Safety Guidelines on Drug Abuse

Findings in Table 10 on whether staff and students are trained on the regulations on drug and substance abuse or not revealed that 8.8%, 32.4%, 50.0%, and 8.8% of the respondents strongly disagreed, disagreed agreed and strongly agreed respectively. 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. 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 important.

The finding on the statement, staff and students are aware of the signs of person who abuses drugs indicates that 17.6 %, 52.97%, and 29.4% disagreed, agreed and strongly agreed respectively. 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 was supported by Lodunga (2018) who found 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 the majority of committee members agreed (61.8%) and strongly agreed (17.6 %). 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 quoted "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. 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), who suggested that students addicted to drug abuse 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. Moreover, 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. Udali (2020) posits that Failure of the principal to induct the school stakeholders could be blamed for the inadequate awareness on school safety measures. 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% 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 abuse 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. Thus, training of staff and students on safety on drugs promote awareness and enhance school retention rate.

Result shows 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. The mean of the score on a four point Likert scale was 2.6. From the interview schedule Principal A quoted "Knowledge of the safety standard among the school community is fair. Periodic remainders 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." Sensitization of the community is a bridge to creation of a safe school environment, because the students access drugs from the community.

Testing Hypothesis H_0

Regression analysis was used to test the hypothesis at 95% confidence level, with 0.05 as the level of significance. Regression results Table 13 shows that coefficient of training was -0.102, with t-value = -2.637 and p-value = 0.013< 0.05 significant level. This implied that the p-value associated with training of staff and student on safety regulations was less than 0.05. Thus, there was a significant relationship between training of staff and student on safety regulations 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 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 agrees with Kinuthia (2019) findings that scant knowledge on dangers of drug abuse was a factor hindering effective address of problems of drug abuse among students. 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.

CONCLUSIONS

This study found out that 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. Thus, the Principals of secondary schools are advised to organize for trainings on safety guidelines on drug abuse to create awareness on fight against drug abuse. This study therefore concluded that staff and students training are crucial in the implementation of the student safety guidelines on drug abuse. This agrees with Kinuthia (2019) observations that inadequate knowledge on drug is a safety threat to the students within and outside the schools. Furthermore, Udali (2020) revealed that due to lack of training, the staff and students are inadequately prepared to handle drug challenges in the school.

RECOMMENDATIONS AND AREA FOR FURTHER STUDIES

Based on the findings of the study, the researcher recommends principals of secondary schools to be more positive in training the staff and students on safety guidelines thus raising awareness on drug abuse. Furthermore, the researcher recommends the following policy recommendations: The MoE should liaise with TSC and other stakeholders such as NACADA and health experts to facilitate 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. Secondly, 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 in creating awareness. 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

The researcher suggested that a study focusing on challenges school managers encounter in implementing safety guidelines against drug abuse should be carry out in different locations in Kenya. Secondly, a study should be carried out to investigate the best management practices to convey information on drugs for optimum implementation of safety guideline on drug abuse.

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