

**EFFECTIVENESS OF SCHOOL CURRICULUM AS A STRATEGY TO CURB
DRUG AND SUBSTANCE ABUSE IN PUBLIC SECONDARY SCHOOLS
IN NAIROBI COUNTY, KENYA**

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ABSTRACT

In spite of the governments' effort in the fight against drug and substance abuse in Kenya, the problem is still rampant among secondary school students. The main objective was to assess the effectiveness of the school curriculum in curbing drug and substance abuse (DSA) among secondary school students. Literature relating to school curriculum areas and curbing DSA in schools was reviewed. The study employed descriptive survey design. The study sample consisted of 35 head teachers and 407 students. Questionnaires were used to collect Data from head teachers and students. Content validity and reliability of the research instruments was ascertained. Descriptive statistics were used to analyse data. The findings show that content on DSA in the curriculum was inadequate. Co-curricular activities (sports, drama, music and poems) were more effective in curbing DSA. The study concluded that curriculum as an administrative strategy for curbing DSA was not effective. The study recommended that content on DSA in the school curriculum should be enhanced to include causes, types and effects of DSA and more time allocated to teach DSA. Head teachers should collaborate with parents, law enforcers, government agencies; NACADA, NGOs and FBOs to curb the supply and demand of drugs and substances. The Ministry of Education could review its policy on punishment and expulsion as regards to curbing drug and substance abuse among students. The paper is based on a study conducted in the year 2012 and 2013.

KEYWORDS: Curriculum, Curbing, Drug and Substance Abuse, Strategy, County

INTRODUCTION

Background to the Study

Drug and substance abuse among the youth is a major challenge facing the Kenya education sector. It creates social-economic hardships, breeding misery which increases crime, violence and a drain in all affected strata of the society. The World Drug Report (2010) laments that the war against drug abuse is far from over and that drug barons are so powerful and ruthless that they are able to hold at ransom any one standing in the way of their evil trade irrespective of his/her position of authority. Countries like Peru, Bolivia, and Colombia have large plantations of cocaine, while opium poppy a flower like plant from which heroin is produced grows illegally in Pakistan and Afghanistan (Golden crescent) and in Cambodia, Thailand and Laos (Golden triangle) (United Nations Office on Drugs and Crime (UNODC), 2010). In England, about 53% of 14- to 15-year-olds are more likely to have been offered and taken drugs (Balding, 2005).

A drug is any natural or synthetic, licit or illicit substance that is used to produce physiological or psychological effects in human beings or higher order animals. Drug and Substance Abuse refers to the administration of any drug in a manner that diverts from approved medical or social patterns within a given culture. Drugs of abuse include alcohol,

cigarettes, and bhang, Miraa, cocaine, heroine and prescription drugs (UNODC, 2008). Studies have shown that factors such as prolonged or traumatic parental absence, harsh discipline, and failure to communicate on an emotional level, and parental use of drugs may lead to or intensify drug abuse among young people (WHO, 1993). Prevention of drug problems among the youth should employ knowledge about factors likely to influence their behaviour. Studies show that the most abused drugs by students are cigarettes, alcohol, bhang and *miraa*. The school is the first large-scale heterogeneous socializing organization of which the child becomes a member (Hansen 1992). The school is able to combine formal classroom teaching and informal peer group influence processes of socialization to control learner behaviour. It therefore becomes the best place for drug abuse intervention and control (Khanyisile, 2005).

The United States has used the Safe and Drug-Free Schools Program (SDFP) to strengthen DSA preventive programs in and around the nation's schools (Martinez, 2004). Nigeria has established a comprehensive drug abuse education and prevention plan, which involves students, teachers, parents, and other members of the community (Odejide, 2006). In Kenya, the secondary school curriculum covers content on drug and substance abuse (DSA) in Biology, Religious Education, Social Education and Ethics and Life skills (KIE, 2002 and 2008). Informal curriculum is also used in the fight against drug abuse through the use of sports, plays and music. A variety of sports are available for Kenyan youth, both at school and community levels and the Ministry of Education has emphasised that all students should participate in sports, clubs and societies for their well being (Republic of Kenya, 2006). Despite all these efforts, DSA is still rampant in secondary schools.

Statement of the Problem

Drug and substance abuse among the youth has taken root in schools and has been associated with incidents of rape, students' unrest, burning of schools, massive school dropout and dismissal academic performance (Cheloti, 2009 and Republic of Kenya, 2009). Strategies used to curb drug and substance abuse in schools have been found to be ineffective (Cheloti, 2013). Kenya governments' attempt to fight DSA is evident with the establishment of inter-ministerial drug control coordinating committee (1995), the drug master plan (1999), and establishment of NACADA (2001). Others include the National strategy on prevention, control and mitigation of DSA in Kenya 2008-2013 (Republic of Kenya, 2008), policy documents, Sessional papers and the Alcoholic Drinks Control Act (Republic of Kenya, 2010). As a policy strategy to curb DSA, the Ministry of Education established DSA departments in every district, infused DSA in the school curriculum (KIE, 2002; 2008), trained and posted Guidance and Counselling teachers to schools (Republic of Kenya, 2008). Despite all these efforts, DSA is still rampant among students in Nairobi County. Studies by Makokha (1984), Ng'ang'a (2003), Kwamanga, (2003) Muraguri, (2004) Matsigulu (2006), King'endo (2007), Mungai (2007), Munyoki, (2008) concentrated on prevalence, nature of drugs and substances abused, and their effects on abusers but none explored the role of school curriculum in curbing DSA.

Research Objectives

The purpose of the study was to assess the effectiveness of school curriculum to curb DSA among students in public secondary schools in Nairobi County. The objectives were to:

- Establish the effectiveness of life skills lessons in curbing drug and substance abuse in secondary schools.
- Assess the extent to which classroom lessons are used to curb DSA in secondary schools.

- Determine the effectiveness of co-curricular activities (sports, drama and music) in curbing DSA in secondary schools.
- Assess the effectiveness of school rules in curbing DSA in secondary schools.

Significance of the Study

Abuse of drugs causes major health, academic and discipline problems and is one of the greatest challenges for head teachers in public secondary schools. Previously, drug and substance abuse was more rampant in the coastal towns of Mombasa and Malindi. However more recent surveys reveal that there are increasing number of addicts in Nairobi, Mombasa and Malindi (Republic of Kenya, 2009). Many strikes experienced in Kenyan schools were linked to drug and substance abuse among students (Ngige, 2010). Kaguthi (2004) explained that many public secondary schools in Nairobi province were day schools and students were in contact with drug peddlers on a daily basis. Students also access drugs during school outings as they are left to interact freely (NACADA, 2006). The findings could be used by the government in setting up more DSA intervention and rehabilitation programmes in the country where students could find help. Head teachers may use the findings to strengthen, modify and enforce strategies used to curb DSA while Curriculum developers may use the findings to enhance content on DSA in the school curriculum.

LITERATURE REVIEW

Global and Regional Perspective of Drug Abuse

Drug use is as old as man. History tells that the Chinese used opium as a cure for dysentery before the 18th century. Britain and Holland exchanged opium grown in their colonies for tea and silk from China (Matzigulu, 2006). The opium war of 1839 between China and Britain was linked to drug trade. Drug control has been on the global agenda for more than a century and dates back to the Hague convention of 1912 (UNODC, 2007). In March 2009, United Nations member states committed to elimination or significant reduction in the global illicit drug supply and demand by 2019 (UNODC, 2010). The Interpol is reported to spend about 60% of its budget fighting drug related crimes (Ndirangu, 2004). Kenya government declared war against DSA in the early 1990's, with the establishment of the Anti-Narcotics police unit in 1983, enactment of stringent laws to counter trade and consumption of illicit drugs (Republic of Kenya, 2008) and establishment of NACADA.

School Curriculum as a Strategy in Curbing Drug and Substance Abuse

Curriculum is all subjects taught and all the activities provided by the school and may include the time devoted to teach each subject and activity (Education Act, 1982). Many educators recognize that alcohol and drug abuse among students are significant barriers to achievement of educational objectives. The school environment provides standards, against which young people test behaviour, and school personnel serve as highly influential role models by which adolescents and pre-adolescents judge themselves (Guy, 1981; and Pillai, 2008). In Kenya, a multi-disciplinary approach has been used to infuse content in DSA in the school curriculum.

The Kenya Institute of Education developed the life skills syllabus with an aim of equipping learners with knowledge, skills and attitudes to cope with social pressure and relate well with other members of the society (KIE, 2008). Life skills has its basis in the Bandura's social learning theory which assumes that drug use is functional; that it is socially learned through modelling, imitation, and reinforcement; and that it is influenced by an adolescent's cognition, attitudes, and beliefs (Bandura, 1986). The curriculum include teaching of generic personal self-management skills and social skills.

The life skills subject is compulsory, but not examinable and is taught from Form one to Form four. However, much emphasis has been given to topics like communication, self esteem, conflict resolution, stress management, peer pressure, relationships, anxiety, assertiveness and violence among others. There is no proper emphasis given to DSA. Drug abuse is merely mentioned as a part of the main syllabus topics like self esteem, anxiety and violence (KIE, 2008).

Within the Form four Religious education syllabus, alcohol, other drugs and their effects are covered as a sub-topic under the topic 'Christian approaches to leisure' (KIE, 2002) while in biology, the effects of drugs on the brain is mentioned in Form four under the topic 'co-ordination, response and irritability'. Mutsotso (2004) found that teaching social education and ethics to students equipped them with lifelong skills to deal with peer pressure and a sense self-worth which were thought to be key factors in controlling onset of drug abuse. This study explored content on DSA in the school curriculum with an aim of establishing its adequacy, relevance and effectiveness in curbing DSA in schools.

Time spent in sports and other co-curricular activities provides additional opportunity for engaging in valuable prevention efforts (Cheloti, 2013, Matsingulu, 2006 and Muraguri, 2004). Muraguri (2004) indicated that the demand for academic excellence had forced school heads to overlook co-curricular activities in order to concentrate on examinable curriculum. This, he said, had increased stress levels in students causing them to engage in drug abuse. This study further explored the role of co-curricular activities in curbing DSA in schools.

School rules in most schools prohibit smoking drinking or use of any illicit drugs with a warning of severe penalties that include expulsion from school. However head teachers cannot expel students without the sanction of the Ministry of Education. This compromises enforcement of the rules; and students are well aware. Awareness campaigns by NACADA, religious leaders, clinical psychologists and role models in society have also been stepped up in some schools to support information gained in class room lessons (Republic of Kenya, 2009). It is clear that schools have become the major focus of drug and alcohol abuse education and prevention activities for youth around the world (Botvin, 2000).

Theoretical Framework

The study is based on the social resistance skills theory as proposed by Gilbert Botvin in (1970) and the drug and alcohol theories of aggression by Geen (1990) and Berkowitz (1993). The social resistance skills theory argues that social and psychological factors are central in promoting the onset of cigarette smoking and later, drug and alcohol abuse. The social resistance theory holds that drug abuse result from pro-drug social influences from peers, persuasive advertising appeals, and media portrayals encouraging drug use, along with exposure to drug-using role models. The causes of drug abuse cited in this study, centre on some of the above psychosocial factors. Based on this theory, head teachers need to adopt strategies that help students recognize and deal with social influences to use drugs from peers and the media in order to control the DSA problem. The drug and alcohol theories of aggression by Geen (1990) and Berkowitz (1993) argue that alcohol consumption produces aggressive behaviour in the abusers. The alcohol theories may be used to explain aggressive behaviour of students witnessed in secondary schools in Kenya where DSA has been listed as one of the major causes of violence and strikes as recorded in studies by (Kinyanjui, 1976; Mungai, 2007; Kin'gendo, 2007; and Cheloti, 2009).

Research Methodology

The study employed descriptive survey design. The study sample consisted of 31 head teachers, selected by purposive sampling and 407 students selected using simple random sampling. Authority to collect data was sought. Data was collected by use of two sets of questionnaires for head teachers and students. Content validity of the research

instruments was ascertained by a team of experts in Educational Administration and through piloting of the test items while reliability of the instruments was ascertained by a test-re-test technique. Descriptive statistics were used to analyse and interpret the data.

DATA ANALYSIS

Life Skills Education as a Curriculum Based Strategy for Curbing DSA

Life skills education is a program meant to impart knowledge on practical aspects of daily living and skills for individual survival (KIE, 2008). The study therefore sought from the students whether life skills was taught in their schools. A total 224 students representing 55% agreed that it was taught while 183 students representing 45% were of a contrary opinion. Of the 224 who indicated that there were life skills lessons in their schools, a question on how often the subject was taught was put to them to respond. The results are shown in Table 1.

Table 1 : Students Responses on Frequency of Teaching Life Skills

| How often | Frequency | Percentage |
|----------------|------------|------------|
| Once per week | 108 | 48 |
| Twice per week | 76 | 34 |
| Fortnightly | 40 | 18 |
| Total | 224 | 100 |

From the students interviewed, 48% indicated that the life skills lessons were taught once per week; 34% indicated that the life skills lessons were conducted twice per week and the rest 18% indicated that the life skills lessons were conducted fortnightly. This result was interpreted to mean that even in the schools where life skills were taught, the subject is not allocated adequate time. The paper concluded that most schools preferred spending time on examinable subjects hence deliberately ignoring life skills. Furthermore, the content of DSA in the life skills syllabus is too little and could not have an impact on curbing DSA.

The Ministry of Education and Kenya Institute of Curriculum Development (KICD) could look into the possibility of expanding content on DSA or develop a syllabus on drug and substance abuse, bearing in mind the negative impact that drug addiction has on students, the school and the nation at large. These findings agree with Mutsotso (2004) that most school heads preferred to concentrate on examinable subjects due to clamour for high grades in national examinations and competition with other schools since support subjects are not examinable. On the contrary, Imbunya (2009) found that Christian religious education enhanced students’ fear of God and helped them shun deviant behaviour like DSA but indicated that it was an elective subject hence some students did not learn it; and this compromises on its benefits in curbing DSA.

Other Areas of Curriculum Used to Curb DSA

The study used a Likert scale to get the views of the head teachers and students on the use of other areas of curriculum used as strategies to curb DSA in secondary schools. In this section a 5 point Likert scale was used to seek an insight into the nature and usage of the various aspects of the school curriculum and its usage by head teachers in curbing DSA. A rating of “Strongly Agree” had a score of 5 assigned to it; “Agree” was assigned a score of 4; “Neutral” was assigned a score of 3; “Disagree” had a score of 2 assigned to it; “Strongly Disagree” was assigned a score of 1. A weighted mean score was used to interpret the results. A mean score of 5-3.5 was taken to mean that the head teachers and students agreed with the statement. A mean score of 3.4 to 2.6 was taken to mean that they were not sure or neutral.

A mean score of 2.5 to 1 was taken to mean they did not agree with the statement. The responses from the head teachers presented and analysed followed by responses of the students on the same issues. A comparison is then drawn between responses of the head teachers and students and interpreted as per curriculum areas. The responses obtained from the head teachers are presented in Table 2

Table 2: Head Teachers' Responses on Areas of Curriculum Used to Curb DSA

| Item | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Mean Score |
|---|----------------|----|-------|----|---------|----|----------|----|-------------------|----|------------|
| | F | % | f | % | F | % | f | % | f | % | |
| Class room lessons are used to curb DSA | 0 | 0 | 9 | 29 | 13 | 42 | 8 | 26 | 1 | 3 | 2.97 |
| Sports are used in curbing DSA in secondary schools | 4 | 13 | 26 | 84 | 0 | 0 | 1 | 3 | 0 | 0 | 4.06 |
| Drama is used in curbing DSA in secondary schools | 25 | 81 | 6 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 4.81 |
| Music is used in curbing DSA in secondary schools | 17 | 55 | 13 | 42 | 0 | 0 | 1 | 3 | 0 | 0 | 4.48 |
| School rules are used to control DSA among students | 2 | 6 | 11 | 35 | 3 | 10 | 12 | 39 | 3 | 10 | 2.90 |

On the Likert scale, the head teachers surveyed did not agree with the statement that class room lessons are used to curb DSA as this statement returned a mean score of 2.97. The head teachers further indicated that sports are used in curbing DSA in the secondary schools with the statement having a mean score of 4.06. Drama was also used in curbing DSA in secondary with the statement posting a mean score of 4.81 from the head teacher responses. The head teachers also indicated that music is used in curbing DSA in secondary schools with this statement posting a mean score of 4.48. The study findings agree with those of Muraguri (2004) and Matsigulu (2009). A statement on whether school rules are used to control levels of drug abuse in schools elicited neutral reactions from the head teachers as it posted a mean score of 2.90 showing that they were not sure about the effectiveness of school rules in tackling DSA problems or other strategies needed to be applied to support school rules.

The same statements relating to the use of other areas of curriculum as a strategy to curb DSA in secondary schools were presented to the students. Table 3 shows the responses.

Table 3: Students' Responses on Areas of Curriculum Used to Curb DSA

| Item | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Mean Score |
|---|----------------|----|-------|----|---------|----|----------|----|-------------------|----|------------|
| | F | % | F | % | F | % | f | % | f | % | |
| Class room lessons are used to curb DSA | 41 | 10 | 38 | 9 | 59 | 14 | 176 | 43 | 93 | 23 | 2.41 |
| Sports are used in curbing DSA in secondary schools | 257 | 63 | 103 | 25 | 3 | 1 | 23 | 6 | 24 | 6 | 4.36 |

Table 3 - Contd.,

| | | | | | | | | | | | |
|---|-----|----|-----|----|----|----|-----|----|----|----|------|
| Drama is used in curbing DSA in schools | 209 | 51 | 140 | 34 | 0 | 0 | 42 | 10 | 16 | 4 | 4.19 |
| Music is used in curbing DSA in secondary schools | 113 | 28 | 242 | 59 | 7 | 2 | 24 | 6 | 21 | 5 | 3.99 |
| School rules are used to control DSA in schools | 41 | 10 | 38 | 9 | 58 | 14 | 171 | 42 | 99 | 24 | 2.34 |

From the responses of head teachers and the students, the following was deduced;

The Extent to Which Classroom Lessons are Used to Curb DSA in Secondary Schools

Both students and head teachers did not agree with the statement that class room lessons are used to curb DSA as this statement returned a mean score of 2.41 and 2.97 respectively. This convergence of views could have been occasioned by the fact that DSA was infused as a topic within existing subjects of the curriculum and could not appear in the school time table. However looking at the effects of DSA on the students and education sector as a whole, it is imperative that schools include lessons on DSA and other emerging issues in education in the school time table for the betterment of the learners.

Effectiveness of Co- Curricular Activities (Sports, Drama and Music) in Curbing DSA in Secondary Schools

On co-curricular activities, students and head teachers indicated that sports are used in curbing DSA in the secondary schools with the statement having a mean score of 4.36 and 4.06 respectively. Drama was also said to be effective in curbing DSA in secondary schools with the statement posting a mean score of 4.19 from student responses and 4.81 from the head teacher responses. These findings agreed with Muraguri (2004) who found that drama was used to eradicate DSA in secondary schools in Starehe and Kamukunji constituencies of Nairobi province. The students also indicated that music is used in curbing DSA in secondary schools with this statement posting a mean score of 3.99 while the head teachers’ responses posted 4.48. Co-curricular activities like sports, music, and drama offer students an opportunity to learn in a non-formal way, and more often from each other. Schools therefore could engage students in inter- class or inter- house music and drama competitions and reap maximum benefits from the strategy, instead of relying on the Kenya music and drama festival organized annually. These findings agree with the finding of a study by Matsigulu (2006) on the role Kenya music festivals in eradicating Drug and Substance Abuse in public secondary schools who found that music, poems drama and dance brought out DSA themes more clearly to the level where students understood better.

School administrators use sports as avenues to reduce idleness and enhance socialization among students. They also use well organized themed sports events and branded sporting kits with anti-DSA messages to complement the fight against DSA. On the contrast, studies have shown that sporting events usually turn into ‘drug markets’ and hunting grounds for drug peddlers as indicated by (Ciakuthi, 1999). The study indicated that some of the students who were good in sports were found to be users of drugs such as bhang, and that some of the after sports celebrations were marked with drug abuse. In this case, the administrators’ objective of using sports to curb DSA may become counter-productive and require more supervision. Classes of music performed during the annual Kenya music festival provide good opportunities to emphasize dangers of DSA. Similarly school heads should encourage composition of music with themes on anti DSA to be performed during school events and entertainments days. Matsigulu (2006) concurs that music is one of the best avenues of educating the youth on dangers of drug abuse.

Effectiveness of School Rules in Curbing DSA in Secondary Schools

The head teachers were asked whether school rules are used to control DSA in schools. They were not sure as indicated by a mean score of 2.90. The students disagreed with the statement that school rules are used to control DSA in schools and returned a mean score of 2.34. The general feeling is that school rules are punitive and not corrective. The study further found that most schools rules; prohibit students from being in possession or abusing drugs and further state that any contravention of the rule would lead to expulsion from school. However, students still smoke, drink and use other substances in and out of school in complete disregard to the stated rule. The head teachers on the other hand cannot enforce the rule because it contravenes Ministry of Education policy that prohibits school heads from expelling students; and provisions of the international Convention on the Rights of the Child (CRC) of which Kenya is a signatory.

Effectiveness of the School Curriculum as a Strategy for Curbing DSA

To summarise the extent to which head teachers use the school curriculum to create DSA awareness, the head teachers and students were asked to rate the effectiveness of the school curriculum in curbing DSA among students. The responses from head teachers are discussed followed by responses from students. Table 4 show the results obtained from head teachers.

Table 4: Head Teachers Responses on Effectiveness of School Curriculum in Curbing DSA

| Item | Very effective | | Effective | | Fairly effective | | Least effective | | Not effective at all | |
|--------------------------|----------------|---|-----------|----|------------------|-----|-----------------|----|----------------------|---|
| | f* | % | f | % | f | % | f | % | f | % |
| Class Room Lessons | 0 | 0 | 10 | 32 | 12 | 39 | 9 | 29 | 0 | 0 |
| Co-curricular Activities | 0 | 0 | 10 | 33 | 21 | 67 | 0 | 0 | 0 | 0 |
| Schools Rules | 0 | 0 | 0 | 0 | 31 | 100 | 0 | 0 | 0 | 0 |
| * f denotes frequency | | | | | | | | | | |

All the head teachers indicated that the school curriculum played a positive role in curbing DSA in schools, as 39% indicated that that classroom lessons on DSA are fairly effective in curbing DSA in schools; 32% indicated that classroom lessons were effective while the rest 29% are least effective. These study findings disagree with those of Kabiru (2009) who found that the current school curriculum was less effective in dealing with drug abuse problems with 44% concurring while only 16% said it was effective.

With regard to co-curricular activities, majority of the head teachers (67%) felt that these were fairly effective with the rest 33% indicating that co-curricular activities were effective in dealing with DSA problem in schools. All head teachers rated school rules as being fairly effective in curbing DSA; this could be interpreted to mean that although rules prohibiting DSA in schools had been documented, some could not be enforced as they contravene Ministry of Education policies.

From the findings, co-curricular activities rank higher than the other two aspects of the curriculum (class room lessons and school rules) in their effectiveness as strategies used to curb DSA in schools by school administration. The study observed that the non-formal setting of co-curricular activities encouraged sharing of information on DSA more freely amongst students. Hence being more preferred than other formal curriculum methods like

class room lessons. These findings agree with Matsigulu (2006) on the role Kenya music festivals in eradicating drug and substance abuse in public secondary schools who found that music, poems drama and dance brought out DSA themes more clearly to the level where students understood better hence curbing DSA. However the findings concurred with Muraguri (2004) on the role of drama in eradicating DSA in secondary schools in Starehe and Kamukunji constituencies of Nairobi who found that co-curricular activities were more preferred by students and were effective channels for passing information on DSA to the students. On the contrary, a survey by NACADA (2006) disagree and stated that some students were introduced to drug taking during school outings as they interact freely with the public and students from other schools.

The students were also asked the extent to which they thought various aspects of curriculum were effective in curbing DSA in schools. The results are shown in Table 5.

Table 5: Students Responses on Effectiveness of the School Curriculum in Curbing DSA

| Effectiveness | Frequency | Percentage |
|------------------|------------|------------|
| Very effective | 136 | 33 |
| Effective | 97 | 24 |
| Fairly effective | 66 | 16 |
| Least effective | 52 | 13 |
| Not effective | 56 | 14 |
| Total | 407 | 100 |

The students indicated that the school curriculum was effective in curbing DSA with 34% saying that it is very effective, 24% said it was effective, 16% said it was fairly effective and 13% said it was least effective. Only 14% returned a “not effective response”. These results could be interpreted to mean that learners need more information on drug and substance abuse to empower them in making decisions whenever they encountered the temptation and peer pressure to abuse drugs. These could be packaged in different subjects of the school curriculum. Muraguri (2004) and Matsigulu (2006) concur that learners need to receive instruction on DSA while Kabiru (2009) and NACADA (2006) disagree that class room lessons on DSA are not important in curbing DSA.

Summary of Findings

The findings were that;

- Head teachers use formal and non- formal curriculum to curb DSA.
- Life skills were not taught in most schools since it is not examinable.
- The content on DSA in the life skills syllabus was not adequate considering the importance of the topic to learners.
- Content on DSA in the school curriculum is inadequate since it appears as subtopic or content within a sub topic.
- Co- curricular activities are more effective than lessons on DSA and school rules in curbing DSA in schools.
- School rules meant to curb DSA could not be enforced as they contravene government policy

CONCLUSIONS

The study concludes that;

- Content on DSA in life skills is inadequate and the subject is not taught in most schools therefore it is ineffective in curbing DSA.
- Content on drug and substance abuse in the school curriculum was inadequate and hence class room lessons could not equip learners with sufficient skills and knowledge to resist the allure of drugs and substances. Hence the strategy is not effective.
- Co-curricular activities were more effective in curbing DSA. Drama, music and sports were used to convey messages on DSA in a more non formal way.
- School rules aimed at curbing DSA were not enforced making the strategy ineffective.

RECOMMENDATIONS

- Kenya Institute of Curriculum Development (KICD) should reorganise the secondary school curriculum and provide additional time in the syllabus to teach drug and substance abuse separately in addition to the content infused in other subjects.
- Head teachers should:
 - Ensure all students participate in co-curricular activities to reduce stress associated with academic demands.
 - Ensure that students are taught life skills as provided for in the syllabus.
- The government should:
 - Use agencies like NACADA, NGOs, and FBOs to liaise with schools in fighting DSA by giving talks, support rehabilitation programmes, and distribute materials posters and pamphlets that educate youth on dangers of Drug and Substance abuse.
 - Address the culture of impunity wheredrug barons use students as drug peddlers and threaten school administrators.

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