THE INFLUENCE OF LEADERSHIP PROGRAMS IN THE FIGHT AGAINST ALCOHOL AND DRUG ABUSE AMONG STUDENTS IN SECONDARY SCHOOLS IN KAJIADO NORTH SUB-COUNTY

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PAN AFRICA CHRISTIAN UNIVERSITY

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DECLARATION

This thesis is my original work and has not been presented to any college or university for academic credit

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DEDICATION

This thesis is dedicated to my wife Ruth Nampayio, my son Brayden Leparan my parents, Mr. William Marau and Rose Marau, and my siblings Tipatet, Sorimpan, Saitabau, and Lemashon for their tireless support in all dimensions that have enabled me to put this research work together.

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ABSTRACT

The issue of drug and alcohol abuse among school children is a significant concern for educational policymakers. The general purpose of the study was to find out the influence of leadership programs in curbing alcohol and drug abuse among students in secondary schools in Kajiado North Sub-County. The specific objectives were to investigate the impact of mentorship, life-skills programs, and guidance and counseling on reducing alcohol and drug abuse, as well as to identify implementation challenges in these efforts. The study was anchored in empowering leadership theory and the theory of planned behavior. The study employed an explanatory sequential mixed methods design. The target population was 208 school leaders comprising principals, deputy principals, guidance & counseling teachers, and head prefects from 52 public and private secondary schools. Stratified sampling technique was used. Questionnaires were administered to a sample size of 136 respondents, and qualitative data were collected from 24 participants. Quantitative data were analyzed using descriptive statistics and correlation techniques, while qualitative data were subjected to thematic analysis. The mentorship program, with a composite rating of 4.24, was perceived as effective in addressing alcohol and drug abuse among secondary school students. In-depth interviews highlighted its role in character development and career aspirations. However, inferential analysis showed an insignificant correlation between mentoring and effectiveness in combating substance abuse ($p>.05$). Similarly, life-skills programs, with a mean score of 4.34, were deemed effective, focusing on personal development, empowerment, and social skills. However, correlation analysis revealed a weak and insignificant link between life-skills impartation and anti-drug campaign effectiveness ($p>.05$). Guidance and counseling services, rated at 4.33, were seen as effective, especially in character and values formation and career guidance ($p<.05$). Challenges included insufficiently trained personnel (89.1%), lack of resources for materials (87.5%), inadequate time allocation (85.9%), and limited student involvement in program development (85.9%). The study concluded that leadership programs are effective in tackling alcohol and drug abuse among secondary school students in Kajiado North Sub-County, but their correlation with combating substance abuse varies, highlighting the need to address implementation challenges such as insufficiently trained personnel and resource shortages to enhance prevention program effectiveness.

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ABBREVIATIONS AND ACRONYMS

ADA	Alcohol and Drug Abuse
DARE	Drug Abuse Reduction program
DEO	District Education Officer
MOEST	Ministry of Education, Science and Technology
NACADA	National Authority for the Campaign against Drug Abuse
NACOSTI	National Commission for Science, Technology, and Innovation.
NGO	Non-Governmental Organizations
NIDA	National Institute of Drug Abuse
NIH	National Institute of Health
PTA	Parents Teachers Association
SCDE	Sub-County Director of Education
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNDCP	United Nations Drug Control Program
UNODC	United Nations Office on Drugs and Crime
W.H.O	World Health Organization

OPERATIONAL DEFINITION OF TERMS

Challenges Associated with the Implementation: These are obstacles that curtail the implementation of programs that help in fighting alcohol and drug abuse (Temper, 2021). The obstacles considered in this study include inadequate resources, an information gap, and time limitations.

Fight against Alcohol and Drug Abuse: The effectiveness of the fight against alcohol and drug abuse refers to the perceived impact and consensus among stakeholders regarding leadership programs aimed at preventing and mitigating substance abuse issues within educational settings (Sherif et al., 2023). This effectiveness is measured by the degree of agreement among participants on the efficacy of teacher mentoring, guidance, and counseling, and life skills education in addressing drug-related challenges among students as indicated by reported reduction in alcohol and drug abuse.

Guidance and Counselling: Guidance and counselling are the practice of encouraging, advising, and showing an individual the right way of doing things as opposed to evil ways of living (Adamu, 2025). For this study, it referred to the practice of advising, encouraging, and showing the way for the young people in secondary schools.

Leadership programs: These are a series of programs that are meant to equip individuals by retooling them with the skillsets, the confidence, and the strategic thinking for them to deal with emerging issues (Stephenson, 2025). This study is conceptualized as including mentorship programs, life skills, guidance, and counseling.

Life skills: Life skills refer to all those activities that teach an individual how to behave under different circumstances (Camiré, 2023). In this particular study, life skills referred to the type of knowledge that aims at causing positive behavior change in an individual.

Mentorship: Mentorship refers to the idea of teaching, schooling, and showing direction of a senior person to a junior person with a view to helping them to follow the same steps to achieve the status of the senior person (UNDP, 2020). In this study, mentorship referred to all those activities that aimed at helping young people to grow up in a morally upright way by emulating the school administrators and following their footsteps.

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter introduces the study. The background to the study, problem statement, objectives, research questions, and the justification of the study are covered. The chapter also points out the limitations and delimitations experienced by the researcher in the field and the assumptions of the study.

Background of the Study

Alcohol consumption among adolescents continues to be a significant concern for policymakers worldwide. According to Odhiambo (2020), individuals aged 15-64 are particularly vulnerable to alcohol and drug abuse on a global scale. The author emphasizes that one of the most alarming aspects of this issue is its devastating impact on the lives of individuals within this age group. Such effects include the deterioration of health, leading to conditions like cancer, as well as the malfunctioning of vital organs such as the heart and kidneys, alongside impaired judgment, among other consequences. Furthermore, additional studies, like that of Rumgay et al. (2021), correlate the increasing incidence of cancer worldwide with the rising prevalence of drug and substance abuse, including alcohol.

Rising cases of drug abuse have been reported in previous studies. For instance, Lo et al. (2020) suggested that by 2016, approximately 271 million individuals, accounting for 15% of the global population aged between 15 and 65 years, were reported to engage in drug abuse. This figure tends to increase significantly in situations of stress, particularly among individuals with lower income levels, who are more prone to drug abuse compared to their affluent counterparts. For example, Pan et al. (2020) estimated a 35.5% increase in drug use disorders over 17 years from 1990, with men being more affected than women. Lo et al. (2020) further

noted that individuals who abuse alcohol are at a heightened risk of developing mental health and psychological issues, which often manifest as physical illnesses. Such individuals tend to be less productive and become burdens to their families, impeding economic progress for both the victims and their families.

Europe is not exempt from the challenges of alcohol and substance abuse. In a comprehensive study encompassing 28 European countries and targeting 15- to 16-year-old schoolchildren, Gerra et al. (2020) revealed concerning statistics. The study found that 8.66% of students were episodic users of substances, while 6.54% experimented with nicotine, and 0.72% were classified as addicted users. Additionally, the study uncovered that 9.53% of respondents used cocaine occasionally, with another 1.13% experimenting with it and 1.13% being regular users. Gerra et al. (2020) also estimated that among those using heroin, 0.34% of participants were identified as episodic users, 0.46% experimented with it, and 0.11% were categorized as addicted users. Raitasalo et al. (2021), while focusing on 15- to 16-year-olds in Norway, Finland, and Sweden, utilized data collected in 2015. The findings revealed alarming rates of alcohol consumption among teenagers in these countries, reporting that 21% of adolescents aged 15-16 indulged in alcohol in Norway, 25% in Sweden, and 21% in Finland.

Various countries are facing concerning trends regarding drug and substance abuse among teenagers. A study conducted in Nigeria by Obadeji et al. (2020) found that approximately 17.3% of selected secondary school students were involved in drug use. Additionally, another study by Mehanović et al. (2022), also conducted among selected secondary schools in Nigeria, revealed that 34% of students had experimented with alcohol, with 13.4% of them being addicted to alcohol. Furthermore, a study by Darteh (2022) discovered that 13.8% of students in

Mozambique were regular alcohol consumers. In Angola, the study found that 37.7% of women abused alcohol compared to 67% of men (Yaya & Ghose, 2019). These estimates are based on data from 2016. Another study by Mekonen et al. (2021) highlighted the detrimental health effects associated with alcohol consumption, which often result in significant health problems and premature death among consumers.

The issue of drug and alcohol abuse is indeed on the rise. In their study, Muthoni and Mauki (2022) highlighted that 23.4% of secondary students were consuming alcohol. Furthermore, the research revealed that students were also abusing various types of drugs, with prescription drugs being the most prevalent at 16.8%, followed by khat at 17%, tobacco at 14.5%, cannabis at 7.5%, and inhalants at 2.3%. Additionally, Muthoni and Mauki (2022) confirmed concerns about students indulging in hard drugs, with 1.2% of students reporting using cocaine. Another study by Mutiso et al. (2022) on the prevalence of drug and alcohol abuse found that among 15- to 24-year-olds, 18.6% were using alcohol, 5.2% were using tobacco, 6.7% were using khat, and 2.4% were using bhang by 2017. While the percentage of hard drug users may be smaller, their impact on students is significantly higher. Collectively, these studies underscore the harmful effects of substance abuse on adolescents, including decreased levels of discipline, increased instances of early and illicit sexual activity, and poor academic performance.

Headteachers, supported by other educators, bear the critical responsibility of fostering a conducive learning environment and promoting student welfare (Liu et al. 2024). Schools serve as essential spaces where children not only acquire knowledge but also develop social and emotional skills. In the context of this study on drug and substance abuse, schools implement leadership programs to equip both teachers and students with the skills necessary to proactively address the challenges (Alarcó-

Rosales et al. 2021). These programs, including guidance and counseling, mentorship, and life skills, help in deterring substance abuse and encourage healthy choices among students (Kaluza et al. 2020). Additionally, effective leadership facilitates discussions about the risks associated with drug and substance abuse, ensuring that students feel safe to express their concerns (Liu et al. 2023).

Mentoring in schools involves modeling appropriate behaviors and guiding students toward personal and academic success. Effective mentors – typically teachers, older students, or community members – demonstrate positive values and skills, serving as role models for their mentees (Sullivan & Hurst, 2021). Through regular interactions, mentors provide support that helps students build confidence, resilience, and a sense of accountability, which are crucial for navigating the challenges of adolescence (McGowan, 2020). This mentorship fosters a nurturing environment where students feel valued and understood, promoting emotional well-being and personal growth (Garcia et al., 2022). Additionally, mentors offer constructive feedback and share their experiences, enabling students to develop essential life skills and make informed decisions (Smith & Jones, 2023). Ultimately, mentoring contributes to improved academic performance, higher graduation rates, and better preparation for future career opportunities, equipping students with the tools they need to succeed (Lindsey et al., 2023).

Guidance and counseling, as the name implies, is designed to advise and lead students toward a proper path characterized by positive choices (Karadag, 2020). This process is essential in fostering good character and promoting academic performance, ultimately guiding students toward desirable professions and a successful future (Bryant et al., 2021). Through personalized support and interventions, guidance counselors play a crucial role in helping students navigate the challenges of

adolescence, including academic pressures, social dynamics, and personal issues (Baker et al., 2020). By offering a safe space for students to discuss their concerns, counselors empower them to make informed decisions about their educational and career paths (Wilkerson & Bell, 2022). Furthermore, effective guidance and counseling programs not only focus on academic success but also emphasize the development of life skills, such as effective communication, problem-solving, and decision-making (Hargrove, 2020). These skills are vital in preparing students to face the complexities of adult life, including issues related to mental health and substance use (Duncan et al., 2023).

Shek et al. (2021) defined life skills as attributes developed through practice and formal training, aiding individuals in overcoming various challenges and navigating the complexities of life. They argue that schools serve as optimal environments for imparting leadership skills to young people. This assertion stems from the belief that schools represent the initial stage of formal learning for children, where their unique abilities are identified and nurtured to facilitate the realization of their aspirations. These formative years play a pivotal role in shaping the future behavior of individuals. In the context of this study, life skills were conceptualized as encompassing critical thinking and decision-making abilities, interpersonal proficiency, self-management competencies, and autonomy and control.

This study acknowledges that implementing leadership programs to combat alcohol and drug abuse in schools is beset with challenges. Temper (2021) highlights the difficulties educational institutions encounter in enforcing policies aimed at reducing substance abuse among students. These challenges may include the proximity of alcohol and drug selling points, enforcement hurdles, and resource inadequacies. Consequently, the study posits that these challenges could impede the

effective implementation of leadership programs aimed at curbing drug and alcohol use in schools. The study specifically identifies challenges within schools that teachers can address through interventions such as mentorship, life skills training, and guidance and counseling. These challenges encompass resource constraints, information gaps, and societal cultural influences that may manifest among students. Consequently, the study proposed implementation challenges as a moderator variable for the relations between leadership programs and drug and alcohol control.

The secondary school period is important in children's lives, as it is at this point that the majority experience puberty and young adulthood (Vertel et al., 2023). It is also critical, as most children in secondary schools are in boarding schools and therefore enjoy a degree of autonomy (Manindjo et al., 2023). Adolescence is a critical developmental stage characterized by experimentation and heightened vulnerability to peer influence, making secondary school students particularly susceptible to substance use (Cirocki & Anam, 2024). Children generally explore more, and unless they are properly guided, they may start maladaptive behaviors such as alcohol and drug use. Mutiso et al. (2022) highlighted that 15- to 24-year-olds engaged in alcohol use, and Mauki (2022) also noted that 23.4% of secondary school students took drugs in Kenya. Among other counties, the status of alcohol and drug uptake in Kajiado North sub-county has reached an alarming stage (Mukilya et al., 2025). Consequently, establishing alcohol and drug uptake is important for understanding the role of leadership programs in the fight against alcohol and drug abuse among students in secondary schools in Kajiado North Sub-County.

Statement of the Problem

Drug and alcohol abuse among school children is a significant concern for educational policymakers (Garcia & Revano, 2021). In Kenya, estimates put 23.4% of

secondary school children as addicted to alcohol (Muthoni & Mauki, 2022). Drug addiction is also a major problem within the same age group, with 18.6% of young people having drug addiction problems (Mutiso et al. 2022). Drug abuse and alcohol misuse potentially lead to poor student outcomes and disciplinary problems (Nthama et al., 2022). Maurya and Maurya (2023) point out that children who are addicted to alcohol and drugs are likely to continue with the same habit into adulthood. Scholars have similarly shown that alcohol and drug addiction predict poor health, family dysfunction, and poor outcomes for children (Gornik et al., 2023). This study stems from the fact that Kenya is generally a nation where the majority are the young generation, meaning that in a few years, the addicted young students will be adults, who will be expected to be responsible citizens, earn their living, and take caring of their children, thus contributing to the social and economic well-being of the country (King'oro, 2023).

Empirical evidence in Western Bengal in India by Das et al. (2026) suggested that conducting leadership programs reduce young people's susceptibility to substance abuse through the enhancement of self-esteem. However, while numerous studies have examined the causes of drug and substance abuse, there is a notable gap in research focusing on the role and effectiveness of leadership initiatives in addressing drug problems in Kenya. For instance, Theuri and Nzioka (2021) investigated how the immediate school environment impacts drug addiction in Kajiado North Sub-County. Mbuthia et al. (2020), using qualitative methods, explored the consequences of alcohol and drug abuse among university students. Thus, its findings may not help in developing effective strategies for secondary school students. Moreover, Muhia (2021) conducted research in secondary schools, but the focus was on the role of peer pressure. None of the studies has focused on the role of leadership

programs in the fight against drug and alcohol abuse in schools. Given the highlighted gaps, this study aims to fill this gap by examining the efforts made by school administrations to reduce alcohol abuse. By doing so, it offers a different perspective that stakeholders can consider when addressing drug problems in secondary schools.

The Purpose of the Study

The study investigated the influence of leadership programs in the fight against alcohol and drug abuse among students in secondary schools in Kajiado North Sub-County.

Research Objectives

i. To establish the influence of mentorship programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County.
ii. To determine the influence of life-skills programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County.
iii. To investigate the influence of guidance and counselling in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County.
iv. To assess the challenges associated with the implementation of measures meant to address alcohol and drug abuse among secondary school students in Kajiado North Sub-County.

Research Questions

i. How do mentorship programs influence the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County?
ii. What is the influence of life-skills programs on the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County?
iii. How does guidance and counseling influence the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County?

iv. What are the implementation challenges influencing the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County?

Assumptions of the Study

The study assumed drug and alcohol abuse was prevalent among secondary school students in Kajiado North Subcounty, forming the basis for investigating the effectiveness of leadership programs in tackling this prevalent issue. Moreover, it was assumed that schools in the study area had existing mentorship, life skills, guidance, and counseling programs in place. This assumption underlined the study's focus on evaluating the impact of these established programs on reducing drug and alcohol abuse among students. Additionally, the researcher assumed the presence of implementation challenges associated with these programs in schools. These challenges may have encompassed resource constraints, insufficient training for program facilitators, and cultural barriers. Recognizing these obstacles was crucial for understanding potential limitations and barriers to the effectiveness of leadership programs in addressing substance abuse among students.

Rationale of the Study

The study is justified by the fact that alcohol and drug problems are becoming major problems among secondary school students in Kenya (Okoyo et al., 2022). Recent media reports, which are also captured by scholars, show that student indiscipline, which involves the destruction of school properties, is largely blamed on rampant drug and alcohol usage (Nthama et al., 2022). Of particular interest is that student indiscipline does not just affect student outcomes but sometimes causes fatalities (Ng'eno, 2025). Again, education is envisaged to prepare young people to take leadership roles in various sectors of the economy, a vision that is severely challenged by the increase in drug and alcohol uptake (Gondal et al. 2025). The

upsurge in the uptake of alcohol and drug abuse (ADA) is not just bad for the student's academic performance, it also has a major negative impact on the social and economic well-being of the country. Consequently, the study may lead to a breakthrough that may help in curtailing drug and alcohol abuse among students. The study may also provide important insights that may inform future studies on ADA among students.

Significance of the Study

This study is potentially of great importance to the Ministry of Education, Science, and Technology (MOEST) in establishing the role of leadership programs in the fight against alcohol and drug abuse in Kenya, and specifically in public and private secondary schools in Kajiado North Sub-County. The study can be useful to school administrators in combating the influence of alcohol and drug abuse in schools through improving existing containment measures against ADA and even striving to develop more efficient evidence-based programs. The findings of this study confer great benefit to the principals, deputy principals, and heads, and guidance and counseling departments in the public and private secondary schools in Kajiado North Sub-County. The study is also of significance to teachers, as they were involved in implementing the strategies developed by the school leadership as a team. This ensured that all the teachers and students worked together to collectively achieve the goal of curbing alcohol and drug abuse in schools. Curriculum developers can utilize the study findings on the question of students' mentorship, imparting of life skills, guidance, and counselling services to enhance course content on drug abuse and increase time allocation for teaching drug abuse containment measures.

The findings of the study can inform the development of policies and practices aimed at promoting the integration of leadership programs into secondary school

curricula and extracurricular activities as part of comprehensive substance abuse prevention efforts. This can contribute to more holistic approaches to addressing substance abuse among youth at the regional and national levels. This study also provides vital information for researchers, research institutions, and universities. The study adds to the body of knowledge on the effectiveness of leadership programs in addressing alcohol and drug abuse among secondary school students, particularly within the Kenyan context.

Scope of the Study

The study was conducted in Kajiado North Sub-County in Kajiado County. It targeted private and public day and boarding secondary schools in the Sub-County. The focus of the study was that the problem of alcohol and substance abuse was becoming rampant in Kenya and especially in secondary schools. This study sought to analyze the influence of leadership programs such as imparting of life skills, guidance, and counselling and mentorship programs in the fight against alcohol and drug abuse in secondary schools in Kajiado North Sub-County.

The study is targeting Kajiado County, as it has been reported that it is one of the hotspots for ADA (Mukilya et al., 2025). Kajiado County is an expansive county, and it is strategic as it borders Nairobi County and has an international border with Tanzania (Oyosi, 2024). The fact that the county borders Tanzania may make policing difficult, making it a possible gateway for drug and alcohol trafficking to other counties (Nyango, 2022). Bordering Nairobi County, the city is an additional risk, as a significant number of students traverse the two counties (Mwai, 2024). Consequently, the focus on Kajiado County is strategic as it will enable the researcher to understand ADA in a county that is strategically located between the capital city of Kenya and an international border, among the bordering counties.

Limitations and Delimitations of the Study

The study is limited to investigating the leadership programs, including mentorship, life skills, and counseling, as they relate to ADA by students, meaning all the other factors that may be shaped by leadership, including academic performance and the level of student discipline, will not be accounted for in the study. The researcher reinforced this limitation by using the Empowering Leadership Questionnaire (ELQ), which directly addressed leadership programs as they relate to ADA. The study was also limited to secondary school students attending schools in Kajiado County.

The researcher faced a number of limitations that complicated data collection. For one, this was a self-reported study, which required the participant to provide information on alcohol and drug use. Though the researcher encountered difficulties during data collection. The researcher used validated instruments for data collection. This difficulty was also managed by explaining the purpose of the study and the commitment that the study was conducted for academic purposes only, in addition to committing to maintain confidentiality and anonymity. Similarly, the data was collected when there was still an upsurge of COVID-19 infections and their mutations, which limited the number of interactions the researcher had with his respondents. This presented challenges to the researcher by limiting movement around Kajiado North, especially in towns such as Ngong, Kiserian, and Rongai. The researcher adhered to all COVID-19 protocols, such as maintaining social distancing, always putting on a face mask, and sanitizing regularly. In addition to this, some of the respondents were contacted using online platforms.

Chapter Summary

This chapter dealt with the introductory part, whereby sections such as background of the study, statement of the problem, research questions, research objectives, justification, scope and limitations of the study, and the assumptions of the study were all tackled.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter reviewed literature by various authors and researchers who have conducted studies on the role of leadership programs in the fight against alcohol and drug abuse in secondary schools and other learning institutions. It presented an empirical review of the variables and a summary of the research gaps. It also presented a discussion of the theoretical and conceptual framework.

Conceptual Literature Review

Leadership programs are the various frameworks that leaders use to deliver on the goals they seek to achieve. Leadership programs are organized according to the contexts in which the leader operates, with school leadership programs focusing on equipping students with essential skills and knowledge for wholesome student outcomes. The programs meant for managing alcohol and drug use among students are wide and varied. Brijraj (2023) conceptualized it as including policy awareness, rehabilitation programs for psychologists in schools, parental engagement, and school safety and health programs. The National Authority for the Campaign Against Alcohol and Drug Abuse (NECADA, 2021) in Kenya summarized the preventative measures as including education programs meant to cut off the supply chain, incident management, and counseling support. Within these two frameworks, three sub-themes for supporting students against alcohol and drug abuse stand out: mentorship programs, life-skills programs, and guidance and counseling (Bor et al., 2025).

Mentoring is a developmental relationship where a more skilled person supports a less skilled person to foster success in their particular field (Rinfret et al., 2023). Nuis et al. (2023) conceptualized it as a structured, supportive relationship that can be hierarchical or collaborative, designed to foster student success, competence,

and career development. Mentorship programs involve pairing mentees with experienced mentors, such as teachers and senior students, to foster personal growth. Closer home, Githinji and Nyangoma (2023) provided a more salient conceptualization, noting that it is a structured, developmental relationship designed to support diverse student populations academically, socially, and personally. In this study, the researcher has conceptualized student mentorship as involving open communication, role modeling, caring, personal relations, goals, and life challenges.

Ramala and Madhumathi (2023) defined life skills as the development of cognitive, emotional, and social abilities that enable individuals to cope effectively with everyday challenges. Life-skills programs aim to develop psychosocial and interpersonal skills to support students to critically evaluate alternatives and make sound decisions that support their wellbeing (Parekh & Patel, 2025). It also aims at developing interpersonal skills, critical thinking, effective communication, and healthy interpersonal relationships (Basak, 2022). Zaman et al. (2023) simply summarized it as involving developing cognitive skills, implementing practical skills, developing interpersonal skills, and developing intrapersonal skills. This study conceptualized life skills as involving critical thinking, interpersonal skills, self-management skills, and autonomy and control.

Guidance and counseling are conceptualized as structured, purposeful processes embedded in the school system to foster students' academic, vocational, and socio-personal growth (Bhutto et al., 2023). Guidance and counseling is a professional program that combines practical advice to support students through their academic journey (Akdemir, 2023). Guidance helps students by providing informational support and advice that can enable them to overcome challenges, make informed decisions, and achieve better outcomes (Majjate et al., 2023). Counseling is

a therapeutic process undertaken by trained personnel that aims at processing emotional healing (Akdemir, 2023). Guidance and counseling help students to develop self-awareness and improve problem-solving skills. In this study, guidance and counseling entail creating self-sufficiency, character and values formation, career guidance and direction, and building resilience among students.

Review of Empirical Studies

The Role of Mentoring in Fighting Alcohol and Drug Abuse

The study by Grigoropoulos (2020), conducted in the USA and based on secondary data from articles and journals, proposed a leadership model that highlights the continuous nature of mentorship as opposed to a one-time intervention, which is consistent with Mullen and Klimaitis (2021). While the study by Grigoropoulos (2020) makes a strong case for peer-driven leadership development, it reveals a conceptual gap since it did not investigate the practical application of leadership skills in tackling specific challenges, such as drug and substance abuse. Additionally, by focusing exclusively on peer mentorship, the study leaves a conceptual gap in understanding how other forms of mentorship, such as teacher-student or family mentorship, could contribute to preventing substance abuse.

Adding to the stream of literature, Knight (2021) examined mentorship as a tool for managing substance abuse, with a focus on peer-to-peer mentorship as an informal yet influential dynamic. The study, grounded in a quantitative analysis of peer-reviewed journals, found that while peer mentorship often occurs unconsciously, it can be highly effective when structured with clear outcomes. This approach was identified as a promising avenue for sustained recovery in individuals struggling with addiction, which is corroborated by Dekkers et al. (2021). However, the study pointed out a significant limitation: peer-to-peer mentorship tends to occur between

individuals who share similar characteristics, such as age, profession, or socioeconomic status. This similarity can create challenges, as it limits diversity in perspectives and guidance, potentially reducing the effectiveness of the mentorship model. The researcher recommended further studies to explore ways to better structure peer mentorship relationships to maximize benefits for the mentees. Despite these valuable insights, Knight's reliance on qualitative methods exposes a methodological gap as it lacks empirical evidence from real-world mentorship programs specifically targeting substance abuse. This study addressed this gap by employing an explanatory sequential design, incorporating both qualitative and quantitative data to analyze the effectiveness of structured peer-to-peer mentorship in substance abuse management.

Another study in the United States was conducted by Tremblay et al. (2020), who investigated the effectiveness of life skills programs in mitigating drug and alcohol abuse among children. The study synthesized data from 90 journals to reach its conclusions. The research delineated a life skills training curriculum encompassing education on various aspects of drug use, such as its physiological and psychological effects, associated risks, addiction statistics, and familiarity with common drugs and their street names. Furthermore, the study elucidated how teachers delivered resistance training to students, equipping them with tailored strategies to counter peer pressure to engage in substance use. These strategies encompassed assertiveness training, effective communication techniques, refusal skills, and decision-making abilities. By providing students with these tools, the aim was to empower them to navigate social settings where drug exposure may occur and make informed, health-conscious choices. The study drew conclusions based on secondary data, thus

presenting a methodological gap which the present study closed by conducting primary research.

In contrast to the methodological approach by Tremblay et al. (2020), Heiden-Rootes et al. (2023) conducted a qualitative study to explore the role of mentorship in the rehabilitation of individuals struggling with drug and substance abuse. The study utilized in-depth interviews and focus group discussions with 25 trained addiction specialists, all of whom were recovering addicts. Heiden-Rootes et al. emphasized the importance of aligning the mentor-protégé relationship with family dynamics for successful rehabilitation, a conclusion that aligns with findings by Hayman et al. (2022). Despite the foregoing contributions, the study by Heiden-Rootes et al. (2023) presents a focus on non-school settings, such as rehabilitation centers, introducing a contextual gap, and the findings were informed using qualitative methods creates a methodological gap. This study aims to address mixed data, so that the research provides a more comprehensive understanding of how mentorship, along with family involvement, can aid in the recovery of student populations.

Similarly, Sezgin et al. (2020) investigated the role of mentoring on learning outcomes in Turkey. The findings were informed by collecting 10 senior school administrators. The findings observed that children who receive mentorship are likely to develop leadership skills, which are instrumental in fostering positive societal change. The findings also demonstrated that leadership-instilled virtues like confidence, creativity, teamwork, collaboration, and responsibility among children are poised to yield profound effects not only on their future trajectories but also on society at large. The findings also indicated that mentoring helped in improving communication and nurturing a sense of responsibility among children, thereby equipping them to become influential and assertive leaders in society. However, the

study was informed by qualitative study, thus opening a methodological gap, which the present study by using explanatory sequential mixed methods design

Another qualitative study was conducted by Pradeep (2021), whose research in India explored the collaborative efforts of stakeholders such as parents and social groups in combating alcohol and drug abuse. By analyzing published articles, the study revealed that early initiation into alcohol and substance abuse significantly increases the risk of addiction and long-term health issues, including premature death, a finding supported by Nawi et al. (2021). Additionally, Pradeep's study linked substance abuse to self-harm and suicide, indicating that individuals battling addiction are at higher risk of engaging in these dangerous behaviors. A key finding was the influence of parental stability, which played a crucial role in determining whether children would engage in substance abuse, a finding supported by Shek et al. (2020). Moreover, the study highlighted the role of peer influence and social circles in shaping social values, often leading to children's recruitment into drug and substance abuse. However, Pradeep's (2021) study, which was informed by qualitative data, raises a methodological gap that this study filled by Using a mixed-methods approach.

Instead of conducting primary research, Makgoke and Mofokeng (2020) explored mentoring as a leadership model to mitigate substance and alcohol abuse among students by examining 19 empirical studies from the USA. Their findings showed that teenagers who abused alcohol and drugs were at higher risk of developing addictions in adulthood, engaging in risky behaviors such as sexual promiscuity and physical violence, a pattern also observed by Yoon (2020). They further established that mentorship plays a critical role in reducing substance abuse, especially through peer-to-peer mentoring and natural mentorships. One of the methodological gaps in this study was its heavy reliance on qualitative research,

which the current study filled by employing a mixed-methods approach. Additionally, while Makgoke and Mofokeng (2020) focused primarily on the outcomes of mentoring in reducing substance abuse, thus opening a conceptual gap, which the current study filled by examining these mediating factors, offering a deeper understanding of the complexities involved in mentorship and substance abuse prevention.

Turning attention to the Middle East, Krisi and Nagar (2023) conducted a qualitative study in Israel examining the effects of mentoring on college students with disabilities through in-depth interviews. The results showed a significant positive impact on multiple aspects of the mentees' lives, including academic performance, workplace success, and family relationships, findings also supported by Shen et al. (2022). The study revealed increased self-esteem among participants, with students expressing greater confidence in achieving their goals and overcoming challenges. Additionally, the mentoring experience empowered students by providing essential support, guidance, and resources, aligning with Saranya et al. (2023). However, Krisi and Nagar (2023) did not address the potential role of mentorship in mitigating drug and substance abuse, especially among students, which represents a conceptual gap in their research. The present study addressed this gap by specifically investigating the influence of mentorship on drug and substance abuse among adolescents.

Another research in the Middle East was carried out by Maddah et al. (2021) who investigated the efficacy of life skill interventions in managing the psychological and overall health of university students in Lebanon. In a quasi-experimental study involving 78 students from private universities, participants were divided into control and intervention groups. Results revealed that the intervention effectively improved various life skills among participants, including self-care, work and study habits,

career and education planning, and goal setting. Additionally, the intervention group exhibited enhancements in eating habits and mental health status compared to the control group. However, no significant impact was observed on body mass index. While these findings highlight the potential benefits of life skill interventions for student well-being, the study's focus solely on university students raises a contextual gap. Moreover, its quantitative nature opens both methodological and conceptual gaps in fully understanding the effectiveness and broader implications of such interventions.

Within the African context, Udoh et al. (2020) conducted a study in a Nigerian public university, focusing on the involvement of librarians in addressing drug and substance abuse among students. The study, which used accidental sampling with 70 participants, revealed a high prevalence of drug and alcohol use, leading to negative health and academic consequences – findings further supported by Jackson et al. (2020) in a similar university setting. Udoh et al. (2020) emphasized the role of librarians in mentoring students, noting that many respondents recognized librarians' potential in helping address substance abuse issues, a result also supported by Shen et al. (2022). However, the study's focus on university students highlights a contextual gap, and emphasis on librarians as primary agents of change creates a conceptual. Finally, the descriptive study design used in the research limits its capacity to establish causal relationships, posing a methodological gap. The study addressed these gaps by considering a range of mentors, including teachers, school principals and their deputies, as well as guidance and counseling teachers, to provide a more holistic view of the mentorship ecosystem in combating substance abuse using a mixed-methods approach.

Another research in Nigeria was carried out by Umar and Birai (2022), who conducted a qualitative study in Nigeria to explore the impact of drug addiction and alcohol abuse among students, with an emphasis on the socio-cultural factors influencing Nigerian youth. The study revealed that men were more prone to substance abuse compared to women, a pattern similarly observed by White (2020). However, it also found that women who abused alcohol experienced more severe negative health outcomes than their male counterparts. Peer influence was identified as a major driver of substance abuse, and disrupting the supply chain was found to be an effective intervention. Additionally, the study highlighted that scientific mentoring had a positive effect in reducing drug addiction among youth, a finding supported by Cavell et al. (2021). Despite these insights, the study exposes a conceptual gap by focusing on general socio-cultural factors in preventing or mitigating substance abuse among youth. The present study addressed the gap by specifically investigating leadership programs in schools to prevent substance abuse, particularly in a context where socio-cultural norms strongly influence youth behavior.

Narrowing down to the Kenyan scene, Musyoka (2021) conducted a study at the Nairobi University, Kenya, to investigate the role of mentoring in reducing drug and alcohol abuse among students. The research involved 406 participants and used a three-phase data collection method, including a baseline survey, the design of an m-Health tool, and focus group discussions. Results showed a high prevalence of substance abuse, with 25% of students reporting drug or alcohol use. Notably, students living off-campus were four times more likely to engage in substance abuse compared to their on-campus peers, a pattern also noted by Musyoka et al. (2020). Additionally, over 96% of peer counselors adopted the m-Health tool, which was found to enhance self-esteem and reduce instances of substance abuse, corroborating

findings by Marino et al. (2020). While the study successfully explored the effectiveness of m-Health technology in facilitating mentorship, it primarily focused on university students in urban settings, which raises a contextual gap. This focus limits the generalizability of the findings to adolescents in secondary schools or rural areas, where mentorship dynamics and access to technology might differ. The present study addressed these gaps by extending the research to adolescents in secondary schools, particularly in rural and peri-urban areas. Additionally, the present research evaluated mentorship for adolescents, addressing both the contextual and conceptual gaps.

Another study in Kenya was carried out by Mathai (2022), who investigated the effectiveness of mentoring in addressing drug and alcohol abuse among youth in Presbyterian Churches in Kenya. The study used proportional sampling to select church elders, parish ministers, presbytery moderators, and youth, while purposive sampling was employed to recruit addicted youth. A total of 392 youths participated. The findings identified peer pressure and poor upbringing as significant contributors to substance abuse. Mentoring programs, including Bible studies, youth engagement, and rehabilitation initiatives, were shown to be effective in mitigating these issues. These findings were supported by similar studies from Chapia et al. (2021) and Mbatia (2023). While Mathai's (2022) study provides valuable insights, its focus on church settings introduces a contextual gap. The exclusive focus on a church environment restricts the study's generalizability to secular or non-religious contexts, where different factors and support systems might influence the effectiveness of mentoring in combating substance abuse. The present research addressed this contextual gap by broadening the scope to include adolescents in both religious and secular settings.

On their part, Chumo and Kitainge (2020) explored the relationship between principal mentorship and its influence on student outcomes in Nandi County, Kenya. The study included 118 school principals, 108 teachers, and 1,534 students, including 13 school prefects. The findings indicated that principal mentorship played a crucial role in equipping students with practical life skills and enhancing leadership potential, with a strong belief in mentoring student leaders for future national leadership roles, a finding supported by Baroudi and David (2020). Additionally, the study revealed that mentorship programs led to improved discipline among students, positively impacting their overall outcomes, which aligns with the research by Tran and Smith (2020). However, despite these positive findings, the study did not examine the potential impact of mentorship on addressing student drug and substance abuse, thereby creating a conceptual gap. The present study addressed this gap by examining the role of school principals' mentorship not only in promoting discipline and leadership but also in mitigating drug and substance abuse among students.

Life Skills in Fighting Alcohol and Drug Abuse

Life skills are crucial in equipping students to effectively cope with the pressures and challenges associated with drug and substance abuse (Kirk & Houghton, 2022). By fostering skills such as decision-making, problem-solving, and stress management, students are better prepared to resist peer pressure and make informed choices regarding substance use (Pajares & Urdan, 2021). Research indicates that students with strong life skills demonstrate higher academic performance and improved behavioral outcomes, as they are more capable of managing stress and avoiding risky behaviors (Hapke et al., 2020). Additionally, life skills training can enhance self-efficacy, promote resilience, and reduce vulnerability to substance abuse, ultimately contributing to better overall well-being and academic

success (UNODC, 2021). Therefore, integrating life skills education into the school curriculum can play a vital role in preventing drug and substance abuse, leading to more positive student outcomes.

In Indonesia, Ismail et al. (2022) conducted a study aimed at assessing the prevalence of substance abuse and alcohol consumption among young individuals. The research involved the recruitment of 9818 youths, utilizing a proposed sampling method. Findings from the study revealed a prevalence rate of 5.5% among those who were identified as addicted, with an additional 3.5% reported to have consumed drugs within the 30 days preceding the study. The study explained that decision-making skills help individuals make healthier choices in challenging situations, while resilience equips them to recover and adapt to stressors in their environment. Additionally, the ability to resist peer pressure is critical in preventing youth from succumbing to external influences that encourage drug and substance use. However, the primary emphasis of the study was on establishing the prevalence of drug and substance abuse, indicating a potential conceptual gap in addressing broader contextual factors.

Still focusing on Asia, Sherif et al. (2023) investigated the use of life skills in managing psychological problems among children and teenagers through a review of 10 articles involving participants aged 10 years and above in Malaysia. The study revealed that one of the significant benefits teenagers gained from acquiring life skills was effective stress management and coping with life difficulties. Additionally, life skills and leadership development were highlighted as essential components for students to experience, practice, and enhance. The study identified various life skills imparted to students, including critical thinking, professionalism, teamwork, communication, influence, coaching, and boundary-spanning leadership

competencies. Moreover, these acquired skills were found to assist young individuals in navigating various life challenges. However, the qualitative nature of the study exploring the use of life skills in managing psychological problems raises both methodological and conceptual gaps.

Making their own contribution to the body of knowledge, DeJaeghere and Murphy-Graham (2022) conducted a quantitative study aimed at investigating the role of life skills in protecting young individuals from involvement in drug and alcohol abuse and other social misfit behaviors, particularly in low- and middle-income countries. Through a review of relevant research, the study evaluated life skill training programs and their effectiveness. The study argued that improved brain function and positive life perspectives resulting from life skills led to both physical and psychological well-being. Additionally, life skills were found to aid in the rehabilitation of drug addicts and in keeping young people occupied, thereby reducing their likelihood of engaging in substance abuse due to idleness. This explorative study synthesized various articles to derive its conclusions, shedding light on the significance of life skills in promoting positive outcomes among youth in challenging socio-economic contexts.

Research on life skills has been carried out by Welby-Solomon (2021), who aimed to elucidate the role of life skills in influencing students' behavioral outcomes. The research was conducted in South Africa, involving 37 students aged between 13 and 18 years from secondary schools and colleges. Focus group meetings were utilized as the primary method of data collection. The findings of the study indicated that family dynamics played a significant role in determining whether students were likely to engage in alcohol and drug abuse, with those from dysfunctional families being the most susceptible. Additionally, the study highlighted environmental factors

as influential in shaping students' vulnerability to substance abuse, underscoring the importance of context. Moreover, the study emphasized the pivotal role of life skills training in equipping students with the necessary tools to avoid situations that could potentially expose them to drug and substance abuse. However, it is worth noting that the study relied solely on qualitative data, indicating a methodological gap and suggesting potential avenues for future research to incorporate quantitative measures for a more comprehensive understanding of the subject matter.

Another study on life-skills was carried out by Ngambi et al. (2023), who researched the impact of life skills programs on the behavior of young individuals in Zambia. The study selected 20 counselors and 10 students, and data were gathered through focus interviews and secondary sources obtained from relevant academic documents. The findings of the study revealed that life skills programs played a crucial role in reinforcing culturally accepted behaviors and building resilience among the participants. Moreover, the study demonstrated that life skills training equipped participants with the ability to manage stressful situations, thereby reducing the likelihood of relapse or initiation into drug and substance abuse. However, it's important to note that while the study utilized both primary and secondary data, suggesting a comprehensive approach, the reliance on qualitative methods alone may present a methodological gap. Incorporating quantitative measures could enhance the rigor and depth of future research on the topic.

Adopting a mixed-methods research approach, Keya (2023) conducted research on life skills education within the discipline of management of students. The study was conducted among secondary schools located in Vihiga County, Kenya. The study involved 196 teachers as participants, while qualitative data were provided by senior quality assurance officers. The findings revealed that the training provided to

teachers did not lead to significant improvements or changes in the delivery of Life Skills Education. However, the study highlighted that the content covered in Life Skills Education courses played a crucial role in influencing the moral behaviors of the participants. Interestingly, the research also found that while teacher attitudes within Life Skills Education had little impact on moral behavior, the availability and adequacy of teaching and learning resources emerged as critical factors influencing the successful implementation of Life Skills Education. The study narrowly focused on the role of life skills education in shaping the moral behavior of students. This gap was addressed in the present study by incorporating life skills as an avenue to managing drug and alcohol abuse.

The Role of Guidance and Counseling in Fighting Alcohol and Drug Abuse

Advancing research in the Western context, Stanojlović and Davidson (2021) aimed to determine the effectiveness of peer-to-peer counseling in curbing drug and alcohol abuse among adolescents in the USA. The study found that peer counselors, being well-known to adolescents with drug problems, were instrumental in supporting them through each phase of recovery, a finding validated by Smith et al. (2020). Peer counselors were also able to quickly gain the trust of their peers, promoting mutual accountability and contributing to more effective rehabilitation outcomes. The study further identified poverty as a major obstacle to successful recovery, as financial instability often derailed individuals during the rehabilitation phase, a finding supported by Amat et al. (2020). Despite these significant findings, the study's reliance on secondary data from published articles and journals reveals a methodological gap which present study addressed by utilizing primary data.

Another study in the USA was carried out by Manrique-Millones et al. (2021), who investigated the effects of counseling on resilience among college students of Latin American, Colombian, and Peruvian populations. The study found that counseling and guidance, as well as external assets, such as access to community resources, positive peer influences, strong social networks, supportive family environments, quality education, and extracurricular opportunities, were inversely associated with substance use and positively linked to mental health outcomes. This finding aligns with the conclusions of Mbatia (2024), who also emphasized the significance of external support in fostering resilience. However, the study did not identify a significant correlation between drug and substance abuse and mental health outcomes, which contrasts with Hines et al. (2020), who found a strong link between substance abuse and negative mental health indicators. This discrepancy introduces a conceptual gap in the literature, particularly in understanding the nuanced relationship between substance abuse. This study addressed the conceptual gap by examining the role of mentorship in curbing drug and substance abuse among adolescents.

Stanojlović and Davidson (2021) conducted a qualitative study in the USA, exploring the impact of guidance and counseling on the recovery of individuals struggling with drug and substance abuse. Their research revealed that guidance and counseling play a crucial role in transmitting positive norms and behaviors across generations, serving as an effective strategy for preventing substance abuse and aiding recovery. This finding aligns with the work of Lubis et al. (2021), which also emphasized the importance of mentorship in fostering healthy coping mechanisms among individuals facing addiction challenges. The authors highlight that the primary purpose of guidance and counseling is to equip individuals with the tools to cope with life's difficulties in a constructive manner. Proper counseling enables individuals to

confront and manage their issues effectively, a perspective supported by Parveen and Akhtar (2023), who also note the transformative potential of counseling in promoting mental health and well-being. The use of a qualitative methodology created a methodological gap in that effect sizes could not be estimated. This gap was filled in the present study by adopting a mixed-methods study design, thereby integrating both quantitative and qualitative findings.

In Asia, Liu et al. (2022) conducted a study in China to explore the relationship between parenting styles and drug and substance abuse, with a focus on whether counseling served as a mediating factor. The study recruited 592 participants aged 18 to 35 years, of whom 363 were drug abusers. The findings showed a strong correlation between parenting styles and substance abuse, with different dimensions of parenting – such as authoritarian, authoritative, and permissive styles – affecting drug use behaviors in varied ways. These results were corroborated by Gatune (2020), who also identified the influence of parenting on substance abuse. Additionally, the study found that social support played a mediating role between parenting styles and drug abuse, a finding consistent with Lo et al. (2021), who emphasized the importance of social support in addressing substance use behaviors. This mediation role suggests that social support networks can either mitigate or exacerbate the impact of certain parenting styles on substance abuse. However, the study did not explore the effectiveness of leadership programs undertaken in schools. The conceptual gap was addressed in this study by exploring how mentorship, guidance and counselling, and life skills programs played a role in mitigating alcohol and drug abuse among secondary school students.

In contrast to the age cohort in Liu et al.'s (2022) study, Nurmala et al. (2021) investigated the role of peer counseling in addressing substance abuse among

secondary school students in Malaysia, involving 167 participants aged between 12 and 18. The study demonstrated a significant inverse relationship between peer counseling and drug and substance abuse, meaning that students who engaged in peer counseling were less likely to use drugs or alcohol. This finding aligns with research by Ifeoma et al. (2020) and Nawi et al. (2021), which similarly identified peer counseling as an effective intervention for reducing substance abuse in adolescents. However, the study also revealed that over 50.8% of the students lacked sufficient information to make informed decisions about drug and alcohol use. This points to a significant conceptual gap—while peer counseling is beneficial in reducing substance abuse, it may not be fully leveraged by students due to limited knowledge or insufficient dissemination of critical information. My study aims to address this conceptual gap by exploring how mentorship, alongside peer counseling, can provide a more comprehensive approach to reducing substance abuse.

In a departure from quantitative investigations in many studies, Handrianto et al. (2021) conducted a qualitative study in Malaysia that explored the relationship between teacher guidance and students' vulnerability to drug addiction. By analyzing a wide range of literature sources, the study revealed that teacher guidance plays a crucial role in preventing substance abuse among students. This competence involves not only classroom instruction but also the ability to collaborate with various stakeholders, including parents, caregivers, and community leaders, to enhance student well-being. Teachers were found to play informal counseling roles, fostering an environment that discourages drug use, a finding supported by Luthar et al. (2020). The study’s findings are further validated by Haine-Schlagel et al. (2022), who also emphasize the importance of parental involvement in combating substance abuse. Despite these insights, the study identified methodological and conceptual gaps.

Methodologically, the research primarily relied on literature review and qualitative analysis. The study aimed to address these gaps by incorporating both quantitative and qualitative methods to investigate the role of teacher mentorship in substance abuse prevention.

In Africa, Ayuk (2019) conducted an exploratory study in the Seychelles to investigate the role of guidance and counseling teachers in addressing drug and alcohol abuse among secondary school students. Through a review of existing journals and articles, the study found a significant prevalence of substance abuse among adolescents in the region. It emphasized the crucial involvement of guidance and counseling teachers in combating substance addiction through comprehensive efforts in prevention, treatment, and rehabilitation. This aligns with the findings of Nurmala et al. (2020), who also recognized the positive impact of guidance and counseling on promoting healthy behaviors among students. Moreover, Ayuk's (2019) study identified the influence of school policies, environment, and culture on the effectiveness of guidance and counseling teachers in addressing substance abuse issues. This aspect is supported by Darling-Hammond and DePaoli (2020), who noted that a supportive school environment and clear policies can enhance the impact of counseling efforts. However, the study's reliance on previous research to conclude raises a conceptual gap in the literature. It suggests a need for empirical data specifically examining the effectiveness of guidance and counseling interventions, which was considered in this study.

Another study in Africa was done by Mafa and Makhubele (2020), who conducted a qualitative study focusing on the role of parental support through counseling in addressing substance abuse issues among children in South Africa. The researchers utilized in-depth interviews with nine child-parent dyads selected through

convenience sampling. The findings revealed that substance abuse not only negatively affected the children involved but also strained marital relationships and contributed to various domestic issues, a conclusion that aligns with Ólafsdóttir (2020). The study further highlighted that parental counseling often proved insufficient once children had already begun to engage in drug and substance abuse. This situation was exacerbated by the parents' own need for psychological support to manage the challenges posed by their children's substance use. This aspect resonates with the findings of Elkington et al. (2020), who noted that by this stage, parental authority and influence may have already been compromised. Overall, the study's reliance on in-depth interviews provided valuable qualitative insights into the dynamics of parental support and its implications for addressing substance abuse issues, but it also underscores the need for further research to investigate proactive strategies that could strengthen parental roles before the onset of substance use.

Ngwu et al. (2021) conducted a study to investigate the role of counseling in mitigating the impact of drug abuse among young people in Nigeria. Through a review of various academic journals, the researchers drew several conclusions regarding the multifaceted nature of substance abuse and its repercussions. Their findings indicated that drug and alcohol abuse expose individuals to a range of social, economic, and health challenges, a viewpoint echoed by Fernandes et al. (2021). The study identified several key factors contributing to drug abuse among youth, including peer pressure, high levels of poverty, and dysfunctional family environments. This aligns with the findings of Trucco (2020), who also noted similar drivers of substance abuse in young populations. Importantly, the study underscored the significant role of counseling in alleviating the consequences of drug and substance abuse. Among the strategies employed, the training of parents and peer counselors emerged as critical

components in the intervention process. The primary aim of the study was to assess the impact of counseling in reducing the adverse effects associated with drug and substance abuse among young individuals, ultimately highlighting both conceptual and contextual gaps in the existing literature. This study built upon existing findings by examining the impact of leadership programs in reducing drug abuse among secondary school students.

Still focusing on Nigeria, Bolu-Steve (2020) conducted a study to investigate the factors contributing to drug and substance addiction and the effectiveness of guidance and counseling in addressing this issue. Utilizing a simple random sampling method, the study selected 300 student participants to analyze trends influenced by age and gender. The findings revealed a high prevalence of substance abuse among teenagers, indicating that age significantly shaped perceptions of drug abuse trends. This observation was corroborated by a similar study conducted by Waddel (2021) in the USA. Interestingly, gender did not notably influence these perceptions, suggesting that substance abuse affects teenagers across genders in similar ways. Furthermore, the study highlighted the effectiveness of guidance and counseling programs in mitigating and reducing incidents of drug abuse among teenagers, regardless of their age or gender. This finding aligns with the results of Gordon et al. (2021), which also emphasized the positive impact of counseling interventions in addressing substance abuse issues among youth. The study, however, highlighted a conceptual gap regarding the role of these interventions in addressing the broader societal factors that contribute to substance addiction. The current study enhanced the existing research by concentrating on the role of leadership programs in mitigating drug abuse in secondary schools.

Turning attention to Kenya, Odhiambo (2020) conducted a study to examine the impact of guidance and counseling as a strategy to mitigate drug and substance abuse among female students in Nakuru County. Utilizing a stratified sampling method, the study recruited a total of 371 students, alongside 44 principals, guidance and counseling teachers, and school board chairs. The findings revealed that dysfunctional families were the primary reason why the participating female students engaged in substance abuse, with other contributing factors identified as parenting styles and peer pressure. This aligns with the conclusions drawn by Muhia (2021), which highlighted the detrimental effects of family dynamics and social influences on adolescent behavior. Moreover, the study discovered that school programs – such as involvement in clubs, open dialogue forums, and peer-to-peer counseling – were effective in reducing substance abuse among students. This finding is consistent with the research of Ojonuba et al. (2023), which emphasized the positive impact of structured support systems within educational settings. Crucially, the study highlighted the significant role of guidance and counseling in mitigating drug addiction among female students. However, it is important to note that the research focused exclusively on female students, thereby revealing a contextual gap in the literature. The current study explored the experiences and challenges faced by male students or comparing the effectiveness of counseling strategies across genders.

Challenges Associated with Implementation of Measures Meant to Fight Alcohol and Drug Abuse

The extant literature points to a multiplicity of challenges confronting the fight against alcohol and drug abuse. Berdzuli et al. (2020) conducted a qualitative study examining the challenges policymakers face in implementing measures to address drug and alcohol abuse in Europe. Their analysis of legal and policy guidelines

revealed considerable variation in economic deterrence measures, such as taxation on alcohol, which raises questions about their effectiveness, a concern echoed by Davies and Walsh (2023). The study also highlighted disparities in policy approaches regarding alcohol availability, particularly the absence of liberal policies in Eastern Europe, consistent with Fazekas (2021). Additionally, the pervasive marketing of alcohol through social media platforms was noted, aligning with Noel et al. (2020). However, the study underscored significant conceptual and methodological gaps, particularly the complexities surrounding the implementation of control measures for alcohol consumption that remain insufficiently explored. To address these gaps, the present research evaluated the impact of existing policies on substance abuse rates, ultimately offering actionable recommendations for policymakers to enhance strategies against drug and alcohol abuse in Kenyan secondary schools.

Krist et al. (2020) conducted a scoping review to identify intervention strategies targeting drug and substance abuse among adolescents in the USA. This study was motivated by the troubling statistic that 50% of teenagers engage in substance abuse before graduating from secondary school. The findings showed that interventions such as counseling and training were employed to reduce drug and alcohol use among adolescents but were largely found to be ineffective. This outcome was contradicted by Sileo et al. (2021), who found these interventions to be more successful. Additionally, Krist et al. (2020) highlighted a lack of sufficient evidence to evaluate the efficacy and potential drawbacks of primary care-based interventions for preventing illicit drug use in children, adolescents, and young adults. This finding was invalidated by Owens et al. (2020), who found primary care interventions to have a positive impact. The study revealed a conceptual gap in understanding which specific elements of these interventions might be contributing to their inefficacy,

particularly in a primary care setting. The present study addressed this conceptual gap by exploring mentorship as an effective leadership program for mitigating alcohol and drug abuse among secondary school students. The use of a scoping review also presented a methodological gap in that conclusions were not based on primary research. Thus, the present study filled this gap by undertaking primary research among public secondary school students in Kajiado County, Kenya.

Ali et al. (2022) conducted a study focusing on Canadian students' perceptions regarding efforts to combat drug and substance abuse. The research revealed significant challenges in prevention and reduction initiatives, particularly highlighting the societal acceptance of alcohol and drug abuse as a major obstacle, a sentiment echoed by Kvillemo et al. (2021), who note a similar situation in affluent Swedish societies. The influence of cultural and societal norms surrounding substance use complicated prevention efforts, as these factors significantly shaped young people's behaviors. Additionally, the study found a lack of awareness among students about existing initiatives to address drug and substance abuse, with many lacking access to relevant literature, which further hindered their understanding and engagement. The researchers also identified a critical gap in the education curriculum, pointing out the absence of opportunities for co-curricular activities focused on drug prevention, a notion supported by Dunn et al. (2022). This deficiency indicates a pressing need for curriculum reform to incorporate comprehensive education on substance abuse. To fill this gap, the study investigated the initiatives the secondary schools have put in place to enhance student engagement and prevention.

A study carried out in the United States by Astor et al. (2021) investigated the challenges schools face when addressing drug and alcohol abuse among students. By synthesizing various articles and journals, the study revealed several significant

findings, notably highlighting societal impatience with students affected by substance abuse, which can exacerbate their situations. Additionally, the study pointed out challenges related to the legal drinking age, either 18 or 21 years in the USA, which complicates interventions—an observation supported by Skrzynski and Creswell (2020). The past experiences of some policymakers, who engaged in substance use during their youth, further hindered effective policy formulation. The study also identified the social environment surrounding students and their resistance to change, even when presented with information about the harmful effects of substance abuse, a finding consistent with Hsiung et al. (2022). In response to these challenges, schools implemented state-specific programs tailored to their needs. However, the focus on the United States highlights a conceptual gap, indicating the necessity for broader comparative research to enhance understanding and strategies for addressing drug and alcohol abuse in educational settings globally. The current study supplemented the findings by exploring the policy guidelines informing alcohol consumption in Kenyan secondary schools.

Instead of carrying out primary research, Nawi et al. (2021) conducted a comprehensive study analyzing 22 journals to investigate drug abuse prevention efforts among teenagers in Malaysian secondary schools from the perspective of teachers. The study revealed several key findings, including the exclusion of students from anti-drug initiatives, a result consistent with Miech et al. (2023). The researchers also highlighted a significant lack of resources dedicated to prevention strategies, with teachers facing challenges in allocating time for anti-drug efforts, aligning with Nelson et al. (2022). Additionally, professional expertise and state involvement were deemed essential for effective prevention programs. Based on these findings, the study recommended greater student involvement in anti-drug campaigns, increased

financial support, and the integration of professionals specializing in drug abuse prevention. The study highlighted the critical role of leadership programs in fostering an environment conducive to combating substance abuse. This focus on Malaysia presents a contextual gap, as the research primarily addresses local challenges. The current study aims to fill this gap by exploring the effectiveness of similar strategies in Kenya, examining the role of leadership and student participation across diverse educational and cultural contexts.

Within the Kenyan context, Giusto et al. (2023) conducted an in-depth study at Moi Teaching and Referral Hospital, focusing on the barriers to treatment for individuals facing drug and alcohol addiction. The study engaged 31 key informants and held focus group discussions with 7 participants, uncovering several crucial barriers to effective treatment. One notable finding was that individuals often prioritized protecting their reputation, which deterred them from seeking treatment. This contrasts with the findings of Ma et al. (2023), who observed higher treatment acceptance in different cultural settings. Additionally, culture served both as a facilitator and barrier; while families encouraged treatment, societal norms – especially among men – created reluctance to seek help, aligning with the findings of Gawor (2021). Another significant barrier was the high cost of rehabilitation, making it inaccessible to many and posing sustainability challenges for treatment programs. The study's focus on community-level challenges revealed a conceptual gap, as it did not sufficiently address broader systemic issues like government policy, healthcare infrastructure, and the role of international support. The present study seeks to address this gap by examining the role of various programs implemented by secondary schools in improving accessibility and effectiveness of drug deterrence, aiming to

provide a more holistic understanding of the barriers and potential solutions across different levels in schools.

Another study in Kenya was carried out by Rono et al. (2019), who conducted a comprehensive study in Nandi County to investigate the perspectives of secondary school students on drug and substance abuse, involving 235 schools and 1292 participants, including deputy principals, teachers, counselors, and students. The study revealed widespread dissatisfaction with the implementation of drug policies, with 65% of respondents indicating that these policies were inadequately enforced. This mirrors findings from a similar study in Spain by Alarcó-Rosales et al. (2021). A key finding was that students' perceptions of drugs significantly influenced their behavior, echoing the results of Mutiso et al. (2022), who also observed the profound effect of individual attitudes on substance use. The study highlighted the challenges school administrators face in addressing drug abuse, particularly due to environmental factors such as peer pressure, media exposure, and family dynamics. The significant role of family context presents a barrier to effective interventions, as family issues contribute to students' susceptibility to substance abuse, aligning with the findings of Mardani et al. (2023). These results point to the need for contextually relevant and multifaceted approaches that consider the influential role of the environment, peers, and family in shaping students' behaviors towards drugs. This study fills a gap in understanding how these factors interplay in school settings and calls for more targeted, context-driven interventions that engage both students and their broader communities.

Literature Synthesis Gap

Table 1: ***Literature Synthesis Table***

Author	Focus of the Study	Findings	Research Gaps	How the Current Study Addresses the Gaps
Grigoro-poulos (2020)	How can manifesting leadership skills infused with ethos, empathy, and compassion better prepare students to assume leadership roles?	Mentorships are only successful to the extent that it is continues	The study focused on peer counseling	The study explored all types of counseling that exist in schools.
Keya (2023)	Teachers' perceptions on the influence of life skills education on the moral behavior of students in secondary schools in Emuhaya sub-county, Kenya	Skills training enhanced student discipline and moral behaviour	The study was conceptualize d to treat life skills education as affecting the moral behavior of students	The present study incorporated life skills as a tool for managing drug and alcohol usage
Mafa and Makhubele (2020)	Teenage substance abuse: Impact on the family system and parents' coping strategies.	Parental counseling did not help in managing children who were already taking alcohol and abusing drugs	The findings were informed by in-depth interviews	Data collection was informed by standardised data collection tools
Manrique-Millones et al. (2021)	Association between substance use behaviors, developmental assets, and mental health: a glance at Latin American young college students.	Guidance and counseling were successfully deployed to manage alcohol and drug usage	The study was conceptualize d to understand the nexus between substance usage and mental health	The present study presented guidance and counseling as tools for fighting drug and alcohol usage in schools.
Mathai (2022)	The role of mentorship in nurturing caring relationships in schools.	Mentorship and youth engagement were successful in reducing alcohol uptake	The study was conducted in a church	The current study will be conducted in secondary schools
Nawi et al. (2021)	Risk and protective factors of drug abuse among	Inadequate resources were a major contributor	The study was conducted in Malaysia	The study was conducted in Kenya

Author	Focus of the Study	Findings	Research Gaps	How the Current Study Addresses the Gaps
	adolescents: a systematic review.	to drug and alcohol usage initiatives		
Ngambi et al. (2023)	Counseling practices that promote behavior change: a case of drug and alcohol dependent youths in Lusaka, Zambia	The findings showed that life skills protected students from being recruited or from relapsing into drug and alcohol usage.	The conclusions drawn using a qualitative approach.	The study was anchored on explanatory sequential mixed methods design,
Odhiambo (2020)	Drug and substance abuse and their effects on girls' academic performance in secondary schools in Nakuru County, Kenya	Guidance and counseling helped students to avoid taking drugs and alcohol	The study involved female students only.	The study included students of both genders.
Rono et al. (2019).	Measures Adopted to Reduce Drug and Substance Abuse in Public Secondary Schools in Kenya.	Peer pressure, the media, and family background were major hurdles in reducing the usage and uptake of alcohol and drugs.	The study was limited to investigating the role various stakeholders took in mitigating alcohol and drug usage	The present study explored the role of the inadequate resource information gap, time limitations played in alcohol and drug usage.
Sherif et al. (2023)	Effectiveness of life skills intervention on depression, anxiety, and stress among children and adolescents: a systematic review	Skills training helped in managing psychological problems and improving resilience	This was a qualitative study design	The field study was organised around an explanatory sequential mixed methods design,
Udoh et al. (2020)	curbing drug/substance abuse among students in universities in Nigeria: The Role of Librarians	The strong relationship between librarians and students helped in delivering quality-enhanced academic performance.	The study was conducted among university students	The study was conducted among secondary school students.

Theoretical Framework

The study was anchored on two theories. These are: the theory of Empowering Leadership, which explains the independent variable, leadership programs, and the Theory of Planned Behavior, which explains the dependent variable, the fight against alcohol and drug abuse.

The Theory of Empowering Leadership

Empowering Leadership Theory, originating from the work of Sim and Manz (1996) as cited by He (2023), centers on the idea that effective leadership fosters highly motivated people who are both interdependent and individually committed to achieving shared objectives. This theory highlights the significance of empowering leaders who enable those they lead by providing guidance, mentorship, and the tools they need to succeed. He (2023) identifies the core dimensions of empowering leadership as leading by example, supporting decision-making, offering mentorship, sharing relevant information, demonstrating care, and promoting meaningful interactions. These principles underscore the transformative role of leadership in creating environments that encourage individual growth, collaboration, and accountability.

Within the context of this study, Empowering Leadership Theory provides a framework for understanding the implementation of programs aimed at combating alcohol and drug abuse among secondary school students in Kajiado North Sub-County. As noted by Mboha (2018) and Kim et al. (2020), empowering leadership involves supporting the development of people by affirming their self-worth, mentoring, and coaching them toward achieving shared goals. This aligns with the study's focus on the four dimensions of mentorship programs, life-skills programs, guidance and counseling, and addressing implementation challenges. Specifically,

empowering leadership principles were applied to investigate the design and execution of guidance and counseling initiatives aimed at tackling substance abuse. In this regard, school leaders who embody empowering leadership create supportive and non-judgmental environments, enabling students to seek assistance and openly discuss their concerns (Goh & Sia, 2021; Jean & Rotas, 2019).

However, the Theory of Empowering Leadership has been criticized for overemphasizing personal agency, thus ignoring structural barriers such as the level of poverty, inequality, and systemic injustice (Dennerlein & Kirkman, 2023). The theory has also been criticized for appearing to encourage participation while individuals lack the real power to make decisions (Arshad et al., 2022). Again, scholars have raised issues regarding the assumption that empowerment is beneficial, while in reality, increased autonomy may increase stress and poor decisions (Dugan, 2024). Despite these misgivings, the theory is preferred, as it is based on empirical evidence and has been used in community and psychology studies (Dennerlein & Kirkman, 2023). This is in addition to the fact that later studies have verified that participation improves outcomes and brings a sense of control and well-being (Cheng et al., 2025; Dugan, 2024). The theory is also practical, guiding intervention, such as mentorship, life skills, guidance, and counseling (Arshad et al., 2022).

The theory is also preferred as it has been widely used in studies to explain student empowerment. For example, Xuanwei and Qi (2024), who used the empowerment framework to explain health interventions among the youth, found an increased sense of belonging and motivation to learn. Another study by Messman et al. (2022) likewise used empowerment theory to explain adolescent behavior, with the finding establishing that psychological empowerment reduced delinquent behavior. Lastly, Mouchrek and Benson (2023) used the theory to explain adolescents

transitioning to adulthood using initiatives such as mentorship, community engagement, personal agency, and sense of purpose through life skill training.

Theory of Planned Behavior

The Theory of Planned Behavior (TPB), proposed by Icek Ajzen in 1985, builds on the earlier Theory of Reasoned Action developed by Ajzen and Martin Fishbein in the 1970s (McMillan et al., 2023). This theory provides a comprehensive framework for understanding the factors that influence individual behaviors, emphasizing the interplay of attitudes, subjective norms, and perceived behavioral control. A key contribution of TPB is the inclusion of perceived behavioral control, which explains how individuals' beliefs about their capacity to perform a behavior shape their intentions and subsequent actions (Kothari et al., 2023). This makes TPB particularly relevant for examining how leadership programs can influence secondary school students' behaviors and intentions related to substance abuse prevention (Ajzen, 2020).

TPB is founded on four core principles: the principle of compatibility, intention to perform, subjective norm, and perceived behavioral control. The principle of compatibility posits that behavior is determined by specific actions, target audiences, and contextual factors (Ajzen, 2020; DiGangi et al., 2021). In this study, the target audience comprised secondary school students, and the desired behavior involved resisting alcohol and drug use. Leadership programs act as the contextual factor, providing students with the skills and support needed to engage in preventive behaviors (Scott et al., 2023). These programs also foster an environment where students perceive strong encouragement from peers, teachers, and school authorities, enhancing their ability to resist substance use.

However, the theory has been criticized for assuming the individual's decision-making process is logical and reasoned, which is not often the case, as human beings are often emotional, impulsive, and habitual (More & Phillips, 2022). Again, the theory does not account for environmental constraints, including economic hardship, family instability, and cultural norms (Naskar & Lindahl, 2025). Lastly, scholars have also raised a red flag on the inability of the theory to take into account emotions, including fear, anger, and jealousy, and unconscious motivations (Rajeh, 2022). The researcher still considers the theory has been tested in studies covering health behavior, criminal justice, environmental action, and most importantly, in the education setup (More & Phillips, 2022). The theory is also preferred for its predictive framework that makes it easy to undertake data analysis (Naskar & Lindahl, 2025).

The theory is also preferred, as it has been applied to education to explain student outcomes. For example, Sukkamart et al. (2023) used it to explain learning, finding that the behavioral control of a student determines learning intention and behavior. Similarly, Tzeng et al. (2022) used the model to explain students' adoption of technology in learning environments. Likewise, Arief et al. (2026) also conducted a study that sought to explain the educational aspiration of study, highlighting that the theory was successfully used to explain students' intentions to pursue higher educational attainments. Furthermore, Rakhshani et al. (2024) used the theory to successfully explain student behavior change, where students reduced fast food consumption to improve their health. Lastly, Kang et al., (2022) guided by the model, noted that Positive reinforcement, such as recognizing students who make healthy choices, further strengthens their confidence in abstaining from substance use (Kang et al., 2022).

Conceptual Framework

A conceptual framework, as defined by Varpio et al (2010), entails a clear explanation of key variables under study along with the essential factors that facilitate interactions between these variables. In this study, the conceptual framework illustrated in Figure 1 was utilized.

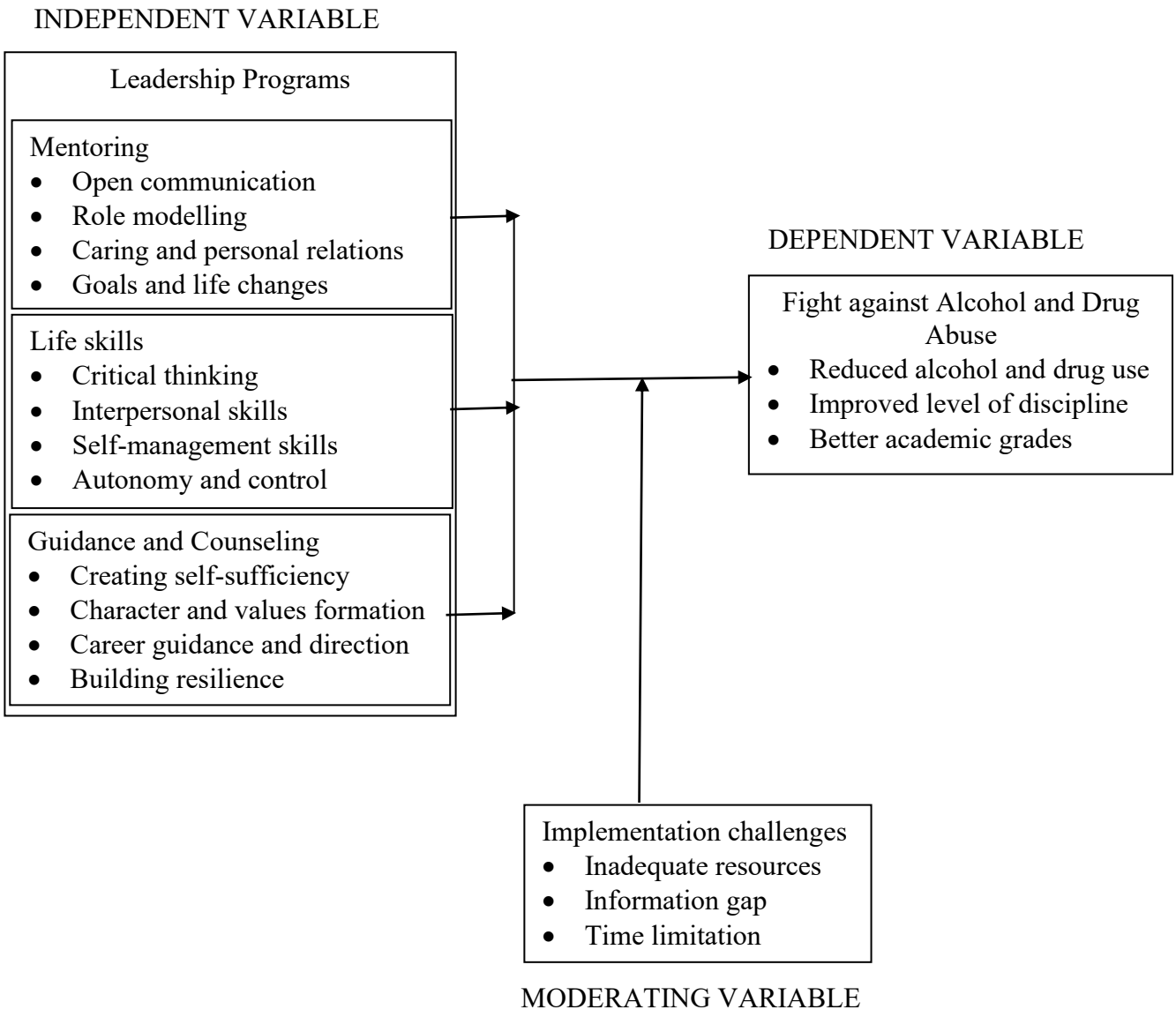


Figure 1: *The Conceptual Framework*

The independent variable examined was the influence of leadership programs, which encompassed guidance and counseling services, mentorship programs, and the imparting of life skills. Each independent variable consisted of its own constructs. The dependent variable focused on drug control as indicated by reduced alcohol and drug use/consumption, improved level of discipline, and better academic grades. The relationship between independent variables and drug control is anticipated to be moderated by leadership implementation challenges, which include indicators such as inadequate resources, information gaps, and cultural influences from parents and neighborhoods.

Chapter Summary

This chapter has dealt with the review of literature from different scholars. These ideas have been compared, contrasted, and critiqued. As a result of doing this, knowledge and literature gaps emerged which this study proceeded to fill. In addition to this, the literature review was anchored on the transformational leadership theory and the theory of planned behavior and further strengthened by the conceptual framework.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

The chapter explains the research design, methods of collecting data, the population, the sample size, the sampling procedure, data analysis as well as ethical considerations.

Research Design

A research design simply offers a general guideline on how the study was conducted. The study employed an explanatory sequential mixed methods design, wherein quantitative data served as the primary source, while qualitative data were utilized to support and enrich the quantitative findings (Haynes-Brown, 2023). The preference for the mixed method is informed by the need to gain a deeper understanding of the underlying leadership programs that help in reducing incidences of alcohol and drug abuse among students (Stanfield, 2025). The design was chosen as it enables a researcher to integrate quantitative and qualitative data in the same study (Toyon, 2021). The design systematically collects and analyzes both quantitative and qualitative data in a structured sequence.

In this approach, quantitative data were gathered first and served as the primary data source, allowing for statistical analysis to identify trends and relationships related to the effectiveness of leadership programs in combating alcohol and drug abuse in schools (Creswell & Creswell, 2020). Following this, qualitative data was collected to provide deeper insights and contextual understanding of the quantitative findings (Jurek, 2023). This phase involved in-depth interviews and open-ended questions that explored participants' experiences, perceptions, and the nuances underlying the leadership programs, as well as the challenges faced in addressing substance abuse (Hesse-Biber & Johnson, 2020). By integrating these two data types,

the study aimed to enhance the overall understanding of the research topic, offering a more comprehensive view of how leadership programs influence student behavior and contribute to the campaign against alcohol and drug abuse in schools (Creswell & Creswell, 2020).

Target Population

A population refers to a set of people, items, or things that share similar traits (Majid, 2018). In this study, the target population was 208 school leaders comprising Principals, Deputy Principals, Guidance & Counselling Masters, and Head Prefects from 52 public and private secondary schools in Kajiado North Sub-County. The population distribution is as shown in Table 1. The population was distributed thus: 52 school principals, 52 deputy principals, 52 guidance and counseling teachers, and 52 head prefects.

Table 2: *Population Matrix*

Type of school	Category of schools	Principals	Deputy Principals	Guidance & Counselling	Head prefect	Population	Percent
Public	Boys School	9	9	9	9	36	17.3%
School	Girls School	7	7	7	7	28	13.5%
	Mixed School	18	18	18	18	72	34.6%
Private	Boys School	4	4	4	4	16	7.7%
School	Girls School	5	5	5	5	20	9.6%
	Mixed School	9	9	9	9	36	17.3%
Total		**52**	**52**	**52**	**52**	**208**	**100.0%**

Source: Kajiado North Sub-County Education Office, 2025)

Sample Size

Sample size pertains to the subset of a population selected to serve as a representative sample for a study (Majid, 2018). In this study, the Yamane (1967) formula was employed to compute the sample size, as illustrated below.

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

Where n=sample size

N is the total population = 208

. e is the degree of error=0.05

Therefore:

$n = 208/ (1+208 \times 0.05^2)$

$n = 208/ (1+208 \times 0.0025)$

$n = 208/ (1+ 0.52)$

$n = 136$

The total sample size was therefore 136.

Finally, the researcher organized the results into a sampling matrix table representing the distribution across all school categories, as shown in Table 3.

Table 3: *Sampling Matrix for Questionnaire Administration*

Type of school	Category of school	Principals	Deputy Principals	Guidance & Counseling	Head Prefect	Total sample
Public Schools	Boys School	6	6	6	6	24
	Girls School	4	4	4	4	16
	Mixed School	12	12	12	12	48
Private Schools	Boys School	3	3	3	3	12
	Girls School	3	3	3	3	12
	Mixed School	6	6	6	6	24
Total		34	34	34	34	136

The use of 136 participants for the quantitative study was justified by the need for statistical power and generalizability, crucial for detecting meaningful relationships between variables such as family structure, mentorship, and

psychosocial well-being (Creswell & Creswell, 2021). A larger sample size captures diverse experiences, ensuring reliable analysis and broader representation.

For the qualitative aspects of the study, in-depth interviews were conducted with 24 school leaders who did not respond to the questionnaire survey. This comprised 6 school principals, 6 deputy principals, 6 guidance and counseling masters, and 6 head prefects, as shown in Table 3. This sample represented boys' schools, girls' schools, and mixed schools of both public and private secondary school categories, as shown in Table 3.

Table 4 *Sampling Matrix for In-depth Interviews*

Type of school	Category of school	Principals	Deputy Principals	Guidance & Counseling	Head Prefect	Total sample
Public Schools	Boys School	1	1	1	1	4
	Girls School	1	1	1	1	4
	Mixed School	1	1	1	1	4
Private Schools	Boys School	1	1	1	1	4
	Girls School	1	1	1	1	4
	Mixed School	1	1	1	1	4
Total		6	6	6	6	24

The 24 interviewees were selected from school leaders who did not respond to the questionnaire survey so as to balance the diversity across schools and roles, thus providing rich, detailed insights beyond the structured responses in the questionnaires. This approach ensured the qualitative data complemented the broader quantitative findings, addressing specific implementation challenges and contextual factors. The sample size for the in-depth interviews was justified due to data saturation, which is the point at which no new information or themes are emerging from additional data collection (Mason, 2020). According to Hennink et al. (2021), for in-depth

interviews**,** studies often achieve saturation with about 6 to 20 participants, depending on the homogeneity or heterogeneity of the sample. Thus, the sample size of 24 was adequate as it ensured that there were at least 6 participants from each homogenous group (school principals, deputy principals, guidance and counseling masters, and head prefects). Such samples are ideal for qualitative research as they provide rich, detailed explorations of expert perspectives (Ravitch & Carl, 2020). This approach ensures data saturation, enhances depth of understanding, and complements the quantitative findings (Hennink et al. 2021).

Sampling Method

The study utilized stratified sampling to select participants, as this method ensures proportional representation from the entire population and minimizes bias in sample selection (Rahman, 2022). Stratified sampling is a sampling technique where the population is divided into distinct subgroups or strata, and a sample is drawn from each stratum to ensure representation across all categories (Cohen, 2025). In this study, the researcher applied stratified sampling to ensure that school leaders from different categories of schools (public and private, boys, girls, and mixed schools) were proportionately represented. The researcher divided the sample size for each school category equally among the four school leadership categories: Principals, Deputy Principals, Guidance & Counselling Masters, and Head Prefects. This ensured that each leadership category received an equitable share of the sample size allocated to their respective school type as shown in Table 3. For the qualitative interviews, stratified sampling was first applied to ensure representation across the school categories as well as the leadership categories. Subsequently, the study used a simple random sampling method to select the participants to participate in the qualitative study.

Data Collection Methods and Research Procedures

Data was collected using a structured questionnaire and an in-depth interview guide. Both tools were administered to school leaders such as school principals, deputy principals, guidance and counseling teachers, and head prefects. This selection was justified as the researcher deemed that all participants were executing leadership processes that presumably contributed to addressing drug addiction in schools. The data collection methods are each discussed as follows:

Questionnaire

Quantitative data were collected using a structured questionnaire administered to 136 respondents. The questionnaire consisted of five sections. The first three sections comprised items adapted and modified from the Empowering Leadership Questionnaire (ELQ) to suit the secondary school context. The ELQ was developed by Arnold et al. (2000) and comprises five constructs of empowering leadership. The first constructs: coaching, informing, leading by example, showing concern, and participative decision making. Three of these, namely: coaching, leading by example, and showing concern, were adapted for this study as they were most relevant to a secondary school context. Arnold et al. (2000) operationalized coaching as the act of empowering individuals with essential life skills and knowledge to help them become more self-reliant and capable. In the ELQ, the construct of showing concern involves guiding and counseling individuals as it encompasses providing support, advice, and assistance to ensure their well-being and success. Arnold et al. (2000) suggested that leading by example can be likened to mentoring, as it involves setting a positive example for others to follow and collaborating with them through one's own actions and behavior. Accordingly, for the present study, the terms: mentoring, life-skills,

guidance, and counselling were used as these characterize leadership programs typically offered in the school context to combat drug and substance abuse.

The subsequent section comprises researcher-developed Likert scale items for measuring the effectiveness of the campaign against alcohol and drug abuse. The items were measured on a 5-point scale, whereby 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The last section entailed dichotomous questions to elicit views of the respondents regarding implementation challenges influencing the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Sample questions were designed to inquire whether the schools had sufficient personnel to support program implementation, whether they possessed adequate tools and equipment to facilitate program operation, whether sufficient time was allocated for program activities, and whether students actively participated in the programs.

The Empowering Leadership Questionnaire (ELQ) was selected for this study due to its proven reliability, with a Cronbach's alpha score above .85 in each domain, as validated by Bob (2019). Its use is further supported by its successful application in various studies. For example, Alotaibi et al. (2020) found that the ELQ effectively measured the influence of leadership empowerment on customer care performance, demonstrating a strong link between empowerment and higher customer satisfaction. Similarly, Stoddard et al. (2019) employed the ELQ to evaluate the role of youth empowerment in reducing drug addiction, yielding successful outcomes. Thus, the ELQ is a reliable and effective tool for assessing leadership empowerment across different contexts. Research indicates that empowering leadership plays a significant role in enhancing organizational performance, particularly in educational settings (Alotaibi et al., 2020). Furthermore, youth empowerment programs have been shown

to effectively reduce cases of drug addiction among adolescents (Stoddard et al., 2021). By including a diverse range of participants, the study aimed to capture the multifaceted nature of leadership in combating substance abuse, which is critical for creating a supportive school environment.

In-depth Interview

In addition to the structured questionnaire, an in-depth interview guide was developed to further explore the nuances of leadership programs in the respective schools, the challenges faced, and their implications for the campaign against alcohol and drug abuse.

Reliability and Validity

Validity measures the accuracy and precision of an instrument in accomplishing its intended purpose (Sürücü & Maslakçı, 2020). It signifies the extent to which the instrument effectively captures and interprets data. In this study**,** content validity was ensured for qualitative data through collaboration with the supervisor and field testing. The researcher collaborated with a supervisor in the course of instrument development, where the researcher submitted the interview guide to the supervisor for validation. The construct validity for quantitative data was established by conducting a pilot study and computing Cronbach's Alpha, where a figure of more than .6 was considered to have attained the threshold for the study to proceed. A score of less than a Cronbach alpha of less than .6 required the researcher to remove the item contributing to the score (Ursachi et al., 2015).

Reliability, on the other hand, refers to the consistency of results obtained by an instrument under the same conditions (Sürücü & Maslakçı, 2020). It indicates the degree to which the instrument yields similar outcomes upon repeated testing. The instruments underwent field testing before the main study. Data obtained was cleaned,

coded, and entered into SPSS for analysis. The pretest yielded a Cronbach's alpha coefficient of exceeding 0.6, which is considered adequate for the study to proceed (Sürücü & Maslakçı, 2020). This was based on a commonly acknowledged guideline, which states that an alpha value ranging from 0.6 to 0.7 signifies a satisfactory degree of reliability (Ursachi et al., 2015). Table 4 presents the reliability statistics.

Table 5: *Reliability Statistics*

Variable	Cronbach's alpha	N of items
Effectiveness of the fight against alcohol and drug abuse	.682	10
Mentoring program	.629	4
Guidance and counselling	.671	4
Life skills	.661	4

The validity of the in-depth interview guide was approached through the lens of credibility, transferability, dependability, and confirmability. Credibility pertained to the authenticity of the findings, necessitating that the in-depth interviews accurately captured the experiences and perspectives of school leaders. Transferability sought to establish the extent to which the findings could be applied to similar contexts, emphasizing rich descriptions of the study setting, participants, and results. Dependability ensured the stability and consistency of the research process, requiring thorough documentation of methods. Confirmability addressed the degree to which findings were shaped by participant perspectives rather than researcher biases. Reliability was understood in terms of consistency and reproducibility of findings. Thorough documentation and triangulation were employed to enhance the reliability of the study.

Pilot Testing

The study instruments were pre-tested before the main study was implemented. The pre-test was conducted in Kisumu Central due to convenience and the similarity in demographic characteristics to Kajiado North, both of which attract individuals from diverse backgrounds working in metropolitan areas, including Nairobi (Abdullah et al., 2021). Kisumu Central is situated within Kisumu City and shares features with Kajiado North, which also hosts major urban centers such as Ngong town and Ongata Rongai town. This geographic and demographic alignment ensures that the findings from the pilot study are more likely to be relevant to the main study, enhancing the overall robustness of the research design (Creswell & Creswell, 2020).

Three guidance and counseling teachers from both public and private schools participated in the pre-test. Importantly, these participants were not part of the main study, ensuring that the characteristics of the study environment remained consistent. The primary purpose of the pre-test was to simulate the main study and identify any ambiguities in the questions, allowing for necessary adjustments before the main data collection. This process significantly enhanced the construct validity of the research instrument, ensuring that it accurately measures the intended variables. Conducting a pilot study also provides an opportunity to assess the feasibility of the research process, including participant recruitment and data collection methods, which can help refine the overall study design (Thabane et al., 2020).

Data Analysis Plan

The researcher gathered data from the field, which was subsequently processed through a cleaning and sorting procedure. Quantitative data underwent analysis employing both descriptive and inferential statistics, utilizing SPSS v. 22

software. Descriptive statistics yielded measures of central tendency, including means and standard deviations. Additionally, correlation analysis was conducted to ascertain the relationship and its nature among variables. Findings from the study were presented in tables and figures to facilitate comprehension.

Qualitative data underwent analysis using a thematic approach, which involves discerning and examining patterns, themes, and interpretations within the data to develop a comprehensive understanding of the research topic (Dawadi, 2020). The analytical process commenced with the researcher immersing themselves in the data, meticulously reading and re-reading transcripts, or other qualitative sources to acquaint themselves with the content. Subsequently, the researcher identified and assigned labels to notable features, ideas, or patterns in the data through coding. Following this, the researcher systematically searched for overarching patterns or themes by consolidating related codes. The identified themes were then carefully reviewed and refined to ensure they accurately represented the data and captured the intricate nuances of participants' experiences or viewpoints. Each theme was defined and elucidated with clear explanations and illustrative examples. Lastly, the researcher documented the thematic analysis, presenting the identified themes alongside supporting evidence extracted from the data.

Ethical Considerations

A research permit was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher also obtained an introductory letter to conduct research from Pan Africa Christian University. The researcher had prior meetings with his respondents to explain everything to them about this study before embarking on the actual research. The researcher allowed the respondents to skip those questions that they felt could be sensitive to their work or

private life. The respondents were also requested to give their consent before the researcher interviewed them. The researcher also informed the respondents that their participation in this study was voluntary and assured them that nobody was going to be put under duress to participate in the study. The researcher also explained the purpose of the study, stating that the data was not to be used for any other purpose, apart from academic purposes. Similarly, the researcher also assured the respondents of confidentiality throughout the process and that the information they shared was only used for study purposes and not for any other purpose. Additionally, interviews were conducted in a private and safe environment to enhance openness and reduce discomfort. Sensitive questions were asked respectfully and in a non-judgmental manner, and participants were given adequate time to respond. In anticipation of some participants experiencing distress, guidance and counseling teachers were on standby during data collection. Confidentiality was achieved by assigning synonyms where a verbatim report was given.

Chapter Summary

This chapter outlined the research methods and the approaches that were used in conducting the study. A qualitative study was undertaken using the interview guide, which was administered. The chapter has described the population and sampling design, as well as the data collection methods and procedures. This included pilot testing and validity measures. The chapter concluded with a description of the ethical considerations.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

Introduction

This chapter presents, analyses, and discusses findings on the influence of leadership programs in curbing alcohol and drug abuse among students in secondary schools in Kajiado North Sub-County. The chapter begins by presenting the response rate. The rest of the chapter comprises the results and discussion in line with the study objectives. The sections entail: the influence of mentorship programs in the fight against alcohol and drug abuse, the influence of life-skills programs in the fight against alcohol and drug abuse, the influence of guidance and counselling in the fight against alcohol and drug abuse, and implementation challenges moderating the influence of leadership programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County.

Response Rate

The response rate for the study is presented in Table 6. The table shows the response rate of the sample, which comprised Principals, Deputy Principals, Guidance & Counselling Masters, and Head Prefects.

Table 6: *Response Rate*

Respondent category	Distribution	Percent
Successful respondents	88	65%
Non-respondents	48	35%
Total	136	100%

Source: Research Data (2025)

Table 6 shows that a response rate of 65% was realized. This response rate was considered adequate as it is in line with Balsa et al. (2023), who suggested that a response rate of 60% or more is good for analysis and reporting.

Influence of Mentorship Programs in the Fight against Alcohol and Drug Abuse

The first objective of the study was to establish the influence of mentorship programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. This section begins by presenting a descriptive analysis and discussion of mentorship programs and the effectiveness of the fight against alcohol and drug abuse. This is followed by inferential analysis to determine the relationship between mentorship programs and the effectiveness of the fight against alcohol and drug abuse.

Descriptive Analysis of Mentoring Programs

Respondents were asked to rate how teachers influence students against drug abuse through mentorship on a 5-point scale from 1=strongly disagree to 5=strongly agree. Table 7 presents the mean and standard deviation scores for each item as well as the composite score.

Table 7: *Descriptive Statistics for Mentorship Program*

Mentorship program items	Mean	Standard Deviation
School administrators acted as role models throughout the leadership program	4.30	.683
Students are mentored on how to set goals and navigate challenges in life	4.30	.706
The leadership program encouraged open communication, enabling students to freely share what is on their minds	4.20	.694
Mentorship practices emphasized caring and personal relations	4.15	.899
Mentorship program composite rating	4.24	.745

Source: Research Data (2025)

Table 7 indicates that respondents in the study consistently indicated a strong belief that school administrators served as exemplary role models throughout the leadership program. With an average rating of 4.30, it is evident that there was a high level of agreement among participants regarding the positive influence exerted by administrators. This suggests that administrators effectively embodied the values and behaviors advocated by the program. The relatively low standard deviation of 0.683 further indicates a notable consistency in responses, highlighting a widespread perception of the administrators' role modeling within the context of the leadership program. The findings resonate with the literature discussed by Krisi and Nagar (2023), suggesting a positive perception of school administrators as role models within the leadership program. This aligns with empowering leadership theory, which emphasizes the role of leaders as facilitators and role models in promoting employee engagement and development (Kim et al., 2020).

The data portrays a unanimous feeling among respondents regarding the effectiveness of mentoring students in setting goals and overcoming life's challenges. With an average rating of 4.30, participants agreed that students were receiving valuable guidance in these crucial aspects of personal development. This indicates a robust endorsement of the mentorship program's efficacy in providing practical life skills. Although the standard deviation of 0.706 suggests some variability in responses, the consensus remains strong, emphasizing the program's success in addressing these specific mentoring objectives. This finding aligns with existing literature on mentoring programs by Chumo and Kitainge (2020) regarding the effectiveness of mentorship in setting goals and overcoming life's challenges. Empowering leadership theory supports these findings, as mentors often encourage goal-oriented behaviors that foster individual growth (Goh & Sia, 2021).

Participants in the study also widely acknowledged the leadership program's role in fostering open communication among students, allowing them to express themselves freely. With an average rating of 4.20, it is evident that respondents perceived the program positively in this regard, recognizing its contribution to creating a supportive and inclusive environment. Despite a slightly lower mean score compared to other items, the relatively consistent responses indicated by the standard deviation of 0.694 affirm the program's effectiveness in promoting open dialogue and mutual understanding among students. The findings are consistent with the literature outlined by Grigoropoulos (2020) and Krisi and Nagar (2023), emphasizing the leadership program's role in promoting open communication and inclusivity among students. These insights align with empowering leadership theory, which underscores the importance of open communication in fostering collaborative and supportive environments (Kim et al., 2020).

The findings reveal a prevailing belief among respondents that mentorship practices within the program prioritized nurturing, caring, and personal relationships. While the average rating of 4.15 indicates a slightly lower level of agreement compared to other items, it still reflects a considerable endorsement of the program's emphasis on these essential aspects. However, the higher standard deviation of 0.899 suggests a greater diversity of opinions among participants regarding this particular aspect of the mentorship program. Despite this variability, the overall consensus indicates a recognition of the importance of fostering supportive and empathetic relationships within the mentoring framework. The findings are in line with the literature discussed by Mathai (2022) and Musyoka (2021), recognizing the importance of mentorship practices that prioritize nurturing caring relationships. Empowering leadership theory reinforces the idea that leaders who foster caring

relationships significantly enhance team cohesion and individual development (Goh & Sia, 2021).

The composite rating for the mentorship program represents a holistic evaluation of its effectiveness, encompassing various dimensions such as role modeling, goal setting, communication, and personal relations. With an average score of 4.24, respondents demonstrated a strong collective endorsement of the program's overall impact in combating alcohol and drug abuse among secondary school students. While the standard deviation of 0.745 suggests some degree of variability in responses, the consensus remains evident, highlighting the program's success in fulfilling its objectives and garnering support from participants. The findings support the literature presented by Udoh et al. (2020) and Makgoke and Mofokeng (2020), indicating a strong endorsement of the mentorship program's effectiveness in combating substance abuse among students.

Participants in the in-depth interviews highlighted how mentorship programs not only help students in academic pursuits but also guide them towards developing strong character traits and career aspirations. Pairing students with professionals from various fields provides them with insights into different career paths and helps them set clear goals for their future. This was reflected in the following verbatim quotes:

"It creates a clear career focus among learners. It reinforces good character." (Respondent #6)

"Pairing students with both teachers and inspirational professionals in the community setup." (Respondent #8)

"Pairing learners with alumni in different professions for maximum results and inspiration." (Respondent #13)

"Inviting inspirational young professionals from the community to inspire the boys and the girls for maximum impact on academic performance." (Respondent #19).

From the verbatim comments, the theme of personal growth and emotional support was also apparent. Respondents emphasized the importance of mentorship programs in promoting personal growth and providing emotional support to students. By exposing them to diverse perspectives and engaging them in reflective exercises, mentorship programs help students navigate social and emotional challenges, ultimately contributing to their overall well-being and academic success. This was exemplified in the following qualitative responses:

"It exposes learners to new and different perspectives, hence improving their perception of life." (Respondent #4)

"It assists learners to overcome and adjust to both social and emotional challenges." (Respondent #14)

"Networking events with successful alumni engaging students in reflective exercises." (Respondent #18)

"Pairing learners with teachers and young professionals for inspiration." (Respondent #21)

The foregoing insights are in line with the literature by Krisi and Nagar (2023), Makgoke and Mofokeng (2020), and Musyoka (2021), which support the idea that mentorship programs guide students toward developing strong character traits and career aspirations by pairing them with professionals from various fields.

Correlation between Mentoring Programs and Effectiveness of the Fight against Alcohol and Drug Abuse

Table 8 presents the Spearman's rank correlation analysis between the variable mentorship program and the effectiveness of the fight against alcohol and drug abuse.

Table 8 *Correlation between Mentoring and the Fight against ADA*

Spearman's rho		1
Effectiveness in the Campaign against ADA	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	88
Open communication	Correlation Coefficient	.090
	Sig. (2-tailed)	.479
	N	88
Role modeling	Correlation Coefficient	.023
	Sig. (2-tailed)	.854
	N	88
Caring and personal relations	Correlation Coefficient	.240
	Sig. (2-tailed)	.065
	N	88
Goals and life challenges	Correlation Coefficient	.204
	Sig. (2-tailed)	.106
	N	88

Source: Research Data (2025)

Table 8 shows a weak positive but insignificant correlation between effectiveness of the fight against alcohol and drug abuse and various themes of mentorship such as open communication (r=.090, p>.05), role modelling (r=.023, p>.05), caring and personal relations (r=.240, p>.05), and goals and life challenges (r=.204, p>.05). These findings suggest that while there may be some tendency for mentoring programs emphasizing certain themes to be associated with slightly higher effectiveness in combating substance abuse, this association is not reliably observed in the sample studied.

The observed weak correlations imply that while there may be some degree of association between these aspects of mentorship and the success of substance abuse interventions, the strength of this relationship is insufficient to warrant significant

conclusions. This can be attributed to the possibility that mentorship programs alone may not adequately influence the effectiveness of efforts aimed at combating alcohol and drug abuse. Factors such as the quality and intensity of the mentoring relationship, the individual characteristics of mentees, or external social influences may play a more pivotal role in shaping the outcomes of substance abuse prevention and treatment initiatives. Furthermore, the weak correlations highlight a discrepancy between the empowering leadership theory and the practical application of mentorship programs in addressing substance abuse. Empowering leadership emphasizes the importance of effective communication, role modeling, and fostering supportive relationships (Kim et al., 2020; Goh & Sia, 2021), yet the findings suggest that simply implementing these mentorship themes may not be sufficient to achieve the desired impact on substance abuse prevention. This gap calls for a more nuanced understanding of how mentoring can be optimized to enhance its effectiveness in combating alcohol and drug abuse, ensuring that the principles of empowering leadership are fully realized in practice.

Regression of Fight against Alcohol and Drug Abuse on Mentoring

A simple linear regression analysis was conducted to examine whether mentoring predicts the fight against drug abuse. Table 9 shows the model summary, ANOVA, and regression coefficients.

Table 9 *Regression of Fight against Alcohol and Drug Abuse on Mentoring*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.189[a]	.036	.020	.34250

a. Predictors: (Constant), Mentoring

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.270	1	.270	2.305	.134[b]
	Residual	7.273	62	.117		
	Total	7.543	63			

a. Dependent Variable: Fight against Drug Abuse

b. Predictors: (Constant), Mentoring

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.605	.353		10.212	.000
	Mentoring	.126	.083	.189	1.518	.134

a. Dependent Variable: Fight against Drug Abuse

Table 9 shows that mentoring explained only 3.6% of the variance in the fight against drug abuse, $R^2 = .036$, $F\ (1, 62) = 2.31$, $p > .05$. Regression coefficients showed that mentoring did not significantly predict the fight against drug abuse ($\beta = .189$, $t = 1.52$, $p > .05$). The findings indicate that mentoring is not a significant predictor of the fight against drug abuse in this model. The finding is inconsistent with the study by Grigoropoulos (2020), which reported that continuous mentorship plays a critical role in leadership development. It can be inferred from this finding that mentorship alone may not be sufficient to significantly influence the fight against drug abuse. This signals the need to integrate mentorship within broader frameworks of interventions beyond mentorship programs.

Influence of Life-skills Programs in the Fight against Alcohol and Drug Abuse

The second objective of the study was to determine the influence of life-skills programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. A descriptive analysis of life-skills program ratings is first presented before presenting the results of inferential analysis.

Descriptive Analysis of Life-skills Programs

Respondents were tasked with assessing the influence of teachers on students' resistance to drug abuse through life-skills programs, utilizing a 5-point scale where 1 indicated "strongly disagree" and 5 indicated "strongly agree." Table 9 illustrates the mean and standard deviation assigned to each item, along with the aggregate score.

Table 10 *Descriptive Statistics for Life Skills Program*

Life-skills program items	Mean	Standard deviation
Leadership program intentionally imparts critical thinking skills	4.34	.761
Life-skills training impart interpersonal skills on students that help them avoid alcohol and drug abuse	4.25	.856
Leadership program entailed equip students with self-management skills	4.38	.666
The leadership program inspired students to cultivate autonomy and self-control when engaging with peers	4.38	.655
Life-skills composite rating	4.34	.735

Source: Research Data (2025)

The study found that respondents generally agreed that the leadership program effectively imparts critical thinking skills to students, as evidenced by the mean score of 4.34. This indicates a strong consensus among participants regarding the positive influence of the program in developing critical thinking abilities among secondary school students in Kajiado North Sub-County. The relatively low standard deviation of 0.761 suggests that there was minimal variability in responses, further supporting the notion of widespread agreement on this aspect of the program's effectiveness. This finding aligns with existing literature emphasizing the positive impact of leadership

programs on critical thinking skills, reflecting the principles of the Theory of Empowering Leadership, which posits that effective leaders inspire and enable individuals to enhance their cognitive abilities (Kim et al., 2020; Goh & Sia, 2021; Keya, 2023).

Respondents also indicated a favorable perception of the effectiveness of life-skills training in imparting interpersonal skills to students, aiding them in avoiding alcohol and drug abuse. The mean score of 4.25 reflects a generally positive outlook on this aspect of the program. However, the higher standard deviation of 0.856 suggests greater variability in respondents' opinions compared to other items, indicating less uniform agreement among participants regarding the impact of life-skills training on interpersonal skills development. This finding aligns with the Theory of Planned Behavior, which suggests that individual attitudes, subjective norms, and perceived behavioral control influence intentions and behaviors, particularly in relation to substance abuse (Ajzen, 2020; Tremblay et al., 2020; Ngambi et al., 2023). The variability in responses may reflect differing individual experiences or perceptions regarding life-skills training's impact on their behavior and attitudes toward substance abuse.

The findings reveal a high level of agreement among respondents regarding the effectiveness of the leadership program in equipping students with self-management skills. With a mean score of 4.38, participants expressed a strong consensus on this aspect of the program's efficacy. The relatively low standard deviation of 0.666 indicates a limited range of variability in responses, suggesting a high degree of alignment in perceptions regarding the program's ability to foster self-management skills among students. The finding supports the literature by Sherif et al.

(2023), which underscores the role of leadership programs in fostering self-management skills among students.

The study findings demonstrate a general agreement among respondents regarding the leadership program's influence on cultivating autonomy and self-control among students in their interactions with peers. With a mean score of 4.38, participants indicated a high level of endorsement for this aspect of the program. Moreover, the relatively low standard deviation of 0.655 suggests a minimal degree of variability in responses, reinforcing the consensus among participants regarding the program's effectiveness in promoting autonomy and self-control.

Overall, the life-skills composite rating received a mean score of 4.34, indicating a strong consensus among respondents regarding the effectiveness of life-skills programs in combating alcohol and drug abuse among secondary school students in Kajiado North Sub-County. The standard deviation of 0.735 suggests some variability in responses but still reflects a relatively high level of consensus among participants. This agrees with past research (Tremblay et al., 2020; Ismail et al., 2022) which highlight the effectiveness of life-skills programs in combating substance abuse among students.

The themes of Personal Development and Empowerment and Social and Interpersonal Skills emerged from qualitative analysis. Respondents identified that by sharpening decision-making skills, boosting self-esteem, and enhancing self-awareness, life skills training empowers students to make informed choices and resist negative influences such as drug and alcohol abuse. Additionally, the development of critical thinking and stress management skills equips students with the tools needed to navigate challenging situations effectively:

"Sharpens decision-making skills." (Respondent #1)

"Boosts self-esteem and self-confidence." (Respondent #17)

"It enhances self-awareness, leading to the development of coping skills." (Respondent #26)

Qualitative interviews also revealed that life skills training fosters the development of strong interpersonal skills and leadership qualities, enabling students to build supportive relationships and resist peer pressure to engage in substance abuse. Moreover, the provision of psychosocial support creates a nurturing environment where students feel understood and valued, further strengthening their resilience against substance abuse:

"Enhances strong interpersonal skills leading to refusal skills wherever people try to introduce students to drugs." (Respondent #12)

"It has increased self-awareness and has boosted leadership skills among the student council members." (Respondent #23)

"Provides psychosocial support." (Respondent #15)

Life skills training not only promotes personal and social development but also positively impacts academic outcomes. By alleviating anxiety related to academic stress and improving coping mechanisms, students are better able to focus on their studies and achieve academic success. Additionally, the enhancement of academic performance boosts students' confidence and reinforces the positive effects of life skills training on their overall well-being. The qualitative themes resonate with Ngambi et al. (2023), which emphasize the role of life skills training in personal development, empowerment, and fostering strong interpersonal skills.

Correlation between Life-skills Program and Effectiveness of the Fight against Alcohol and Drug Abuse

Table 10 presents Spearman's rank correlation analysis between the life-skills program and the effectiveness of the fight against alcohol and drug abuse.

Table 11 *Correlation between Life-skills Program and the Fight against ADA*

Spearman's rho		1
1. Effective campaign	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	88
2. Critical thinking	Correlation Coefficient	.069
	Sig. (2-tailed)	.590
	N	88
3. Interpersonal skills	Correlation Coefficient	.135
	Sig. (2-tailed)	.304
	N	88
4. Self-management skills	Correlation Coefficient	.022
	Sig. (2-tailed)	.870
	N	88
5. Autonomy and control	Correlation Coefficient	.030
	Sig. (2-tailed)	.813
	N	88

Source: Research Data (2025)

Results in Table 11 indicate a weak positive but statistically insignificant correlation between the effectiveness of the fight against alcohol and drug abuse and various dimensions of life-skills impartation: critical thinking ($r = .069$, $p > .05$), interpersonal skills ($r = .135$, $p > .05$), self-management skills ($r = .022$, $p > .05$), and autonomy and control ($r = .030$, $p > .05$). These findings suggest that while there appears to be a tendency for students with stronger life skills to exhibit better outcomes in combating alcohol and drug abuse, the relationship is not robust enough to confirm that life skills significantly determine the effectiveness of anti-substance abuse efforts.

The findings do not fully align with the literature reviewed, which generally emphasizes the positive impact of life skills programs on substance abuse prevention

(Tremblay et al., 2020; Ismail et al., 2022; DeJaeghere and Murphy-Graham, 2022). This discrepancy may be explained through the Theory of Planned Behavior, which posits that individual behavior is influenced by attitudes, subjective norms, and perceived behavioral control. In this context, while life skills training can enhance students' coping mechanisms and decision-making abilities, these skills alone may not adequately address the multifaceted nature of substance abuse prevention (Ajzen, 2020; Welby-Solomon, 2021).

Additionally, literature also acknowledges the influence of various contextual factors and additional interventions in determining the effectiveness of anti-substance abuse efforts (Welby-Solomon, 2021; Keya, 2023). For instance, the Theory of Empowering Leadership emphasizes the importance of creating an enabling environment where individuals can utilize their skills effectively (Kim et al., 2020; Goh & Sia, 2021). Therefore, the lack of significant correlation may suggest that without a supportive framework, the application of life skills may not be sufficient to achieve the desired impact on substance abuse prevention.

In terms of theory of planned behavior, the high composite rating of 4.34 for life-skills programs indicates that students see these programs as beneficial. The enhancement of decision-making skills, self-esteem, and self-awareness positively influences students' attitudes toward resisting drug and alcohol use. If life-skills programs are seen as a norm within the school culture, students may feel socially compelled to participate and adopt healthier behaviors. The qualitative findings that emphasize empowerment can help students view the resistance to substance abuse as a valued social norm. The correlation analysis showing weak positive but insignificant relationships suggests that while life skills enhance students’ decision-making, there may be external factors undermining their perceived control over resisting substance

abuse. Addressing these factors could strengthen their confidence and autonomy in making healthier choices.

Regression of Fight against Alcohol and Drug Abuse on Life Skills

A simple linear regression analysis was conducted to examine whether life skills predict the fight against alcohol and drug abuse.

Table 12 *Regression of Fight against Alcohol and Drug Abuse on Life Skills*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.121[a]	.015	-.001	.34626

a. Predictors: (Constant), Life Skills

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.110	1	.110	.917	.342[b]
	Residual	7.433	62	.120		
	Total	7.543	63			

a. Dependent Variable: Fight against Drug Abuse
b. Predictors: (Constant), Life Skills

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.789	.365		10.375	.000
	Life Skills	.080	.084	.121	.958	.342

a. Dependent Variable: Fight against Drug Abuse

The results in table 12 shows that life skills training explained only 1.5% of the variance in the fight against drug abuse, $R^2 = .015$, $F\ (1, 62) = 0.92$, $p>.05$. An examination of the regression coefficients showed that life skills did not significantly predict the fight against drug abuse ($\beta = .121$, $t = 0.96$, $p > .05$). The findings indicate that life skills are not a significant predictor of the fight against alcohol and drug abuse. The results contrast with Ngambi et al. (2023) who emphasized the protective role of life skills in navigating psychological and social challenges. This means that life skills in isolation, may be insufficient to prevent substance abuse.

Influence of Guidance and Counselling in the Fight against Alcohol and Drug Abuse

The third objective of the study was to investigate the influence of guidance and counselling in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. This section comprises the analysis and discussion of descriptive results on guidance and counselling as well as inferential findings regarding its influence on the fight against alcohol and drug abuse.

Descriptive Analysis of Guidance and Counselling

Respondents were asked to rate how teachers influence students against drug abuse through guidance and counselling on a 5-point scale from 1=strongly disagree to 5=strongly agree. Table 13 presents the mean and standard deviation score for each item as well as the composite score.

Table 13: *Descriptive Statistics for Guidance and Counselling Items*

Guidance and counselling items	Mean	Standard deviation
Guidance and counselling teachers promoted in students the ideal of self-sufficiency	4.39	.681
Guidance and counseling in the school emphasized character and value formation	4.30	.790
Students are provided with career guidance and direction	4.34	.718
Guidance and counselling offered to students focused on building resilience against alcohol and drug abuse	4.28	.701
Guidance and counselling composite score	4.33	.723

Source: Research Data (2025)

Table 13 indicates that guidance and counseling teachers are highly effective in promoting the ideal of self-sufficiency among students. With a mean score of 4.39 and a relatively low standard deviation of 0.681, respondents consistently agreed on the positive influence of these teachers in fostering self-reliance among students. This finding agrees with Krist et al. (2020) who emphasized the role of guidance and counseling in promoting personal development and self-efficacy.

Within the school environment, there's a notable emphasis on character and value formation through guidance and counseling. Despite some variability in responses, as indicated by the standard deviation of 0.790, the mean score of 4.30 suggests a general agreement among respondents regarding the importance placed on character development within the guidance and counseling framework. This corresponds with the literature by Ayuk (2019) highlighting the role of guidance and counseling in holistic student development, including character and value formation.

Respondents perceive that students are adequately supported with career guidance and direction through the school's guidance and counseling services. The mean score of 4.34 indicates a strong level of agreement among respondents, with a standard deviation of 0.718 suggesting a relatively consistent perception of the effectiveness of career guidance initiatives. This reflects the Theory of Planned Behavior, which posits that perceived behavioral control and subjective norms can influence students' choices and career aspirations (Ajzen, 2020).

The study also highlights the perception that guidance and counseling services effectively focus on building resilience against alcohol and drug abuse among students. Although there is some variability in responses, as indicated by the standard deviation of 0.701, the mean score of 4.28 reflects a general consensus among respondents regarding the importance of resilience-building efforts in combating substance abuse. This aligns with the literature by Odhiambo (2020) emphasizing the importance of providing students with adequate support and direction in their career development through guidance and counseling services.

Overall, the composite score of 4.33 underscores the collective perception of the effectiveness of guidance and counseling services in addressing alcohol and drug abuse among secondary school students in Kajiado North Sub-County. While there

may be some variability in specific areas such as character formation, the consistent agreement among respondents emphasizes the overall positive impact of guidance and counseling initiatives in the region. This aligns with Bolu-Steve (2020) who discussed the positive impact of guidance and counseling initiatives in promoting student well-being and addressing substance abuse issues.

Qualitative findings revealed that the effectiveness of counseling and support systems emerged as a critical factor in combating drug abuse among secondary school students. Respondents shared instances where proactive approaches, such as record-keeping and continued psychological support by the guidance and counseling department, facilitated students' openness about drug involvement and subsequently improved their performance. Additionally, success stories were noted where counseling instead of punitive measures led to behavioral changes among suspected drug-using students, underscoring the importance of supportive approaches. Furthermore, there is a consensus on the necessity of strict policies on drug abuse prevention in schools, indicating a holistic approach to fostering a safe and supportive environment for students. The following are verbatim excerpts:

“The guidance and counseling department keeps records of poor performance and takes time to undertake counseling hence students open up on the involvement of drugs affecting their performance and they get helped through continued sessions of psychological support and therapy.” (Respondent #5)

“The suspected drug using students have occasionally been counseled instead of sending them away. This has led to a behavior change.” (Respondent #12)

“Every school should have strict policies on drug abuse prevention.” (Respondent #14).

The qualitative findings further support the literature by Mafa and Makhubele, 2020) illustrating specific instances where counseling and support systems effectively addressed substance abuse issues among students. These findings underscore the importance of supportive approaches and strict policies on drug abuse prevention in schools, aligning with the literature's emphasis on holistic and proactive measures in combating substance abuse among students.

Correlation between Guidance and Counselling and Effectiveness of the Fight against Alcohol and Drug Abuse

Table 14 presents the output of Spearman's rank correlation coefficient analysis of the relationship between guidance and counselling and effectiveness of the fight against alcohol and drug abuse.

Table 14: *Correlation between Guidance and Counselling and Effectiveness of the Fight against Alcohol and Drug Abuse*

Spearman's rho		1
Effectiveness of the fight against alcohol and drug abuse	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	64
Creating self sufficiency	Correlation Coefficient	-.024
	Sig. (2-tailed)	.848
	N	64
Character and values formation	Correlation Coefficient	.273*
	Sig. (2-tailed)	.029
	N	64
Career guidance and direction	Correlation Coefficient	.249*
	Sig. (2-tailed)	.047
	N	64
Building resilience	Correlation Coefficient	.036
	Sig. (2-tailed)	.779
	N	64

*. Correlation is significant at the 0.05 level (2-tailed).
Source: Research Data (2025)

Results in table 14 indicates a statistically significant correlation between effectiveness of the fight against alcohol and drug abuse and two dimensions of guidance and counselling. These are: character and values formation (r=.273, p<.05)

and career guidance and direction (r=.249, p<.05). This finding suggests that interventions focused on instilling positive character traits and values may contribute to reducing substance abuse. Similarly, it implies that providing individuals with clear career paths and goals may contribute to reducing their likelihood of engaging in alcohol and drug abuse. This aligns with the Theory of Planned Behavior, which emphasizes that perceived behavioral control and intention can be shaped through positive values and goal setting (Ajzen, 2020).

However, building resilience (r=.036, p>.05), and creating self-sufficiency (r=-.024, p>.05) were not significantly correlated to effectiveness of the fight against alcohol and drug abuse. This implies that while resilience-building interventions may be beneficial for overall well-being, they may not directly impact substance abuse outcomes. This could indicate that resilience alone may not be sufficient to prevent or reduce substance abuse without addressing other underlying factors such as values and career direction. It also implies that promoting self-sufficiency alone may not significantly influence substance abuse outcomes.

The statistically significant correlation between the effectiveness of fighting alcohol and drug abuse and dimensions of guidance and counseling, such as character and values formation, as well as career guidance and direction, aligns with past studies (Ayuk, 2019; Odhiambo, 2020) which have emphasized the importance of holistic approaches in addressing substance abuse, including instilling positive values and providing clear pathways for individuals, which can contribute to reducing substance abuse.

The lack of significant correlation between building resilience and creating self-sufficiency with the effectiveness of fighting alcohol and drug abuse contradicts some aspects of the literature. While resilience-building interventions may not

directly impact substance abuse outcomes according to this finding, previous studies have highlighted the importance of resilience in coping with challenges, including substance abuse (Ngwu et al., 2021). Similarly, the finding that promoting self-sufficiency alone may not significantly influence substance abuse outcomes contrasts with the literature that emphasizes the role of personal development and self-efficacy in substance abuse prevention (Krist et al., 2020).

In terms of planned behavior theory, the following observations can be made. The strong agreement on the effectiveness of guidance and counseling (mean score of 4.33) reflects a positive attitude towards these services. The supportive interactions and record-keeping practices reported indicate that counseling can shape students' perceptions of drug use negatively. Respondents' emphasis on the importance of supportive counseling environments suggests that these services foster a culture of openness and support among students, which can enhance the perceived normative belief that seeking help is acceptable and encouraged. The significant correlations between character formation and career guidance with substance abuse prevention indicate that counseling services empower students, enhancing their perceived control over their actions related to drug use.

Regression of Fight against Alcohol and Drug Abuse on Guidance and Counselling

A simple linear regression analysis was conducted to examine whether guidance and counselling predict the fight against alcohol and drug abuse. Table 15 presents the output.

Table 15 *Regression of Fight against Alcohol and Drug Abuse on Guidance and Counselling*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.204[a]	.042	.026	.34144

a. Predictors: (Constant), Guidance and Counselling

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.315	1	.315	2.703	.105[b]
	Residual	7.228	62	.117		
	Total	7.543	63			

a. Dependent Variable: Fight against Drug Abuse

b. Predictors: (Constant), Guidance and Counselling

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.540	.365		9.696	.000
	Guidance and Counselling	.138	.084	.204	1.644	.105

a. Dependent Variable: Fight against Drug Abuse

The findings showed that guidance and counselling accounted for 4.2% of the variance in the fight against drug abuse, $R^2 = .042$, $F\ (1, 62) = 2.70$, $p > .05$. Inspection of the regression coefficients reveal that guidance and counselling did not significantly predict the fight against drug abuse ($\beta = .204$, $t = 1.64$, $p > .05$). The findings indicate that guidance and counselling are not a significant predictor of the fight against alcohol and drug abuse. The findings contrast with Manrique-Millones et al. (2021) who found counseling to be effective in reducing drug use. The disparity in the research results may be attributed to differences in context, given the implications of environment on drug and substance abuse. The results imply that guidance and counseling alone may be insufficient to significantly reduce substance abuse without integration into a broader framework that includes other interventions.

Effectiveness of the Fight against Alcohol and Drug Abuse

Respondents were asked to rate the effectiveness of leadership programs in the fight against alcohol and drug abuse on a 5-point scale from 1=strongly disagree to

5=strongly agree. Table 16 presents the mean and standard deviation scores for each item as well as the composite score.

Table 16: *Descriptive Statistics for Effectiveness of the Fight against ADA*

Effectiveness items	Mean	Std. Deviation
Students who are well mentored by teachers performs very well in school	4.52	.591
Students who are well mentored by teachers do not abuse drugs	4.42	.558
Guidance and counseling reduce drug-related cases in schools	4.33	.644
Students who learn life skills in schools do not abuse drugs	4.33	.892
Mentoring helps students not to drop out of school or be expelled on drug related cases	4.32	.643
Students who are well guided and counseled in school do not abuse drugs	4.28	.603
Life skills reduce drug abuse-related cases in school	4.22	.917
Guidance and counseling against drug abuse enhances good academic performance among students	4.14	.669
Teaching life skills in school enhances good academic performance among students	4.14	.852
Life skills reduce cases of students' exclusion and dropping out	4.08	.931

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

Source: Research Data (2025)

The findings presented in Table 16 indicate a strong consensus among respondents regarding the significant impact of effective teacher mentoring on students' academic performance, with an average rating of 4.52. This high average score, coupled with a low standard deviation of 0.591, underscores the unanimity of opinion among participants about the crucial role of teacher mentoring in facilitating

academic success. This aligns with Karadag (2020), who emphasizes that structured mentoring programs enhance academic outcomes by providing guidance and support to students. This phenomenon can be understood through Empowering Leadership Theory (ELT), which posits that leaders who foster a supportive environment and provide mentoring opportunities empower individuals to achieve greater success (Mboha, 2018). The collective belief among respondents reflects an acknowledgment of the positive influence that effective teacher mentorship has on student achievement, reinforcing the notion that mentoring cultivates an environment conducive to learning.

Furthermore, as shown in Table 8, respondents agreed, with a mean score of 4.42, that effective mentoring by teachers reduces the likelihood of students engaging in drug abuse. The high level of agreement, alongside a low standard deviation of 0.558, suggests a strong consensus among participants regarding the preventative role of teacher mentoring in combating drug abuse among students. This finding aligns with the Theory of Planned Behavior (TPB), which posits that intentions and behaviors are influenced by attitudes, subjective norms, and perceived control (Ajzen, 2020). The shared belief in the power of mentoring to deter drug abuse underscores the preventive potential of mentoring relationships, as supported by Sezgin et al. (2020), who suggest that mentoring programs can significantly impact students' choices and behaviors.

The data also indicate a notable consensus among respondents, with an average rating of 4.33, regarding the efficacy of guidance and counseling in mitigating drug-related incidents within schools. Despite some variability in responses, as indicated by a standard deviation of 0.644, the overall agreement highlights the perceived value of guidance and counseling interventions in addressing drug-related challenges. This finding is consistent with the literature by Andra et al.

(2023), which recognizes that effective guidance and counseling are integral to reducing substance abuse. Within the framework of Empowering Leadership Theory, guidance and counseling are viewed as empowering practices that foster meaningful interactions and provide students with the tools necessary to navigate challenges effectively (He, 2023).

The data suggest a widespread belief among respondents in the preventive effect of life skills education on drug abuse among students, with an average rating of 4.33. However, the relatively higher standard deviation of 0.892 indicates some variability in opinions regarding the effectiveness of life skills education in this context. This is in agreement with Shek et al. (2021), who emphasized the role of life skills training in preventing substance abuse among students. The findings reflect the empowering leadership aspect of providing information, mentoring, and coaching to support individuals' growth and encourage positive choices, as noted by Mboha (2018).

Respondents agreed, with a mean score of 4.32, regarding the role of mentoring in preventing student dropouts and expulsions due to drug-related issues. The low standard deviation of 0.643 suggests a high level of consensus among participants, emphasizing the perceived importance of mentoring in supporting at-risk students and promoting positive outcomes. This aligns with the principles of TPB, where the belief in mentoring as a preventive measure influences intentions and behaviors regarding educational persistence and engagement (Ajzen, 2020).

The data indicate agreement among respondents, with an average rating of 4.28, regarding the preventive effect of guidance and counseling on drug abuse among students. The low standard deviation of 0.603 suggests a high degree of unanimity among participants, emphasizing the perceived efficacy of guidance and counseling

interventions in addressing substance abuse issues within schools. The relatively high average rating of 4.22 suggests a general belief among respondents in the efficacy of life skills education in reducing drug abuse-related incidents within schools. However, the higher standard deviation of 0.917 indicates greater variability in responses, suggesting some divergence in opinions regarding the effectiveness of life skills education in this regard. These results are in accordance with the literature suggesting that mentoring programs can support at-risk students and promote positive outcomes (Karadag, 2020; Sezgin et al., 2020).

The data suggests a widespread belief among respondents in the positive impact of teaching life skills on academic performance, as evidenced by the average rating of 4.14. However, the relatively higher standard deviation of 0.852 indicates greater variability in responses, suggesting some divergence in opinions regarding the effectiveness of life skills education in enhancing academic achievement. The widespread belief among respondents in the preventive effect of life skills education on drug abuse reflects the aspect of empowering leadership theory that emphasizes providing information, mentoring, and coaching to support individuals' growth and encourage positive choices in line with past research by Mboha (2018).

Participants generally agreed on the efficacy of life skills education in reducing student exclusion and dropout rates, as reflected by the average rating of 4.08. However, the relatively high standard deviation of 0.931 suggests greater variability in responses, indicating some divergence in opinions regarding the effectiveness of life skills education in addressing these issues.

Analysis of in-depth interviews showed that mentorship programs not only promoted personal and social development but also positively impacted academic outcomes. Respondents noted that by alleviating anxiety related to academic stress

and improving coping mechanisms, students are better able to focus on their studies and achieve academic success. Additionally, the enhancement of academic performance boosts students' confidence and reinforces the positive effects of life skills training on their overall well-being. This was evident in the following verbatim excerpts:

"The school has observed slight academic improvement since emphasis was given to life skills..." (Respondent #9)

"Boosting academic achievement increases confidence among learners." (Respondent #16)

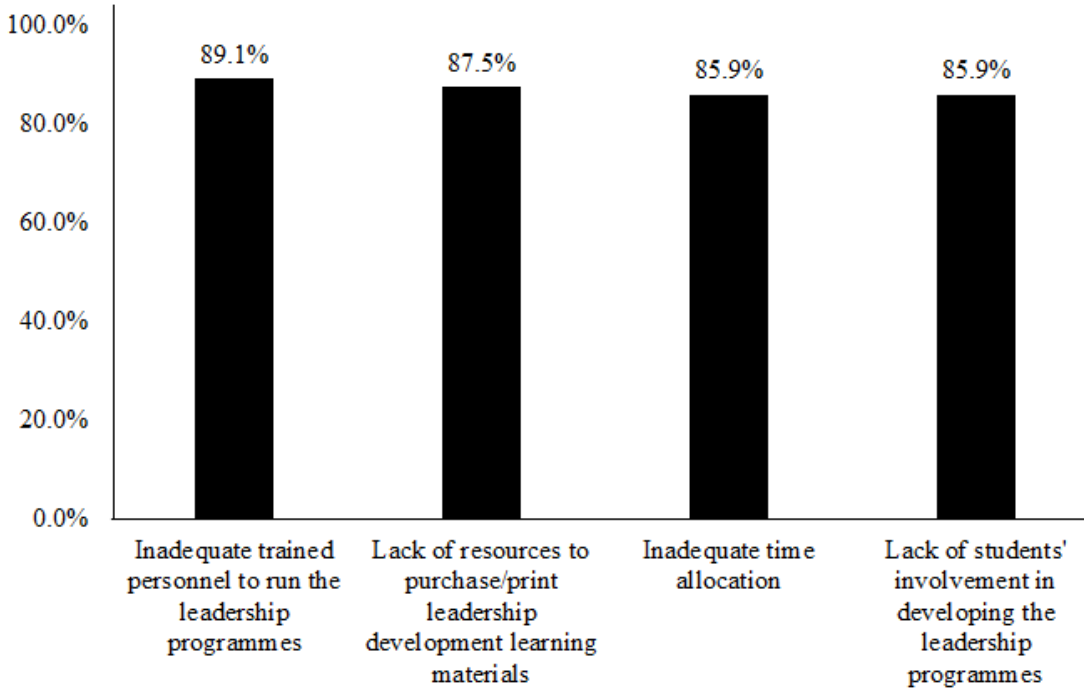
"Helps in alleviating anxiety and enhancing skills." (Respondent #24).

The findings above align with empowering leadership principles, such as leading by example, showing care, and fostering meaningful interaction with employees (He, 2023). The study has therefore affirmed empowering leadership theory for making sense of the effectiveness of leadership programs in the fight against alcohol and drug abuse in secondary schools.

Implementation Challenges Influencing the Fight against Alcohol and Drug Abuse

The fourth objective of the study was to determine whether any implementation challenges were influencing the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Figure 2 ranks the challenges by order of prevalence.

Figure 2: *Challenges faced in Implementing Leadership Programs*



The figure indicates that the most identified challenge was inadequately trained personnel to run the leadership programmes (89.1%), followed by lack of resources to purchase/print leadership development learning materials (87.5%), and lastly, inadequate time allocation (85.9%) and lack of students' involvement in developing the leadership programmes (85.9%). The finding implies that there may be a shortage of individuals with the necessary expertise or training to effectively implement leadership programs aimed at combating substance abuse among students. Without properly trained personnel, the quality and impact of these programs may be compromised. The finding regarding a shortage of trained personnel aligns with Rono et al. (2029) who underscore the significance of expertise and training in executing effective substance abuse prevention initiatives, suggesting potential repercussions for program quality and efficacy.

The finding also suggests a shortage of educational materials necessary for implementing effective leadership programs. Without these materials, educators may

struggle to engage students and deliver comprehensive content on drug and alcohol abuse prevention. The finding indicates that there may not be sufficient time allocated within the school curriculum to adequately address issues related to alcohol and drug abuse through leadership programs. Limited time may hinder the depth and breadth of discussions and activities related to substance abuse prevention. Similarly, lack of student input suggests that programs may not fully address the specific needs and concerns of the student population regarding substance abuse. The observation regarding a deficit in resources for educational materials resonates with Giusto et al. (2023), who emphasize the pivotal role of resource allocation in addressing substance abuse prevention, indicating possible limitations in educators' ability to deliver comprehensive content.

Analysis of in-depth interview data emphasized the importance of diverse role models and mentors who can inspire students from different backgrounds and interests. By providing a variety of speakers and activities, mentorship programs can cater to the specific needs and aspirations of all students. This was evident in the following verbatim examples:

"Inviting successful former students for quarterly meetings with students, alumni weekends" (Respondent #2).

"Inviting male motivational speakers to inspire the boys" (Respondent #3).

"Inviting successful ladies in career and business to inspire the girls" (Respondent #5)

"Engaging students in sports tournaments over the weekends occasionally and providing mentors to talk to them to understand the dynamics of being in a day mixed school and exposure to drugs" (Respondent #7)

Respondents in the in-depth interviews also expressed concerns about the limited time allocated to mentorship and life skills training, hindering the

comprehensive implementation of these vital programs. Additionally, delays in impact programs were noted, indicating administrative or logistical obstacles that impede timely interventions. Furthermore, there was a recognized need for proper training for implementers of guidance and counseling (G&C) and life skills programs, underlining the importance of expertise and skill in delivering effective student support. These were apparent in the verbatim responses, thus:

"It affects effective implementation of the programs. Not much time is allocated to mentorship, G & C, and life skills, hence affecting their full implementation." (Respondent #3)

"Delays of impact programs." (Respondent #6)

"Train implementers of G & C and life skills programs." (Respondent #7)

Resource allocation and training were identified by the interviewees as crucial aspects that need attention in addressing drug abuse prevention among secondary school students. Respondents stressed the necessity of allocating more resources specifically for leadership programs to enhance their effectiveness. Moreover, there was a clear call for training for guidance and counselling teachers, recognizing the pivotal role they play in providing support to students. Some respondents also highlighted the importance of reducing other responsibilities of guidance and counselling teachers to allow them to focus more on counseling, indicating a need for strategic resource allocation and workload management:

"More resources should be allocated to the implementation of the leadership programs." (Respondent #10)

"Train G & C teachers." (Respondent #8)

"Train G & C teachers and reduce other roles so that they can fully dedicate their efforts to counseling." (Respondent #11)

These findings underscore the importance of the Theory of Empowering Leadership (Krisi & Nagar, 2023). The identified challenges, such as inadequate trained personnel and a lack of resources, could negatively affect students' attitudes towards mentorship, life-skills, and counseling programs. If students perceive these programs as poorly implemented or ineffective, it may lead to a lack of engagement. The perceived lack of resources may create a norm where seeking help is not prioritized or seen as effective. If students observe that their schools are not adequately supporting these programs, they may feel discouraged from participating. The challenges faced in implementing these programs highlight barriers that could diminish students' perceived control over their ability to engage in positive behaviors. If they believe that the systems meant to support them are inadequate, it could lead to decreased motivation to resist drug use.

Chapter Summary

This chapter has presented and triangulated quantitative findings with qualitative results. The findings have been discussed in line with the specific objectives of the study. In the next chapter, the major findings are summarized and implications drawn.

CHAPTER 5: SUMMARY OF FINDINGS, IMPLICATIONS, CONCLUSIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH AND CONCLUSION

Introduction

The main purpose of the study was to find out the influence of leadership programs in the fight against alcohol and drug abuse among students in secondary schools in Kajiado North Sub-County. In this chapter, a summary of the key findings is presented, followed by a discussion of the implications and conclusions drawn. The chapter also makes recommendations and suggests areas for further research.

Summary of Findings

The first objective of the study was to establish the influence of mentorship programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. The mentorship program received a composite rating of 4.24, indicating agreement about its effectiveness in addressing alcohol and drug abuse among secondary school students. In-depth interviews revealed that mentorship programs offer more than just academic support; they foster character development and career aspirations. Further, mentorship programs not only promoted personal and social development but also positively impacted academic outcomes. Respondents noted that by alleviating anxiety related to academic stress and improving coping mechanisms, students are better able to focus on their studies and achieve academic success. The findings related to mentorship programs align with the Theory of Empowering Leadership, as advanced by He (2023) and Krisi and Nagar (2023) who emphasize that leadership empowers individuals by enhancing autonomy, emotional support, and problem-solving skills. The mentorship program's

effectiveness in character development and career aspirations supports the theory, showing how mentorship fosters growth beyond academic performance.

Inferential analysis however revealed a positive but insignificant correlation between effectiveness of the fight against alcohol and drug abuse and various themes of mentorship such as open communication (r=.090, p>.05), role modelling (r=.023, p>.05), caring and personal relations (r=.240, p>.05), and goals and life challenges (r=.204, p>.05). The positive but statistically insignificant correlations between mentorship elements (open communication, role modeling, personal relations, and goals) and the fight against alcohol and drug abuse suggest that while mentorship provides personal development, it may not directly impact substance abuse outcomes without further integration into other support systems. The results contradict empowering leadership theory which, according to Kim et al. (2020) Goh and Sia (2021) emphasize the importance of effective communication, role modeling, and fostering supportive relationships, implying that simply implementing these mentorship themes may not be sufficient to achieve the desired impact on substance abuse prevention.

The second objective of the study was to determine the influence of life-skills programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Overall, the life-skills composite rating received a mean score of 4.34, indicating agreement among respondents regarding the effectiveness of life-skills programs in combating alcohol and drug abuse among secondary school students in Kajiado North Sub-County. The themes of personal development and empowerment and social and interpersonal skills emerged from qualitative analysis. Respondents identified that by sharpening decision-making skills, boosting self-esteem, and enhancing self-awareness, life skills training empowers

students to make informed choices and resist negative influences such as drug and alcohol abuse. The results on life-skills programs, with a strong mean rating, suggest that these programs effectively empower students by enhancing decision-making, self-esteem, and self-awareness, consistent with the Theory of Planned Behavior which posits that perceived behavioral control influences the intention and ability to avoid substance abuse (Ajzen, 2020).

However, results of correlation analysis indicated a weak positive but statistically insignificant correlation between effectiveness of the fight against alcohol and drug abuse and various dimensions of life-skills impartation namely: critical thinking (r=.069, p>.05), interpersonal skills (r=.135, p>.05), self-management skills (r=.022, p>.05), and autonomy and control (r=.030, p>.05). This suggests that while life skills training is viewed as beneficial, its direct influence on preventing substance abuse might require stronger integration into broader support systems. The weak positive correlations between critical thinking, interpersonal skills, self-management, and autonomy with substance abuse prevention highlight that while life-skills training is beneficial, it may not directly alter behavior without broader structural and social interventions. These findings suggest that TPB's focus on perceived control and decision-making is valid, but its predictive power may be limited without reinforcing social support systems, which is consistent with the perspectives of Scott et al. (2023).

The third objective of the study was to investigate the influence of guidance and counselling in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. The composite mean score of 4.33 was obtained, underscored the collective perception of the effectiveness of guidance and counseling services in addressing alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Qualitative findings revealed that the

effectiveness of counseling and support systems emerged as a critical factor in combating drug abuse among secondary school students. Respondents shared instances where proactive approaches, such as record-keeping and continued psychological support by the guidance and counseling department, facilitated students' openness about drug involvement and subsequently improved their performance.

Correlation analysis indicated that character and values formation (r=.273, p<.05) and career guidance and direction (r=.249, p<.05) were positively and significantly correlated to effectiveness of the fight against alcohol and drug abuse. However, building resilience (r=.036, p>.05), and creating self-sufficiency (r=-.024, p>.05) were not significantly correlated to effectiveness of the fight against alcohol and drug abuse. The significant correlations between character formation, career guidance, and the fight against alcohol and drug abuse reinforce the Theory of Empowering Leadership as discussed by DiGangi et al. (2021) who emphasize that guidance and counseling provide emotional support and help individuals build resilience and self-belief. The findings suggest that guidance and counseling are effective in shaping values and career direction, which are crucial in curbing substance abuse. However, the insignificant correlation between resilience and self-sufficiency and effectiveness highlights the complexity of the counseling process in line with Kang et al. (2022) and suggests that while the theory holds in promoting personal growth, additional factors may be required to address substance abuse more comprehensively. These results support the Theory of Empowering Leadership (DiGangi et al., 2021 Kang et al., 2022), which emphasizes that guidance and counseling which helps in building self-belief, consequently resilience helping them to avoid drug addiction.

The fourth objective of the study was to determine whether there were any implementation challenges influencing the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Results showed that the most identified challenge was inadequate trained personnel to run the leadership programs (89.1%), followed by lack of resourced to purchase/print leadership development learning materials (87.5%), and lastly, inadequate time allocation (85.9%) and lack of students' involvement in developing the leadership programs (85.9%). Analysis of in-depth interview data emphasized the importance of diverse role models and mentors who can inspire students from different backgrounds and interests. Respondents in the in-depth interviews also expressed concerns about the limited time allocated to mentorship and life skills training, hindering the comprehensive implementation of these vital programs. Additionally, delays in impact programs were noted, indicating administrative or logistical obstacles that impede timely interventions. Resource allocation and training were identified by the interviewees as crucial aspects that need attention in addressing drug abuse prevention among secondary school students. Respondents stressed the necessity of allocating more resources specifically for leadership programs to enhance their effectiveness.

The finding of insufficient trained personnel mirrors Rono et al. (2029), who emphasize that expertise and adequate training are crucial for the effective delivery of substance abuse prevention programs, potentially affecting the overall quality and success of such initiatives. Likewise, the observation of limited resources for educational materials is in line with Giusto et al. (2023), who highlight that proper resource allocation is vital for substance abuse prevention efforts, implying that educators may struggle to provide in-depth and complete instruction without adequate support.

Implications

Mentorship programs can be seen as vehicles for empowering students by providing them with support, guidance, and opportunities for growth. The qualitative findings indicate that mentorship programs not only offer academic assistance but also foster character development and career aspirations among students. However, the insignificant correlations between mentorship themes and substance abuse prevention effectiveness suggest that the direct impact of mentorship on substance abuse prevention may be more complex than anticipated within the empowerment framework. This implies that while mentorship programs empower students in various aspects of their lives, their direct influence on substance abuse prevention might be influenced by additional factors beyond individual empowerment.

Life-skills programs, which aim to empower students with decision-making skills, self-esteem, and self-awareness, align closely with the principles of empowerment theory. These programs provide students with the tools and resources to make informed choices and resist negative influences such as substance abuse. However, the weak correlations between life-skills dimensions and substance abuse prevention effectiveness suggest that while these programs empower students individually, their impact on substance abuse prevention may be mediated by other contextual factors. This implies that while life-skills programs contribute to individual empowerment, their effectiveness in substance abuse prevention may depend on broader structural and systemic factors.

Guidance and counseling play a critical role in empowering students by providing them with support, guidance, and resources to address personal and academic challenges. The significant correlations between certain aspects of guidance and counseling, such as character and values formation and career guidance, and

substance abuse prevention effectiveness highlight their empowering potential within the empowerment framework. However, the lack of significant correlations for other aspects, such as building resilience and creating self-sufficiency, suggests that while guidance and counseling empower students individually, their impact on substance abuse prevention may vary across different dimensions. This implies that while guidance and counseling contribute to individual empowerment, their effectiveness in substance abuse prevention may depend on the specific goals and focus areas of the intervention.

The implementation challenges identified in the study, such as inadequate resources and limited student involvement, highlight systemic barriers that hinder the empowerment of both students and program implementers. From an empowerment theory perspective, addressing these challenges is essential for creating an enabling environment that empowers students to make positive choices and resist negative influences such as substance abuse. This implies that investing in infrastructure, capacity-building, and participatory approaches to program development is not only crucial for overcoming implementation challenges but also for fostering the empowerment of students and program stakeholders alike. By addressing these challenges, schools can create a supportive and empowering environment that enables students to thrive and make healthy choices regarding substance abuse.

Recommendations

In light of the findings and implications, the study makes recommendations to relevant stakeholders as follows:

i) School leaders and principals are pivotal in ensuring the effectiveness of mentorship programs, prioritizing resource allocation and seamless integration into the curriculum. They should also foster active participation from both students and

teachers, creating a supportive environment for mentorship activities. Additionally, they should prioritize life skills training within the curriculum, recognizing its importance in empowering students to make informed decisions, and encourage teacher training for effective delivery of this education. Adequate staffing and resources for the guidance and counseling department are crucial, given its critical role in addressing substance abuse issues. Supporting ongoing professional development for counselors enhances their effectiveness in student support. Addressing implementation challenges is vital for the success of drug abuse prevention efforts, including addressing staffing shortages through hiring or providing professional development opportunities. Allocating resources for leadership development materials and training programs can enhance their effectiveness.

ii) Guidance and counseling teachers play a crucial role in integrating life skills training into counseling sessions, reinforcing substance abuse prevention messages through practical skills development. Collaboration with external agencies can enhance the quality-of-life skills education by providing access to standardized curriculum and training materials. They should utilize mentorship sessions to address substance abuse issues, combining academic guidance with drug prevention discussions. Partnering with external organizations can broaden mentorship opportunities, enriching students' experiences beyond the classroom. Implementing proactive approaches like record-keeping helps track students' progress and identify those needing extra support. Collaboration with external agencies expands the range of services available, enabling timely interventions. Advocating for additional resources and support from school leadership to address implementation challenges, along with collaborating with educators and stakeholders, fosters innovative solutions.

iii) The NACADA should support schools in developing and implementing mentorship initiatives, offering necessary resources and mentor training. Advocating for integrating mentorship programs into broader drug abuse prevention strategies maximizes their impact. Providing guidance and support, including workshops and seminars, helps train educators on best practices. Policy makers should push for including life skills education in the national curriculum, allocating sufficient funding for development and implementation. Establishing guidelines and standards for effective guidance and counseling services ensures consistency and quality across schools. Advocating for increased funding prioritizes early intervention and prevention. Students should actively engage in counseling sessions, utilizing them to address substance abuse concerns and seek support in overcoming challenges. Providing technical assistance and support to schools facing implementation challenges, along with advocating for increased national funding and resources, is crucial. Reviewing existing policies and allocating resources to address identified implementation challenges, with collaboration from stakeholders, is important. Students should participate in advocacy efforts to raise awareness about addressing implementation challenges, taking the initiative in developing and implementing leadership programs with support from school staff and administrators.

iv) Students, on their part, should actively participate in life skills training sessions, applying the learned skills to resist negative influences and make healthy choices. Seeking support from teachers or counselors when facing challenges related to substance abuse is vital for their overall well-being. Additionally, students should actively engage in mentorship activities, seeking guidance from mentors not only on academic matters but also on issues related to substance abuse. Open communication

and trust between mentors and students are fundamental for the success of these programs

v) Parents play foundational roles, implanting enduring values that inform their world views, thus directly shaping the outcome of their children. This role does not terminate when children leave home to join schools; rather, it should continue in schools when children start to interact with the world on their own. Given the emotional bonds parents have with their children, parents must continue supporting their children through teachers to reinforce positive values.

vi) Policymakers, such as the Ministry of Education, provide policy guidelines that guide the operations of the schools. It is expected that school administrators and teachers adhere to the policy guidelines given by the policy leaders. Policy leaders should continue evaluating and revising policies informed by empirical evidence and the input of school administrators and teachers.

vii) Community institutions, the surrounding communities, and other stakeholders play important roles in schools, providing resources such as schools, infrastructure development, and supplying goods and services. Although these stakeholders may appear to play secondary roles in schools, their effective involvement enables teachers to focus on their core responsibility of nurturing learners' cognitive and emotional development, which in turn contributes to their overall physical well-being. For example, communities that allow drug peddlers to sell drugs and alcohol directly negatively contribute to student outcomes.

Conclusion

The first objective was to establish the influence of mentorship programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. The study concluded that mentorship programs in Kajiado North

Sub-County improve personal, social, and academic outcomes among secondary school students but have a limited impact on combating substance abuse. This is attributed to a misalignment between mentorship themes and students' perceived behavioral control over resisting negative influences, underscoring the need to tailor programs to address specific behavioral control factors.

The second objective of the study was to determine the influence of life-skills programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Life-skills programs empower students with decision-making abilities, self-esteem, and self-awareness, aiding general development. However, they show a weak and insignificant correlation with substance abuse prevention, likely due to insufficient emphasis on enhancing students' perceived behavioral control, as highlighted by the Theory of Planned Behavior.

The third objective of the study was to investigate the influence of guidance and counselling in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. It was concluded that guidance and counseling services are effective in addressing substance abuse through character formation and career guidance, which strongly correlate with prevention efforts. However, resilience-building and self-sufficiency show no significant impact, indicating the need for additional support systems to strengthen students' behavioral control over resisting substance use.

The last objective of the study was to assess the challenges associated with the implementation of measures meant to address alcohol and drug abuse among secondary school students in Kajiado North Sub-County. It was evident that the effectiveness of substance abuse prevention programs is hindered by inadequate training, resources, time allocation, and student involvement. Addressing these

challenges through better resource allocation and training is essential to empower students and enhance their perceived behavioral control, a critical factor in resisting substance use.

Suggestions for Further Research

Future research is proposed as follows:

i) While the overall effectiveness of mentorship programs received positive ratings, the correlation analysis revealed insignificance between the program's themes and the fight against alcohol and drug abuse. Further research should delve into specific components of mentorship programs that might have a more significant impact on substance abuse prevention.

ii) Correlation analysis showed weak and insignificant relationships between different dimensions of life skills and the effectiveness of substance abuse prevention. Conducting longitudinal studies to track the long-term effects of life skills training on students' substance abuse behaviors could provide valuable insights into the sustained impact of these programs over time.

iii) While guidance and counseling services were perceived as effective in addressing substance abuse, certain aspects, like building resilience and creating self-sufficiency, showed no significant correlation. Further research could focus on exploring specific counseling approaches or interventions that target these aspects more directly.

iv) The study identified various implementation challenges hindering the fight against substance abuse, such as inadequately trained personnel and a lack of resources. Further qualitative exploration could provide deeper insights into the root causes of these challenges and potential solutions.

v) The study highlighted the importance of resource allocation in enhancing the effectiveness of substance abuse prevention programs, particularly leadership

programs. Further research could focus on evaluating the impact of resource allocation on program outcomes.

vi) While this study has managed to bring out the role of mentorship, life skills guidance, and counseling in the fight against alcohol and drug abuse, with challenges moderating the variables, future studies should examine mediating and moderating variables such as school culture, peer influence, parental involvement, and socioeconomic factors that may influence substance abuse prevention.

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APPENDIX A: INFORMED CONSENT FORM

Dear Participant,

You are invited to participate in a study investigating the influence of leadership programs in the fight against alcohol and drug abuse among students in secondary schools within Kajiado North Sub-County. Before you decide whether to participate, it is important that you understand why the research is being conducted and what your participation will involve. Please read the following information carefully, and feel free to ask any questions you may have.

Purpose of the Study

To explore the effectiveness of leadership programs in addressing the issue of alcohol and drug abuse among secondary school students in Kajiado North Sub-County.

Procedures

If you agree to participate, you will be asked to complete a structured questionnaire. The questionnaire will include questions about your experiences with leadership programs, perceptions of substance abuse among students, and any insights you may have on the effectiveness of such programs in addressing this issue. Additionally, a select group of participants may be invited to participate in an in-depth interview to provide more detailed information on their experiences and perspectives.

Risks and Benefits

There are no anticipated risks associated with participating in this study. Your participation in this study will contribute to the advancement of knowledge in the field of substance abuse prevention and may ultimately help improve the effectiveness of interventions aimed at addressing this issue.

Confidentiality

Your responses will be kept confidential, and your identity will be protected by assigning you a participant code. Further, all data collected will be stored securely and only accessible to the researcher. Your information will not be disclosed to anyone whatsoever.

Voluntary Participation

Participation in this study is completely voluntary, and you have the right to withdraw at any time without penalty. This right will however lapse once the data collection is completed.

Contact Information

If you have any questions or concerns about the study, you may contact me on 0718594002. If you have any questions about your rights as a participant, you may write to Ethics Review Committee via email to ethicsreview@pacuniversity.ac.ke

By signing below, you acknowledge that you have read and understood the information provided in this consent form and voluntarily agree to participate in the study.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

APPENDIX B: QUESTIONNAIRE

Dear Participant,

Thank you for agreeing to participate in our research study on the influence of leadership programs in combating alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Your insights and experiences are valuable in helping us understand how these programs can contribute to addressing this important issue. This questionnaire comprises of six brief sections that will only take a few minutes of your time. For each item, please tick ☑ against the corresponding answer that best represents your views.

SECTION A: INFLUENCE OF MENTORSHIP PROGRAMS

This section aims to establish the influence of mentorship programs in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Please indicate your level of agreement or disagreement with each statement by ticking appropriately.

Key: 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=strongly agree.

Mentorship program items	1	2	3	4	5
1. Leadership program intentionally impart in students critical thinking skills	☐	☐	☐	☐	☐
2. Life-skills training impart interpersonal skills on students that help them avoid alcohol and drug abuse	☐	☐	☐	☐	☐
3. Leadership program entailed equip students with self-management skills	☐	☐	☐	☐	☐
4. The leadership program inspired students to cultivate autonomy and self-control when engaging with peers	☐	☐	☐	☐	☐

SECTION B: INFLUENCE OF LIFE-SKILLS

This section seeks responses on the influence of life-skills training in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Please indicate your level of agreement or disagreement with each statement by ticking ☑ appropriately.

Key: 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=strongly agree.

Life-skills program items	1	2	3	4	5
5. Leadership program intentionally impart in students critical thinking skills	☐	☐	☐	☐	☐
6. Life-skills training impart interpersonal skills on students that help them avoid alcohol and drug abuse	☐	☐	☐	☐	☐
7. Leadership program entailed equip students with self-management skills	☐	☐	☐	☐	☐
8. The leadership program inspired students to cultivate autonomy and self-control when engaging with peers	☐	☐	☐	☐	☐

SECTION C: GUIDANCE AND COUNSELLING

This section seeks to explore the influence of guidance and counselling in the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Please indicate your level of agreement or disagreement with each statement by ticking ☑ appropriately.

Key: 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=strongly agree.

Guidance and counselling items	1	2	3	4	5
9. Guidance and counselling teachers promoted in students the ideal of self-sufficiency	☐	☐	☐	☐	☐
10. Guidance and counseling in the school emphasized character and value formation	☐	☐	☐	☐	☐
11. Students are provided with career guidance and direction	☐	☐	☐	☐	☐

12. Guidance and counselling offered to students focused on building resilience against alcohol and drug abuse	☐	☐	☐	☐	☐

SECTION D: EFFECTIVENESS OF THE FIGHT AGAINST ALCOHOL AND DRUG ABUSE

This section seeks respondents' ratings of the effectiveness of the fight against alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Please indicate your level of agreement or disagreement with each statement by ticking ☑ appropriately.

Key: 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=strongly agree.

Effectiveness items	1	2	3	4	5
13. Students who are well mentored by teachers perform very well in school	☐	☐	☐	☐	☐
14. Students who are well mentored by teachers do not abuse drugs	☐	☐	☐	☐	☐
15. Guidance and counseling reduce drug-related cases in school	☐	☐	☐	☐	☐
16. Students who learn life skills in schools do not abuse drugs	☐	☐	☐	☐	☐
17. Mentoring helps students not to drop out of school or from being expelled on drug related cases	☐	☐	☐	☐	☐
18. Students who are well guided and counseled in school do not abuse drug	☐	☐	☐	☐	☐
19. Life skills reduce drug abuse related cases in school	☐	☐	☐	☐	☐
20. Guidance and counseling against on drug abuse enhance good academic performance among students	☐	☐	☐	☐	☐
21. Teaching of life skills in school enhances good academic performance among students	☐	☐	☐	☐	☐

Effectiveness items	1	2	3	4	5
22. Life skills reduce cases of student's exclusion and dropping out	☐	☐	☐	☐	☐

SECTION E: IMPLEMENTATION CHALLENGES

This section seeks respondents' opinion on the challenges faced in the implementation of the leadership programs employed in the fight against alcohol and drug abuse among students in Kajiado North Sub-County. What are the challenges faced in implementing leadership programs in the fight against alcohol and drug abuse in your school?

(Please tick all that apply)

Implementation challenges	Yes
23. Inadequate trained personnel to run the leadership programs	☐
24. Lack of resources to purchase/print leadership development learning materials	☐
25. Inadequate time allocation	☐
26. Lack of students' involvement in developing the leadership programs	☐
27. Other: Specify ……	☐

THE END

APPENDIX C: IN-DEPTH INTERVIEW GUIDE

Dear respondent,

My name is Kennedy Marau Tumpes. I am Pursuing a Master of Arts in Leadership at the Pan Africa Christian University. In partial fulfillment of the program, I am conducting an academic research on the influence of leadership programs in combating alcohol and drug abuse among secondary school students in Kajiado North Sub-County. Your role as a leader is essential in providing valuable insights into the effectiveness of these programs. Your contribution will significantly enhance our understanding of how leadership initiatives can contribute to creating healthier school environments and addressing substance abuse challenges among students. I would like to request your kind assistance in this study as a respondent. The interview will only take a few minutes.

==========

1. How do you perceive the impact of mentorship programs on raising awareness about the dangers of alcohol and drug abuse among students in your school?
2. Can you provide examples of specific mentorship activities that have been particularly effective at school in curbing alcohol and drug abuse among students in your school?
3. In your opinion, how do life-skills programs contribute to equipping students with the necessary tools to resist peer pressure related to alcohol and drug use?
4. Have you observed any changes in student behavior or attitudes towards alcohol and drug abuse as a result of participating in life-skills programs at your school?
5. From your perspective, how does guidance and counseling support students in coping with underlying issues that may lead to alcohol and drug abuse?
6. Can you describe any instances where guidance and counseling interventions have successfully addressed alcohol and drug-related concerns among students in your school?
7. How do challenges such as limited resources and time constraints impact the effectiveness of leadership programs in addressing alcohol and drug abuse among secondary school students in Kajiado North Sub-County?

8. In your experience, what strategies can be implemented to mitigate the influence of implementation challenges on the success of leadership programs aimed at combating alcohol and drug abuse among students?

APPENDIX D: ETHICAL CLEARANCE CERTIFICATE

Ethics Clearance Certificate

Researcher: MARAU KENNEDY TUMPESMALD/6518/16

Project Title: INFLUENCE OF LEADERSHIP PROGRAMMES IN THE FIGHT AGAINST ALCOHOL AND DRUG ABUSE IN SECONDARY SCHOOLS STUDENTS IN KENYA: A CASE OF KAJIADO NORTH SUB-COUNTY.

Observations and Remarks

- The research title is clear and suitable for the degree level being undertaken.
- Some format issues in the preliminary pages (cover page) ought to be rectified.
- Objectives problem statement and hypothesis are well aligned with the research tools
- Sampling and recruitment of participants' is well described.
- Informed consent process is clear and satisfactory and respondents are given an opportunity to withdraw from the study if they so wish.
- Data analysis, storage, handling and analysis are fairly described.
- Conventions of writing are suitably taken care of.

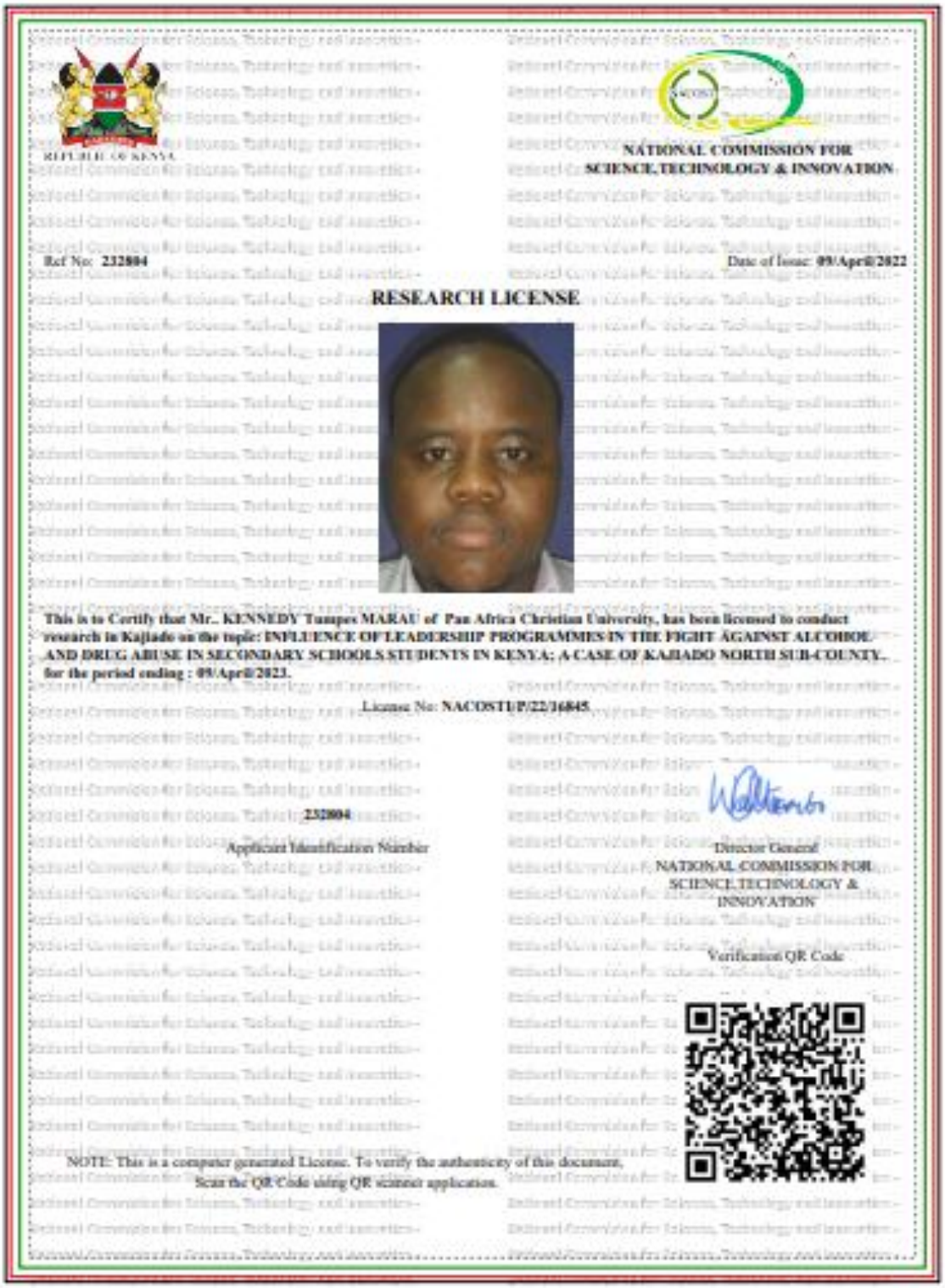
Verdict: The researcher has demonstrated consciousness of knowledge and use of ethics in research she can proceed to apply for a NACOSTI permit as required by law.

Reviewed by



Dr. Jane Kinuthia - Member of PAC IERC.
27/03/2022

APPENDIX F: NACOSTI PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 232804

Date of Issue: 09/April/2022

RESEARCH LICENSE

This is to Certify that Mr.. KENNEDY Tuupes MARAU of Pan Africa Christian University, has been licensed to conduct research in Kajiado on the topic: INFLUENCE OF LEADERSHIP PROGRAMMES IN THE FIGHT AGAINST ALCOHOL AND DRUG ABUSE IN SECONDARY SCHOOLS STUDENTS IN KENYA; A CASE OF KAJIADO NORTH SUB-COUNTY., for the period ending : 09/April/2023.

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