

**INVESTIGATING LEADERSHIP SKILLS UTILIZED BY PRINCIPALS IN
MANAGEMENT OF STUDENTS EXPOSED TO DRUGS: A CASE STUDY OF
PUBLIC SECONDARY SCHOOLS IN EMBAKASI SUBCOUNTY KENYA.**

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**MASTER OF EDUCATION
(LEADERSHIP AND MANAGEMENT)**

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ADM NO 20/01761

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION LEADERSHIP AND MANAGEMENT OF THE SCHOOL OF
EDUCATION, ARTS & SOCIAL SCIENCES, KCA UNIVERSITY**

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DECLARATION

I declare that this research dissertation is my original work and has not been presented to any other examination body and no part of this research should be reproduced without my consent or that of KCA University.

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ABSTRACT

Principals managing students set clear boundaries to enforce consequences, and model positive behavior. Problem-solving skills are vital for intervention and support. Crisis management ensures swift action during incidents. The purpose of this study was to investigate leadership skills utilized by principals in management of students exposed to drugs in public secondary Schools in Embakasi Subcounty Kenya. The specific objectives were to examine collaborative community engagement strategies used by principals, to identify decision-making processes employed by principals, to examine conflict resolution skills used by Principals and to identify counselling skills used by principals when managing students exposed to drugs in Embakasi Subcounty. Transformational Leadership Theory and Situational Leadership Theory guide the study. The research design for this study is a descriptive survey. For this study, a descriptive survey was used as the research design. The target population for this study was 297 respondents. Simple random sampling was used to determine the sample size, the following formula by Yamane (1967) was used to calculate the sample size. Thus, the sample was 170 respondents. This study took place in Embakasi Subcounty. Data was collected using questionnaires and interviews. The questionnaire was used to collect primary data, which was entered into an MS Excel application and exported to SPSS version 26 for further analysis. Results from data analysis was both descriptive and inferential. Descriptive comprise of statistics averages, standard deviations, and percentages whereas inferential statistics comprised of Pearson correlation analysis. Permission was sought from the Graduate School and the National Commission for Science and Technology. The correlation coefficient (R) of 0.753 indicates a strong positive relationship between the community engagement strategies, decision-making processes, conflict resolution skills, counselling skills and the managing students exposed to drugs. The study concluded that principals effectively engaged the community in efforts to tackle drug-related issues by recognizing the diverse needs and perspectives of community members when implementing management strategies for students exposed to drugs. They made informed decisions regarding the management of these students, carefully considering the time required to reach those decisions. Furthermore, principals employed problem-solving techniques that emphasized collaboration and creativity when addressing drug-related issues among students. Students recounted specific instances of community involvement, such as organizing awareness campaigns and workshops aimed at educating both students and parents about the dangers of drug use. Students mentioned that principals tended to listen to both sides of a conflict before making any judgments or decisions. The study recommended that, to effectively address drug-related issues among students in Embakasi Sub County, policymakers should implement comprehensive policies that promote collaborative community engagement strategies. Additionally, principals are encouraged to adopt a more proactive approach in employing conflict resolution and counseling skills when managing students affected by drug-related issues. Students should also be encouraged to take an active role in their own well-being by participating in peer-led initiatives aimed at drug prevention and awareness.

Key words: Leadership Skills, Collaborative Community Engagement Strategies, Decision-Making Processes, Conflict Resolution Skills Counselling Skills

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DEDICATION

This dissertation is dedicated to my beloved family, whose unwavering support and encouragement have been my guiding light throughout this journey. To my parents, thank you for instilling in me the values of perseverance and hard work. Your sacrifices have paved the way for my success, and I am forever grateful. I would also like to express my deepest gratitude to my supervisors, for their invaluable guidance, expertise, and unwavering belief in my potential. Your insights and encouragement have been instrumental in shaping this research, and I am deeply appreciative of your support

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ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
NACADA	National Survey on Alcohol and Drug Abuse
STDs	Sexually Transmitted Diseases
USA	United States of America

OPERATIONALIZATION OF TERMS

Communication Strategies: These are approaches employed by principals to effectively convey information, expectations, and support to students regarding drug-related issues.

Conflict Resolution Skills: These are techniques utilized by principals to address conflicts arising from drug-related incidents among students in a peaceful and constructive manner.

Counseling Skills: These are abilities principals utilize to provide guidance, support, and assistance to students who are experiencing or at risk of drug-related issues.

Decision-Making Processes: These refer to the systematic methods principals employ to assess situations involving drug-related incidents among students and determine appropriate courses of action.

Drug: Substances, both legal and illegal, that have psychoactive effects on the brain and can alter mood, perception, behavior, and cognition.

Students: Individuals enrolled in educational institutions who may be vulnerable to drug use and its associated risks.

CHAPTER ONE

1.0 INTRODUCTION

This section summarizes the study's background, problem statement, purpose, objectives, research questions, assumptions, significance, and scope. It provides context, identifies the issue, outlines goals and objectives, poses research inquiries, acknowledges underlying beliefs, highlights importance, and defines limitations.

1.1 Background of the study

Worldwide, the management of students exposed to drugs is significantly impacted by the implementation of effective leadership strategies by principals. For example, a special report by the National Youth Anti-Drug Media Campaign on teens, drugs, and violence in the USA substantiates this claim (Shafurdin, 2021). The report highlighted concerning patterns, revealing that teenagers who use drugs are more likely to engage in violent activities, theft, additional substance use, and gang affiliation. Furthermore, adolescents who consumed illicit substances were nearly twice as likely to participate in violent behavior compared to their peers who abstained from drug use (Shafurdin et al., 2021). Among these teenagers, one in four admitted to intentionally harming someone through assault. The report also found that teens displaying aggressive behavior most frequently consumed methamphetamine, hemp, and pain relief medications (Shafurdin et al., 2021).

Moreover, school principals like Maria from West Coast High School in California exemplify the positive impact of prioritizing open communication, informed decision-making, and conflict resolution skills to create safe and supportive environments for addressing drug-related challenges among students. This approach underscores the importance of effective communication strategies, decision-making processes, and conflict resolution skills in

significantly influencing the management of students exposed to drugs in schools (Nawi et al., 2021).

The Swedish Quality Agency's figures for the Nordic region in northwestern Europe revealed a concerning rise in dangers and acts of abuse in schools, with over 870 reported incidents involving pupils at all levels in 2018, marking an increase from the previous year. This surge in school violence has raised alarms about the need to control and reduce violent episodes in Swedish schools. The survey also highlights administrators' and educators' views on potential strategies to mitigate verbal abuse and manage student violence in Swedish secondary schools. According to Nkongchu Njicha (2023), these recommendations target districts, educator preparation programs, schools, prospective educators, and instructors to address these issues effectively.

In African regions, schools like Unity Secondary School in Nigeria, led by Principal Amina, emphasize community engagement and collaboration as key strategies for managing students affected by drug exposure. Amina regularly organizes forums and meetings at Unity Secondary School, underscoring the importance of a collective effort in addressing drug-related challenges and fostering a sense of shared responsibility within the community. This dedicated leadership, exemplified by Amina and mirrored by other principals such as Maria and John, is instrumental in creating safe and supportive environments that promote student well-being and academic success despite the challenges posed by drug exposure (Fafunwa, 2022).

Bulus and Rimfat (2018) conducted a research investigation titled "Drug and Alcohol Harm and Alcohol Addiction in Nigerian Schools: Improving by Means of Assistance and Therapy Methods," which revealed that pupils who abuse drugs face serious health risks such as liver damage, brain damage, hypertension, ventricular fibrillation, and persistent blood loss.

Furthermore, there is a greater likelihood that these pupils may engage in aberrant behavior, increasing the risk of health issues such as HIV/AIDS, syphilis, and other STDs. This underscores the vital role that Amina and other administrators like her play in mitigating the negative consequences of drug exposure on children in African schools through effective dialogue techniques, decision-making methods, and conflict resolution strategies.

Evidence from Tanzania indicates that inadequate leadership approaches employed by school principals result in poor student achievement. Consequently, a study conducted in the Tanzanian city of Dodoma by Mwangi et al. (2019) found that principals often relied on political, authoritarian, and openness approaches to management, which negatively influenced learners' academic performance. Furthermore, Kamau and Ochieng (2020) observed that in Uganda, principals collaborate with local health authorities and NGOs to implement drug prevention programs. Similarly, Odhiambo (2017) affirmed that following a drug-related incident at Dar es Salaam Secondary School in Tanzania, the principal quickly implemented crisis protocols. By coordinating with law enforcement and providing counseling services, the principal was able to mitigate the impact on students and restore a sense of safety. Overall, principals in East African secondary schools employ a range of leadership skills, including communication, empathy, collaboration, and crisis management, to create supportive environments that promote student well-being and deter substance abuse (Kamau & Ochieng, 2020).

Locally, in Kenya, data from a 2019 National Survey on Alcohol and Drug Abuse conducted by NACADA reveals alarming trends, the role of principals' communication strategies, decision-making processes, and conflict resolution skills is crucial in managing students exposed to drugs within school settings. The survey highlights concerning statistics, indicating that 13.3% of Kenyans currently use alcohol, with 9.1% consuming tobacco, 4.2% using miraa, 1.0% using

bhang, and 0.1% using heroin. Notably, bhang stands out as the most readily available illicit drug in the country, while alcohol remains the most commonly abused substance, leading to significant harm among Kenyans due to various associated problems, including excessive consumption and the adulteration of illicit brews. Particularly troubling is the decreasing median age of first drug use, which has dropped to as low as 10 years (Marwa Sospeter, 2023). A study by Ouma, Simatwa, and Serem (2018) highlighted disciplinary problems in public primary schools in Kisumu, including drug abuse and trafficking. Pupils involved in drug use at home exhibited various behavioral issues such as bullying, sexual harassment, and the use of abusive language. However, the study lacked a focus on secondary school students, revealing a knowledge gap that underscores the importance of addressing drug-related challenges comprehensively across all educational levels. Therefore, effective communication, decision-making, and conflict resolution strategies employed by principals are essential in tackling the complex issue of drug exposure among students in Kenya's schools.

Leadership skills for a school principal encompass a diverse set of capabilities crucial for effectively guiding a school community towards its educational objectives (Day, Sammons, & Gorgen, 2020). According to Stronge and Xu (2021), leadership in schools involves creating a shared vision, fostering a collaborative culture, and promoting continuous improvement. Additionally, Fullan emphasizes the importance of distributed leadership, where responsibility for achieving school goals is shared among staff members, enabling collective ownership of the school's success. Stronge and Xu (2021) further argue that successful leaders encourage and inspire others to prioritize the group's needs over their own, thereby fostering creativity and positive change within the educational environment.

Xu, et, al (2021) highlights the importance of understanding the interconnectedness of various elements within the school system and leveraging this understanding to identify and address systemic challenges, ultimately fostering a culture of continuous learning and improvement. These skills include the ability to articulate a compelling vision for the school's future and establish attainable goals aligned with its mission. Effective communication is vital, ensuring clear transmission of expectations, priorities, and feedback to staff, students, and parents alike. A principal must exhibit sound judgment in decision-making to address complex issues, allocate resources efficiently, and prioritize initiatives supporting student learning and well-being.

According to Kamenderi and Muteti (2019), misuse of drugs is the term used to describe the overindulgence in drugs, whether synthetic or natural, that interfere with the human body's regular biological processes. This alteration in behavior and bodily functions is a concerning issue worldwide. According to the World Drug Report (2018), there has been a notable increase in the use of illicit drugs globally in recent years. The Report on Drug Use in the Americas (2019) reveals that the prevalence of alcohol use across the American hemisphere varies widely, ranging from about 11.5% to nearly 64% among all age groups. These reports underscore the growing challenge posed by drug abuse and the urgent need for comprehensive strategies to address this issue on a global scale.

In Embakasi Sub County, Kenya, there are 11 registered Public Secondary Schools. Muhuri Muchiri Boys High School, located in Embakasi near Nairobi Town, Embakasi East Constituency in Nairobi County, is one of them. Embakasi Garrison Secondary School, an extra-county public secondary school, is also situated near Nairobi Town in Embakasi East Constituency, Nairobi County (Ministry of Education Report, 2021/2022).

Mihango Secondary School, Ruai Boys Secondary School, Ruai Girls Secondary School, Utawala Secondary School, Uhuru Secondary School, Kayole South Secondary School, GHU Mixed Secondary School, Our Lady Of Mercy Girls Secondary School, and another Peter Kibukosya Secondary School are among the public secondary schools in the area (Ministry of Education Report, 2021/2022).

TABLE 1:

Summary of Current Use of Drugs And Substance Use Among The Youth Aged 15 – 24 Years in Kenya

Substance	Prevalence	Population affected
Alcohol	11.8	3199119
Tobacco	8.5	23305929
Cannabis	3.6	964737
Khat	1.9	518807
Prescription drugs	0.2	60407
Polydrug (multiple drugs)	6.5	1766583
At least one substance	17.5	4733152

Source; NACADA’s Abridged Version of the National Survey on the Status of Drugs and Substance Use (2022).

The table 1 provides a summary of the current prevalence of drug and substance use among Kenyan youth aged 15 to 24 years. It outlines the prevalence rates and the estimated population affected by various substances. According to the data, alcohol has the highest prevalence at 11.8%, affecting approximately 3,199,119 individuals in this age group. Tobacco follows with a prevalence of 8.5%, affecting around 2,330,5929 individuals. Cannabis and khat have prevalence rates of 3.6% and 1.9% respectively, affecting approximately 964,737 and 518,807 individuals respectively. Prescription drugs have a lower prevalence at 0.2%, impacting around

60,407 individuals. Polydrugs, or the use of multiple substances, have a prevalence rate of 6.5%, affecting approximately 1,766,583 individuals. Overall, at least one substance is used by 17.5% of the youth population, totaling around 4,733,152 individuals. These statistics highlight the significant prevalence of substance use among Kenyan youth, indicating a need for comprehensive interventions and support systems to address this issue.

1.2 Statement of the Problem

In an ideal situation, drug usage is a global problem that affects nearly every nation (Ruturi, 2020). Previous research has revealed alarming levels of substance abuse among secondary school students, with up to 32% consuming alcohol three or more times a week and 20.6% regularly smoking cigarettes. The issue is further exacerbated by inadequate communication, decision-making, and conflict resolution skills among school principals (Kirigia, 2020). This behavior has detrimental effects on health, academics, and relationships. A national survey conducted in Kenya (2018) indicates that 11.7% of youth aged 15-24 use alcohol, 6.2% use tobacco, 4.7% use miraa, and 1.5% use cannabis, with some initiating drug use as early as age 10. Drug abuse often leads to conflict between students and school administration, which can result in student expulsions due to riotous behavior

There are insufficient studies examining the factors influencing drug use and substance abuse among students in public high schools in Kiambu County, as noted by Kiambi (2018). The study revealed that peer pressure significantly impacts drug use among students in public secondary schools. In a related analysis, Mutiso, Ndeti, et al. (2019) investigated the association between drug use, mental illnesses, and social issues among secondary school students in Kenya, finding a significant rate of drug use among both genders. Additionally, Kahi (2019) examined the status of drug and substance use among secondary school students in Kenya, concluding that these schools are not drug-free environments.

However, a research gap exists, as most studies focus on drug abuse in general, without specifically addressing the impact of leadership skills utilized by principals in managing students exposed to drugs, particularly in secondary schools in Embakasi Subcounty, Kenya. This study aimed to fill that gap, as identified by Kiambi et al. (2018) by determining the effect of principals' leadership skills on managing students exposed to drugs in Embakasi Subcounty, Kenya.

1.3 Purpose of The Study

To determine the effect of leadership skills utilized by principals in management of students exposed to drugs: a study of Public Secondary Schools in Embakasi Subcounty Kenya.

1.4 Specific Objective

- i. To examine the effect of collaborative community engagement strategies used by principals when managing students exposed to drugs in Embakasi Subcounty
- ii. To identify the effect of decision-making processes employed by principals when managing students exposed to drugs in Embakasi Subcounty
- iii. To examine effect of conflict resolution skills used by Principals when managing students exposed to drugs in Embakasi Subcounty
- iv. To determine the effect of counselling skills used by principals when managing students exposed to drugs in Embakasi Subcounty

1.5 Research Questions

The study employed the following research questions:

- i. What are the effect of collaborative community engagement strategies are used by principals when managing students exposed to drugs in Embakasi Subcounty?

- ii. What is the effect of decision-making processes employment by Principals when managing students exposed to drugs in Embakasi Subcounty?
- v. What is the effect of conflict resolution skills, used by Principals when managing students exposed to drugs in Embakasi Subcounty?
- vi. What is the effect of counselling skills used by principals when managing students exposed to drugs in Embakasi Subcounty?

1.6: Research Hypothesis

The study was guided by the following null hypothesis:

- H₀1: There is a significant relationship between the collaborative community engagement strategies used by principals and the management of students exposed to drugs in Embakasi Subcounty.
- H₀2: The decision-making processes employed by principals have a significant relationship with the management of students exposed to drugs in Embakasi Subcounty.
- H₀3: There is a significant relationship between the conflict resolution skills used by principals and the management of students exposed to drugs in Embakasi Subcounty
- H₀4: The counseling skills used by principals have a significant relationship with the management of students exposed to drugs in Embakasi Subcounty

1.7 Assumptions of the Study

The assumption of the study was that collaborative community engagement strategies employed by principals had a significant effect on managing students exposed to drugs in Embakasi Subcounty. It was assumed that through partnerships with parents, local leaders, and organizations, principals could more effectively address drug-related issues. Additionally, the study assumed that decision-making processes used by principals played a critical role in managing students exposed to drugs. Principals who adopted structured and inclusive decision-making strategies were likely to handle drug-related cases with greater efficacy. Furthermore,

conflict resolution skills applied by principals were assumed to mitigate the challenges posed by students involved with drugs by promoting understanding and peaceful resolution of issues. Lastly, it was assumed that counseling skills were essential for principals in managing drug-exposed students, providing necessary support for their recovery and reintegration into the school environment.

1.8 Significance of the study

1.8.1 To the Ministry of Education

The study's findings would inform the Ministry of Education in crafting evidence-based policies and guidelines focused on addressing drug-related issues in secondary schools. These policies would incorporate effective leadership strategies identified in the study, ensuring that school leaders received the necessary support and resources. The leadership skills utilized by principals could help the Ministry allocate resources more effectively. By targeting interventions and training programs based on the study's findings, the Ministry could maximize its impact in combating drug exposure among students.

The study could also provide valuable insights for monitoring and evaluating the effectiveness of existing initiatives aimed at managing drug-related challenges in schools. The Ministry could use the findings to assess the implementation of policies and identify areas for improvement.

1.8.2 To School Principals

Principals can benefit from the study by gaining insights into effective leadership practices specific to managing students exposed to drugs. This knowledge can inform their professional development efforts, guiding them in acquiring or refining relevant skills through training programs or workshops. The study's findings can assist principals in making informed decisions when developing strategies and interventions to address drug-related issues within their schools.

Understanding successful leadership approaches identified in the study, principals can tailor their responses to the unique needs of their students and communities. The study can foster the creation of supportive networks among school principals, allowing them to share experiences, exchange best practices, and collaborate on solutions to common challenges related to drug exposure among students.

1.8.3 To Students

Students can benefit from the study's findings by gaining a better understanding of the proactive measures taken by their school leaders to address drug-related issues. This awareness can empower students to make informed choices, resist peer pressure, and seek help if they or their peers are struggling with drug exposure.

The study highlight the availability of support services and resources within schools for students affected by drug exposure. Knowing that their school was equipped to provide assistance, students might feel more comfortable reaching out for help and support when needed. The study's findings would also inform peer education programs aimed at raising awareness about the risks associated with drug use.

1.8.4 To Academia

Academics can use the study's findings to contribute to the body of literature on educational leadership and student well-being. The study can inspire further research exploring the intersection of leadership skills and the management of drug-related issues in educational settings. The findings of the study can inform the development of curriculum materials and training modules for aspiring school leaders. Academia can integrate insights from the study into educational programs designed to prepare future principals for the challenges they may face in managing students exposed to drugs. Academics can leverage the study's findings to

engage with local communities and stakeholders in discussions about school-based interventions to address drug exposure among students. Sharing knowledge and expertise, academia can contribute to collaborative efforts aimed at promoting the health and well-being of students.

1.9 Scope and Limitations of the Study

The study aimed to investigate the leadership skills used by principals in managing students exposed to drugs, focusing on secondary schools in Embakasi Subcounty, Kenya. The independent variables were the principals' communication strategies, decision-making processes, conflict resolution skills, and counseling abilities, while the dependent variable was the effectiveness of managing students exposed to drugs.

The research was carried out in Embakasi Subcounty, Nairobi County, targeting a population of 297 respondents from secondary schools. The participants included Form 3 and 4 students, principals, school counselors, class teachers, and chairpersons of Parent-Teacher Associations (PTAs). Form 3 and 4 students were chosen because of their awareness of drug abuse cases in schools and their ability to assess the principals' leadership skills in managing these situations. Nine schools were selected for the survey, with nine representatives each from deputy principals, school counselors, class teachers, and PTAs. The selection of students focused on those with records of drug involvement. The study was conducted from March to May 2024 and incorporated both expert opinions and student perspectives to provide a comprehensive analysis of the principals' leadership in managing students exposed to drugs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section outlines the Empirical Literature Review, Theoretical framework and the Conceptual framework.

2.2 Empirical Literature Review

Empirical Literature is a comprehensive survey of existing research, theories, and scholarly articles on a specific topic. It involves the systematic identification, evaluation, and synthesis of relevant literature to provide an overview of current knowledge, highlight gaps, and contextualize the research problem or question.

2.2.1 Collaborative Community Engagement Strategies

In their qualitative case study titled "Community Engagement Strategies for Managing Students Exposed to Drugs in Secondary Schools: A Case Study," Smith (2021), examined collaborative community engagement strategies implemented by principals in urban secondary schools in New York City. Their study involved 10 principals with at least five years of experience in addressing drug-related issues within their schools, along with 30 teachers, 20 parents, and 50 students actively involved in drug prevention and intervention programs. The findings underscored the crucial role of principals in establishing strong partnerships with local law enforcement agencies, community organizations, and healthcare providers to effectively address drug-related challenges.

The current study emphasized the significance of collaborative community engagement in creating supportive environments for students facing drug-related issues.

Ambruoso (2020) conducted a study in Mpumalanga, South Africa, examining collaborative community engagement strategies to tackle alcohol and other drug abuse. Through the MRC/Wits Agincourt, also Epidemiological and Psycho Demographic Monitoring Network in the state of Mp South Africa, 48 community members from 3 rural communities participated in interactive action research (PAR). Conferences took place to discuss issues suggested by the public, compile firsthand accounts of lived experiences, and come up with solutions for issues that were noted. Thematic examination based on practice concepts was used to both textual and visual material, eliciting procedures of development and change. The results showed that drug and alcohol misuse is a major concern in the communities.

The current study sought to address a research gap by examining collaborative community engagement strategies utilized by principals in managing students exposed to drugs within the Kenyan context.

Maithya and Cheloti (2019) studied how parents might intervene when their children or young people are experiencing drug usage crises in Kenya. The study highlighted the important role families perform in keeping kids and young people including those who are currently using drugs away from abusing substances. The article examined parental participation and its effect on controlling substance abuse and addiction between young people and teens utilising an electronic assessment of data and accounts, with the goal of offering solutions for addressing the situation. The results emphasised how crucial it is for parents to supervise and keep an eye on their kids' relationships in order to prevent DSA. The research came to the conclusion that in order to guarantee acceptable behaviour and lower the risk of drug and alcohol misuse, parents ought to establish guidelines for their kids' outside interests, keep an eye on how they act socially, and manage relationships with them.

The current study shifted focus to examine collaborative community engagement strategies utilized by principals in managing students exposed to drugs, specifically in Embakasi Subcounty.

2.2.2 Decision-Making Processes Employed by Principals

Njoroge (2024) emphasized how crucial it is for parents to supervise and keep an eye on their kids' relationships in order to prevent DSA. The research came to the conclusion that in order to guarantee acceptable behaviour and lower the risk of illicit substance misuse, parents' ought to establish guidelines for their kids' outside interests, keep an eye on how they act socially, and manage relationships with them. There were 676 participants from two semester cohorts, with a mean age of 12.2 years and 53% male students. When it came to substance use behaviours, psychological determinants associated with substance use, and the development of drug-resistant abilities, the MR individuals demonstrated pretest-to-posttest shifts in desired instructions, whereas the controls typically altered towards negative ones.

The current study sought to address this gap by assessing the decision-making processes employed by principals when managing students exposed to drugs, specifically in Embakasi Subcounty.

Wang (2019) offers a critical review of school leaders' data-driven decision making (DDDM), highlighting the potential conflict between DDDM and moral decision making among principals in British schools, amidst increasing accountability in education. While DDDM involves using data to set goals, identify problems, evaluate options, and make decisions, moral decision making pertains to determining what is right, just, virtuous, and ethical. The study underscores the possibility of tension between these two decision-making approaches,

particularly when school leaders operate within an organizational context where leaders, teachers, and students have conflicting interests.

The current study aimed to address this gap by investigating the decision-making processes employed by principals when managing students exposed to drugs, specifically in Embakasi Subcounty.

In order to ascertain how there were any noteworthy distinctions between administrators who backed different administrative practices such as peer instruction, mentorship programmes, encouraging drug users, the pupil queries, and cooperation with the National Authority Control Against Drug and Substance Abuse and the ones who did not, Aguttu (2019) carried out a study in Busia County, Kenya. The research employed a descriptive survey approach, focusing on a sample of 30,745 participants.

A total of 495 respondents were chosen from this community, including 420 pupils from 35 institutions of learning, 35 administrators, 5 teaching officials for facilitated talks, and 35 guidance and counselling instructors. The main tool for gathering data was a survey. According to the research, educational peer programmes significantly reduced drug and substance misuse in schools when in comparison with those that did not have them.

This study aimed to fill a vacuum in the evaluation of the decision-making procedures used by schools in Embassy Subcounty.

2.2.3 Conflict Resolution Skills Used by Principals When Managing Drug-Related Issues

Nhambura (2020) undertook a research with the goal of identifying solutions for dealing with drug-using adolescents' violence in Vryburg secondary schools in Nairobi County. It made use of a qualitative approach aimed at investigating administrators' and instructors' perspectives on how to handle student violence. 18 individuals were deliberately chosen from three high schools

in the Vryburg, which Region throughout the purpose of the research. Focus groups with educators and one-on-one, deep conversations involving directors were both used in the data collecting process. Research findings showed that gang-related assault, assault, and the use of firearms are only a few of the violent acts that occur in schools. Expanding on prior studies, the present research aims to evaluate the approaches to resolution that administrators employ, particularly when handling drug-related problems in the classroom setting.

The current study focused on examining conflict resolution skills utilized by principals when managing drug-related issues among students in the Kenyan context. This research sought to explore how principals addressed conflicts arising from drug-related incidents within schools, contributing to the existing literature on effective strategies for managing such challenges.

The study conducted by Mokwena and Mokgatle (2020) aimed to assess the implementation of the National Policy of Drug Abuse Management in Schools in South Africa. Employing a qualitative design, data were gathered through in-depth interviews with 21 members of School Management Teams in a school district within the North West Province, South Africa. The results revealed that none of the school management team members were familiar with the National Policy of Drug Abuse Management, leading to its non-implementation. Additionally, the schools lacked written policies addressing drug abuse matters within their environments.

Larasati and Raharja (2020) investigated conflict management as a means to enhance school effectiveness. Employing a qualitative approach, they utilized library research methods to analyze existing empirical findings and contribute to scholarly discourse. Their study revealed that conflict within schools does not always have a negative impact; instead, it can stimulate creativity, adaptation, and innovation. Various conflict management styles were identified as

useful in handling conflicts within educational settings. However, the research's scope was limited to specific instances of conflict management in schools.

The current study aimed to address this research gap by evaluating the conflict resolution skills employed by principals when managing drug-related issues, thereby contributing to a more comprehensive understanding of conflict resolution strategies in educational environments.

The issues related to substance and drug avoidance in high school were examined by Kisaka (2019), with a particular emphasis on the Malindi Central Urban Sub-County in Kenya. With an experiment size of four institutions and 60 instructors chosen by deliberate selection, the target population comprised 8 schools and 112 educators. The research involved the selection of instructors based in their ownership, leading to the longest-serving teachers being included. Educational institutions were determined according to how close they were to the urban setting of Malindi Sub-County.

Data were gathered through targeted group conversations and interviews; basic statistical techniques were utilised to analyse the numbers, and theme analysis was used to analyse the qualitative data. According to the research, pupils mostly overused drugs such as cigarettes, alcohol, bhang, and khat (miraa); they got these narcotics through their relatives, friends, and neighborhood.

The current study shifted focus to assessing the conflict resolution skills utilized by principals when managing drug-related issues among students in Embakasi Sub County.

2.2.4 Counselling Skills Used by Principals in Managing Drug Related Issues

In Nawi's study (2021) examined the risk and protective factors associated with drug abuse among adolescents were examined, specifically excluding tobacco addiction and alcohol abuse. The review utilized stringent inclusion and exclusion criteria, requiring articles to be full-text,

published between 2016 and 2020, and accessible through open-access resources or subscribed to by the institution.

The results highlighted a number of specific risk factors, such as severe pain perception, limited religious commitment, high impulsiveness, disobedience, poor mental health, unfinished schoolwork, too much television time, and schizophrenia. The goal of the current study was to better recognize the therapy techniques principals in Embakasi Subcounty used to deal with drug-related problems among their students.

Kheswa, Mahola, and Dayi (2020) delved into the impact of cultural practices and substance abuse among male students at a South African Technical and Vocational Education and Training (TVET) College Campus. Guided by Broidy and Agnew's Gender Role Strain Theory, which posits that cultural norms influence male patriarchal attitudes, the study employed a descriptive, qualitative approach. Ten Xhosa-speaking traditionally circumcised males aged 18-26 volunteered for interviews, with the study ensuring trustworthiness through the application of Lincoln and Guba's principles. The findings revealed that substance abuse often led male students to engage in unsafe sexual practices, although some exhibited positive self-esteem. Additionally, participants credited their socially acceptable behavior to authoritative parents and supportive peers. Consequently, the study recommends that higher education institutions enhance security measures and implement psycho-educational programs to mitigate drug use. The current study shifted its focus to examining the impact of counseling skills utilized by principals in managing drug-related issues among students in Embakasi Subcounty.

Topping (2022) carried out a thorough analysis of peer therapy and instruction for wellness and health in the United Kingdom. 58 stories, methodical, and the results of meta- on the subject were examined for this study. Reviews of peer instruction mainly addressed HIV/AIDS and sex

health actions, then a range of medical illnesses and treatments in correctional settings. Articles that were more generic covered a wider variety of subjects. Assessments in peer mediation focused mostly on anxiety and parenting. Assessments showed that there was a lack of assessment in the beginning, that there were advances in learning but not in behaviour, and that there were gains in both comprehension and behaviour in the end. This implies that peer teaching and therapy may be beneficial as long as organisational variables are properly handled and the nation's cultural background is acknowledged.

The current study shifted its focus to examining counseling skills utilized by principals when managing drug-related issues among students in Embakasi Subcounty.

Using an ex-post facto study approach, King'ori (2020) investigated drug addiction management and counselling services for pupils from Bahati Division, Kenya. 47 high schools in the region were included in the survey, with a total student population of 7,767 and 472 instructors. Ten chief educators, eight school therapists, and an arbitrary number of 120 students were chosen to participate from these schools. Giving questionnaires to the chosen respondents was the process of gathering data. The obtained data was then analysed using descriptive statistics, which were made possible by the use of the Statistical Package for Social Science (SPSS) version 11.5 for Windows. The findings revealed that inexpensive and readily accessible drugs were the most prevalent, often perceived as legally and socially acceptable.

Building upon this groundwork, the current study focused on exploring the counseling techniques employed by principals in addressing drug-related issues among students in Embakasi Subcounty.

2.3 Theoretical Framework

A theoretical framework, which outlines the ideas, concepts, and principles guiding the investigation's design, evaluation, and comprehension of findings, offers an intellectual

foundation for a study. It facilitates the development of speculation, understanding of correlations amongst factors, and mental organisation for investigators (Varpio, 2020). The Transformational Coaching Theory and Positional Leadership Theory, which suggest that followers' preparedness or degree of maturity affects leadership effectiveness, serve as the foundation for this study.

2.3.1 Transformational Leadership Theory

Transformational Leadership Theory, introduced by James MacGregor Burns in 1978, focuses on inspiring and motivating followers to surpass their own self-interests. The theory argues that leaders drive higher levels of performance and moral development by fostering a vision and engaging followers in achieving shared goals, thus elevating both individual and organizational success (Kamau, 2023). Principals employing this theory focus on fostering a shared vision, empowering individuals, and promoting innovation to effectively manage students exposed to drugs. They strive to create a positive school culture and encourage active involvement from stakeholders in addressing drug-related issues (Okumu 2022).

Bernard Bass, a prominent figure in leadership studies, significantly contributed to the advancement of this theory through his work in the 1980s and beyond. Bass refined Burns' original concepts and introduced new dimensions, emphasizing the role of leaders in inspiring and motivating followers to achieve common goals. Additionally, Avolio and Bass (1994) expanded the theory by introducing the concept of "full range leadership," which encompasses transformational, transactional, and laissez-faire leadership styles. Building upon this foundation, scholars such as Kouzes and Posner (1987) explored the practical applications of transformational leadership in educational settings, highlighting its potential to foster positive change and enhance organizational effectiveness (Reza, 2019).

Leithwood, Day, Sammons, Harris, and Hopkins (2006) conducted extensive research on transformational leadership in schools, providing empirical evidence of its impact on student outcomes and school improvement efforts. Collectively, these scholars have significantly advanced our understanding of transformational leadership and its relevance in effectively managing complex challenges such as drug abuse among students (Ashaye and Almonawer, 2020).

The Transformational Leadership Theory was applied to explain the relationship between leadership skills and the management of students exposed to drugs: a study of secondary schools in Embakasi Sub County, Kenya, for several reasons. Transformational leadership emphasized inspiring and motivating followers to achieve higher levels of performance and moral development, which aligned closely with the need for principals to effectively address drug-related issues among students. Principals employing this theory focused on fostering a shared vision, empowering individuals, and promoting innovation to effectively manage students exposed to drugs.

2.3.2 Situational Leadership Theory

Situational Leadership Theory was proposed by Paul Hersey and Ken Blanchard (1969). Situational leadership theory posits that effective leadership is contingent upon the readiness or maturity level of followers. Principals utilizing this theory adapt their leadership style based on the specific situation and the needs of students exposed to drugs. They assess the readiness of individuals to address drug-related challenges and adjust their communication strategies, decision-making processes, and conflict resolution skills accordingly (Daniëls and Dochy, 2019).

Blanchard and his colleagues continued to refine and extend the theory through their seminal work in the 1970s and beyond. Their research focused on the dynamic nature of leadership, emphasizing the importance of leaders adapting their style to suit the specific needs and capabilities of their followers in different situations (Seidel and Marodin,2019).

Scholars such as Victor Vroom and Philip Yetton (1973) made significant contributions by introducing the situational factors that influence leadership decision-making processes. Building upon these foundations, researchers like Robert House (1971) further explored the situational aspects of leadership, emphasizing the role of environmental factors in shaping leadership effectiveness. (Marodin, et.al 2019).

The Situational Leadership Theory was closely linked to investigating leadership skills utilized by principals in the management of students exposed to drugs for several compelling reasons. Firstly, the theory emphasized the importance of leaders adapting their leadership style based on the specific needs and capabilities of their followers and the situational context at hand. In the context of addressing drug-related issues among students, principals encountered diverse and dynamic situations that required flexible leadership approaches.

2.4. Conceptual Framework

A conceptual framework serves as a blueprint for understanding how various variables in a study are interrelated. It maps out the connections between independent and dependent variables, providing a structured approach to examining their interactions. In this context, the independent variables include Collaborative Community Engagement Strategies, Decision-Making Processes, Conflict Resolution Skills, and Counselling Skills. Each of these factors plays a crucial role in influencing the management strategies and interventions used to address drug exposure among students.

Collaborative Community Engagement Strategies refer to the methods and practices employed by educational institutions and stakeholders to work together with the community in managing and preventing drug exposure among students. This variable focuses on how well schools and community members collaborate to create a supportive environment for students. Decision-Making Processes involve the approaches and frameworks used by school principals and administrators to make informed decisions regarding drug management. Effective decision-making is crucial for developing and implementing successful interventions and policies.

Conflict Resolution Skills and Counselling Skills are pivotal in addressing the challenges associated with drug exposure among students. Conflict Resolution Skills pertain to the techniques used to manage and resolve disputes that may arise due to drug-related issues. Counselling Skills involve providing support and guidance to students affected by drug exposure, helping them cope with and overcome their challenges. Together, these independent variables impact the dependent variable, Management of Students Exposed to Drugs, by shaping the strategies and interventions implemented to effectively address drug exposure in educational settings.

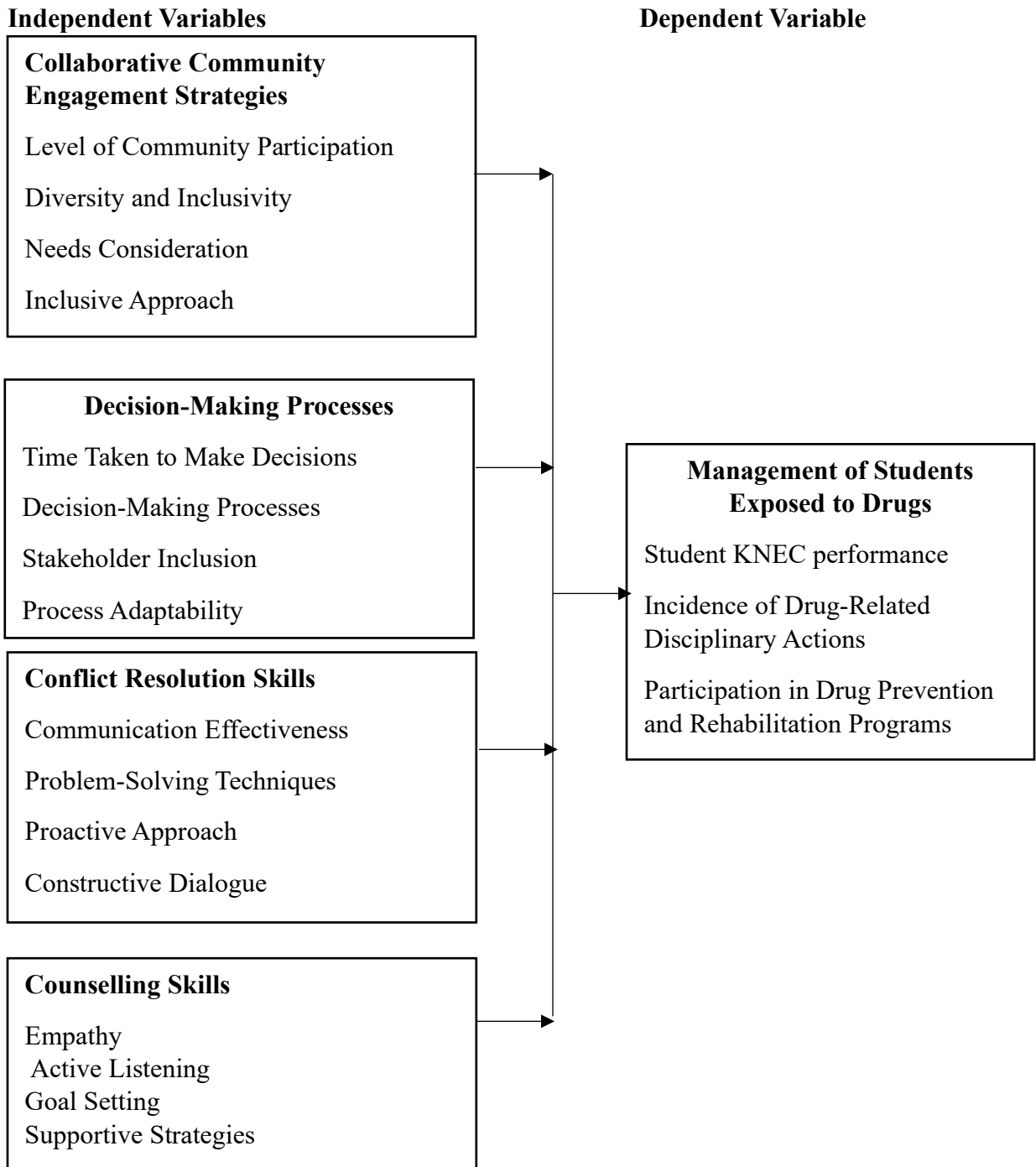


FIGURE 2.1
Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the research design, target population, samples and sampling procedure, instrumentation, data collection methods, data collection tools and data analysis and presentation.

3.2 Research Design

For this study, a descriptive survey was selected as the research design due to its effectiveness in capturing a comprehensive snapshot of the current state of knowledge and attitudes regarding drug-related issues among students. This approach allowed for the collection of both quantitative and qualitative data, providing a more holistic view of the subject matter. The field survey method, as outlined by Dannels (2018), is particularly advantageous in that it enables researchers to gather information about the broader context of a situation without requiring data from the entire population. This is essential in situations where logistical constraints or resource limitations make it impractical to survey every individual within the target group. By utilizing a descriptive survey, this study effectively identifies patterns, relationships, and perceptions related to the management of students exposed to drugs, thereby contributing valuable insights that can inform future interventions and policies.

3.3 Study Location

Embakasi Subcounty, located in Nairobi County, Kenya, is bounded by the Nairobi River and the Athi River. Positioned in the southeast corner of Nairobi City, it includes wards such as Embakasi Central, Embakasi East, Embakasi North, Embakasi South, and Embakasi West. These divisions are characterized by a dense population and diverse socioeconomic conditions, making the area susceptible to various psychological challenges, including student drug abuse. Therefore, a study on "Leadership Skills Utilized by Principals in the Management of Students Exposed to Drugs" in public secondary

schools is critical (Ruturi, 2020). Understanding the strategies employed by principals in addressing these issues is vital for developing effective interventions tailored to the local context.

3.4 Study Population

This research was carried out in the Embakasi Subcounty. The Subcounty has 11 public secondary schools (Appendix I). The target population for this study was 297 respondents consisting of principal, school counselors, class teachers, students and Parent-Teacher Associations (PTAs) representatives Form 3 and 4 students, principals, school counselors, class teachers and chair persons representing Parent-Teacher Associations (PTAs). Forms 3 and 4 students are targeted because they have been in school for some time and are likely to be more familiar with the cases of drug abuse in schools and better placed to evaluate the impact of these substances on the academic performance of students. In addition, they are mature enough to suggest ways of dealing with the issue from their own experiences, and make suggestions for improvement. The study population will be 297 respondents.

TABLE 3.1

Study Population			
Strata	Frequency	Sample Ratio	Sample Size
Principal	1	0.57	1
school counselors	3	0.57	2
class teachers	1	0.57	1
Students	32	0.57	18
Parent-Teacher Associations (PTAs) representatives	3	0.57	2
Principal	1	0.57	1
school counselors	4	0.57	2
class teachers	1	0.57	1
Students	21	0.57	12

Parent-Teacher Associations (PTAs) representatives	5	0.57	3
Principal	1	0.57	1
school counselors	4	0.57	2
class teachers	1	0.57	1
Students	18	0.57	10
Parent-Teacher Associations (PTAs) representatives	5	0.57	3
Principal	1	0.57	1
school counselors	4	0.57	2
class teachers	12	0.57	7
Students	16	0.57	9
Parent-Teacher Associations (PTAs) representatives	3	0.57	2
Principal	1	0.57	1
school counselors	5	0.57	3
class teachers	1	0.57	1
Students	10	0.57	6
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	3	0.57	2
class teachers	1	0.57	1
Students	8	0.57	5
Parent-Teacher Associations (PTAs) representatives	1	0.57	1
Principal	1	0.57	1
school counselors	3	0.57	2
Students	18	0.57	10
class teachers	1	0.57	1
Parent-Teacher Associations (PTAs) representatives	5	0.57	3
Principal	1	0.57	1
school counselors	2	0.57	1
class teachers	1	0.57	1
Students	18	0.57	10

Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	3	0.57	2
class teachers	1	0.57	1
Students	13	0.57	7
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	2	0.57	1
class teachers	1	0.57	1
Students	12	0.57	7
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	5	0.57	3
class teachers	1	0.57	1
Students	18	0.57	10
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
	297		170

Ministry of Education (2024)

3.5 Sampling Procedure

Sampling is the act of choosing a number of people, things, or items from a target population in a way that guarantees the chosen group contains components sufficiently representative of the overall population, according to Kombo et al. (2002). For this investigation, simple random sampling was used. This is due to the fact that basic random sampling guarantees an impartial selection of manufacturing companies, improving generalizability and simplicity of application (Kombo, et. Al 2002). According to Webster (1985), a sample is a limited portion of the population whose characteristics are examined in order to learn more about the population as a whole.

3.5 1 Sample Size

To determine the sample size, the following formula by Yamane (1967) was used to calculate the sample size

$$n = N / (1 + N(e^2))$$

Where n is sample size, N is Target population, e = acceptable error = +or – (0.05)

Given that $N=100$

$$n=297 / (1+297) (0.0025)$$

$$n= 170$$

Thus, the sample as 170 respondents.

TABLE 3.2

Distribution of the Sample Size

Strata	Frequency	Sample Ratio	Sample Size
Principal	1	0.57	1
school counselors	3	0.57	2
class teachers	1	0.57	1
Students	32	0.57	18
Parent-Teacher Associations (PTAs) representatives	3	0.57	2
Principal	1	0.57	1
school counselors	4	0.57	2
class teachers	1	0.57	1
Students	21	0.57	12
Parent-Teacher Associations (PTAs) representatives	5	0.57	3
Principal	1	0.57	1
school counselors	4	0.57	2
class teachers	1	0.57	1
Students	18	0.57	10
Parent-Teacher Associations (PTAs) representatives	5	0.57	3
Principal	1	0.57	1
school counselors	4	0.57	2
class teachers	12	0.57	7
Students	16	0.57	9
Parent-Teacher Associations (PTAs) representatives	3	0.57	2
Principal	1	0.57	1

school counselors	5	0.57	3
class teachers	1	0.57	1
Students	10	0.57	6
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	3	0.57	2
class teachers	1	0.57	1
Students	8	0.57	5
Parent-Teacher Associations (PTAs) representatives	1	0.57	1
Principal	1	0.57	1
school counselors	3	0.57	2
Students	18	0.57	10
class teachers	1	0.57	1
Parent-Teacher Associations (PTAs) representatives	5	0.57	3
Principal	1	0.57	1
school counselors	2	0.57	1
class teachers	1	0.57	1
Students	18	0.57	10
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	3	0.57	2
class teachers	1	0.57	1
Students	13	0.57	7
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	2	0.57	1
class teachers	1	0.57	1
Students	12	0.57	7
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
Principal	1	0.57	1
school counselors	5	0.57	3
class teachers	1	0.57	1
Students	18	0.57	10
Parent-Teacher Associations (PTAs) representatives	4	0.57	2
	297		170

3.5.2 Sampling techniques

The researcher employed a stratified random sampling technique. This method divide the population of public secondary schools in Embakasi Subcounty into homogeneous groups based on relevant characteristics, such as school size or location. Ensuring representativeness and comparability, the researcher abled to analyze how various factors influence leadership practices in managing students exposed to drugs. This approach increased the precision of the study by reducing sampling variability within each stratum, making it logistically feasible while enhancing the validity and generalizability of the findings.

3.6 Data Collection Procedure

In this instance, a semi-structured interview with pre-planned questions was employed. This instrument offers the versatility needed for that kind of research. It allowed topics to be reworded and reasons to be offered for particular queries that are improper for a certain interviewer.

3.6.1 Data Collection Techniques

Interviews were used to gather primary data from the Key Informants and the pupils. When using interviews as a research method, the researcher poses questions to the subjects and gets their responses. It comes in a variety of forms and is utilised extensively in social science research (Robson, 2002). For example, in a completely structured interview, the questions are pre-formulated and have standardized language, often in a pre-arranged sequence.

3.6.2. Data Collections Tools

Principals, school counselors, class teachers and Parent-Teacher Associations (PTAs) representatives will be surveyed using structured questionnaires to gather quantitative data on their perceptions of leadership skills employed in managing students exposed to drugs. The

questionnaire included Likert scale items, multiple-choice questions, and open-ended questions to assess various aspects of leadership practices.

In-depth interviews was conducted with students to provide rich qualitative insights into their experiences, perspectives, and observations regarding leadership approaches to addressing drug-related issues in schools. Semi-structured interview guides was used to explore specific themes and gather detailed narratives.

Reviewing school policies, disciplinary records, counseling reports, and other relevant documents will be conducted to provide additional context and corroborate findings from other data collection methods. Document analysis helped identify formalized approaches to addressing drug-related issues and assess the consistency between policy and practice.

3.6.3. Ethical considerations

Permission was sought from the Graduate School and the National Commission for Science and Technology. Informed consent was obtained from all participants, including principals, teachers, counselors, and students, ensuring they understand the purpose of the study, their voluntary participation, and the confidentiality of their responses. Measures were implemented to protect the privacy and anonymity of participants, with data anonymized and stored securely to prevent unauthorized access. Respect for cultural norms and sensitivities was upheld throughout the research process, with efforts made to ensure that participants from diverse backgrounds feel comfortable and respected. Researchers adhered to ethical guidelines regarding data collection, analysis, and dissemination, ensuring integrity and transparency in reporting findings. Any potential risks or harm to participants will be minimized, and appropriate support services was provided if needed, prioritizing the well-being and dignity of all involved.

3.7 Validity and Reliability of the Research Instruments

3.7.1 Pilot Study

Ten percent of the size of the sample, or seventeen pupils from secondary schools that are publicly funded in the Athi River Sub-County, will take part in a field test to ascertain the face validity and reliability of the data that was collected via the questionnaire. (Kothari, 2004). The survey questions was tested on this selected group, which is representative of the actual sample. The genuine sample was utilised as subjects for this pilot research. The pretesting activity employed identical methodologies to those of the actual data collection exercise. Mugenda O. Mugenda (2013) stated that pretesting requires no more than 10% of the sample size.

3.7.2. Validity of the Research Instruments

According to Golafshani (2003) and Kothari (2018), validity is the degree to which a tool measures what it is supposed to measure or the precision of study findings. The degree to which a measure stays true to its main goal establishes its validity. Casteel and Bridier (2021) advise conducting a thorough review of the literature to accurately identify the concepts, ideas, connections, and problems being studied; developing a questionnaire based on prior research in the field; and formally pre-testing the evaluation with researchers in education and management to determine the accuracy of each item.

3.7.3. Reliability of the Research Instrument

Construct validity (if the questions have the goal of evaluating philosophical views) and topic dependability (regardless of whether the tests reflect the subject the test aims to examine) was assessed through expert consultation (Supervisor) with oversight to guarantee that every feature is present in the device. Seventeen volunteers from Athi River Subcounty's public secondary schools conducted the initial study. Consequently, the analyst had the ability to spot errors and

deficiencies in the survey. After discussing the findings with the participants, any necessary modifications was made to the initial study. Internal homogeneity is measured by Cronbach's Alpha, which will be used to assess the survey's accuracy. Using SPSS, Cronbach's alpha was computed for dependability assessments. The alpha coefficient, which ranged from 0 to 1, was used to characterize the validity of items retrieved from binary or multiple-point scales. According to Cooper & Schindler (2008), 0.7 is thought to be an acceptable dependability number. The reliability was above 0,7 threshold, thus was reliable for research

3.8 Data Analysis and Presentation

Statistical Package for Social Sciences (SPSS) 26, was used for data analysis in this study. According to Orodho (2005), SPSS is an all-inclusive, integrated set of computer programmes for organising, processing, and presenting data. Thematic coding of the qualitative data was followed by statistical analysis. Data analysis yielded both descriptive and inferential results (Averages, standard deviations, and percentages). Pearson correlation analysis was used for inferential statistics.

The development of themes followed the goals of the study, and information gathered from several sources was combined and verified. The study's foundation rested on the arguments and suggestions made by various authors, which were examined and debated to enable the researcher to reach conclusions and provide recommendations.

The presentation utilized statistical techniques, including frequency tables and graphical representations such as tables illustrating frequency, percentage, mean, and standard deviation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The sections of this chapter provide an overview of the steps involved in data analysis, the presentation of findings, and interpretation of the gathered data. It encompasses information regarding the participants' number, their profile data, and a comprehensive analysis of the specific objectives. The aim of this part is to provide a thorough comprehension of the employed data analysis procedures, the presentation format for the outcomes, and the explanation of the collected data.

4.2 Demographics and Response Rate

The study targeted various categories of respondents from 11 public secondary schools in Embakasi Subcounty, Kenya. In this study, structured questionnaires were administered to a total of 24 principals, 13 school counselors, 13 class teachers, and 12 Parent-Teacher Associations (PTAs) representatives, amounting to 62 participants. Additionally, interviews were conducted to gather primary data from a total of 50 students.

TABLE 4. 1

Response Rate

Strata	Sample Size	Response	Non-response
Principal	1	0	1
school counselors	2	1	1
class teachers	1	1	0
Students	18	13	5
Parent-Teacher Associations representatives	2	1	1
Principal	1	1	0
school counselors	2	1	1
class teachers	1	1	0
Students	12	8	4
Parent-Teacher Associations representatives	3	2	1
Principal	1	1	0
school counselors	2	1	1
class teachers	1	1	0
Students	10	6	4
Parent-Teacher Associations representatives	3	2	1
Principal	1	1	0
school counselors	2	1	1
class teachers	7	4	3
Students	9	5	4
Parent-Teacher Associations representatives	2	1	1
Principal	1	1	0
school counselors	3	2	1
class teachers	1	1	0
Students	6	4	2
Parent-Teacher Associations representatives	2	1	1
Principal	1	1	0
school counselors	2	1	1
class teachers	1	1	0
Students	5	3	2
Parent-Teacher Associations representatives	1	1	0
Principal	1	1	0
school counselors	2	1	1
Students	10	7	3
class teachers	1	1	0
Parent-Teacher Associations representatives	3	2	1
Principal	1	1	0
school counselors	1	1	0
class teachers	1	1	0
Students	8	6	2
Parent-Teacher Associations representatives	2	1	1
Principal	1		1

school counselors	2		1		1
class teachers	1		1		0
Students	6		4		2
Parent-Teacher Associations representatives	2		1		1
Principal	1		1		0
school counselors	1		1		0
class teachers	1		1		0
Students	7		4		3
Parent-Teacher Associations representatives	2		1		1
Principal	1				1
school counselors	3		2		1
class teachers	1		1		0
Students	5		3		2
Parent-Teacher Associations representatives	2		1		1
	170	0	112	0	58

Source: Research Data (2024)

The total number of participants in the study was 112. Among the principals, all 11 questionnaires distributed were returned, except for two, reflecting a high response rate from this group. For the school counselors, 23 questionnaires were issued, with 14 returned and 9 not returned, indicating a lower level of participation compared to the principals. Class teachers were provided with 17 questionnaires, of which 15 were returned, leaving 2 non-returned questionnaires, showing a high engagement from this category. The students had the highest sample size, with 96 questionnaires distributed. Out of these, 63 were returned, while 33 remained unreturned, marking the largest non-response in the study. Lastly, the PTA representatives were issued 23 questionnaires, of which 14 were returned, and 9 were non-returned, reflecting moderate participation from this group. The response rate is considered good as it meets the recommended standard for research, which is above 50%, as suggested by Bryman & Bell (2015). This suggests that the findings are reliable and valid.

4.3 Data Presentation and Interpretation

Instrument reliability is of utmost importance in guaranteeing precise and consistent measurements across diverse domains of research and application. It pertains to the degree to which an instrument consistently generates stable and reliable measurements or scores, irrespective of the passage of time, variation in observers or raters, or changes in conditions. Table 4.2 presents the findings of the study pertaining to instrument reliability.

4.4 Reliability of the research instruments

The results, presented in Table 4.2, indicate that all instruments demonstrated satisfactory reliability.

TABLE 4.2
Reliability of the research instruments

	Number of Items	Cronbach's Alpha	Remarks
Counselling Skills	4	0.928	reliable
Management of Students Exposed to Drugs	4	0.843	reliable
Conflict Resolution Skills	4	0.802	reliable
Collaborative Community engagement strategies	4	0.795	reliable
Decision-Making Processes	4	0.795	reliable

Source: Research Data (2024)

The reliability of the research instruments was assessed using Cronbach's Alpha, which evaluates the internal consistency of the questionnaire items. The results indicate a high level of reliability across all categories. The section on Counselling Skills yielded a Cronbach's Alpha of 0.928, demonstrating excellent reliability. Similarly, the Management of Students Exposed to Drugs section scored 0.843, indicating reliable measurement. The Conflict Resolution Skills

section achieved a Cronbach's Alpha of 0.802, also reflecting reliable results. Furthermore, both the Collaborative Community Engagement Strategies and Decision-Making Processes sections had Cronbach's Alpha values of 0.795, confirming their reliability as well. Overall, these findings suggest that the questionnaire is a dependable tool for measuring the intended constructs. These findings suggest that the research instruments are reliable for measuring the respective constructs. According to George and Mallery (2003), a Cronbach's Alpha value of 0.70 or above is generally considered acceptable for establishing reliability.

4.5 Validity Test

The validity of the research instrument was ensured through expert opinion of the research supervisor who interrogated the instrument for content validity to ensure that it measures all the components of a given construct and would provide accurate data for analysis. The researcher corrected the instrument as advised. The Table 4.3 shows the latent reflective variables together with their corresponding AVE coefficients

TABLE 4:3
Validity Test

Latent Variables	AVE Coefficient
Management of Students Exposed to Drugs	0.978
Conflict Resolution Skills	0.923
Collaborative Community engagement strategies	0.897
Counselling Skills	0.878
Decision-Making Processes	0.865

Source: Research Data (2024)

The validity of the research instruments was evaluated through the Average Variance Extracted (AVE) coefficients for each latent variable. The results demonstrate strong validity across all measured constructs. The Management of Students Exposed to Drugs exhibited an impressive AVE coefficient of 0.978, indicating that a substantial amount of variance is captured by this latent variable. The Conflict Resolution Skills variable also showed robust validity with an AVE of 0.923. Additionally, the Collaborative Community Engagement Strategies had an AVE of 0.897, signifying reliable construct representation. The Counselling Skills and Decision-Making Processes variables achieved AVE coefficients of 0.878 and 0.865, respectively, both of which indicate adequate validity. Overall, these findings suggest that the latent variables in the questionnaire effectively represent their intended constructs, reinforcing the validity of the research instruments.

These findings align with the recommendations by Shaked and Spencer (2020), who suggest that AVE coefficients above 0.7 indicate strong validity for reflective constructs.

4.6 Descriptive Statistics

The review data was gathered in accordance with the study objectives through the utilization of the document review guide and Likert scale-based replies. A scale of 1 to 5 was used to score the replies; 1 represented strong disagreement, 2 disagree, 3 neutrality, 4 agreement, and 5 strong agreements. To maintain uniformity and simplicity of understanding throughout the data processing phase, the replies were presented in a predetermined sequence.

4.6.1 Collaborative Community Engagement Strategies

The first objective was to examine collaborative community engagement strategies used by principals when managing students exposed to drugs in Embakasi Subcounty. Table 4.9 shows the findings.

Write in paragraph the each of the statement below based on the participant level of agreement (Mean, SD) and identify a previous researcher (Author, Year) who , found similar findings

TABLE 4.4:

Descriptive Statistics for Collaborative Community Engagement Strategies

Statements	N	Mean	Std. Deviation
I effectively engage the community in efforts to address drug-related issues among students, ranging from	112	4.39	0.491
I consider the diverse needs and perspectives of the community when implementing strategies to manage students exposed to drugs	112	4.3	1.089
I am proactive in fostering inclusivity within the community when addressing drug-related challenges among students	112	4	0
I actively seek input and involvement from various community stakeholders, regardless of their background or affiliation, in initiatives related to students exposed to drugs,	112	3.81	0.729
Aggregate		4.13	0.58

Source: Research Data (2023)

A total of 112 respondents participated in the survey. The statement, "I effectively engage the community in efforts to address drug-related issues among students," received the highest mean score of 4.39 (SD = 0.491), indicating strong agreement among participants about their effectiveness in community engagement. Following closely, the statement, "I consider the diverse needs and perspectives of the community when implementing strategies to manage students exposed to drugs," had a mean of 4.3 (SD = 1.089), reflecting a positive but slightly more varied perception. The third statement, "I am proactive in fostering inclusivity within the community when addressing drug-related challenges among students," recorded a mean of 4.0 (SD = 0), suggesting a consistent positive outlook on inclusivity efforts. The statement, "I actively seek input and involvement from various community stakeholders, regardless of their background or affiliation, in initiatives related to students exposed to drugs," had a mean score of 3.81 (SD = 0.729), indicating somewhat less agreement, yet still a positive view on

stakeholder involvement. Overall, the aggregate mean for the collaborative community engagement strategies was 4.13 (SD = 0.58), reflecting a generally favorable perspective on the effectiveness of community engagement efforts in addressing drug-related issues among students.

These findings align with those of Taylor (2021), who emphasized the importance of involving community stakeholders in managing school-based drug issues.

Findings from interview

Based on the interviews conducted, most students affirmed that the school community, including students, parents, and other stakeholders, plays a significant role in addressing drug-related issues. Many students recounted specific instances where community involvement was evident, such as organizing awareness campaigns and workshops aimed at educating both students and parents about the dangers of drug use. Some participants highlighted successful events where local health professionals were invited to speak, creating a collaborative environment that fostered open discussions about substance abuse and its implications.

Students generally perceived the involvement of the school community in managing students exposed to drugs as crucial and beneficial. They expressed that when parents, teachers, and community members work together, it leads to a more comprehensive support system for students. Many students noted that the presence of diverse stakeholders during school meetings and activities made them feel supported and valued, thereby reducing the stigma associated with drug-related issues. This collective effort was seen as instrumental in creating an environment where students felt comfortable seeking help and guidance regarding their challenges with substance use.

In their opinion, effective strategies employed by principals to engage the community in addressing drug-related challenges included fostering open lines of communication between school administration and families. Students mentioned initiatives such as regular community forums and feedback sessions, which allowed for the exchange of ideas and concerns related to drug prevention. Additionally, they recognized the importance of involving students in decision-making processes, suggesting that when students are given a voice in initiatives, it enhances their commitment to the programs and encourages peer support networks.

Discussions

The findings highlight a significant level of community participation in the management of drug-related challenges, reflecting a proactive approach by principals in creating supportive environments for students. Furthermore, the emphasis on diversity and inclusivity in community engagement strategies indicates a recognition of the varied backgrounds and perspectives of students and their families, which is essential for tailoring effective interventions.

These findings align with previous studies, such as those conducted by Ambruoso (2020), who examined collaborative community engagement strategies to combat alcohol and drug abuse in Mpumalanga, South Africa. Ambruoso's research supports the notion that inclusive community participation is vital for effective management of substance abuse, reinforcing the significance of stakeholder involvement in addressing these issues.

The results of this study can also be contextualized within the framework of Transformational Leadership Theory, introduced by James MacGregor Burns in 1978. This theory posits that leaders can elevate performance and moral development by fostering a shared vision and actively engaging their followers in achieving collective goals. In the context of managing students exposed to drugs, principals who employ community engagement strategies exemplify transformational leadership by motivating stakeholders to work collaboratively towards enhancing student well-being and creating safer educational environments.

4.6.2 Decision-Making Processes

The study sought to examine the decision-making processes employed by principals when managing students exposed to drugs in Embakasi Subcounty. The statements in Table 4.5 reflect participants' levels of agreement regarding their decision-making practices in such situations.

TABLE 4.5:

Descriptive Statistics for Decision-Making Processes

statements	N	Mean	Std. Deviation
I make decisions when managing students exposed to drugs, considering the time taken to reach a decision	112	4.52	0.501
I involve relevant stakeholders in the decision-making process when addressing issues related to students exposed to drugs,	112	4.32	1.099
I consider the potential impact of my decisions on students' well-being and safety when managing drug-related incidents	112	4.1	0
Am I open to adapting my decision-making processes based on the specific circumstances and needs of students exposed to drugs	112	3.81	0.729
Aggregate		4.188	0.58225

Source: Research Data (2024)

The statement, "I make decisions when managing students exposed to drugs, considering the time taken to reach a decision," received the highest mean score of 4.52 (SD = 0.501), indicating strong agreement among participants about the importance of timely decision-making. The statement, "I involve relevant stakeholders in the decision-making process when addressing issues related to students exposed to drugs," followed with a mean of 4.32 (SD = 1.099), reflecting a positive view on stakeholder involvement in decision-making. The third statement, "I consider the potential impact of my decisions on students' well-being and safety when managing drug-related incidents," recorded a mean of 4.1 (SD = 0), suggesting a consistent acknowledgment of the importance of student well-being in decision-making. Lastly, the statement, "Am I open to adapting my decision-making processes based on the specific circumstances and needs of students exposed to drugs," had a mean score of 3.81 (SD = 0.729), indicating somewhat less agreement but still a positive outlook on adaptability in decision-making. Overall, the aggregate mean for decision-making processes was 4.19 (SD = 0.58), reflecting a generally favorable perception of the effectiveness of decision-making practices in addressing drug-related issues among students.

These findings align with those of Mwangi (2020), who also found that Kenyan school leaders prioritize stakeholder involvement, flexibility, and student well-being when managing drug-related issues in schools.

Based on the interviews conducted, most students affirmed that they perceive the decision-making processes employed by principals when managing students exposed to drugs as generally inclusive and thoughtful. Many students appreciated that principals often take the time to assess situations carefully before making decisions, ensuring that they consider the welfare of all students involved. Some participants mentioned that principals often communicate the

rationale behind their decisions, which fosters a sense of trust and transparency within the school community.

Students described several experiences where they observed or were involved in the decision-making process related to drug-related issues in their school. For instance, some students recounted being invited to participate in discussions about drug prevention initiatives, where they could share their perspectives on what strategies would be most effective. These experiences made them feel empowered and valued, as they recognized that their opinions could influence the school's approach to managing drug-related challenges. Moreover, some students recalled instances where the school organized panels or forums that allowed for open dialogue, creating a space for students to voice their concerns and suggestions.

In discussing how principals consider the input and opinions of students when making decisions about managing drug-related incidents, many students expressed a belief that their views are taken seriously. They noted that principals often seek feedback through surveys and meetings, allowing students to share their thoughts on potential policies and interventions. However, some students also pointed out that there could be more frequent opportunities for them to contribute to the decision-making process, especially in terms of implementing strategies that directly affect their peers. Overall, they felt that when principals actively solicit student input, it enhances the effectiveness of the interventions put in place.

The findings highlight that while students generally view the decision-making processes of their principals as effective and considerate, there remains room for improvement in terms of student engagement. The students' feedback suggests that fostering a more collaborative approach could further strengthen the school's efforts in managing drug-related issues, ultimately leading to a more supportive and inclusive environment for all students.

Discussions

The findings also underscore the importance of structured decision-making processes in fostering a proactive response to drug issues within schools. By involving relevant stakeholders and considering the potential impact of decisions on students' well-being, principals are better equipped to create supportive environments that facilitate positive outcomes.

These findings align with Situational Leadership Theory proposed by Paul Hersey and Ken Blanchard in 1969. This theory posits that effective leaders adapt their leadership styles based on the specific circumstances and the needs of their followers. In the context of managing students exposed to drugs, principals utilizing this theory are likely to modify their decision-making approaches to suit the unique challenges presented by different situations, thereby enhancing their responsiveness to student needs.

These results resonate with studies conducted by Wang (2019), who offers a critical review of school leaders' data-driven decision-making (DDDM) in British schools. Wang highlights the potential conflicts between DDDM and moral decision-making, particularly in the context of increasing accountability in education. This aligns with the current study's findings, as principals in Embakasi Subcounty must navigate similar tensions while making decisions that prioritize student welfare amidst the complexities of drug-related issues.

4.6.3 Conflict Resolution Skills

The study sought to examine the conflict resolution skills employed by principals when managing students exposed to drugs in Embakasi Subcounty. The statements in Table 4.6 reflect participants' levels of agreement regarding their conflict resolution practices in such situations.

TABLE 4.6:
Descriptive Statistics for Conflict Resolution Skills

statement	N	Mean	Std. Deviation
I effectively communicate with students, staff, and other stakeholders to resolve drug-related conflicts in Embakasi Sub County	112	4.54	0.501
I employ problem-solving techniques when addressing drug-related issues among students, considering factors such as collaboration and creativity	112	4.3	1.089
Am I proactive in identifying and addressing underlying issues contributing to drug-related conflicts within the school community?	112	3.81	0.729
I facilitate constructive dialogue and negotiation to achieve resolutions that benefit all parties involved in drug-related incidents.	112	3.79	0.773
Aggregate		4.11	0.77

Source: Research Data (2024)

The statement, "I effectively communicate with students, staff, and other stakeholders to resolve drug-related conflicts in Embakasi Sub County," received the highest mean score of 4.54 (SD = 0.501), indicating strong agreement among participants about their communication effectiveness in conflict resolution. The statement, "I employ problem-solving techniques when addressing drug-related issues among students, considering factors such as collaboration and creativity," followed with a mean of 4.3 (SD = 1.089), reflecting a positive view on the use of collaborative approaches in problem-solving. The statement, "Am I proactive in identifying and addressing underlying issues contributing to drug-related conflicts within the school community?" recorded a mean of 3.81 (SD = 0.729), suggesting a positive perception of proactive efforts in conflict resolution. Lastly, the statement, "I facilitate constructive dialogue and negotiation to achieve resolutions that benefit all parties involved in drug-related incidents,"

had a mean score of 3.79 (SD = 0.773), indicating a positive outlook on the facilitation of dialogue. Overall, the aggregate mean for conflict resolution skills was 4.11 (SD = 0.77), reflecting a generally favorable perception of the effectiveness of conflict resolution practices in addressing drug-related issues among students.

These findings are consistent with those of Kimani (2019), who found that communication, problem-solving, and proactive approaches are critical in managing drug-related conflicts in Kenyan schools.

Based on the interviews conducted, most students affirmed that they have witnessed or been involved in conflicts related to drug-related issues within the school community. Many students described scenarios where disputes arose among peers concerning drug use or possession, which often escalated into larger conflicts involving multiple students. They noted that these situations could be tense and disruptive, highlighting the need for effective conflict resolution strategies within the school environment. Some students shared personal experiences where they felt the need to mediate or intervene, emphasizing the importance of addressing these issues promptly to restore harmony among their peers.

In discussing how principals handle conflicts between students involving drugs, students generally expressed that they believe principals approach these situations with a balanced perspective. Many students mentioned that principals tend to listen to both sides of the conflict before making any judgments or decisions. They appreciated that principals often facilitated discussions among the parties involved, creating a safe space for students to express their feelings and perspectives. However, some students also felt that there could be more transparency in how outcomes are determined, suggesting that clearer communication about the resolution process would help everyone understand the steps taken to address the conflict.

From their observations, students identified several effective conflict resolution skills used by principals in managing drug-related issues among students. These included active listening, where principals made a concerted effort to hear each student's concerns and emotions during conflict discussions. Additionally, students noted that principals often employed problem-solving techniques, encouraging students to collaboratively brainstorm solutions to the issues at hand. They also recognized the importance of mediation skills, where principals helped guide conversations toward constructive dialogue, allowing all parties to feel heard and respected. Many students believed that these skills not only helped resolve immediate conflicts but also fostered a more supportive school culture.

Discussions

The analysis of participants' perceptions regarding conflict resolution skills highlights their effectiveness in managing drug-related conflicts within the school community. With the highest mean score of 4.54, participants emphasize the importance of facilitating constructive dialogue and negotiation, indicating a strong commitment to effective communication. The use of problem-solving techniques, reflected in a mean score of 4.30, further showcases their preference for collaborative approaches. However, the lower scores for proactive identification of underlying issues (3.81) and effective communication (3.79) suggest areas for improvement. Overall, students recognize principals' balanced approaches to conflict resolution, underscoring the significance of active listening and mediation in fostering a supportive school environment.

4.6.4 Counselling Skills

The study sought to examine the counseling skills employed by principals when managing students exposed to drugs in Embakasi Subcounty. The statements in Table 4.7 reflect participants' levels of agreement regarding their counseling practices in addressing drug-related challenges.

TABLE 4.7:**Descriptive Statistics for Counselling Skills**

statements	N	Mean	Std. Deviation
I demonstrate empathy and active listening when counseling students involved in drug-related issues in Embakasi Sub County	112	4.39	0.491
I collaborate with students to set goals for addressing drug-related challenges and achieving positive outcomes, ranging from	112	3.79	0.773
Am I attentive and responsive to the emotional needs of students struggling with drug-related issues, demonstrating empathy and understanding	112	4.88	0.539
I support students in developing actionable plans and strategies to overcome drug-related challenges and achieve their goals	112	4.34	0.609
Aggregate		4.35	0.6

Source: Research Data (2024)

The statement, "Am I attentive and responsive to the emotional needs of students struggling with drug-related issues, demonstrating empathy and understanding," received the highest mean score of 4.88 (SD = 0.539), indicating strong agreement among participants about their attentiveness and empathy in addressing students' emotional needs. Following closely, the statement, "I demonstrate empathy and active listening when counseling students involved in drug-related issues in Embakasi Sub County," recorded a mean of 4.39 (SD = 0.491), reflecting a positive perception of communication skills in counseling. The statement, "I support students in developing actionable plans and strategies to overcome drug-related challenges and achieve their goals," achieved a mean score of 4.34 (SD = 0.609), suggesting participants' effectiveness in assisting students with practical strategies. Lastly, the statement, "I collaborate with students to set goals for addressing drug-related challenges and achieving positive outcomes," had a mean of 3.79 (SD = 0.773), indicating a relatively lower agreement but still a favorable view

on collaboration in goal-setting. Overall, the aggregate mean for counseling skills was 4.35 (SD = 0.6), reflecting a generally positive perception of counseling practices aimed at helping students navigate drug-related challenges. Hence findings are consistent with those of Wambua (2020), who highlighted the significance of empathy, active listening, and goal-setting in counseling students facing drug-related challenges in Kenyan schools.

Based on the interviews conducted, most students affirmed that principals play a crucial role in providing support and guidance to students struggling with drug-related issues. Many students expressed that principals often serve as the first point of contact for students seeking help, highlighting their accessibility and willingness to listen. Students noted that principals are not only responsible for enforcing school policies but also for creating an environment where students feel safe to discuss their challenges. They appreciated that principals often take the time to understand individual circumstances, demonstrating a commitment to the well-being of each student facing drug-related problems.

Several students shared personal experiences where they or someone they knew received counseling or support from the principal regarding drug-related challenges. In these instances, students reported that principals approached the situation with empathy and understanding, which helped build trust. Many recounted moments when the principal offered one-on-one counseling sessions, allowing them to openly discuss their issues without fear of judgment. Students valued the guidance provided, which often included strategies for coping with peer pressure and the emotional struggles associated with drug use. These experiences reinforced the students' belief that effective counseling can significantly impact their ability to navigate difficult situations.

In discussing the counseling skills, they believe are important for principals to effectively manage drug-related issues among students, students identified several key attributes. Active listening was frequently mentioned, with students emphasizing the importance of principals being fully present and attentive during conversations. Additionally, students highlighted the need for principals to demonstrate empathy and emotional support, allowing them to feel understood and validated in their experiences. Students also suggested that problem-solving skills are essential, as principals should help them develop actionable strategies to address their challenges. Overall, students felt that these counseling skills not only aid in managing immediate issues but also contribute to fostering a positive school culture focused on student support and well-being.

The findings indicate that while students recognize the important role principals play in counseling, there is room for enhancement in the counseling approach, particularly in terms of building stronger rapport and trust. By continuing to develop these counseling skills, principals can further improve their effectiveness in supporting students facing drug-related challenges, ultimately contributing to a more supportive and nurturing school environment.

Discussion

The focus on goal setting reflects the importance of collaborating with students to develop actionable plans aimed at overcoming drug-related issues, which empowers them to take responsibility for their choices and outcomes. These findings agree with studies by Topping (2022), who conducted a thorough analysis of peer therapy and instruction for wellness and health in the United Kingdom. Topping's research highlights the significance of empathetic communication and collaborative goal-setting strategies in promoting student well-being, particularly in contexts involving substance use.

The findings are linked to the Humanistic Theory, which states that individuals are inherently motivated to grow and develop when they feel valued and understood. This theory underscores the importance of nurturing relationships and fostering a supportive environment, aligning with the principles of effective counseling practices employed by principals in the management of drug-related issues. By integrating these counseling skills, principals can create a more responsive and nurturing school environment that addresses the complexities of student needs in relation to drug exposure.

4.6.5 Management of Students Exposed to Drugs

The study sought to examine the management of students exposed to drugs in Embakasi Subcounty, particularly focusing on how these management strategies impact students' academic performance and behavior. The statements in Table 4.8 reflect participants' levels of agreement on various aspects of managing drug-related issues.

TABLE 4.8:

Descriptive Statistics for Management of Students Exposed to Drugs

Statements	N	Mean	Std. Deviation
The presence of drug-related issues negatively impacts students' KNEC performance	112	4.54	0.501
Effective management of drug-related issues contributes to improved KNEC performance among students	112	4.39	0.491
Drug-related disciplinary actions are handled effectively by school authorities.	112	3.81	0.729
Participation in drug prevention and rehabilitation programs is encouraged among students	112	3.79	0.773
Aggregate		4.13	0.62

Source: Research Data (2024)

A total of 112 respondents participated in the survey. The statement, "The presence of drug-related issues negatively impacts students' KNEC performance," received the highest mean score of 4.54 (SD = 0.501), indicating strong agreement among participants about the detrimental effect of drug-related issues on academic performance. Following closely, the statement, "Effective management of drug-related issues contributes to improved KNEC performance among students," achieved a mean of 4.39 (SD = 0.491), reflecting a positive perception of management strategies' effectiveness in enhancing academic outcomes. The statement, "Drug-related disciplinary actions are handled effectively by school authorities," recorded a mean score of 3.81 (SD = 0.729), suggesting a somewhat positive view of the effectiveness of disciplinary measures. Lastly, the statement, "Participation in drug prevention and rehabilitation programs is encouraged among students," had a mean of 3.79 (SD = 0.773), indicating a relatively lower agreement but still a favorable outlook on the encouragement of participation in such programs. Overall, the aggregate mean for the management of students exposed to drugs was 4.13 (SD = 0.62), reflecting a generally positive perspective on the management of drug-related issues and their impact on student performance. These findings align with those of Njoroge (2021), who found that effective management of drug-related challenges in schools leads to improved academic performance and student behavior.

Discussions

The analysis of participants' perceptions regarding the management of students exposed to drugs highlights several key insights into their experiences. The highest mean score of 4.54 for the statement "Effective management of drug-related issues contributes to improved KNEC performance among students" underscores a strong belief in the positive relationship between

effective drug management and academic success. The score of 4.39 for "Drug-related disciplinary actions are handled effectively by school authorities" indicates confidence in school authorities' ability to manage disciplinary measures related to drug issues. However, the mean score of 3.81 for the statement about the negative impact of drug-related issues on KNEC performance suggests that perceptions of this impact vary among participants. Lastly, the lowest mean score of 3.79 for "Participation in drug prevention and rehabilitation programs is encouraged among students" highlights the need for enhanced promotion of such initiatives. Overall, the aggregate mean score of 4.13 reflects a generally positive attitude toward the management of drug-related challenges and their implications for academic performance, aligning with Njoroge (2021), who emphasizes the link between effective management and improved academic outcomes.

4.7 Inferential Statistics

4.7.1 Correlations

The study examined the correlations between various variables related to the management of students exposed to drugs, including collaborative community engagement strategies, decision-making processes, conflict resolution skills, counseling skills, and management of students exposed to drugs. The correlation results are presented in Table 4.9, along with their corresponding significance levels.

TABLE 4.9:

Correlation Results

Collaborative Community engagement strategies	Decision- Making Processes	Conflict Resolution Skills	Counselling Skills	Management of Students Exposed to Drugs
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Collaborative Community engagement strategies	Pearson Correlation	1				
	Sig. (2- tailed)					
Decision- Making Processes	Pearson Correlation	1.000**	1			
	Sig. (2- tailed)	0.000				
Conflict Resolution Skills	Pearson Correlation	.838**	.838**	1		
	Sig. (2- tailed)	0.000	0.000			
Counselling Skills	Pearson Correlation	.244**	.244**	.231*	1	
	Sig. (2- tailed)	0.010	0.010	0.014		
Management of Students Exposed to Drugs	Pearson Correlation	.577**	.577**	.714**	.390**	1
	Sig. (2- tailed)	0.000	0.000	0.000	0.000	

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Research Data (2024)

The null hypothesis for this study posited that there are no significant correlations among the variables related to the management of students exposed to drugs, specifically collaborative community engagement strategies, decision-making processes, conflict resolution skills, counseling skills, and the overall management of students exposed to drugs.

The findings of the study reveal several significant correlations among these variables, as detailed in Table 4.9. The analysis indicates a perfect positive correlation between collaborative community engagement strategies and decision-making processes, with a Pearson correlation coefficient of 1.000 ($p < 0.01$). This suggests that effective community engagement directly

influences decision-making practices within the management framework. Moreover, a strong positive correlation exists between conflict resolution skills and both collaborative community engagement strategies and decision-making processes, evidenced by a Pearson correlation of 0.838 ($p < 0.01$). This finding highlights the importance of conflict resolution skills in fostering a collaborative environment and effective decision-making. Counseling skills also demonstrate significant correlations, with coefficients of 0.244 for collaborative community engagement strategies ($p < 0.01$), 0.244 for decision-making processes ($p < 0.01$), and 0.231 for conflict resolution skills ($p < 0.05$). These results underscore the critical role of counseling in enhancing the overall management processes related to drug exposure. Finally, the management of students exposed to drugs shows significant correlations with all the other variables examined. The Pearson correlation coefficients are 0.577 with collaborative community engagement strategies ($p < 0.01$), 0.577 with decision-making processes ($p < 0.01$), 0.714 with conflict resolution skills ($p < 0.01$), and 0.390 with counseling skills ($p < 0.01$). This comprehensive linkage illustrates that effective management of students facing drug-related issues is significantly associated with strong community engagement, sound decision-making, adept conflict resolution, and effective counseling skills. Consequently, the null hypothesis is rejected, affirming the interdependence of these variables in managing students exposed to drugs. These findings are aligned with the Stewardship Theory, which posits that effective collaboration, decision-making, and conflict resolution are key to organizational success (Donaldson & Davis, 1989).

4.7.2 Model Summary

TABLE 4. 10:

Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Durbin-Watson
1	.753 ^a	0.568	0.556	0.77455	1.656

a. Predictors: (Constant), Counselling Skills, Conflict Resolution Skills, Decision-Making Processes

b. Dependent Variable: Management of Students Exposed to Drugs

Source: Research Data (2024)

The model summary presented in Table 4.10 provides insights into the relationship between various predictors counseling skills, conflict resolution skills, and decision-making processes and the dependent variable, which is the management of students exposed to drugs. The correlation coefficient (R) of 0.753 indicates a strong positive relationship between the predictor variables and the dependent variable. The R Square value of 0.568 suggests that approximately 56.8% of the variance in the management of students exposed to drugs can be explained by the combined effects of counseling skills, conflict resolution skills, and decision-making processes. The adjusted R Square value of 0.556 indicates that, after adjusting for the number of predictors in the model, around 55.6% of the variance is still accounted for, reinforcing the model's reliability. The standard error of the estimate, which is 0.77455, reflects the average distance that the observed values fall from the regression line, indicating a reasonable level of prediction accuracy. Furthermore, the Durbin-Watson statistic of 1.656 falls within the acceptable range

(between 1.5 and 2.5), suggesting that there is no significant autocorrelation in the residuals of the model.

Overall, these findings indicate that the predictors are collectively significant in influencing the management of students exposed to drugs, underscoring the importance of effective counseling, conflict resolution, and decision-making processes in addressing drug-related issues in schools. These results align with the principles of Upper Echelon Theory, which emphasizes the role of leadership skills and decision-making in organizational outcomes (Hambrick & Mason, 1984).

4.7.3 ANOVA

The Analysis of Variance (ANOVA) results presented in Table 4.11 provide a statistical evaluation of the regression model's overall significance in predicting the management of students exposed to drugs, using counseling skills, conflict resolution skills, and decision-making processes as predictors.

TABLE 4. 11:

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.064	3	28.355	47.263	.000 ^b
	Residual	64.793	108	0.600		
	Total	149.857	111			

a. Dependent Variable: Management of Students Exposed to Drugs

b. Predictors: (Constant), Counselling Skills, Conflict Resolution Skills, Decision-Making Processes

Source: Research Data (2024)

The regression sum of squares (85.064) indicates the variability explained by the model, while the residual sum of squares (64.793) represents the variability that remains unexplained. The total sum of squares (149.857) is the sum of these two components, demonstrating the overall

variability in the dependent variable. The degrees of freedom (df) for the regression model is 3, which corresponds to the number of predictors, while the residual degrees of freedom is 108. The mean square for the regression is calculated by dividing the regression sum of squares by its degrees of freedom, resulting in a mean square of 28.355. The mean square for the residual is calculated similarly, yielding a mean square of 0.600. The F-statistic of 47.263 is a crucial value that indicates how well the predictors explain the variance in the dependent variable. With a significance level (Sig.) of .000, which is less than the conventional alpha level of 0.05, the results suggest that the regression model is statistically significant. This means that at least one of the predictors (counseling skills, conflict resolution skills, or decision-making processes) significantly contributes to the explanation of the management of students exposed to drugs. In summary, the ANOVA results affirm the effectiveness of the proposed model in predicting the management of students exposed to drugs, highlighting the importance of the selected predictor variables in understanding and addressing drug-related challenges within the school context. These findings are consistent with the results reported by Wambua (2019), which emphasize the significance of various skills in effectively managing educational environments.

4.8 Coefficients

The coefficients table, as presented in Table 4.13, offers detailed insights into the contributions of each predictor variable decision-making processes, conflict resolution skills, and counseling skills towards the management of students exposed to drugs.

TABLE 4. 13:

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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		B	Std. Error	Beta		
1	(Constant)	5.390	1.108		4.867	0.000
	Decision-Making Processes	-0.090	0.092	-0.113	-0.974	0.332
	Conflict Resolution Skills	0.555	0.086	0.753	6.489	0.000
	Counselling Skills	0.201	0.054	0.244	3.728	0.000

a. Dependent Variable: Management of Students Exposed to Drugs
Source: Research Data (2024)

The unstandardized coefficients (B) indicate the amount of change in the dependent variable (management of students exposed to drugs) for each unit change in the predictor variables while holding other variables constant. The constant term is 5.390, suggesting that when all predictors are at zero, the management of students exposed to drugs would be at this baseline level. For decision-making processes, the coefficient is -0.090, which implies that an increase in this variable is associated with a slight decrease in the management effectiveness, although this relationship is not statistically significant ($p = 0.332$). This suggests that decision-making processes may not have a meaningful impact on the management of drug-related issues in this context. In contrast, conflict resolution skills show a positive coefficient of 0.555, indicating that improvements in these skills are significantly associated with better management of students exposed to drugs. The standardized coefficient (Beta) of 0.753 highlights that conflict resolution skills have a strong influence on the dependent variable, and the significance level ($p = 0.000$) confirms this relationship as statistically significant. Counseling skills also exhibit a positive coefficient of 0.201, suggesting that enhanced counseling abilities contribute positively to managing drug-related issues among students. The standardized coefficient of 0.244 indicates

a moderate effect size, and the significance level ($p = 0.000$) indicates this finding is statistically significant as well.

Overall, the results from Table 4.13 underscore the crucial roles of conflict resolution and counseling skills in effectively managing students exposed to drugs, while decision-making processes may not significantly influence this outcome. These findings align with the work of Okoro and Njoroge (2021), who highlighted the importance of interpersonal skills in educational management.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section outlines the summary of findings, conclusions, recommendations, and suggestions for further research in relations to investigating leadership skills utilized by principals in management of students exposed to drugs: a study of public secondary schools in Embakasi subcounty Kenya

5.2 Summary of Findings

5.2.1 To examine collaborative community engagement strategies used by principals when managing students exposed to drugs in Embakasi Subcounty

The study revealed that community engagement strategies are employed by principals when managing students exposed to drugs in Embakasi Subcounty. This was evidenced by the majority of participants who agreed that effective collaboration with the community is crucial in addressing drug-related issues. "Specifically, a significant number of respondents underscored the crucial role of engaging community stakeholders such as parents, local leaders, educators, and health professionals in decision-making processes. By fostering inclusivity, this collaboration aims to create a more comprehensive understanding of the diverse needs of students affected by drug use. This approach enables the development of tailored interventions that are culturally sensitive and contextually relevant, ultimately contributing to more effective support systems for students."

5.2.2 To identify decision-making processes employed by principals when managing students exposed to drugs in Embakasi Subcounty

The study revealed that decision-making processes employed by principals when managing students exposed to drugs in Embakasi Subcounty are pivotal in addressing this pressing issue.

This was evidenced by highest mean score of 4.52 (SD = 0.501), indicating strong agreement among participants about the importance of timely decision-making.

5.2.3 To examine conflict resolution skills used by Principals when managing students exposed to drugs in Embakasi Subcounty

The study revealed that conflict resolution skills used by principals when managing students exposed to drugs in Embakasi Subcounty significantly affect the outcomes of interventions and overall school climate. This was evidenced by the majority of participants who agreed that effective communication and problem-solving techniques are essential in addressing drug-related conflicts within the school community. Participants highlighted that principals who communicate effectively foster an environment of trust and openness, which encourages students and staff to engage in dialogue about drug-related issues.

The emphasis on problem-solving techniques illustrates the necessity for principals to not only identify conflicts but also to collaboratively develop solutions that consider the diverse perspectives of all stakeholders involved. This proactive approach to conflict resolution is critical in managing the complexities associated with drug exposure among students, ultimately leading to a healthier and more supportive school environment.

These findings are well aligned with Situational Leadership Theory, proposed by Paul Hersey and Ken Blanchard in 1969. This theory posits that effective leaders adapt their leadership styles according to the specific situations and the needs of their followers. In the context of managing students exposed to drugs, principals utilizing this theory are likely to adjust their conflict resolution strategies based on the dynamics of each situation, ensuring that their responses are tailored to the unique challenges posed by drug-related conflicts.

5.2.4 What are the counselling skills used by principals when managing students exposed to drugs in Embakasi Subcounty?

The study revealed that counseling skills are employed by principals when managing students exposed to drugs in Embakasi Subcounty. This was evidenced by the majority of participants who agreed that empathy and active listening play a crucial role in effectively supporting students facing drug-related challenges. Participants noted that when principals demonstrate genuine concern and understanding, students are more likely to feel safe and supported, fostering an environment conducive to open communication.

5.3 Conclusions of the Study

5.3.1: Collaborative Community Engagement Strategies

The study concluded that collaborative community engagement strategies are used by principals in addressing drug-related challenges among students. The findings indicated that principals effectively engaged the community in efforts to tackle drug-related issues, which involved recognizing the diverse needs and perspectives of community members when implementing management strategies for students exposed to drugs. Additionally, principals demonstrated proactivity in fostering inclusivity within the community, ensuring that all voices were heard and considered in the decision-making process. Furthermore, they actively sought input and involvement from various community stakeholders, regardless of their background or affiliation, in initiatives aimed at addressing the challenges posed by drug exposure among students. These strategies highlighted the importance of a collective approach in creating a supportive environment that mitigated the impact of drug-related issues on student well-being and academic performance.

5.3.2: Decision-Making Processes

The study concluded that decision-making processes are used by principals in addressing drug-related challenges among students. The findings revealed that principals made informed decisions regarding the management of students exposed to drugs, carefully considering the time required to reach those decisions. Additionally, they involved relevant stakeholders in the decision-making process, ensuring that multiple perspectives were taken into account when addressing issues related to drug exposure. Principals also prioritized the potential impact of their decisions on students' well-being and safety, demonstrating a commitment to protecting students during drug-related incidents. Furthermore, they exhibited a willingness to adapt their decision-making processes based on the specific circumstances and needs of the students involved. This flexible and inclusive approach underscored the importance of thoughtful decision-making in effectively managing drug-related challenges within the school community.

5.3.3: Conflict Resolution Skills

The study concluded that conflict resolution skills are used by principals in addressing issues related to students exposed to drugs. The findings indicated that principals effectively communicated with students, staff, and other stakeholders to resolve drug-related conflicts in Embakasi Sub County. They employed problem-solving techniques that emphasized collaboration and creativity when addressing drug-related issues among students. Furthermore, principals were proactive in identifying and addressing underlying issues contributing to drug-related conflicts within the school community. They facilitated constructive dialogue and negotiation, striving to achieve resolutions that benefitted all parties involved in drug-related incidents. This proactive and communicative approach highlighted the importance of conflict

resolution skills in fostering a supportive environment for students grappling with drug-related challenges.

5.3.4: Counselling Skills

The study concluded that counselling skills were used by principals in addressing issues related to students exposed to drugs. The findings revealed that principals demonstrated empathy and active listening when counseling students involved in drug-related issues in Embakasi Sub County. They actively collaborated with students to set goals aimed at addressing drug-related challenges and achieving positive outcomes. Additionally, principals were attentive and responsive to the emotional needs of students struggling with these issues, showcasing a strong sense of empathy and understanding. They also supported students in developing actionable plans and strategies to overcome drug-related challenges and achieve their goals. This commitment to employing effective counselling skills underscored the crucial role that principals play in fostering a supportive environment for students facing drug-related difficulties.

5.4: Recommendations of the Study

To effectively address drug-related issues among students in Embakasi Sub County, it is essential for policymakers to implement comprehensive policies that promote collaborative community engagement strategies. These policies should encourage partnerships between schools, parents, and local organizations to create a unified front against substance abuse. Furthermore, there should be a framework for continuous training of educators and community members on the latest best practices in drug prevention and intervention strategies. This would not only enhance the capacity of schools to manage drug-related challenges but also ensure that

all stakeholders are aligned in their efforts to foster a safe and supportive environment for students.

Principals are encouraged to adopt a more proactive approach in employing conflict resolution and counselling skills when managing students affected by drug-related issues. This includes creating safe spaces for open dialogue between students, staff, and parents to discuss concerns surrounding substance abuse. Training workshops on effective communication and problem-solving techniques should be provided to empower principals and teachers alike. By fostering an inclusive and supportive school culture, principals can significantly reduce the stigma associated with drug use and encourage students to seek help without fear of judgment or punishment.

Students should be encouraged to take an active role in their own well-being by participating in peer-led initiatives aimed at drug prevention and awareness. Engaging in workshops, clubs, or community service related to substance abuse can empower students to make informed decisions and support their peers. Additionally, students should feel encouraged to communicate openly with school counselors and trusted adults about any challenges they face regarding drugs. By fostering a culture of support and understanding among their peers, students can help create a more resilient school community where everyone feels valued and supported in overcoming challenges related to substance abuse.

5.4.4: Recommendation For Further Research

Future research should focus on the long-term impacts of the interventions and strategies employed by principals in managing drug-related issues among students. A longitudinal study could provide valuable insights into how effective these strategies are over time and their influence on students' academic performance and well-being. Additionally, exploring the

perceptions and experiences of students regarding the support they receive from their schools and communities could enhance understanding of the efficacy of current programs. Such studies would contribute to the existing body of knowledge and inform more tailored interventions that address the unique needs of students exposed to drugs.

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APPENDICES I
INFORMED CONSENT

Dear Participant,

Participation in the study "Leadership Skills Used by Principals in Handling of Pupils Exposure to Drugs: A Study of Public Secondary Schools in Embakasi Subcounty Kenya" is cordially requested. The purpose of this research, being conducted by Silas Ndwiga Njiru, is to improve our knowledge of the leadership abilities used by principals to oversee students who have been exposed to drugs.

Your participation in this study is voluntary.

To join, you have to confirm that you've comprehended all that follows material and that you comprehend it.

Purpose of the study

The goal of this study is to investigate on Leadership Skills Utilized by principals in Management of Students exposed to Drugs

Procedures

You will need to set aside within thirty minutes for yourself to respond to an array of questionnaires if you consent to take part in the inquiry. Participants to the survey will be questioned how the principal's use of leadership skills affects the oversight of students who are exposed to drugs.

You have the option to ignore any inquiries.

Risks and Benefits

Furthermore, there have been no known risks connected to taking part in this study. Nevertheless, the research that is found may prove advantageous. The results from the research will be utilised used to support secondary school and other educational establishments in reducing drug and substance usage in order to improve student performance.

Confidentiality

Your answers will be kept private, and no publications or reports from the research will contain any data that could potentially be utilized to pinpoint you specifically. The investigator alone will have access to a secure place where your replies will be stored.

Voluntary Participation

You are able to decline participation in this study at any moment and won't be penalized for doing so. Your replies won't be examined if you choose to stop taking part in the study.

Contact information

You can contact Silas Ndwiga Njiru at (+254 724 288451) if you have any queries or worries concerning the research. You can contact KCA University if you have any questions regarding your rights as a research participant. You certify that you have read, comprehended, and openly and willingly chosen to engage in the study by choosing to participate. Thank you for taking part.

APPENDIX II: QUESTIONNAIRE

Dear Respondent,

I am Silas Ndwiga Njiru, a student at KCAU University, Reg no. ADM NO 20/01761 , doing Degree of Master of Arts in Leadership and Management. To complete this course, I am required to undertake study research on the INVESTIGATING LEADERSHIP SKILLS UTILIZED BY PRINCIPALS IN MANAGEMENT OF STUDENTS EXPOSED TO DRUGS: A STUDY OF PUBLIC SECONDARY SCHOOLS IN EMBAKASI SUBCOUNTYKENYA.

I hereby seek your assistance with any information on this topic.

Your responses will be treated with utmost confidentiality for the purposes of this academic report only. Thank you most sincerely for your participation.

Signature..... Date.....

PART A: DEMOGRAPHICS VARIABLES

1. Name of Schools (Optional).....
2. Job position/ Class

PART B: Collaborative Community engagement strategies

From the following statement on collaborative community engagement strategies, indicate whether you agree or disagree with effect on the Management of Students Exposed to Drugs

: Where (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I effectively engage the community in efforts to address drug-related issues among students					
I consider the diverse needs and perspectives of the community when implementing strategies to manage students exposed to drugs					
I am proactive in fostering inclusivity within the community when addressing drug-related challenges among students					
I actively seek input and involvement from various community stakeholders, regardless of their background or affiliation, in initiatives related to students exposed to drugs,					

Any additional comment on above

PART C: Decision-Making Processes

From the following statement on decision-making processes statement below, indicate whether you agree or disagree with their effect Management of Students Exposed to Drugs.

Where (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I make decisions when managing students exposed to drugs, considering the time taken to reach a decision					
I involve relevant stakeholders in the decision-making process when addressing issues related to students exposed to drugs,					
I consider the potential impact of my decisions on students' well-being and safety when managing drug-related incidents					
Am I open to adapting my decision-making processes based on the specific circumstances and needs of students exposed to drugs					

Any additional comment on above

PART D. Conflict Resolution Skills

Please rate your level of agreement with the following statements based on the conflict resolution skills, used by Principals when managing drug-related issues among students in Embakasi Sub County. Where: (1 - Strongly Disagree 2 - Disagree 3 - Not Sure 4 - Agree 5 - Strongly Agree)

Statement	1	2	3	4	5
I effectively communicate with students, staff, and other stakeholders to resolve drug-related conflicts in Embakasi Sub County					
I employ problem-solving techniques when addressing drug-related issues among students, considering factors such as collaboration and creativity					
Am I proactive in identifying and addressing underlying issues contributing to drug-related conflicts within the school community?					
I facilitate constructive dialogue and negotiation to achieve resolutions that benefit all parties involved in drug-related incidents.					

Any additional comment on above

PART E. Counselling Skills

Please rate your level of agreement with the following statements based on the counselling skills used by principals when managing drug related issues among students in Embakasi Sub County

Where: (1 - Strongly Disagree 2 - Disagree 3 - Not Sure 4 - Agree 5 - Strongly Agree)

Statement	1	2	3	4	5
I demonstrate empathy and active listening when counseling students involved in drug-related issues in Embakasi Sub County					
I collaborate with students to set goals for addressing drug-related challenges and achieving positive outcomes, ranging from					
Am I attentive and responsive to the emotional needs of students struggling with drug-related issues, demonstrating empathy and understanding					
I support students in developing actionable plans and strategies to overcome drug-related challenges and achieve their goals					

Any additional comment on above

PART F. Management of Students Exposed to Drugs

Please rate your level of agreement with the following statements based on the counselling skills used by principals when managing drug related issues among students in Embakasi Sub County

Where: (1 - Strongly Disagree 2 - Disagree 3 - Not Sure 4 - Agree 5 - Strongly Agree)

Statement	1	2	3	4	5
The presence of drug-related issues negatively impacts students' KNEC performance					
Effective management of drug-related issues contributes to improved KNEC performance among students.					
Drug-related disciplinary actions are handled effectively by school authorities.					
Participation in drug prevention and rehabilitation programs is encouraged among students.					

Any additional comment on above

APPENDIX III: Interview guide for students

1. Collaborative Community Engagement Strategies:

- i. Can you share any instances where the school community, including students, parents, and other stakeholders, has been involved in addressing drug-related issues?
- ii. How do you perceive the involvement of the school community in efforts to manage students exposed to drugs?
- iii. In your opinion, what are some effective strategies used by principals to engage the community in addressing drug-related challenges?

2. Decision-Making Processes:

- i. From your perspective as a student, how do you perceive the decision-making processes employed by principals when managing students exposed to drugs?
- ii. Can you describe any experiences where you observed or were involved in the decision-making process related to drug-related issues in your school?
- iii. How do you think principals consider the input and opinions of students when making decisions about managing drug-related incidents?

4. Conflict Resolution Skills:

- i. Have you ever witnessed or been involved in conflicts related to drug-related issues within the school community?
- ii. How do you think principals handle conflicts between students involving drugs?
- iii. From your observations, what are some effective conflict resolution skills used by principals in managing drug-related issues among students?

5. Counselling Skills:

- i. In your opinion, what role do principals play in providing support and guidance to students struggling with drug-related issues?
- ii. Can you share any experiences where you or someone you know received counseling or support from the principal regarding drug-related challenges?
- iii. What counseling skills do you think are important for principals to effectively manage drug-related issues among students?

Thank for their time and valuable insights.

APPENDIX IV: BUDGET

Secretarial services	Ksh. 3,000.00
Photocopying	Ksh. 2,500.00
Typing paper	Ksh. 1,500.00
Transport and subsistence	Ksh.15,000.00
Subtotal	Ksh. 22, 000.00

APPENDIX V: WORK PLAN – 2024

Activity	Jan	Feb	March	April
Proposal Drafting				
Proposal Writing & Submission				
Proposal Defense				

APPENDIX VI: List of Public Secondary schools in Embakasi Sub County

	Name of the School	Location
1	CGHU Mixed Secondary School	Embakasi Sub County
2	Embakasi Garrison Secondary School	Embakasi Sub County
3	Kayole South Secondary School	Embakasi Sub County
4	Muhuri Muchiri Boys High School	Embakasi Sub County
5	Our Lady of Mercy Girls Secondary School	Embakasi Sub County
6	Peter Kibukosya Secondary School	Embakasi Sub County
7	Ruai Boys Secondary School	Embakasi Sub County
8	Ruai Girls Secondary School	Embakasi Sub County
9	Uhuru Secondary School	Embakasi Sub County
10	Utawala Secondary School	Embakasi Sub County
11	Mihango Secondary School	Embakasi Sub County

APPENDIX VII:

NACOSTI License Permit

Republic of Kenya
National Commission for Science, Technology and Innovation

Ref No: 228625

RESEARCH LICENSE



This is to Certify that Mr. SILAS NDWIGA NJIRU of KCA University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: INVESTIGATING LEADERSHIP SKILLS UTILIZED BY PRINCIPALS IN THE MANAGEMENT OF STUDENTS EXPOSED TO DRUGS : A CASE STUDY OF PUBLIC-SECONDARY SCHOOLS IN EMBAKASI SUBCOUNTY KENYA for the period ending 12/September/2025.

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Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of international treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
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