

**ROLE AND CHALLENGES FOR PEER COUNSELORS ON
SUBSTANCE ABUSE AMONG STUDENTS IN PUBLIC
SECONDARY SCHOOLS IN KISUMU
MUNICIPALITY, KENYA**

OCHOLA LEONARD OTIENO

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION IN GUIDANCE AND COUNSELING**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

MASENO UNIVERSITY

© 2014

DECLARATION

BY THE STUDENT:

I declare that this is my original work and has not been presented or produced for any degree in any university or institute.

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

OCHOLA LEONARD OTIENO
PG/MED/029/2009

BY SUPERVISORS:

This work has been submitted for examination with our approval as University Supervisors:

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

PROF. J. O. AGAK
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
MASENO UNIVERSITY

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

DR. E. K. KABUKA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
MASENO UNIVERSITY

DEDICATION

To Dinah the woman I have ever wanted.

ACKNOWLEDGEMENTS

Great rolling acknowledgement to my very able and unequalled supervisors; Prof. J. O. Agak and Dr. E. K. Kabuka for their distilled inspiration and sterling mentorship. They are rare men whose hearts are indeed larger than their bodies. Their ageless wisdom, untiring effort and immeasurable commitment to sharpen my focus were unparalleled. I will forever be indebted to them.

Heartfelt thanks to Prof. L. Othuon, Prof. P. Oburu and Dr. W. Odiwuor and my dear parents Meshack Ochola and Grace Ochola, who taught me the timeless value of integrity and hard work.

My sincere gratitude goes to my beautiful wife Jaber Dinah Akeyo Otieno for her priceless support and love throughout the study. Her life always teaches me that quality makes a difference.

Special thanks also go to our children: Faith Adoyo, Maggy Grace and Samuel Benny for their support and keen interest in my work.

This study could hardly have been accomplished without the unselfish cooperation of the entire participants from Kisumu Municipality- thank you so much.

ABSTRACT

Peer counselors play a crucial role in addressing students' problems in schools. However, despite their efforts to address substance abuse among students, the problem continues to be a common phenomenon in Kisumu Municipality secondary schools. According to the findings of a study conducted in 2005 on substance abuse in five major cities in Kenya, Kisumu leads the rest of the cities in the country. In 2009 alone 57.9% of students abused alcohol, 34.7% abused tobacco, 23.3% abused khat while 18.3% abused bhang. Records from the Guidance and Counseling offices in the municipality indicated that 171 students were counseled for substance abuse of which 39 were girls while 132 were boys. In 2011 the number of students counseled for substance abuse increased to 479 out of which 71 were girls and 408 were boys. It is believed that many other students abuse drugs without seeking counseling. This shows that the problem of substance abuse in the municipality is a serious challenge yet little is known on the role and challenges for peer counselors in addressing the abuse problem. The purpose of the study was to establish the role and challenges for peer counselors on substance abuse among public secondary school students in Kisumu Municipality. Objectives of the study were to; determine the role of peer counselors on substance abuse, determine counseling methods used in addressing substance abuse and finally establish challenges peer counselors faced in addressing substance abuse among students in public secondary schools in Kisumu Municipality, Kenya. The study was based on a conceptual framework showing how substance abuse among students is dependent on the role and challenges for peer counselors in addressing the problem. Descriptive survey design was adopted. Population of the study included 261 peer counselors, 31 heads of guidance and counseling and 31 deputy head teachers. Saturated sampling technique was used to select 235 peer counselors, 28 heads of guidance and counseling and 28 deputy principals. Instruments for data collection were questionnaires and interview schedule. Reliability of the instruments was established through a pilot study carried out among 26 peer counselors and 3 heads of guidance and counseling using test-retest method and the reliability coefficient index for peer counselors' questionnaire was 0.72 and that of heads of guidance and counseling was 0.74. Face and content validity of the instruments were established by experts from the Department of Educational Psychology, Maseno University. Quantitative data was analyzed using descriptive statistics such as percentages and frequency counts. Qualitative data was transcribed, put into various categories and reported in an on-going process as themes and sub-themes emerged. The findings of the study revealed that peer counselors help fellow students identify and face their problems, act as role models to fellow students, advise and counsel students, help students share their problems freely and provide information on the evils of drugs. The counseling methods peer counselors used were: individual and group counseling, peer education, video shows, drama, guest speakers and models while the major challenges faced were: inadequate resources, lack of training, inadequate time, mistrust, negative attitude and lack of parental support. It was recommended that school administration should provide adequate time, proper training and resources. Findings of the study may be of help to the Ministry of Education, Teachers Service Commission, administrators, parents, sponsors, teachers and students in creating awareness on the role and challenges of peer counselors in addressing substance abuse among students in public secondary schools.

TABLE OF CONTENTS

Content	Page
Title	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
Table of Contents	vi
List of Tables	viii
List of Figures	ix
Appendices	x
Abbreviations and Acronyms	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Problem Statement	5
1.3 Purpose of the Study	7
1.3.1 Objectives of the Study	7
1.3.2 Research Questions	7
1.4 Scope of the Study	8
1.6 Assumptions of the Study	8
1.7 Significance of the Study	8
1.8 Conceptual Framework	9
1.9 Definition of Operational Terms	11
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction	12
2.2 Role of Peer Counselors in addressing Substance Abuse among Students in Schools ...	12
2.3 Counseling Methods used in Addressing Substance Abuse among Students in Schools..	22
2.4 Challenges Peer Counselors face in Addressing Substance Abuse among Students in Schools	29
CHAPTER THREE	36
METHODOLOGY	36
3.1 Introduction	36

3.2 Research Design.....	36
3.3 Area of Study	36
3.4 Study Population.....	38
3.5 Sample Size and Sampling Techniques	38
3.6 Instrumentation	39
3.6.1 Questionnaire for Peer Counselors	40
3.6.2 Interview Schedule for Deputy Head teachers	40
3.6.3 Interview Schedule for Guidance and Counseling Heads	41
3.6.4 Reliability of the Instruments	41
3.6.5 Validity of the Instruments	41
3.7 Data Collection Procedures.....	42
3.8 Data Analysis	43
CHAPTER FOUR.....	44
RESULTS AND DISCUSSION	44
4.1 Introduction.....	44
4.2 Role of Peer Counselors on Substance Abuse among students in public secondary schools in Kisumu Municipality	44
4.3 Counseling Methods used by Peer Counselors in addressing Substance Abuse among students in public secondary schools in Kisumu Municipality.....	54
4.4: Challenges faced by Peer Counselors in addressing Substance abuse among students in public secondary Schools in Kisumu Municipality	65
CHAPTER FIVE	76
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND	76
SUGGESTIONS FOR FURTHER STUDIES.....	76
5.1 Introduction.....	76
5.2 Summary of Findings.....	76
5.3 Conclusions.....	77
5.4 Recommendations.....	78
5.5 Suggestions for Further Research	79
REFERENCES.....	80

LIST OF TABLES

Table	Page
Table 3.1: Sample Size Distribution	39
Table 4.1: Peer Counselors' opinion on their role in addressing substance abuse (N=235).....	44
Table 4.2: G & C Heads' opinion on the role of peer counselors in addressing substance abuse (N=28).....	46
Table 4.3: Peer Counselors' opinion on counseling methods used in addressing substance abuse (N=235).....	54
Table 4.4: G & C Heads' opinion on the counseling methods used in addressing substance abuse (N=28).....	56
Table 4.5: Peer counselors' opinion on challenges faced in addressing substance abuse among students (N=235)	65
Table 4.6: G & C Heads' opinion on the challenges facing peer counselors in addressing substance abuse (N=28).....	67

LIST OF FIGURES

Figure	Page
1.1: Conceptual Framework.....	10

APPENDICES

Appendix	Page
A: Questionnaire for Guidance and Counseling Heads.....	87
B: Questionnaire for Peer Counselors.....	92
C: Interview Schedule for Deputy Head teachers.	98
D: Interview Schedule for Guidance and Counseling Heads.....	100
F: Map of Kisumu Municipality.....	102
G: Study Permit.....	103

ABBREVIATIONS AND ACRONYMS

Abbreviations

C.D.E	-	County Director of Education
D.E.O	-	District Education Office
H.O.D	-	Head of Department
M.E.O	-	Municipality Education Office
S.G.S	-	School of Graduates Studies
T.S.C.	-	Teachers Service Commission
U.S.A.	-	United States of America

Acronyms

AIDS	-	Acquired Immune Deficiency Syndrome
APHIA	-	Aids, Population and Health Integrated Assistance
CASA	-	Centre of Addiction and Substances Abuse
NACADA	-	National Campaign against Drug Abuse
SCAD	-	Student Campaigning Against Drugs
UNESCO	-	United Nations Educational Scientific and Cultural Organization
USAID	-	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Substance abuse has been linked to students' discipline problems throughout the world (Lumiti, 2005). According to Mwanzia and Mudi (2005) secondary schools in all parts of the world have been seriously affected by substance abuse among students. Peer counselors however play crucial role in addressing students' problems in many countries. They are students who are carefully selected from among the learners and trained to assist others manage their affairs (Wango and Mungai, 2007). Reports from the Office of Prevention Programmes (2007) indicated that peer counselors in the United States of America acted as helpers and active listeners to fellow students with problems. They also addressed a multitude of social, individual, school and family concerns commonly using individual and group counseling (Coleman, 2008).

Despite their efforts to address the problem of substance abuse among students, the menace continues as indicated by 63% of students abusing alcohol, 30% tobacco, marijuana 25%, inhalants 9.5%, cocaine 6.8%, ecstasy 5.1%, hallucinogens 4.4%, methamphetamine 3.5%, steroids 1.5% and heroin 1.4% (Texas Department of Health Services, 2008). College students had higher rates of drug addiction compared to the general public (National Centre on Addiction and Substance Abuse, 2005) and girls in America were closing the gap with boys in substance abuse (National Survey on Drug Use and Health, 2009; Partnership for a Drug Free America and MetLife Foundation, 2010). Although the aforementioned studies are relevant, they were nonetheless conducted among college students and in a different

geographical location making it difficult to generalize the findings to public secondary schools in Kisumu Municipality.

Peer counselors in Nigeria are considered as playing two major roles of empowering fellow students psychologically and equipping them with relevant knowledge and skills to manage the stressful situations they found themselves before it got out of hand (Mahon & Romano,2002). They are much more influential than parents and teachers in shaping attitudes and behaviors of fellow students (Fasick, 2004). However, little is known on their role in addressing substance abuse among students in schools. A study by Fatoye and Morakinyo (2002) found out that students abused salicylate , 20.9%; antibiotics, 16.6%, alcohol, 13.4%, hypnosedatives, 8.9%, and tobacco, 3.0. Further, more boys than girls abused drugs (Makanjuola, Daramola and Obembe, 2004). Although peer counselors empowered students psychologically to manage the stressful situations they find themselves in, taught the dangers of peer pressure and were more influential than parents and teachers in shaping attitudes and behaviors of other students, little attention has been given on their contribution on substance use and abuse prevention among fellow students in schools.

According to Dacey and Travers (2004) peer counselors enhanced positive peer relations which enabled students to obtain emotional and social support, improve social skills, develop positive attitude towards sexuality and strengthen moral judgment and values of fellow students in Uganda. Kabasansi, Ross, Bator, Baucer and Sambler (2009) established that students understood the role of peer counselors as a source of help and information.

However, according to Kabasansi, Ross, Bator, Baucer and Samber (2009), most schools did not have trained peer counselors to handle students' problems since training peer counselors was an expensive project in Uganda. Little has been done to establish how peer counselors can address substance abuse problem among students in schools as substance abuse is the leading cause of students' school dropout in Uganda (Namaganda, 2009) and more boys abuse drugs compared to girls (Uganda Youth Development Link, 2008)

According to Abdi (2005) the number of institutions that have been affected by students' unrest has increased in Kenya as in other parts of the world in the recent past. This has been linked to increased substance abuse among students. Siringi (2003) found out that although student disturbances have been reported in all countries, Kenya experienced a big number of students' disciplinary problems in the year 2003 and 2004. Several schools across the country were affected by the disturbances and Kisumu municipality was not spared. Most students who were interviewed after the students' unrests confessed that substance abuse was the cause (Mwanzia and Mudi, 2005). Reports by Child Welfare Association (2009) indicated that one in 15 students in Kenya was abusing drugs and that in 2009 about 400,000 students in secondary schools throughout the country were drug addicts of which 16,000 were girls and 384,000 were boys.

Despite this scenario, Wango and Mungai (2007) maintained that peer counselors in Kenya were students who are carefully selected from the learners and trained to assist others manage their affairs or problems. Students found it easier to approach peer counselors with problems since they were their associates and age mates.

In a study carried out by Winga (2005) on substance abuse at Maseno University, 79.0% of the students felt that substance abuse was a problem at the university. In view of this, the study recommended training of peer counselors, use of posters, formation of anti-drug abuse clubs, having regular comprehensive self-diagnosis of the substance abuse situation and use of religious organizations, as coping strategies to help address substance abuse problem. However, Winga's (2005) study only recommended strategies that could only be used by managers of public universities which may not be applicable in secondary schools. This study therefore sought to identify the counseling methods that are used by peer counselors as they address substance abuse problem among secondary school students in Kisumu Municipality.

A study by Otieno and Ofullo (2009) on substance abuse among secondary school students in Kisumu Municipality revealed that 57.9% of the students had abused alcohol at least once in their lives, 34.7% had abused tobacco, 23.1% had abused khat/ miraa, 18.3% had consumed cannabis/bhang and 5.2% had abused inhalants and cocaine. The study also found out that 2.1% abused substances as a result of influence by relatives, 2.9% to treat ailments, 8.7% due to influence of friends, 38.2% due to curiosity and a majority 47.3% accepted they abused substance because they enjoyed the feelings they experienced. The results of this study show that there are serious challenges in addressing substance abuse among public secondary school students. The challenge is even greater when 85.5% of the students abused substance due to curiosity and the enjoyment of the feeling. Besides, substance abusers are violent, constantly changing friends, steal from home and school in order to get money to satisfy the thirst for substances, rude, destroy properties and are undisciplined (Nene, 2006). Given this background it is clear that substance abusers pose diverse challenges to peer

counselors in addressing substance abuse among students in public secondary schools in the municipality. This study therefore shifted attention from teachers and school managers and to focus on the role and challenges for peer counselors on substance abuse among students.

However, according to Ndichu (2005) peer counselors in Kisumu Municipality provided spontaneous and informal support to fellow students experientially in dealing with their problems. Owaa (2010) found out that peer counselors in the municipality served as powerful role models to other students and popularly used individual counseling and peer education in addressing problems experienced by students. Despite their effort, substance abuse among students is still a problem in the municipality.

Several studies have been done on guidance and counseling and substance abuse in Kisumu Municipality (Otieno & Ofulla, 2009; Ndichu, 2005; Child Welfare Association, 2009; Ngesu, Ndiku & Masese, 2008). However the gap in these studies is in the absence of in-depth study on the role of peer counselors in addressing substance abuse among students and the methods they use to deal with the challenges they faced in addressing substance abuse menace. It is against this background, therefore, that this study sought to determine the role of peer counselors on substance abuse among secondary school students, the methods they used and the challenges they faced in addressing substance abuse among students in public secondary schools in Kisumu Municipality.

1.2 Problem Statement

Substance abuse among students in Kisumu Municipality schools is a concern. Schools are entrusted with the responsibility of helping students be responsible and productive citizens. Peer counselors are trained to provide spontaneous and informal support to fellow students in

combating various issues involving students in school, substance abuse included. It is believed that they could easily win fellow peer students since they were of the same age and could easily understand one another better in solving their problems. Despite the inception of peer counselors in schools, substance abuse is still a problem among students in schools. According to the findings of a study conducted in 2005 on substance abuse in five major cities in Kenya, Kisumu leads the rest of the cities in the country. In 2009 alone 57.9% of students abused alcohol, 34.7% abused tobacco, 23.3% abused khat while 18.3% abused bhang. Records from Guidance and Counseling offices in the municipality indicated that 171 students were counseled for substance abuse of which 39 were girls while 132 were boys. In 2011 the number of students counseled for substance abuse increased to 479 out of which 71 were girls and 408 were boys. Further, a large number of students across all age groups have been exposed to alcohol, tobacco, khat, glue, bhang, and even hard substances such as heroine and cocaine. This practice has caused negative effects in secondary schools such absenteeism, theft, rudeness, dropout, injuries, loss of lives, destruction of properties, immorality, misallocation of resources and poor academic performance. There is an increasing trend in substance abuse among students in secondary schools in the municipality. This therefore indicates that peer counselors have not played their expected role in addressing substance abuse among students in schools.

They face certain challenges in addressing substance abuse among students.

This thus creates a gap in the contribution of peer counselors in addressing substance abuse. It therefore clearly indicates that there is need to establish the role and challenges for peer counselors in addressing substance abuse among students in Kisumu Municipality.

Peer counselors were targeted by the study because they were in charge of counseling fellow peer students and also assisted teachers in-charge of guidance and counseling in handling students' affairs. They were therefore expected to have more information on student substance abuse behavior. The present study therefore sought to establish the role and challenges for peer counselors in addressing substance abuse among students in public secondary schools in Kisumu Municipality, Kenya.

1.3 Purpose of the Study

The purpose of the study was to establish the role and challenges for peer counselors on substance abuse among students in public secondary schools in Kisumu Municipality.

1.3.1 Objectives of the Study

Specific objectives of the study were to:-

- i. Establish the role of peer counselors on substance abuse among students in public secondary schools in Kisumu Municipality.
- ii. Identify the counseling methods used by peer counselors in addressing substance abuse among students in public secondary schools in Kisumu Municipality.
- iii. Find out the challenges peer counselors face in addressing substance abuse among students in public secondary schools in Kisumu Municipality.

1.3.2 Research Questions

The following research questions guided the study:

- i. What is the role of peer counselors on substance abuse among students in public secondary schools in Kisumu Municipality?

- ii. What are the counseling methods used by peer counselors in addressing substance abuse among students in public secondary schools in Kisumu Municipality?
- iii. What are the challenges peer counselors face in addressing substance abuse among students in public secondary schools in Kisumu Municipality?

1.4 Scope of the Study

The study was carried out in public secondary schools in Kisumu Municipality focusing on the role and challenges for peer counselors on substance abuse among students. The respondents were peer counselors, G & C heads and deputy head teachers.

1.6 Assumptions of the Study

The study was carried out based on the following assumptions:-

- i. All public secondary schools had peer counselors who address problems of students as per the ministry of Education Policy.
- ii. Peer counselors use counseling methods.
- iii. Peer counselors in public secondary schools face challenges in addressing substance abuse among students.

1.7 Significance of the Study

The findings of the study could be significant to the Government of Kenya, Teachers Service Commission (TSC), Ministry of Education, Board of Governors (BOGs), Non Governmental Organizations (NGOs), Parents, Teachers, and learners in enhancing awareness on substances abuse among students in schools. It could also enhance understanding of the role of peer counselors in addressing substance abuse among students in

secondary schools. The study may bring to light the challenges peer counselors face in addressing substance abuse and may add knowledge to the already existing information on substance abuse among students in schools.

1.8 Conceptual Framework

The study was based on a conceptual framework examining the role and challenges for peer counselors on substance abuse among students in schools. It demonstrates the interplay of various variables in addressing substance abuse in schools. The independent variable in the framework is the crucial role peer counselors play in addressing substance abuse among students.

The dependent variable is substance abuse. It depends on many intervening variables among which are the challenges peer counselors face in addressing the abuse problem and the counseling methods they use in dealing with the menace. The challenges such as inadequate training, mistrust by fellow students, limited time, confidentiality, inadequate resources, negative attitude, role conflicts and lack of parental support may affect how peer counselors address substance abuse among students. The framework further shows various counseling methods peer counselors may use to deal with the challenges in their attempt to address substance abuse; among these are: individual counseling, group counseling, peer conformity, peer education, referral of serious cases, video shows, drama, guest speakers, motivational books, newspaper cuttings, charts and role models.

The framework was useful to help focus on the objectives of the study. Figure 1 shows the conceptual framework

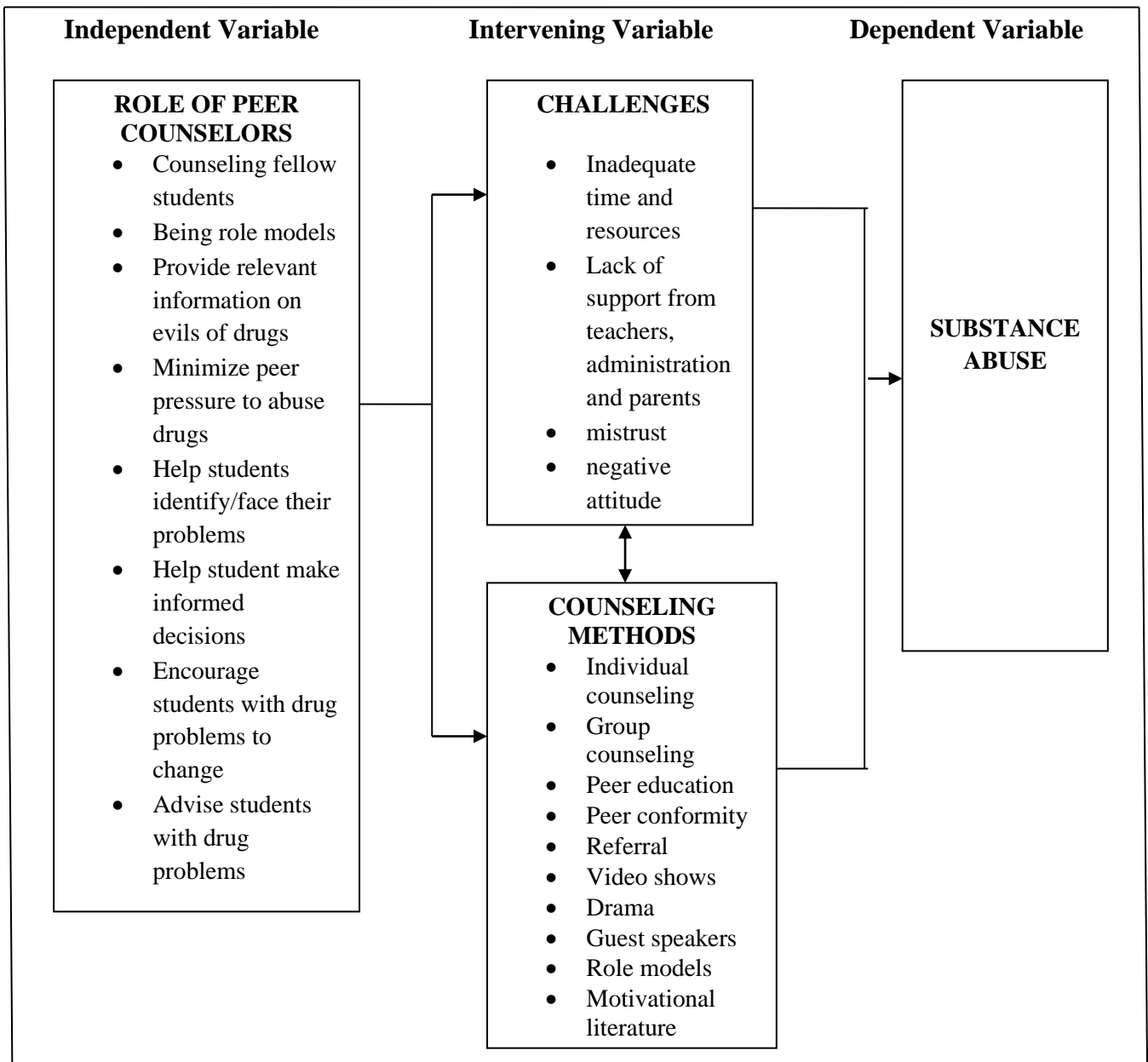


Figure 1.1: Conceptual Framework showing perceived opportunities and challenges for peer counselors; and counseling methods used in addressing substance abuse among students.

1.9 Definition of Operational Terms

Peer Counselors:	Students who are carefully selected from among the learners and trained to assist others manage their affairs.
Counseling:	A helping relationship in which one person helps another to understand and solve problems.
Guidance:	Assisting students in order to arrive at positive path to follow in life.
Conformity:	A situation where individuals adopt the attitudes or behaviors of others because of real or imagined pressure from them.
Drug :	Chemical substance which when introduced into the body alters the normal functioning of the body and eventually destroys the productive life of the abuser (social, physical mental and spiritual).
Drug abuse:	Use of illegal drugs or the inappropriate use of legal drugs.
Substance abuse:	Use of illegal drugs and other chemicals which are none drug such as glue, cleaning fluids, petrol and other chemicals which cause psychological and physiological effects.
Menace:	Threat or a problem.
Role :	What peer counselors do to address substance abuse.
Challenges:	Problems, obstacles or difficulties.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature on the role of peer counselors on substance abuse, counseling methods used to combat the menace and challenges faced in addressing substance abuse among students.

2.2 Role of Peer Counselors in addressing Substance Abuse among Students in Schools

Peer counselors have significant influence on students.

A report by the Office of Prevention Programmes (2007) indicated that in the United States of America peer counselors are regarded as across-section of students who act as helpers and active listeners for their fellow students. The report revealed that peer counselors addressed a multitude of social, individual, school and family concerns and had a focus on violence. According to the report, United States had shown that allowing students to take an active role counseling programmes was effective in changing students' attitudes as well as boosting the self-esteem and academic performance of the students who assist. Because of these advantages and gains more and more schools were enlisting the skills and enthusiasm of trained peer counselors to lead others in making informed decisions (Office of Prevention Programmes, 2007).

The report by the Office of Prevention Programs (2007) further stated that the specific roles for peer counselors included freeing up time for teacher counselors to perform other tasks that foster academic excellence, providing strong role models for other students, creating a less threatening counseling environment where students could share attitudes and experiences

that they might not wish to discuss with an adult and strengthening the self-esteem of peer counselors hence giving them opportunity to play meaningful role in the lives of the students. Coleman (2008) agreed that Peer counselors had served as instructors for younger students, teaching them about the benefits of healthy lifestyle choices while directly serving as powerful role models. He further noted that peer counselors had the opportunity of helping other students come out of their problem situation and develop coping mechanisms.

Additionally, Fox and Buttler (2007) reported that students who participated in a school counseling programme had significantly less inappropriate behaviors and more positive attitude towards learning than those students who did not participate in the programme. However the above studies shed little light on the role of peer counselors in addressing substance abuse among secondary school students. Despite this substance abuse among students continues as 63% abused alcohol, 30% tobacco, marijuana 25%, inhalants 9.5%, cocaine 6.8%, ecstasy 5.1% , hallucinogens 4.4%, methamphetamine 3.5%, steroids 1.5% and heroin 1.4% (Texas Department of Health Services, 2008). College students had higher rates of drug addiction compared to the general public (National Centre on Addiction and Substance Abuse, 2005). Weitzman, Nelson and Wechsler (2002) in their study of United States Colleges' alcohol intake revealed that one in every five students engaged in heavy drinking. In terms of gender, girls in America are closing the gap with boys in substance abuse (National Survey on Drug Use and Health, 2009; Donovan, 2009).

According to Mahon, Mahon and Romano (2002), peer counselors in Nigeria were considered as playing two major roles of empowering fellow students psychologically and

equipping them with relevant knowledge and skills to manage the stressful situations they found themselves in before it got out of hand. The study also indicated that peer counselors taught other students the hazards of peer pressure while at the same time directly served as dependable role models to fellow students in schools. According to their study, students were more likely to respond positively to messages heard from peer counselors without a question or problem. This was supported by Fasick (2004), when he reported that peer counselors were much more influential than parents and teachers in shaping attitudes and behaviors of fellow students. However, study by Fatoye and Morakinyo (2002) found out that students abused salicylate , 20.9%; antibiotics, 16.6%, alcohol, 13.4%, hypnosedatives, 8.9%, and tobacco, 3.0. and more boys than girls abused drugs (Makanjuola, Daramola and Obembe, 2004). Further, Alfred, Temitayo and Ayo's (2004) study revealed that substance abuse among students is prevalent as they abused mild stimulants(33.3%), alcohol (13.6%), sedatives (7.3%) and tobacco (3.3%) and among college students substance abuse was prevalent at 39.1% (Madu and Matla, 2003). Although previous studies indicated that peer counselors empowered students psychologically to manage the stressful situations they find themselves in, taught the dangers of peer pressure and were more influential than parents and teachers in shaping attitudes and behaviors of other students, little attention was given on the contribution of peer counselors on substance use and abuse prevention among fellow students in schools.

Dacey and Travers (2004), in their study reported that Peer counselors in Uganda enhanced positive peer relations which enabled students to obtain emotional and social support, improve social skills, develop positive attitude towards sexuality, and strengthen moral

judgment and values. Kabasansi, Ross, Bator, Baucer and Sambler (2009), established that students understood the role of peer counselors as a source of help and information in regard to sexuality. Beret, Nantel and Ross (n.d) observed that peer counselors enabled students to share their feelings and problems with one another without inhibitions and learnt that they were not alone in their difficulties. These studies however focused on the role of peer counselors on sexuality and strengthening of moral values. Little was done to establish how peer counselors addressed substance abuse problem among students in schools since substance abuse is the leading cause of students' school dropout in Uganda and more boys abuse drugs compared to girls (Namanga, 2009). Besides, a study by Uganda Youth Development Link (2008) revealed that 71% of the students were using drugs with alcohol and marijuana taking the biggest percentages.

According Wango and Mungai (2007) Peer counselors in Kenya are students who are carefully selected from among the learners and trained to assist others manage their affairs or problems. They are appointed and mandated to open greater link between individual students as natural helpers who provide spontaneous and informal support to peers experientially (Ndichu, 2005). They assist their fellow students to enjoy enhanced self definition, reduce anxiety, have confidence and improve academic performance. Ndichu (2005) recommended that if students cannot come to teachers, teachers should go to them through their colleagues who are the peer counselors whom they trust and cannot resist. Besides, Kimeli, Njunguna, Charles, Douglas, Violet & Daniel (2007) observed that peer counselors played an important role in private universities in assisting students to solve their own problems, develop their academic, social and personal competences.

Arudo (2006) maintained that peer counselors were para-professionals selected from students to be trained and given on-going supervision to console, appease, befriend, mediate and reconcile those who are alienated from one another informally without resorting to discipline or depending on professionals or institutions. It is easy for peer counselors to do this because of their closeness to their colleagues to notice signs of problems or stress and refer such cases to the counseling department before it is too late. The study however did not indicate how peer counselors handled substance abuse menace among the students.

According to Wango and Mungai (2007), the role of peer counselors in the school must be duly acknowledged because peer counselors are often more perceptive and sympathetic than teachers and are usually the first to notice when their own colleague is worried or depressed and they often confide in one another immediate concern, fears and issues that disturb them. Peer counselors are both effective and affective because they can easily and readily understand and identify with the emotions their colleagues are going through (Wango & Mungai, 2007). Further, the two researchers maintained that peer counselors addressed some of the trivial questions that are outside the experience of the teacher or parent, and other issues that the child feels uncomfortable to discuss with an adult and can then refer the major and more difficult issues to the teachers.

Ongoma (2008), in his study revealed that peer counselors addressed problems at home and at school, substance abuse, premarital pregnancy, delinquency, drop out, suicide and other relevant issues affecting students. According to Mkangi (2001), peer counselors allowed students to vent out any pent up anger that would otherwise have been let loose on fellow students or school property. They readily understand and identify with the emotions their colleagues are going through.

In a study conducted by Students Campaigning Against Drugs (SCAD) (2001), it was shown that young people would rather seek assistance and council from their peers rather than parents, teachers and other adults and that peer counselors influenced the choices and actions peers make while in school. Ochieng (2002) agreed that because students operated in the same physical, socio and emotional set up, it would be very easy for a student to correct, advice, and guide or counsel a fellow student unlike a teacher who had very little in common with the students' point of view. He observed that peer counselors in turn also found it easy to derive practical examples that appealed to the students at their level of understanding and that there was less noise in the communication channel between peer counselors and students. Despite all these, have peer counselors effectively addressed the problem of substance abuse among their colleagues?

Walker (2002) pointed out that an adolescent's confidant may be fellow students who they believe are the only ones who can understand their situation, its context and the developed form of behavior whether acceptable or not. A study by Muango (2008) revealed that students sought for guidance and counseling services from their fellow students. He sampled 204 students from Masinde Muliro University and used questionnaire and interview schedule to collect data. From the study, little effort was directed on the need for trained peer counselors who would be empowered with skills to help out others students deal with substance abuse menace given that they are active service providers in schools and merit support of the Ministry Of Education, school administration, teachers, parents and the students at large. Nondo, (2004) holds that university peer counselors are trained to provide guidance and counseling services to students and that it is the quality of the relationship

between them and the clients that mainly facilitate effective utilization of counseling services by students.

The Ministry of Education (2009) also emphasized that peer counselors provided a role model to fellow students, served as a link between students seeking help and the help provider. They draw in a wide range of unique experiences which cannot be observed by anyone else and in schools they have volunteered to undertake training in order to offer support to other students experiencing certain problems. Further, peer counselors offered conscious help to students to aid them in decision making (Ministry of Education, 2009). This was supported by Ndegwa (2003) who indicated that peer counselors provided positive role model for other students but failed to show their role in addressing substance abuse among students in schools.

On their pilot study on the role of peer counselors in reduction of student unrest, APHIA – II (2008) reported that there was significant improvement on the schools that had trained peer counselors than who did not have peer counselors. The study further revealed that Peer counselors were instrumental in reducing students' unrest in schools by counseling fellow students. However the study only focused on the role of peer counselors on reduction of students' unrest and not on their role in addressing substance abuse problem which is the main cause of unrest among students in schools. In spite of their effort among students in Kenya, NACADA (2004) established that the trends for substance abuse was on the increase as the major substance of abuse were alcohol (59.9%), tobacco (34.4%), miraa (29.8%), cocaine (17.9%), bhang (16.9%), heroine (13.2%) and inhalants (10.1%). Winga (2005) carried out a study on the extent, correlates and reasons for and against substance use among

Maseno University students in Kenya and found out that students abused alcohol (41.0%), cigarettes and tobacco (12%), miraa (11%) and marijuana (7%). The study also found out that 79% of the students felt that there was a problem of substance abuse among among university students. Further, a study by Atwoli, Mungla, Ndung'u, Kinoti and Ogot (2011) reported an alcohol prevalence rate of 51.9% among college students in Kenya. There was thus a need for a study to determine the role of peer counselors on substance abuse among secondary school students in schools.

Onyango (2004) carried out a study on the perception of head teachers and teacher counselors on guidance and counseling services in secondary schools in Kisumu Municipality. He used simple random sampling technique to sample 215 respondents. The researcher used questionnaire to gather data and the findings of the study revealed that teachers were in agreement that peer counselors were of great help to their students.

A study by Owaa (2010) on the impact of peer counselors on discipline of students in Kisumu Municipality revealed that peer counselors had great opportunities to influence fellow students and served as powerful role models to other students. The study involved 822 students, 102 trained peer counselors from 11 schools. The study adopted simple and stratified random sampling to obtain sample schools, students and peer counselors. The study established that students' discipline level and quality depended on the number of trained peer counselors that a school had. According to Arudo (2006) peer counselors had the advantage of informally interacting with their colleagues in class, during games, in the hostels and at any time whenever there was opportunity. Ole-Kalyapa (2007) in agreement indicated that trained teachers on guidance and counseling rated peer counselors highly as a major boost to

the services offered by the department in schools. The studies however failed to show the contribution of peer counselors in addressing substance abuse problem among students in schools. Otieno and Ofulla (2009) established that 58% of students were abusing alcohol; 34% tobacco, 23% khat while 18% abused bhang and 80% of students agreed that alcohol was the most abused substance among students. A study to determine the role of peer counselors on substance abuse among secondary school students in schools was therefore needed.

The present study differs from the one conducted by the Office of Prevention Programmes (2007) in that it focused on substance abuse prevention while the latter did not.

While Kabasansi et. al., (2009) conducted their study among primary school pupils and established that students understood the role of peer counselors as a source of help and information on issues affecting them. The study did not endeavor to determine the role peer counselors played in combating substance abuse among pupils. Kilemi, et. al., (2007) and National Centre on Addiction and Substance Abuse (2005) carried out their study among students in both private and public universities. Winga (2005) conducted her study among university students and focused on the correlates and reasons for and against substance use while that of NACADA (2004) was done among students in tertiary institutions. The Texas Department of Health Services (2008), National Survey on Drug Use and Health (2009), Partnership for a Drug Free America and MetLife Foundation (2010) conducted their studies among students in America. There was need for a study to be conducted among students in public secondary schools focusing on the role of peer counselors on substance abuse menace.

While Muango (2005) and Ndondo (2007) carried out their study among students in institutions of higher learning, there was need for a study to be done among secondary school students. Muango (2005) in his study did not focus on the role of peer counselors in addressing substance abuse among students in learning institutions. His was based on smaller sample sizes (204 respondents) who were students from institutions of higher learning, the present had a bigger sample (235 respondents). Ndegwa (2003) and Onyango (2004) used only questionnaire to collect data hence limited the respondents from expounding on their dispositions, there was therefore need to conduct a study among secondary school students using both questionnaire and interview schedules to collect data. Onyango (2004) focused on the perception of head teachers and teacher counselors on guidance and counseling in Kisumu Municipality using random simple sampling technique to sample data and reported that guidance and counseling was effective in schools. Although the study indicated that guidance and counseling was effective in schools, little was shown on how peer counselors in particular dealt with substance abuse problem among students in secondary schools. This therefore left a gap for a study on the role of peer counselors in addressing substance abuse among students in public secondary schools in the Kisumu Municipality.

When Owaa (2010) focused on the impact of peer counselors on discipline among students in Kisumu Municipality and revealed that students' discipline level and quality depended on the number of trained peer counselors that a school had, little effort was made to evaluate the contribution of peer counselors on substance abuse menace which is one of the major causes of discipline problems among students in schools. There is little comprehensive study on the role of peer counselors in addressing substance abuse among students in Kisumu Municipality. This study therefore, was inspired by the inadequacy of information regarding

the role of peer counselors in addressing substance abuse menace among public secondary school students in Kisumu Municipality, Kenya.

2.3 Counseling Methods used in Addressing Substance Abuse among Students in Schools

Reports of Santrock (2005) and Pelt (2005) indicated that individual and group counseling were the most popular methods peer counselors used to address students' affairs in America. Pelt (2005) noted that adolescents were free and comfortable while in their groups and with peers, so that communication and learning became almost innate.

Gysbers (2004) added that professional counselors in the United States of America coordinated ongoing systematic activities designed to help students establish personal goals. Their services included individual counseling, group counseling, peer education, involvement of teachers, parents and referrals. According to him professional counselors provided counseling programs that helped students resolve emotional, social or behavioral problems thus helping them develop a clearer focus or sense of direction. However, the study focused only on professional counselors and it is a completely different scenario in Kenya where schools do not have trained professional counselors employed specifically to handle students' affairs and Kisumu Municipality is not an exception. Teachers in charge of guidance and counseling are already burdened with other duties in the school no wonder substance abuse continues among students. It therefore creates a need for alternative assistance. It was imperative to find out how peer counselors could assist teachers in charge of guidance and counseling to handle affairs of students and the counseling methods they use to address the abuse menace in schools.

In his study Pelt (2005) recognized South Africa as one of the African countries that embraced the art of communication within school set up three decades earlier which explained their success story with peer counseling and adolescent substance abuse in a multidimensional education set up. Peer counselors in South Africa performed plays, made posters and painted graffiti walls with drug preventive messages. They also organized health awareness days and distributed newsletters while at the same time invited guest speakers on topical issues among which substance abuse were discussed (Visser, 2001).

Campell and MacPhail (2002), in their study noted that adolescents preferred open discussions with their peers than with adults who they consider being figures of authority. They are more likely to change their own behavior if they saw or perceived liked and trusted peers to be changing theirs. To this end, peer counselors remained the undeniable channels of open and free communications among their peers and there was need to determine how they could alleviate substance abuse among students in schools.

In a study carried out in Uganda by Kabasansi et. al., (2009), it was established that peer counselors used peer education to significantly increase knowledge of students in schools. The study used questionnaires to collect information from students in Kabarole District and adopted simple random sampling technique to select 20 girls from each school. The students completed questions on their understanding of the peer education programmes. UNESCO, USAID and MTT (2005), concurred when they maintained that peer education was a deliberate attempt by students on the same construct to voice possibilities of solutions to problems commonly and personally experienced by them. Senn and Solnit (2001) pointed out that most students would rather be educated in an informal set up by peer counselors than to

be faced with a crisis that pinned them down as an individual, that it was better a speculation than a confirmation. These studies however failed to focus on the methods peer counselors used to address the rampant substance abuse (Namanga, 2009) among their colleagues.

The Ministry of Education (2009) hails individual counseling as a helping process which involves creating a warm relationship with a client (student) using skills and techniques to help understand and deal with his or her own issues. According to Orawo (2008), individual counseling or otherwise known as one-on-one counseling is a therapeutic process where trained students helped others come out of their problem situation or develop coping mechanism. Nyanjom (2007) reported that there were guidance services and counselors available in most secondary schools in Kenya to provide the personal individual counseling. This has led to the students' adoption of life in the school environment and improved socialization of students in the school system. In his study among Kenyan students Ochieng (2002) observed that because students operated in the same physical, social and emotional set up, it was very easy for a student to seek help from fellow student unlike a teacher who had very little in common with student's point of view. Peer counselor also found it easy to derive practical examples that appealed to the students at their level of understanding (Ochieng, 2002). However, the question is, has these reduced the maladaptive behavior such as substance use and abuse among students in secondary schools? Which counseling methods are effectively used by peer counselors in addressing substance abuse among students? There was need for a study to answer this question.

Nyanjom (2007) focused on school counselors in the use of individual counseling to manage students' affairs and little effort was made to determine the use of this method to address

substance abuse among students in schools. The aforementioned studies focused mainly on individual and group counseling, peer education, peer conformity and role modeling as methods used by peer counselors in addressing students' problems, there was need to establish the use of additional methods such as videos, drama, motivational books, newspaper cuttings and charts to address the substance abuse problem. The study by Kabasansi et.al. , (2009) was conducted amongst girls only, there was need for study to be carried out amongst boys and girls in public secondary schools.

Peer counselors' training is based on the concept that young people in distress often turned to friends or equals in profession or age mates at schools, colleges or place of work for help and that group counseling is an important counseling method employed by peer counselors in schools (Ministry of Education, 2009). Corey (2005) concurred that group counseling had some unique characteristics that made it an effective way of helping students change and that it was a value forming agent. Kasschan (2005), added premium to the importance of group counseling when he stated that adolescents generally choose their peer groups based on companionship, amusement and understanding. Peer counselors used group counseling because it fosters companionship, amusement and understanding. The aim is on reaching out to all pupils and students rather than just a few through enhanced group activity (Wango & Mungai, 2007). The above studies focused only on group counseling as method of handling students' affairs and also failed to establish how it could be used to address substance abuse among students in schools.

Peer conformity could be used effectively in Kenya to address issues affecting students in schools. It may occur when individuals adopt attitudes or behaviors of others because of real

or imagined pressure from them. The pressure to conform in peers is very strong during adolescent years. Hart (2010) confirmed that peer conformity had a big impact on adolescents. However, little is known about how it can be used by peer counselors to address substance abuse problem among students in secondary schools.

Peers counselors in Kenya could also use role models to help fellow students acquire desired behavior. Peer role model is the unintended ultimate influence that an individual can consciously impact on others (Ndungu & Nazira, 2006). Students copy or take after anything or everything as role models. Hart (2007) agreed that peer role model is an increase in the strength of a response following the desire to take after that response. Peer role models are irresistible to their fellow students in terms of influence and admiration and that this method could be used effectively to address substance abuse because for a long time the problem has been lack of role models for the adolescents in schools. A study to determine whether it could be used to address substance abuse among students was therefore necessary.

Peer education has been employed by peer counselors in Kenya to manage students' problems in schools. In the opinions of Turiel (2003), adolescents showed a strong maturation to be with peers and how they are seen by peers was the most important aspects of their lives. Peers therefore shaped an adolescent's preference for almost everything including the choice to experiment with drugs, more so in a school set up. However, little attention has been directed to find out whether it is used by peer counselors to manage substance abuse among students in schools.

In Kenyan schools referral is part and parcel of the helping relationship between peer counselors and their clients. It is recognition of the need for more specialized treatment rather than an admission of failure. According to Wango and Mungai (2007), referral is both an ethical practice and a mark of professional competence. It can occur within and outside the school. Peer counselors therefore needed to know recourses in their community where they could refer their clients. Tumuti (2003) added that peer counselors needed to make follow ups to check on the progress of their clients. Even though referral is an ethical and professional practice, little focus was on its use in combating substance abuse among students.

A study by Ego (2005) revealed the importance of using printed materials to provide information to students. The study observed that the youth should get clear information that would help them develop responsible behaviors for their own good and for the common good of humanity. When there is poor reading culture among students in schools whereby majority of students only read for the exams, does this method work effectively in equipping learners against substance abuse?

In Kisumu Municipality, Owaa's (2010) study revealed that teachers in-charge of guidance and counseling hailed individual counseling and peer education as counseling methods that created relief to teachers that handled discipline in secondary schools. Focus therefore shifted to services that students could offer to fellow students in problem situations. The study reported that peer counselors preferred individual counseling by 81.4% and peer education by 71.6%. When heads of institutions were asked whether there was any notable difference holistically in the student body since peer counseling was introduced, they said

‘Yes’(Owaa,2010). To them, peer counseling was a shot in the arm for guidance and counseling that only existed in the form of beautiful offices that students had been brainwashed to think were only meant for students from poor backgrounds that had problems with school fees. According to the heads of institutions peer counselors took therapeutic services closer to the students and at a level of less blame yet under the umbrella principle of a win- win situation (Owaa, 2010). In the study the principals mentioned that when one student talked in confidence with another and or shared in groups, a lot had been achieved. They agreed that individual counseling, peer role model and group counseling had taken root in schools in the municipality.

While Ego (2005) focused on the use of literature material on the prevention of HIV AIDS among students, little attention was directed to establish the use of literature material to address substance abuse among students in schools. Ego (2005) also argued that messages from literature material were often incoherently clear to enable the youth to internalize and reflect on the behavior change expected of them. This necessitated a study to determine the use of literature material by peer counselors in addressing substance abuse among students in Kisumu Municipality. While Owaa (2010) focused on the impact of peer counseling on discipline in schools and the counseling methods used to manage students’ discipline, no attention was given on addressing substance abuse among the students. A study to establish the counseling methods used by peer counselors to address substance abuse among students in public secondary schools in Kisumu Municipality was therefore necessary. Further, no study has been conducted on methods used by peer counselors in addressing substance abuse among students in public secondary schools in Kisumu Municipality and that inspired the current study.

2.4 Challenges Peer Counselors face in Addressing Substance Abuse among Students in Schools

Undoubtedly, Peer counselors face challenges in different parts of the world in their effort to address substance abuse menace. In U.S.A. budget cuts have affected the placement of public school counselors and training of teacher and peer counselors such that schools in rural and urban areas have been underserved by counselors due to both funding shortages and a lack of best practice models. According to America School Counseling Association (2005), a secondary school counselor should be trained and a holder of master degree in counseling but this has not been fully achieved due to inadequate funds. This poses challenge to peer counselors who need their support and expertise in addressing substance abuse among students.

In 2003, the National Centre for Transforming School Counseling (NCTSC) was created in United States to focus on both changing school counselor education at the graduate level and changing school counselor practice in local districts to teach school and peer counselors how to prevent and intervene on substance abuse. It was found out that too many school counselors were gatekeepers for the status quo instead of advocates for prevention of substance use and abuse among students (National Center for Transforming School Counseling, 2003). It was also established that too many peer counselors used inadequate practices, supported inadequate school policies and were unwilling to change. These studies focused on the challenges faced by school counselors in handling the issues affecting students.

A study conducted by Dwyer and Mc Naughton (2004) in China on the needs of students and teachers in schools found out that teachers also needed to be given as much attention as students in the counseling programme to be able to resolve their personal problems so as to help or assist students. This is a challenge in combating substance abuse among students in schools.

Building a trusting relationship was a challenge peer counselors faced in South Africa. According to a study by Visser (2001) on the challenges facing peer counselors, students in South Africa initially tried to make fun of peer counselors and tested their acceptance with fake problems. Confidentiality was lacking and peer counselors were not adequately equipped to deal with serious problems and to get some assistance from a trusted adult or refer their peers to appropriate helping facilities (Visser, 2001). Lack of confidentiality showed that peer counselors needed training in discussing referrals with their peers. The study also revealed that Peer counselors sometimes shouldered heavy burden and at times experienced excessive responsibility in coping with their own developmental problems and at the same time helping their peers cope with serious issues such as rape and trauma. Further, Visser's (2001) study noted that the main focus in the current educational system in South Africa was on improving the academic standards and very little resources were provided to enhance the emotional well being of learners thus were left vulnerable to drugs. Mabebe and Prinsloo (2004) noted that lack of support from teachers was a challenge as peer counselors felt that they were not properly equipped to deal problems facing students without support from teachers. They already carried a heavy burden in the schools and experienced high levels of stress. In agreement with this observation, Visser, Schoeman and Perold (2004), noted that teachers simply did not see counseling as part of their job description. This

scenario could undermine the role of peer counselors in addressing substance abuse since they needed the support of teachers in helping fellow students.

In a study carried out by Kabasansi et. al.,(2009), it was established that training peer counselors was an expensive project therefore most schools in Uganda did not have trained peer counselors to handle students problems. The study revealed that training just one teacher counselor and three peer counselors cost 260 US dollars. The study adopted a simple random sampling technique to select the sample for the study. Respondents were made to complete questionnaires on their understanding of the peer evaluation programs and the role of peer counselors in schools. The students indicated that peer counselors were a source of help and information to fellow students. The study observed that lack of peer counselors in schools and inadequate training posed a serious challenge in the fight against substance abuse among students. Has inadequate training and lack of peer counselors been a challenge in addressing substance abuse among students?

In Kenya, according to Lutomia and Sikolia (2002), peer counselors' problems come about due to emotional involvement with the students. They needed supervision to avert tension leading to unhealthy behavior such as self pity and dejection. Wango and Mungai (2007) observed that peer counselors' lacked expertise and experience especially knowledge on how to deal with unpleasanties and acute emotional disturbance. Besides, they reported that peer counselors were often confused with prefects or used as spies for the school administration. This challenge is viewed as role conflict in the present study. When peer counselors are confused with school prefects what impact does it have in addressing substance abuse among students in schools?

Ajowi (2005) and Afullo (2005) in their studies revealed that majority of teacher counselors in Kenya were not trained in guidance and counseling and did not have adequate time to assist students with substance abuse issues. A survey carried out by Directorate of Quality Assurance and Standards (2005) in Kisumu County established that most schools in the county did not have functional guidance and counseling panels from which peer counselors operated. The survey further revealed that guidance and counseling services were only available to standard eight and forms four students when they selected secondary schools and when they enroll for exams.

According to a study by Bichanga (2005) conducted on students' attitude towards guidance and counseling in schools, in Kajiado District, it was revealed that students sought help more frequently from teachers and peer counselors of their own gender. This simply means that boys would seek help from male counselors and vice versa. Ogonga (2007) also found out that students with positive attitude were more likely to seek guidance than those with negative attitude. This is an indication that if peer counselors would not reach out to such students, they would continue abusing drugs during their lifetime in schools. Mburu (2006) put pen to paper that peer influence in schools had always been given a negative connotation. The stereotyping generally had it that peers influenced others in drugs and has been extended to peer counselors hence rendering their influence against substance abuse rather ineffective. This negative attitude was also noted by Atodo (2008) who called for peer counseling to be handled by trained peer counselors in order for students to benefits from their services.

Kagwira (2003) established that lack of proper training of teacher counselors in public schools in Mbeere district in Kenya had a negative impact on the fight against substance abuse. Ngagi (2005) echoed the same problem in Kiambu district when he observed that

teacher counselors had only basic knowledge on interactive skills but did not know some of the technical skills needed for greater achievements. However the two studies focused on teacher counselors and challenges they faced in managing students' affairs in schools.

Shortage of materials was a serious problem faced by peer counselors. According to Auni (2010) in a study carried out in public secondary schools in Siaya district, most schools had severe shortage of materials like motivational books, magazines, journals and machines for record keeping and learning. The study found out that most schools had counseling rooms but were not convenient enough in that some were also used as offices hence no privacy and others did not have comfort in terms of facilities. Availability of suitable, private and convenient rooms enhanced confidentiality in addressing substance abuse menace. When confidentiality is compromised the struggle against substance abuse among students is weakened. Auni's(2010) study however focused on the challenges guidance and counseling departments faced in handling problems of students.

The level of parental participation in guidance and counseling activities can enhance the provision of guidance and counseling services or can be an impediment in the provision of the same. Okoth (2003) reported that most parents did not actually participate in peer counseling activities in schools and was a challenge that crippled the effort of peer counselors in addressing substance abuse among fellow students. A study by Muango (2005) on evaluation of the effectiveness of guidance and counseling services in institutions of higher learning revealed that most students sought guidance and counseling from fellow students and therefore inadequate training of peer counselors was a stub at the back in

addressing substance abuse amongst students. The study sampled 204 students at Masinde Mulliro University and used questionnaire and interview schedule to collect data.

In his assessment Arudo (2006) revealed that most schools in Kisumu Municipality allocated limited time for peer counselors to address students' issues. Peer counselors also gave biased judgment or imposed their values on fellow students during counseling (Arudo, 2008). According to Okoth (2003), peer counselors in the municipality lacked parental support in addressing the abuse problem. Further, Mburu (2006) noted that peer counselors suffered negative connotation and Kagwira (2003) established that lack of proper training was a big challenge among peer counselors. Onyango (2004) carried out a study on the perception of head teachers and teacher counselors on guidance and counseling services in the municipality. He used simple random sampling technique to sample 215 respondents and questionnaires to collect data. The findings of the study revealed that teachers were in agreement that peer counselors were of great help to students but were not adequately equipped.

Owaa (2010) conducted a study on the impact of peer counseling on discipline in public secondary schools in Kisumu Municipality and found out that the heads of institutions agreed that training of peer counselors had been an issue. The heads reported that it was expensive to train peer counselors and once one was trained, he or she went away after two or three years leaving a vacuum that needed immediate filling. The study revealed that other principals viewed peer counseling as a rival governing system to prefects and caused confusion between the offices of the deputy principal and head of guidance and counseling. Rossi and Rossi (2005) noted that there was a greater likelihood for girls to engage in peer

counseling than boys. Owaa (2010) supported that girls sought the services of peer counselors than boys. This was a challenge to peer counselors because adolescent boys were slow to talk about their intrigues and would rather that their problems be solved by time as the best healer.

Although peer counselors have been of great help to fellow students, why has substance abuse among students in the municipality continued to rise (Otieno & Ofulla, 2009) and students are continuing to waste their lives on drugs oblivious of the genetically addictive nature of some of them? The current study therefore sought to determine the challenges peer counselors face in addressing substance abuse problem among students in public secondary schools in Kisumu Municipality.

Additionally, few studies have been conducted on the challenges facing peer counselors in addressing substance abuse among fellow students in Kisumu Municipality. This study therefore, was motivated by the inadequacy of information regarding challenges faced by peer counselors in combating substance abuse among students in public secondary schools in Kisumu Municipality, Kenya.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the procedure and methods the researcher used to obtain data needed for this study. It entails the research design, description of the area of study, study population, sample size and sampling techniques, instruments of data collection, data collection procedure, and data analysis. The study addressed the role and challenges for peer counselors on substance abuse among students in public secondary schools in Kisumu Municipality, Kenya.

3.2 Research Design

The study used descriptive survey design. The design involved asking questions about the role and challenges peer counselors faced in addressing substance abuse among students. The main purpose of the descriptive research is the description of the state of affairs as they exist (Kombo & Tromp, 2006). It entails collecting information by interviewing or administration a questionnaire to a sample of individuals. This design was suitable for the study because it was concerned with determining the role and challenges faced by peer counselors in addressing substance abuse among students in public secondary schools. Mugenda (2008) asserts that descriptive survey allows for facts to be gathered as they exist without manipulation. This formed the basis for choosing the design

3.3 Area of Study

The study was conducted in public secondary schools in Kisumu Municipality in Kisumu East district Kisumu County which was carved out of the greater Kisumu district in 1998. It

lies between latitudes 0°6'S and longitude 34°45'E. Administratively, Kisumu Municipality falls within Winam Division. The Municipality has 13 locations and is located on the eastern shores of Lake Victoria (one of the largest fresh water lakes in the World). Kisumu Municipality has the highest number of secondary schools in the entire county of Kisumu which are 31 out of 53 schools (District Education Office, 2004). It has an area of 417 km² of which 295km² is dry land and approximately 120km² under water. It has an approximate population of 411,365 people and a population density of 893 people per km² (Republic of Kenya, 2007). Kisumu, the third largest city in Kenya, is the headquarter of Kisumu county. It is located on the Western part of Kenya. The poverty index of Kisumu Municipality is 48.0% experienced mostly in the low class housing areas of Obunga, Nyalenda, Nyawita, Manyatta, Bandani and Kondele (Republic of Kenya, 2007).

Cultures of most communities in the Municipality generally allow the consumption of alcohol and tobacco as a privilege of the elders, more often than not male elders. The communities have virtues and values that strictly guide the use of these drugs. Ceremonies such as weddings and circumcision are coupled with drinking of alcohol. Although the cultures permit the use of alcohol and tobacco little is known that these drugs are simply gate way to the use of other hard drugs such as bhang, cocaine, heroine and mandrax(Republic of Kenya, 2007).

Despite the existence of peer counseling programmes in schools since 2001, Kisumu Municipality schools are still experiencing substance abuse menace among students. Reports by Child Welfare Association (2009) indicated that drug abuse among secondary students in the Municipality had hit 22%. Substance abuse in the municipality is on the rise since 58% of

students were abusing alcohol, 34% abused tobacco, 23% were abusing khat while 18% abused cannabis (Otieno & Ofulla,2009). The abuse is higher in students living in low socio-economic class areas of the Municipality at 28% compared to high-class areas at 22% (Otieno & Ofulla, 2009).

3.4 Study Population

The study population comprised of 261 peer counselors, 31 heads of guidance and counseling and 31 deputy head teachers from Kisumu Municipality, Kisumu County. Peer counselors were targeted because they play a great role in counseling fellow students and also assisting teachers in-charge of guidance and counseling in handling students affairs. They therefore played a role in addressing substance abuse and experienced various challenges.

3.5 Sample Size and Sampling Techniques

Saturated sampling technique was used to select 235 peer counselors, 28 teachers in-charge of guidance and counseling and, 28 deputy head teachers for the study. This is after 10% of the population was selected for piloting using simple random technique. The sample used for piloting was not included in the final study. Saturated sampling was suitable for the study as it allowed the researcher to have all the respondents since the sample was small and it also eliminated bias in sampling. Further, the study population and sample size have been presented in table 3.1.

Table 3.1: Sample Size Distribution

Category	Population	Sample	Percentage (%)
G & C Heads	31	28	90
Deputy Principal	31	28	90
Peer Counselors	261	235	90

3.6 Instrumentation

Data was collected using questionnaire and interview schedule. A questionnaire is a measure that represents a set of questions to which all individuals in a sample respond (Gall & Borg, 2007). Questionnaires were appropriate for the study as it enabled the researcher to obtain important information about the population with each item developed to address a specific objective. It was also anticipated that the responses would provide reliable information (Kombo and Tromp, 2006).

An Interview Schedule is a set of questions that the interviewer asks when interviewing a respondent (Mugenda & Mugenda, 2003). The interview schedule was appropriate for the study as it gave clarification on issues that needed probing as well as enabling the researcher to gauge the accuracy and genuineness of the responses (Damon, 2003). It also allowed respondents to give their input a personal and empathetic touch, as they elaborated on issues that needed to be elaborated upon.

3.6.1 Questionnaire for Peer Counselors

Closed ended questionnaires was used to seek information from peer counselors on the role of peer counselors on substance abuse menace among students in schools, counseling methods used by peer counselors in addressing substance abuse and the challenges peer counselors face in addressing the menace among students in public secondary schools in Kisumu Municipality. The questionnaires were designed in a five point Likert scale format. A value above three from each item in the Likert scale was taken to represent a positive response while a value below three depicted a negative response. A value of three represented a neutral response or lack of commitment by the respondent. This was summarized as follows; Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1 (Appendix B).

3.6.2 Interview Schedule for Deputy Head teachers

Structured interview schedule was used to collect data from Deputy Head teachers. The instrument was preferred because of its reliability, giving in-depth information and time saving characteristics. It was also used to cushion the deficiencies of questionnaire in terms of bias reporting, ceiling and floor effects and to probe on issues relating to their opinions on the role of peer counselors on substance abuse menace among students in schools, counseling methods used by peer counselors in addressing substance abuse and the challenges peer counselors face in addressing the menace among students in public secondary schools in Kisumu Municipality (Appendix C)

3.6.3 Interview Schedule for Guidance and Counseling Heads

Structured interview schedule was used to collect data from G & C heads. It was used to probe on the role of peer counselors on substance abuse menace among students in schools, counseling methods used by peer counselors in addressing substance abuse and the perceived challenges peer counselors face in addressing the menace among students in public secondary schools in Kisumu Municipality (**Appendix D**)

3.6.4 Reliability of the Instruments

Reliability of an instrument refers to the degree to which an instrument yields consistent results or data after repeated trials on same sample (Mugenda, 2008). Piloting of the instruments was carried out among 26 peer counselors and 3 teachers in-charge of guidance and counseling. These respondents were not included in the final study. This was necessary to check on any ambiguities that may be overlooked during the modification of the instruments before actual administration. A test-retest method was used to establish reliability. Mean scores for each item as answered by each respondent in the first test and second test were worked out. Reliability coefficient index for peer counselors' questionnaire was 0.72 at the set p-value of 0.05 and that of G & C heads' questionnaire was 0.74 at the set p-value of 0.05. The instruments were also judged reliable by the supervisors who discussed the instruments to establish whether the themes surrounding the role and challenges of peer counselors on substance abuse among students in public secondary schools were captured.

3.6.5 Validity of the Instruments

Validity of an instrument is the extent to which the instrument actually measures what it is intended to measure (Grinnel, 2001). It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Mugenda, 2008). Face and

content validity of the instruments were ascertained by experts from the Department of Educational Psychology, Maseno University. Their suggestions and recommendations were used to improve on the research instruments.

3.7 Data Collection Procedures

The researcher sought permission to collect data from the National Council of Sciences and Technology in the Ministry of Higher Education, through an introductory letter from the School of Graduate Studies (SGS), Maseno University. Then the District Education Officer Kisumu East granted the permit to carry out the research. Thereafter the researcher paid a courtesy call to the County Director of Education (C.D.E) and M.E.O., Kisumu Municipality to give a notice on the intended study. The researcher made the first visitation to meet the heads of the schools for introduction, briefed them about the intended research and agreed on the mode and date of distribution of the questionnaires. The heads of the sampled schools were also requested to seek permission from the Parents Association to allow students participate in the study. Before administering the questionnaires, the head teachers in turn formally introduced the researcher to the deputy head teachers and the teachers in-charge of guidance and counseling. With their assistance, the peer counselors were assembled in a separate room where the researcher was introduced to them. The researcher then gave a brief oral explanation of the purpose of the study, reassured them of confidentiality and thanked the respondents for participating in the study. Consequently the questionnaires were distributed. Thereafter, the respondents were left to read through the questionnaire for literary understanding and to answer the items to the best of their knowledge. Questionnaires for deputy head teachers and teachers in-charge of guidance and counseling were administered in

their respective offices. Several visits followed and finally the questionnaires were collected and interviews conducted.

3.8 Data Analysis

Data collected was sorted, edited, coded, classified and tabulated. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages and means. Frequencies and percentages were preferred because they make research findings easy to understand by many readers. Qualitative data from the interview schedule was transcribed, classified, organized into themes as they emerged and then presented in text form. The responses to the peer counselors' and teachers in-charge of guidance and counseling questionnaires were tabulated in frequency tables, counted and converted into percentages. For each respondent the scores for the responses for each question were summed up, divided by the number of respondents and multiplied by 100 to give the percentages.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

In this chapter the results of the study have been analyzed, presented and discussed as per the objectives stated.

4.2 Role of Peer Counselors on Substance Abuse among students in public secondary schools in Kisumu Municipality

The first objective was to find out the role of peer counselors in addressing substance abuse among students. The researcher sought the opinions of peer counselors and G&C heads through a questionnaire based on Likert Scale format, in which Strongly Agree had a score of 5, Agree 4, Undecided 3, Disagree 2 and Strongly Disagree 1. Results are in table 4. 7 and 4.8.

Table 4.1: Peer Counselors’ opinion on their role in addressing substance abuse (N=235)

Role	Agree		Undecided		Disagree	
	f	%	F	%	f	%
Helping students identify their problems	214	(91.1)	8	(3.4)	13	(5.5)
Helping students face their problems	167	(71.1)	12	(5.1)	56	(23.8)
Being role models to fellow students	203	(86.4)	15	(6.4)	17	(7.2)
Advising students with drug problems	213	(90.6)	10	(4.3)	12	(5.1)
Helping students make informed decisions	208	(88.5)	9	(3.8)	18	(7.7)
Helping students with drug problems to						

share their feelings freely	187	(79.6)	18	(7.6)	30	(12.8)
Encouraging students with drug problems to change	216	(91.9)	9	(3.8)	10	(4.3)
Providing relevant information on the evils of drugs	210	(89.4)	7	(2.9)	18	(7.7)
Counseling fellow students	222	(94.5)	6	(2.6)	7	(2.9)
Minimizing peer pressure to abuse drugs	201	(85.5)	8	(3.4)	26	(11.1)

From table 4.7, it is clear that 214 out of 235 respondents which make 91.1% of the peer counselors reported that they helped fellow students identify their problems in schools. Although, 167 (71.1%) of the respondents agreed that they challenged students to face their problems, 12(5.1%) of the respondents were undecided whether peer counselors helped students with substance abuse issues to face their problems while 56(23.8%) of the respondents disagreed. While 203 (86.4%) of the respondents felt that peer counselors were role models to fellow students in schools, 15(6.7%) were undecided and 17(7.2%) disagreed. Majority 213 (90.6%) of the respondents agreed that they advised students with drug problems and 12 (5.1%) disagreed

On the issue of making decisions, 208 (88.5%) of the respondents agreed that they helped students make informed decisions, 9(3.8%) of the respondents were undecided whether the students were helped in making informed decisions while 18 (7.7%) of the respondents disagreed. A further 187 (79.6%) of the respondents indicated that peer counselors enabled students with drug problems to share their feelings freely, 18(7.6%) of the respondents were

undecided whether students freely shared their feeling while 30 (12.8%) of the respondents disagreed. Besides 216 (91.9%) of the respondents reported that students with drug problems were encouraged to change their behaviors, 9 (3.8%) of the respondents were undecided whether they were encouraged to change and 10 (4.3%) of the respondents disagreed. When the respondents were asked whether they provided relevant information on the evils of drugs, 210 (89.4%) agreed they provided relevant information on the evils of drugs while 18(7.7%) disagreed that relevant information on the evils of drugs were not provided. While 222 (94.5%) of the respondents agreed that they counseled fellow students, 201 (85.5%) of the respondents felt that peer counselors minimized the peer pressure to abuse drugs among students in schools.

For more reliable data, the researcher had to seek opinions of teachers in-charge of guidance and counseling department on the role of peer counselors in addressing substance abuse menace using a questionnaire. Table 4.8 provides results.

Table 4.2: G & C Heads’ opinion on the role of peer counselors in addressing substance abuse (N=28)

Role	Agree		Undecided		Disagree	
	f	%	F	%	F	%
Helping students identify their problems	25	(89.3)	2	(7.1)	1	(3.6)
Helping students face their problems	26	(92.8)	1	(3.6)	1	(3.6)
Being role models to fellow students	22	(78.6)	3	(10.7)	3	(10.7)
Advising students with drug problems	24	(85.7)	2	(7.1)	2	(7.1)
Helping students make informed decisions	26	(92.9)	2	(7.1)	0	(0)
Helping students with drug problems to share their feelings freely	20	(71.4)	7	(25.0)	1	(3.6)

Encouraging students with drug problems to change	27	(96.4)	1	(3.6)	0	(0)
Providing relevant information on the evils of drugs	25	(89.3)	2	(7.1)	1	(3.6)
Counseling fellow students	28	(100)	0	(0)	0	(0)
Minimizing peer pressure to abuse drugs	23	(82.2)	1	(3.6)	4	(14.2)

Table 4.8 shows that 25 (89.3%) of the teachers in-charge of guidance and counseling indicated that peer counselors helped students identify their problems, 2 (7.1%) of them were undecided and only 1 (3.6%) disagreed. While 26 (92.8%) of the respondents reported that peer counselors helped fellow students face their problems, 22 (78.6%) felt that peer counselors were role models to fellow students and 24 (85.7%) of the respondents indicated that peer counselors advised students with substance abuse problems. A further 26 (92.9%) agreed that peer counselors helped students make informed decisions, while 20 (71.4%) indicated that students with drug problems freely shared their feelings with peer counselors. Majority 27 (96.4%) of the respondents reported that peer counselors encouraged students with drug problems to change and 25 (89.3%) agreed that peer counselors provided relevant information on the evils of drugs. While all the teachers in-charge of guidance and counseling 28 (100%) reported that peer counselors counseled fellow students, 23 (82.2%) indicated that peer counselors minimized the peer pressure to abuse drugs among students in schools.

From the interviews, most teachers in-charge of guidance and counseling 26 out of 28 which make 92.9% responded that peer counselors usually helped fellow students to identify and face the problems they had in and outside school. All the 28(100%) teachers in-charge of guidance and counseling interviewed agreed that peer counselors were role models to fellow students and also offered counseling services to those with issues affecting their lives. In the interview, 21(75%) out of 28 teachers in-charge of guidance and counseling pointed out that peer counselors not only gave advice to their colleagues, they also helped them in making informed decisions by providing relevant information on the devastating evils of drugs. The interviews also revealed that peer counselors encouraged students with substance abuse tendencies to change thereby minimizing the peer pressure to abuse the drugs¹⁹ (67.9%).

In the study, majority 27(96.4%) out of 28 deputy head teachers interviewed agreed that trained peer counselors were role models to fellow students in their schools. During the interviews 22(78.6%) out of 28 deputy head teachers disclosed that peer counselors helped students to identify, acknowledge and to face their problems. They pointed out clearly that most students do not wish to take responsibility for the consequences of their own bad choices and instead endeavored to blame everybody except themselves. All the 28(100%) deputy head teachers observed that peer counselors in their schools labored to provide relevant information on the evils of drugs thus helping them to make informed decisions in life. Further, it was realized through the interviews when 23(82.1%) out of 28 of the deputy head teachers that peer counselors offered counseling services to students with problems and created an environment which enabled those with substance abuse issues to share their feelings freely without inhibitions thereby received help.

The findings of this study indicated that peer counselors 214(91.1%) and guidance and counseling heads 25(89.3%) agreed that students with substance abuse issues were helped to identify their problems and to face them as realities. It was noted that denial and throwing blames only worsened the abuse menace among students in schools. The study found out that peer counselors were able to help fellow students to identify their problems because they were trained to detect symptoms of substance use and abuse by students. They were also close to those students and were usually quick to identify when a colleague was in trouble. This is in agreement with Wango & Mungai's (2007) study which established that peer counselors were more perceptive and sympathetic to the issues affecting fellow students than teachers and were usually the first in school to notice when students were in trouble. However Wango and Mungai (2007) did not focus on the role of peer counselors in addressing substance abuse among students which was the main focus of the present study. The present study also focused on the challenges peer counselors faced in addressing the abuse problem among students in secondary schools. These findings concur with what was noted by Kimeli, et. al., (2007) that peer counselors played an important role in assisting students in private universities to face their problems and to develop their academic, social and personal competences. It was also revealed that once the affected students identified and accepted to face their problems, cooperation to address the situation was initiated immediately and various techniques employed to help them.

During interviews one deputy head teacher remarked that:

“ Students with drug issues usually blame others for theirs problems but peer counselors help them to identify and face them.”

This finding is also similar to Ndungu and Nazira's (2006) study which indicated that peer counselors tackled problem situations from their sources thereby finding lasting solutions or coping strategies and not defense mechanisms, however the focus was on academic issues.

According to the study's findings, peer counselors were role models to fellow students as reported by 203(86.4%) peer counselors and 22(78.6%) guidance and counseling heads. Students copied their role models. They provided practical examples to fellow students and advised them to refrain from substance abuse in and out of school. The study's finding is consistent with Ndegwa's (2003) study which revealed that peer counselors provided powerful positive role model for other students in the school set up. It implied that students had examples that they could copy to avoid experimenting with drugs while in schools. The finding is also in harmony with Fasick's (2004) study which pointed out that peer counselors acted as role models and were much more influential than parents and teachers in shaping attitudes and behaviors of fellow students in schools. Ndegwa's (2003) and Fasick's (2004) studies however did not direct attention on the management of substance abuse in schools. In the interview one teacher in-charge of guidance and counseling divulged that:

“Because students copy those they consider as role models, peer counselors stand out as pillars of strength against substance abuse”.

Besides, the study found out that peer counselors provided relevant information on the dangers of drugs as was indicated by 210 (89.4%) of the peer counselors and 25(89.3%) of the guidance and counseling heads and helped other students make informed decisions in regard to substance abuse. The finding is similar to that of Mahon et. al. , (2007) who observed that peer counselors empowered students psychologically in the same jurisdiction

and equipped them with relevant knowledge and skills to manage the stressful situations they found themselves in before it went out of hand. The findings are also consistent with the Ministry of Education's (2009) assertion that peer counselors offered conscious help to students in making informed decisions. These findings imply that awareness opens up students to higher chances of making informed choices against substance abuse. The findings prove that relevant knowledge about substance abuse and its consequences is essential in the fight against the menace among students. The study's findings are in harmony with that of Mutie and Ndambuki's (2006) which indicated that peer counselors offered life skills and knowledge that can help students face their day to day challenges.

Further, the study established that students with drug problems shared their feelings freely as was reported by 187(79.6%) of the peer counselors and 20(71.4%) of the guidance and counseling heads respectively. These findings support Mkangi's (2005) study which observed that peer counselors allowed students with issues to vent out any pent up problems that would otherwise ruin their life and future. The results depicted peer counselors as providers of a warm environment that allowed disclosure, openness and trust between them and the students seeking help. This was essential in the fight against substance abuse as students would voluntarily seek help and freely disclose their problems. Students who were open to share their problems were readily assisted than those who were living in denial. The fear of exposure and punishment kept the affected students from seeking help from figures of authorities such as teachers and parents. This puts peer counselors in a better position to help these students. During interviews one deputy head teacher remarked that:

“Peer counselors help students share their feelings freely since students who have abuse issues usually fear teachers and parents and would not readily share their problems for fear of embarrassment and punishment”.

Consequently, the study revealed that peer counselors minimized peer pressure to abuse drugs as indicated by 201(85.5%) of the peer counselors and 23(82.2%) of the guidance and counseling heads. The findings are similar to that of Ndegwa (2003) which reported that peer counselors offered positive influence which helped others to develop the willpower to refrain from experimenting with drugs. The findings of the study also concurs with Owaa’s (2010) study which revealed that peer counselors helped students improve their discipline. However Owaa’s (2010) study directed attention on the impact of peer counselors on discipline while the current study focused on the role of peer counselors on substance abuse and the challenges they faced in addressing the abuse problem among students in secondary schools. These findings are also in line with Ndichu’s (2005) study which emphasized that peer counselors were able to counsel and encourage fellow students to change and enjoy enhanced self-definition, reduce stress, anxiety, have confidence, improve performance and reduce substance abuse among students.

The study further found out that students preferred being counseled by peer counselors as reported by 222 (94.5%) of the peer counselors and 28(100%) of the teachers in-charge of guidance and counseling. This is because the nature of counseling offered was more informal and students could share their problems anywhere in the field, class, dormitory, under trees, behind the school kitchen, even in the toilets or take a light walk during games time, as they relaxed, played, ate and washed. They had time to be with each other and counseling was therefore part and parcel of everyday life in school. This finding agrees with

Ndondo's (2004) study which held that peer counselors were trained to provide guidance and counseling services to students and that it is the quality of the relationship between them and the clients that facilitate effective utilization of the counseling services by students. However this study was conducted among university students while the present study was carried out among secondary school students with focus on the role of peer counselors on substance abuse, the counseling methods they used to address the problem and the challenges they faced.

The finding also corroborates Muango's (2005) study which maintained that students sought guidance and counseling from fellow students especially peer counselors. However the study focused on evaluation of the effectiveness of guidance and counseling services in institutions of higher learning while the present study focused on peer counselors among secondary school students.

While the study by Ndichu (2005) emphasized the need for peer counselors in schools to assist fellow students enjoy enhanced self-image, reduce anxiety and improve academic performance, little attention was directed on the role of peer counselors in addressing substance abuse and this was the focus of the present study. In order to test if there was any correlation between peer counselors' and G&C heads' opinions on the role of peer counselors on substance abuse among students, a positive correlation of 0.768 was obtained at a two tailed significant level of 0.01. The results implied that the opinions of peer counselors could be associated with those of G&C heads in relation to the role of peer counselors in addressing substance abuse among students in schools. This showed that the

responses of peer counselors and heads of guidance and counseling were not statistically different.

4.3 Counseling Methods used by Peer Counselors in addressing Substance Abuse among students in public secondary schools in Kisumu Municipality

The second objective was to determine the counseling methods used by peer counselors in addressing substance abuse among students. The researcher collected the opinions of peer counselors and G&C heads by administering questionnaire based on Likert Scale format in which Strongly Agree had a score of 5, Agree 4, Undecided 3, Disagree 2 and Strongly Disagree 1. Table 4.9 and 4.10 show their responses.

Table 4.3: Peer Counselors’ opinion on counseling methods used in addressing substance abuse (N=235)

Method	Agree		Undecided		Disagree	
	f	%	F	%	F	%
Individual counseling	200	(85.1)	4	(1.7)	31	(13.2)
Group counseling	225	(95.8)	10	(4.2)	0	(0)
Peer conformity	50	(21.2)	22	(9.4)	163	(69.4)
Peer education	218	(92.8)	2	(0.9)	15	(6.3)
Referral of serious cases	73	(31.0)	18	(7.7)	144	(61.3)
Video shows	207	(88.1)	8	(3.4)	20	(8.5)
Drama	215	(91.5)	15	(6.4)	5	(2.1)
Inviting guest speakers	224	(95.3)	7	(3.0)	4	(1.7)
Motivational books, newspapers cuttings						

and charts	37	(15.8)	14	(5.9)	184	(78.3)
Using role models	183	(77.9)	21	(8.9)	31	(13.2)

As shown in table 4.9, it is noted that 200 (85.1%) of the peer counselors reported they used individual counseling to address substance abuse among students, 4 (1.7%) were undecided while 31(13.2%) disagreed. Majority 225 (95.8%) of the respondents agreed that peer counselors used group counseling to address substance abuse problem and 10 (4.2%) of the respondents were undecided. However, 163(69.4%) of the respondents felt that peer counselors did not use peer conformity to address substance abuse problem among students in schools. When the respondents were asked if peer education was used in addressing substance abuse among students 218 (92.8%) of the respondents agreed, 2 (0.9%) were undecided while 15 (6.3%) disagreed. From the respondents 144 (61.3%) felt that peer counselors did not refer serious cases of substance abuse while 73 (31.0%) agreed that serious cases were referred. A further 207 (88.1%) of the respondents indicated that peer counselors used video shows to address substance abuse among students and 20 (8.5%) of them disagreed on the use of video shows to address the abuse problem. On the use of drama 215 (91.5%) of the respondents showed that peer counselors organized drama to address the abuse menace. While 224 (95.3%) of the respondents agreed that peer counselors invited guest speakers to address the problem of substance abuse among students, 184 (78.3%) of the respondents reported that motivational books, newspaper cuttings and charts were not used to address the abuse menace and 183 (77.9%) of the respondents indicated agreed that peer counselors used role models to fight substance abuse problem in schools.

The study also sought the opinions of teachers in-charge of guidance and counseling on the role of peer counselors on substance abuse among students in public secondary schools in Kisumu Municipality. Their responses were as in table 4.4

Table 4.4: G & C Heads' opinion on the counseling methods used in addressing substance abuse (N=28)

Method	Agree		Undecided		Disagree	
	F	%	F	%	f	%
Individual counseling	25	(89.3)	1	(3.5)	2	(7.2)
Group counseling	23	(82.2)	0	(0)	5	(17.8)
Peer conformity	9	(32.1)	3	(10.7)	16	(57.2)
Peer education	27	(96.4)	0	(0)	1	(3.6)
Referral of serious cases	6	(21.4)	4	(14.3)	18	(64.3)
Video shows	22	(78.6)	1	(3.6)	5	(17.8)
Drama	26	(92.9)	0	(0)	2	(7.1)
Inviting guest speakers	28	(100)	0	(0)	0	(0)
Motivational books, newspapers cuttings and charts	3	(10.7)	1	(3.6)	24	(85.7)
Using role models	25	(89.3)	0	(0)	3	(10.7)

From table 4.4, it is evident that 25 (89.3%) of the teachers in-charge of guidance and counseling departments agreed that peer counselors used individual counseling to address substance abuse problem among students, 1 (3.5%) was undecided and 2 (7.2%) disagreed. 23 (82.2%) of the respondents indicated that peer counselors used group counseling to

address substance abuse while 16 (57.2%) of the respondents disagreed that peer counselors did not use peer conformity to address substance abuse. Majority 27 (96.4%) of the respondents reported that peer counselors used peer education to address substance abuse however, 18 (64.3%) felt that peer counselors did not refer serious cases of substance abuse. When the respondents were asked if video shows were used to address substance abuse among students in schools, 22 (78.6%) of the respondents agreed and 5 (17.5%) disagreed. While 26 (92.9%) of the respondents agreed that drama was used to address the abuse problem, all the 28 (100%) of the teachers in-charge of guidance and counseling reported that guest speakers were invited to address substance abuse menace among students in schools. However, 24 (85.7%) of the respondents did not agree that motivational books, newspaper cuttings and charts were used to address the problem and 25 (89.3%) of the respondents indicated that role models were used by peer counselors to combat substance abuse among students.

Majority of the teachers in-charge of guidance and counseling, 26(92.95) out of 28 interviewed reported that peer counselors preferred to use individual counseling to address substance abuse among students. They attributed this to the fact that the method respected the privacy of the students with abuse problems, promoted confidentiality and made them feel protected, respected and understood. They all agreed that guest speakers were invited by peer counselors to address the abuse menace in schools. From the interview 23(82.1%) out of 28 teachers in-charge of guidance and counseling department, indicated that group counseling was used effectively. They expressed that the method saved time and reached out to many or all students in school. However 10 (35.7%) out of 28 showed that peer conformity was an effective method used to address substance abuse among students in schools.. Further,

27 (96.4%) out of 28 teachers in-charge of guidance and counseling responded that peer education worked well in combating substance abuse in schools. They attributed this to the fact that students liked being educated by their peers on matters affecting them as they use their own language to communicate issues.

In the study, 25 (89.3%) out of 28 deputy head teachers interviewed agreed that individual counseling was used by peer counselors to address substance abuse among students preferably because it concealed the identity of students with abuse problems, enhanced confidence and trust during counseling sessions. Very few, 3(10.7%) out of 28 deputy head teachers indicated that motivational books, newspaper cuttings and charts were used to address substance abuse in schools. They reported that there is poor reading culture among students in secondary schools. However most deputy head teachers 26 (92.9%) out of 28 interviewed agreed that role models were used to combat the abuse problem in schools.

The findings of the study indicated that peer counselors used individual counseling to address substance abuse among students as reported by 85.1% (200) of peer counselors and 89.3% (25) of the teachers in-charge of guidance and counseling. This is in conformity with Orawo's (2008) study which showed that trained peer counselors used individual counseling as a private therapeutic process to help other students come out of their situations as individuals or develop coping mechanisms. The findings were also in agreement with a study conducted by the Ministry of Education (2009) which expressed individual counseling as a private helping process involving creating a warm relationship with a client using skills and techniques to help students understand and deal with their own issues. During interviews a teacher in-charge of guidance and counseling hailed individual counseling as an effective method in combating substance abuse in schools by saying:

“ Individual counseling enhances confidentiality and conceals the identity of clients as they seek help from peer counselors”.

According to the study's findings, peer counselors used group counseling to address substance abuse menace in schools as indicated by 95.8% (225) of the peer counselors and 82.2% (23) of the teachers in-charge of guidance and counseling. This is similar to the findings of the study by Wango and Mungai (2007) which maintained that peer counselors use group counseling effectively because it focuses on reaching out to all students rather than just a few students through enhanced group activity. This is also in harmony with Corey's (2005) observation that group counseling help peer counselors in dealing with issues since it has some unique characteristics that make students change and that it is also a value forming agent. Kasschan's (2005) study also agrees with the findings in that peer counselors resort to group counseling because it provides companionship, amusement and understanding among students.

Nevertheless, the study revealed that peer conformity was not effectively used by peer counselors in combating substance abuse among students as reported by 21.2% (50) of the peer counselors and 32.1% (9) of the teachers in-charge of guidance and counseling. The study found out that students were slow to conform and adopt attitudes or behaviors of peer counselors in their midst. This finding is in disagreement with Hart's (2010) study which emphasized that peer conformity has great impact on adolescents' in terms of shaping their attitudes and behaviors. Further, the study established that peer education was a useful method in addressing substance abuse in schools as indicated. This was indicated by 92.8% (218) of the peer counselors and 96.4% (27) of the teachers in-charge of guidance and counselors. It was revealed that most students would rather be educated by their own peers in an informal set up than to be pinned down by teachers or by other adults. The finding is

consistent with the findings of the study conducted by Kabassansi, et. al., (2009) which indicated that peer counselors used peer education to significantly improve the knowledge of students on various issues affecting them in schools such as substance abuse and sexuality since students value opinions of fellow peers more than those of their teachers and parents. The finding is also similar to that of UNESCO, USAID and MITT (2005) which indicated that peer counselors used peer education as a means to help students on the same construct to voice out possibilities of solutions to problems commonly and personally experienced amongst them. From the interviews one deputy head teacher remarked that:

“ Peer education is useful in addressing substance abuse because students like being educated by their peers on issues affecting them using their own language to do so”

It is therefore evident peer teaching on substance among students is gaining ground in a number of schools. However, the method has been ignored for along time due to lack of relevant information concerning the vice. As students grow they become curious and experiment with drugs and they therefore need relevant information early enough before they become addicted to these harmful substances.

The study found out that students with serious abuse cases had issues with referrals. This was reported by 31.0% (73) of the peer counselors and 21.4% (6) of the teachers in-charge of guidance and counselors. It was noted that the affected students felt that referrals exposed them to stigmatization and therefore would turn down the offer. The study established that students did not like being referred for further assistance especially referrals made to teachers in the schools.

The findings also revealed that video shows were popular among students in addressing substance abuse menace as indicated by 88.1% (207) and 78.6% (27) of the peer counselors and teachers in-charge of guidance and counseling respectively . Most schools in Kisumu Municipality had electricity and could afford to organize for video shows which were liked by students as they were entertaining and at the same time informing them on the evils of drugs.

From the study it was found out that drama was used to combat substance abuse among students as was reported by 91.5% (215) of peer counselors and 92.9% (26) of the teachers in-charge of guidance and counseling. Preventive messages on substance abuse were dramatized. This is in line with the findings of Visser's (2001) study conducted in South Africa which established that peer counselors organized plays that were loaded with preventive messages on substance abuse. The present study observed that health awareness days in schools were used to deliver relevant information to students using drama and other activities which created fun but more importantly warned on the dangers of drugs. In the course of interviews, one teacher in-charge of guidance and counseling mentioned drama as a necessary technique in combating substance abuse menace by saying:

“ Drama captures students’ attention as information on the evils of drugs are seasoned with fun”.

Guest speakers were invited to schools to talk to students about substance abuse. This was indicated by 95.3% (224) and 100% (28) of peer counselors and teachers in-charge of guidance and counseling respectively. The guests were authorities in the relevant fields, who offered free discussions on real life experiences regarding dangers of substance abuse. Some of the guest speakers invited were those who had abused the drugs , rehabilitated and fully

recovered the dangerous habit. This concurs with the findings of Campell and MacPhail's (2002) study which established that adolescents preferred open discussions on substance abuse with people who provided opportunity for interaction and acceptance.

During interviews one deputy head teacher disclosed that guest speakers focused on prevention and healthy life choices among students by stating:

“ Guest speakers invited in schools usually concentrate on substance abuse prevention and healthy life choices among students.”

It is clear that the use of guest speakers has taken root in a number of public secondary schools in the municipality. However, the impact of this method would be felt even more if some of the guest speakers invited into schools are reformed substance abusers. The method effectively equips the youth with relevant knowledge that in turn helps them to make informed decisions to avoid substance abuse.

From the findings of the study motivational books, newspaper cuttings, magazines and charts were not effectively used in the fight against substance abuse among students in secondary schools as 78.3% (184) and 85.7% (24) of peer counselors and teachers in-charge of guidance and counselors disagreed respectively on the use of motivational books, newspaper cuttings and charts. The study revealed that this method was not effectively used due to poor reading culture among students as most students read for the exams only. That meant that relevant information on the dangers of drugs and the consequences of their use or abuse are not available to students. During interviews one teacher in-charge of guidance and counseling remarked that:

“ Relevant motivational books are inadequate in schools”.

Charts and posters are not being widely used by peer counselors in public secondary schools in the municipality. In a number of the schools the charts and posters that were being used to sensitize students against substance abuse were those that were printed by either NACADA or by some none-governmental organizations. However, this method has a lot of potential more so if it could be owned and drawn by students themselves. It therefore implied that most schools lacked the most essential materials needed in the fight against substance abuse among students in schools. The finding is similar to that of Ego(2005) which emphasized the importance of using printed materials to provide relevant information to students for the development of responsible behavior as they grow.

While Ego's (2005) study focused on the use of literature material on the prevention of HIV and AIDS among students, the present study however focused on the use of literature material in addressing substance abuse among students in secondary schools. This study also differs when Ego indicated that messages from literature materials were often incoherently clear to enable students to internalize and reflect on the behavior change expected of them.

Finally, the study found out that peer counselors used role models to address substance abuse problem as reported by 77.9% (183) and 89.3% (25) of peer counselors and teachers in-charge of guidance and counseling respectively. These models appealed to students since they highly valued their opinions and behavior. It was observed that students copied those they considered to be their role models sometimes even blindly and therefore models were appropriate to influence them against substance abuse. This finding is consistent to those of Hart (2007) and Ndungu & Nazira (2006) which emphasized that role models were irresistible to young people in terms of influence and admiration. It was evident from the

study that the real problem has been lack of role models for the adolescent students in schools.

While Ndungu and Nazira (2006) directed attention on importance of role models in students' discipline, the current study however focused on the use of role models to address substance abuse among students.

The present study also differs from that of Nyajom (2007) in that while he focused on the school counselors, the current study focused on peer counselors and the methods they used in addressing substance abuse among students in secondary. While the study by Kabasansi et.al. (2009) was conducted among girls only, this study was carried out among both boys and girls in public secondary schools. The study used questionnaires to collect information and adopted simple random sampling to select the sample for the study. The present study used both questionnaire and interview schedule to collect data and adopted saturated sampling technique to select the sample for the study. While UNESCO, USAID and MTT (2005) gave attention to peer education as strategy for solving problems commonly experienced by students, this study focused on the counseling methods used by peer counselors in addressing substance abuse among students.

When Wango and Mungai (2007) highlighted the contribution of guidance and counseling among students in secondary schools, the present study specifically focused on the role of peer counselors on substance abuse and the counseling methods they used in addressing the abuse problem among students.

In order to test if there was any correlation between peer counselors' and G&C heads' opinions on the counseling methods used in addressing substance abuse among students, a positive correlation of 0.966 at a two tailed significant level of 0.01 was obtained. It therefore implied that the opinions of peer counselors could be associated with those of G&C heads in relation to the counseling methods used in addressing substance abuse among students in schools. This shows that the responses of peer counselors and that of teachers in-charge of guidance and counseling were not statistically different.

4.4: Challenges faced by Peer Counselors in addressing Substance abuse among students in public secondary Schools in Kisumu Municipality

The third objective was to find out the challenges peer counselors faced in addressing substance abuse among students in schools. The researcher sought the opinions of peer counselors and G&C heads by administering questionnaire based on Likert Scale format in which Strongly Agree had a score of 5, Agree 4, Undecided 3, Disagree 2 and Strongly Disagree 1. Their responses are as in table 4.11 and 4.12

Table 4.5: Peer counselors' opinion on challenges faced in addressing substance abuse among students (N=235)

Challenge	Agree		Undecided		Disagree	
	f	%	f	%	f	%
Lack of training/ inadequate training	166	(70.6)	10	(8.1)	59	(25.1)
Lack of support from teachers and school administration	74	(31.5)	16	(6.8)	145	(61.7)
Mistrust by fellow students	174	(74.1)	10	(8.1)	54	(23.0)

Inadequate time/ limited time	162	(68.9)	19	(8.1)	54	(23.0)
Confidentiality	146	(62.1)	20	(8.5)	69	(29.4)
Excess responsibility/work overload	97	(41.3)	23	(9.8)	115	(48.9)
Inadequate resources/limited resources	183	(77.9)	6	(2.6)	46	(19.6)
Negative attitude	162	(68.9)	14	(6.0)	59	(25.1)
Role conflicts	121	(51.5)	29	(12.3)	85	(36.2)
Lack of parental support	121	(51.5)	28	(12.3)	85	(36.6)

From table 4.11, it is clear that 166 (70.6%) of the respondents reported that peer counselors were not adequately trained, 10 (8.1%) were undecided and 59 (25.1%) disagreed. From the respondents, peer counselors lacked support from teachers and school administration; 74 (31.5%) agreed, 16 (6.8%) were undecided while 145 (61.7%) disagreed. The study found out that fellow students mistrusted peer counselors as reported by 174 (74.1%) of the respondents. Further 162 (62.1%) of the respondents indicated that confidentiality was a serious obstacle, 20 (8.5%) were undecided and 69 (29.4%) of the respondents disagreed. However, 115 (48.9%) of the respondents did not agree that peer counselors had excess responsibility, 23(9.8%) were undecided while 97 (41.3%) of the respondents agreed. Additionally, 183 (77.9%) of the respondents reported that peer counselors had inadequate resources to address substance abuse problem, 162 (68.9%) indicated that fellow students had negative attitude toward peer counselors, while 121 (51.5%) felt that peer counselors were still being confused with school prefects. Finally 121 (51.5%) of the respondents indicated that parents did not support peer counselors in their endeavor to combat substance abuse menace.

For more reliable data, the researcher had to seek opinions of teachers in-charge of guidance and counseling department on the challenges faced by peer counselors in addressing substance abuse using a questionnaire. Table 4.12 provides results.

Table 4.6: G & C Heads’ opinion on the challenges facing peer counselors in addressing substance abuse (N=28)

Challenge	Agree		Undecided		Disagree	
	f	%	f	%	f	%
Lack of training/ inadequate training	27	(96.4)	1	(3.6)	0	(0)
Lack of support from teachers and school administration	13	(46.4)	5	(17.9)	10	(35.7)
Mistrust by fellow students	21	(75)	3	(10.7)	4	(14.3)
Inadequate time/ limited time	28	(100)	0	(0)	0	(0)
Confidentiality	22	(78.6)	3	(10.7)	3	(10.7)
Excess responsibility/work overload	23	(82.1)	1	(3.6)	4	(14.3)
Inadequate resources/limited resources	24	(85.7)	2	(7.1)	2	(7.1)
Negative attitude	18	(64.3)	6	(21.4)	4	(14.3)
Role conflicts	20	(71.4)	6	(21.4)	4	(14.3)
Lack of parental support	16	(57.1)	6	(21.4)	6	(21.4)

According to table 4.12, it is evident that 27 (96.4%) of the respondents reported that peer counselors received inadequate training, lacked support from teachers and the school administration 13 (46.4%) while 21 (75%) indicated that peer counselors were mistrusted by fellow students. On the issue of time, all the respondents 28 (100%) indicated that peer

counselors did not have enough time to address substance abuse. While 22(78.6%) of the respondents reported that peer counselors lacked confidentiality, 23 (82.1%) of them responded that peer counselors had excess responsibility in addition to addressing substance abuse among students in schools.

Further, it was revealed that peer counselors had limited resources 24 (85.7%) to address substance abuse problem, fellow students had negative attitude towards peer counselors 18 (64.3%), there was role conflict because some teachers felt that peer counselors were prefects who should report to them issues affect fellow students 20 (71.4%) and finally 16 (57.1%) of teachers in-charge of guidance and counseling reported that parents did not adequately support peer counselors in addressing substance abuse problem. All the 28(100%) teachers in-charge of guidance and counseling departments interviewed agreed that the major challenge peer counselors experience was lack of training. They attributed lack of training to financial constraints. Majority 25 (89.3%) agreed that teachers and school administration gave support to peer counselors. However, 20 (71.4%) out of 28 teachers in-charge of guidance and counseling departments noted that peer counselors were given the time and moral support. In the interview, it was further revealed that some students with drug issues viewed peer counselors as too junior to counsel them and therefore they gave them little support.

In the study, all the 28 (100%) deputy head teachers interviewed agreed that it was almost impossible to train all the peer counselors in their schools due to insufficient funding from the government. Most deputy head teachers interviewed 26(92.95) reported that the school administration provided support required by peer counselors.

According to the study's findings, peer counselors did not have adequate training to handle substance abuse as reported by 166 (70.6%) and 27 (96.45) of peer counselors and teachers in-charge of guidance and counseling respectively. Peer counselors had little training to address problems facing students let alone substance abuse among them. The finding of this study is in agreement with Kabasansi, et. al., (2009) study which established that training peer counselors was an expensive project, and for that reason most schools did not have trained peer counselors. In contrast, the study was conducted among girls while the current one was done among both boys and girls. The findings were also consistent with a study conducted by Owaa (2010) which found out that head teachers felt that it was expensive to train peer counselors and that once one was trained, he/she went away after two or three years thus leaving a vacuum that needed immediate filling. The study also discovered that head teachers have been given the mandate to establish and sustain viable guidance and counseling programs.

While the study by Owaa (2010) was conducted on the impact of peer counseling on discipline of students, the present study focused on the role of peer counselors on substance abuse, the counseling methods they used and the challenges they faced in dealing the abuse menace. The study used simple random sampling technique to select 318 respondents for the study while the present one adopted saturated sampling technique. Besides, according to the teacher's handbook in Guidance and Counseling (2005), financial constraints in the schools hinder the provision of basic training of newly appointed teacher counselors and peer counselors leading to poor quality counseling services.

From the interviews, one deputy head teacher divulged that:

“ It is almost impossible to train all the peer counselors due to financial constraints”.

The finding is consistent with Onyango’s (2004) study which established that inadequate training was a major challenge facing guidance and counseling departments in schools. His study however focused on the perception of head teachers and teacher counselors on guidance and counseling services and used questionnaire to collect data and adopted simple random sampling technique to sample 215 respondents. While the study was conducted among primary pupils, the present one was carried out among secondary school students. In effect the training of peer counselors has not taken root so much in a number of secondary schools in the municipality though this is a strategy that may have even greater impact if well utilized. Training effectively equips peer counselors with relevant knowledge that they in turn pass over to their peers. It is also effective in countering peer pressure because it is the youth themselves who reach out to fellow youths with information on substance abuse.

On the issue of lack of support from teachers and school administration 145 (61.7%) and 10 (35.7%) of peer counselors and teachers in-charge of guidance and counseling respectively disagreed. The study found out that teachers and the school administration gave support to peer counselors as they addressed substance abuse among students in schools. The findings further revealed that students who needed help had confidentiality issues. This was reported by 146 (62.1%) of peer counselors and 22 (78.6%) of the teachers in-charge of guidance and counseling. Students with problems therefore feared approaching peer counselors for

counseling. It was observed that building a trusting relationship takes time as students initially try peer counselors and test their acceptance with fake problems.

During interviews, it was disclosed that many students were not sure of whether confidentiality was assured by peer counselors as one teacher in-charge of guidance and counseling remarked that:

“Lack of confidentiality on the part of peer counselors tend to frustrate some students thus discourage them from seeking counseling services.”

This agrees with Gichanga’s (2009) observation that cases are known of peer counselors and teachers who discuss student problems in class, staffrooms and public places. Often students get to know this and hence avoid approaching such peer counselors and teachers to share their problems and predicaments.

The study established that peer counselors in schools did not have quantity and quality time with their clients as was indicated by 162 (68.9%) of peer counselors and all the 28 (100%) teachers in –charge of guidance. This was in harmony with Afullo’s (2005) study which showed that teachers in-charge of guidance and counseling in Kenya did not have adequate time and training to provide counseling services. In contrast, the study by Afullo (2005) directed attention on the challenges of teacher counselors in handling students’ problems in schools. The crowded school schedules left very little time for peer counselors to attend to fellow students. In the course of interviews, one deputy head teacher expressed that:

“School routine is fairly congested leaving little time for peer counselors to help fellow students with problems.”

This observation is similar to the findings of Wango and Mungai (2007) who reported that competition for the curriculum and the need to achieve higher grades has made peer counseling difficult. The net effect is that students with substance abuse issues do not get appropriate attention. However the study by Wango and Mungai (2007) was concerned with the contribution of guidance and counseling in secondary schools and did little to establish the role of peer counselors on substance abuse and the challenges they faced in addressing the abuse problem among students.

According to the study's findings, resources required to address substance abuse among students were grossly inadequate. This was reported by 183 (77.9%) of peer counselors and 24 (85.7%) of the teachers in - charge of guidance and counseling. Facilities such as television set, radio machines, audio and visual cassettes that are useful in gathering and transmitting relevant and useful information during counseling sessions are not available in most schools. It was also revealed that guidance and counseling departments did not have adequate literature while others totally lacked motivational books, charts and journals. The finding was in agreement with that of Auni (2010) which established that most schools had severe shortage of materials like motivational books, magazines, journals and machines for gathering information. From the study, it was also revealed that most schools had counseling rooms but were not convenient enough because some were also used as offices hence no privacy and some were not comfortable. However the study by Auni (2010) focused on the contribution of guidance and counseling programme on the social adjustment of students in schools. The study also adopted stratified random sampling to select the sample for the study.

For effective peer counseling in schools quality facilities like counseling rooms, files for record keeping and audio-visual tapes , motivational books, charts, brochures, magazines and journals should be provided. This is in line with the findings of Jenkins and Polat (2006) which established that the availability of a suitable private and convenient rooms for conducting counseling is of prime importance to allow for confidentiality.

This finding is also similar with Arudo's (2008) finding which revealed that lack of a convenient counseling room is a major limitation in providing guidance and counseling services to students in need. However the study by Arudo (2008) differs with the present one in that his was conducted on the challenges of guidance and counseling in schools while this study specifically focused on the challenges faced by peer counselors in addressing substance abuse among students in schools.

During interviews, one teacher in-charge of guidance and counseling intimated that:

“ Some schools have converted small cubicles between classrooms into counseling offices yet such offices do not provide the necessary privacy and confidentiality”.

This finding corroborates with the observation of Okoth (2002) which recommended that counseling services require a private environment, peaceful and devoid of interruptions.

According to the study, teachers and the school administration supported peer counselors in addressing substance abuse. This finding is similar to Gichanga's (2009) study which emphasized that administrative policies within the school environment have direct influence on the counseling services offered in a school such as teacher counselors given less teaching load will have more time for counseling activities. Where teachers in-charge of guidance and counseling have many lessons to teach and peer counselors more lessons to attend, they tend

to concentrate more on teaching and attending academic subjects than offering counseling services to students with abuse issues. It was worth noting that some administrative policies in schools also affect learners such as too many examinations and testing policies as a mechanism of keeping students on their toes leaves some learners stressed and vulnerable to substance abuse as a coping strategy. In one of the interviews, a deputy head teacher emphasized that:

“ School administrators have the powers to reduce the teaching load for teachers in-charge of guidance and counseling so as to give them more time to assist peer counselors in handling students’ problems”.

The level of parental participation can enhance the provision of guidance and counseling services or can be an impediment in the provision of the same. According to the study’s findings 121 (51.5%) of peer counselors and 16 (57.1%) of teachers in-charge of guidance and counseling reported that parents did not support peer counselors in addressing substance abuse among students in schools. The finding of this study is in harmony with Okoth’s (2003) study which discovered that most parents did not actually participate in peer counseling activities in schools. Parents have a role to play in supporting their children who are trained to help fellow students in schools because the more they know they are supported the more these peer counselors are motivated to address the issues affecting students. However parental support may be watered down in cases where the same parents are the ones who abuse drugs in the full glare of students.

Finally, it was revealed that students had negative attitude toward peer counselors as was reported by 162 (68.9%) of the peer counselors and 18 (64.3%) of teachers in – charge of guidance and counseling. Students with substance abuse therefore hardly sought help unless

referred or when group counseling took place in schools. This was in agreement with Bichanga's (2005) study finding that students with negative attitude toward peer counselors did not seek help and continued to indulge in drugs and immorality in and out of school. The finding is in line with Rana's (2000) observation that most students sought counseling only when a crisis point was reached. That is when they could not find a way of moving forward on their own and they realized that they were in need of help. The study established that the negative attitude was partly caused by referrals after punishment have been mete on the students. They therefore perceived counseling as the secret arm of punishment.

While Bichanga's (2005) study was conducted on students' attitude towards guidance and counseling in schools, this study focused on the challenges faced by peer counselors in addressing substance abuse among students. His emphasis was on the challenges of teachers counselors and stated that students sought help more frequently from teachers of their own gender. The present study however focused on peer counselors as the alternative help in assisting teacher counselors in handling students' affairs. In order to test if there was any correlation between the opinions of peer counselors and G&C heads on the perceived challenges faced by peer counselors in addressing substance abuse among students, a positive correlation of 0.617 was obtained. The level of significance was 0.01. The results implied that the opinions of peer counselors could be associated with those of G&C heads in relation to the challenges peer counselors faced in addressing substance abuse among students in schools. This showed that the responses of peer counselors and that of teachers in-charge of guidance and counseling on the challenges facing peer counselors in addressing substance abuse among students were not statistically different.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND
SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction

This chapter presents a summary of the study's findings, conclusions and recommendations.

5.2 Summary of Findings

The findings of the study were summarized as follows:

- i. Peer counselors addressed substance abuse among students in public secondary schools in Kisumu Municipality. They helped students to identify their problems (89.3%) and to face them (92.8%). They were role models to fellow students (78.6%), advised those with drug issues (85.7%), helped them make informed decisions (92.9%), enabled students with drug problems to share their feelings freely (71.4%), encouraged those with drug problems to change (96.4%), provided relevant information on the evils of drugs (89.3%), counseled fellow students (100%) and minimized the peer pressure to abuse drugs among students (82.2%).
- ii. In addressing substance abuse among students, peer counselors used individual counseling (85.1%), group counseling (95.8%), peer conformity (21.2%), peer education (92.8%), referral of serious cases (31.0%), video shows (88.1%), drama (91.5%), guest speakers (95.3%), motivational books, news paper cuttings, charts (15.8%) and role models (77.9%).
- iii. Peer counselors faced several challenges in addressing substance abuse among students. These were; lack of adequate training (70.6%), inadequate support from teachers and school administration (31.5%), insufficient time (68.9%), mistrust by

fellow students (74.1%), confidentiality (62.1%), excess responsibility (41.3%), inadequate resources (77.9%), negative attitude (68.9%), role conflicts (51.5%) and lack of parental support (51.5%).

5.3 Conclusions

The study concluded that:

- i. Peer counselors helped students to identify and face their problems, were role models to fellow students, encouraged students with drug problems to change, counseled and advised fellow students, enabled students with drug problems to share their feelings freely, provided relevant information on the evils of drugs, helped them make informed decisions and minimized peer pressure to abuse drugs.
- ii. Individual counseling, group counseling, peer education, drama, inviting guest speakers, and using role models were effective counseling methods used by peer counselors in addressing substance abuse among students while the least were referral of serious cases and use of motivational literature.
- iii. Peer counselors lacked adequate training, time and resources, had excess responsibility, were mistrusted by fellow students, lacked parental support in the fight against substance abuse, faced negative attitude and role conflicts. These challenges frustrated the efforts of peer counselors in addressing substance abuse among students in schools.

5.4 Recommendations

With regard to the role of peer counselors in addressing substance abuse the study recommended that:

- i. Peer counselors be given more support in addressing substance abuse among students.
- ii. Peer counselors should be adequately trained.

With regard to the counseling methods used by peer counselors in addressing substance abuse the study recommended that:

- i. Appropriate Resources such as counseling rooms, motivational books, magazines, newspapers, charts, journals, finances, filing systems for record keeping, audio and visual machines should be adequately provided in schools to enable peer counselors employ more and effective methods in addressing substance abuse among students.
- ii. Student centered counseling methods should be well incorporated in peer counseling services.

With regard to the challenges faced by peer counselors in addressing substance abuse the study recommended that:

- i. Trained professional counselors to employed in schools to work together with peer counselors in addressing substance abuse among students in schools.
- ii. Special rehabilitation centers should be established for substance abusers so as to help them continue with their education while undergoing rehabilltation.
- iii. Peer counselors should not be used as school prefects.

5.5 Suggestions for Further Research

From the study's findings the following gaps emerged that are recommended for further research;

- i. Effectiveness and adequacy of physical facilities in addressing substance abuse among students in schools.
- ii. An assessment of adequate training of peer counselors in addressing substance abuse and successful implementation of peer counseling programme in secondary schools.

REFERENCES

- Abdi, M. (2005, February 17). When school was in beer and khat grip. East African Standard, Nairobi: Standard Media Group, p. 13.
- Aids, Population and Health Integrated Assistance (APHIA II Nyanza), (2008). *Peer Counseling Training*. Central and Southern Nyanza Pilot Schools. Kisumu: Tempest Print.
- Afullo, O. P. T. (2005). The Role of the Teacher in the Management of Student's. Discipline in Public Secondary Schools in Bondo District. Unpublished Master of Education in Administration Thesis, Maseno University, Kenya.
- Ajowi, J. O. (2005). The Role of Guidance and Counseling in Promoting Student Discipline in Secondary Schools in Kisumu District, Kenya. Unpublished Master of Education in Guidance and Counseling Thesis, Maseno University, Kenya.
- Alfred, B.M., Temitayo, O.D. & Ayo, O.B.(2004).*Psychoactive Substance Use Among Medical Students in a Nigeria University*. Retrieved on 17th December 2010 at 2.08p.m from <http://www.ncbl.nih.gov/pmc/articles/pmc221911/>. America School Counselor Association (2003). *The ASCA National Model: A Framework For School Counseling Programs*. Alexandria VA; Author.
- Arudo, T.O. (2006). Kenyatta University Peer Counseling Outreach for secondary schools: A case Study of St. Albert's Ulanda Girls, Nyanza Province. Unpublished KAPC Project, Kenyatta University, Kenya.
- Arudo, T. O. (2008). *Peer Counseling Experience among selected Kenyan Secondary schools*. Nairobi: KAPC Conference. Kenyatta University, Kenya.
- Atodo, M. M. (2008). Students' Perception of Effectiveness of Guidance and Counseling in Secondary Schools in Eldoret Municipality. Unpublished Master of Philosophy in Guidance and Counseling Thesis, Moi University, Kenya.
- Atwoli, L., Mungla, P., Ndung'u, M., Kinoti, C., & Ogot, M. (2011). *Prevalence of Substance Use Among College Students in Eldoret, Western Kenya*. Accessed on 10/1/2012, at 9.31am from <http://www.ncbi.nlm.gov/pmavailable>.
- Auni, R.T. (2010). Contribution of Guidance and Counseling Programe on Social Adjustment of Students in Public Secondary Schools in Siaya District.Unpublished Master of Education in Guidance and Counseling Thesis, Maseno University, Kenya.
- Beret, G., Nantel, K. & Ross, A. (n.d). *The Khalangala Project: Support to Maturity Among Rural Ugandan School –going Adolescents. Psychosocial Support in schools* Vol. 6(4):90-97.
- Bichanga, E. K. (2005). Attitude Towards Guidance and Counseling in Primary Schools: A Case study of Ngong Division; Kajiado District. Unpublished Master of Education in Guidance and Counseling Thesis, Kenyatta University, Kenya.

- Campell, C. & MacPhail, C. (2002). *Peer Education Gender and the Development of Critical Consciousness: Participatory HIV Prevention by South African Youth*. Social Science and Medicine, 55:331-345.
- Child Welfare Association (2009). *Drug Abuse in Kisumu*. Retrieved on 17th Dec. 2010 at 11.55 am from <http://www.suite101.com/content/alcohol-and-drug-among-children-a268394>
- Coleman, J.C. (2008). *The Nature of Adolescence: School Counseling* Routledge. London Press.
- Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th edition). Pacific Groove: Brooks Cole.
- Dacey, S. J. & Travelers, F. J. (2004). *Human across the lifespan*. New York: McGrawHill.
- Damon, W. (2003). *Bringing in a New Era in the field of Youth Development: Handbook of Applied development science*, Vol (3) Thousand Oaks CA: Sage.
- Donavan, W. (2009). *Bringing in a New Era in the field of Youth Development: Handbook of Applied development*, Vol(3). Thousand Oaks CA: Sage.
- Dwyer, S. C. & Mc Naughton, K. (2004). Perceived needs of educational administrators for student services offices in a Chinese context: school counseling programs.
- Ego, R. J. (2005). Readability of HIV and AIDS Printed Materials used by Students in Kenyan Secondary Schools: A study of Nairobi Province. Unpublished Master of Education in Guidance and Counseling Thesis, Kenyatta University, Kenya.
- Fatoye, F.O. & Morakinyo, O. (2002). Substance Use among Secondary School Students in Rural and Urban Communities in South Western Nigeria. Retrieved on 17th December 2010 at 12.10p.m from <http://www.ncbi.nlm.nih.gov/pubmed/12638820>
- Fasick, F. A. (2004). *Parents, Peers, Youth, Culture and Autonomy in Adolescence* Carlifonia: Better Yourself Books.
- Fox, C. L. & Butter, I. (2007). Young Peoples' view on school counseling. *British Journal of Guidance and Counseling*, vol.35(1): 97-114
- Gall.M. D., Gall.J.P. & Borg. W.R. (2007). *Educational Research: An Introduction* (8th Edition). Boston. Pearson Education, Inc.
- Gichaga, S. N. (2009). *Guidance and Counseling in Schools and Training Institutions. A Guide for Teacher Counselors*. Nairobi: Jomo Kenyatta Foundation.
- Grinnel, Jr. R. G. (2001). *Social Work and Research-Quantitative and Qualitative Approaches* (6th ed.). Illinois: Peacock Publishers.
- Gross, R. (2005). *Psychology: The science of Mind and Behaviour* (5th edition). London: Green Gate Publishing service.

- Gysbers, N.C. (2004). *Comprehensive Guidance and Counseling Programs: The Evolution of Accountability. Professional Schools of Counseling* Vol. 6(3):180-185).
- Hart, C. (2007). *Parenting and Adolescents* (2nd edition) London: Whurr Publishers
- Hart, C. (2010, October 3). Don't just tell children what to do. Sunday Nation, Pg 6.
- Kabasansi, L., Ross, E., Bator, A., Baucer, H.& Sambler, P.(2009). Evaluation of tGirl's Peer Education Program in 5 Kasiisi Project Schools in Kabarole District, Uganda. Retrieved on 14th January 2011 at 9.00 am from <http://www.kasiisiproject.org/girls-project-evaluation>.
- Kagwira, E. (2003). Factors Hindering Teachers Effective Implementation of Guidance and Counseling Program in Public Secondary School in Mbeere District. Unpublished Thesis, University of Nairobi.
- Kasschan, R. A. (2001). *Understanding Psychology*. New York: McGraw-Hill.
- Kilemi, M., Njunguna, N., Douglas, O., Violet, W., & Daniel, (2007). *Public and Private universities in Kenya. New challenges, issues and achievements*. Nairobi: East African Educational Publishers.
- Kombo, D.K. & Tromp, D.L. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline Publications Africa.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. 2nd Ed. Delhi: New Age International Publishers.
- Kwamanya, D.H.O., Odhiambo, J.A. & Amukoye E.I.(2003). Prevalence and Risk Factors of Smoking among Secondary School Students in Nairobi, EAMJ, 80(4):207-12.
- Lumiti, D. (2005, February 17). "Kuber" drives students crazy and wrecks havoc in schools. Nairobi: East African Standard, Standard Media Group, p.4.
- Lutomia, A.G & Sikolia, W.L. (2002). *Guidance and Counseling in Schools and Colleges*. Nairobi: Uzima Press.
- Nene, M. (2006, July 14). Drug Rehabilitation Changed My Life. Nairobi: The Standard, P.6.
- Mabeba, M. & Prinsloo, E. (2000). *Perceptions of Discipline Problems in Secondary Schools Education*. South African Journal of Education, 20(8):34-41.
- Madu, S. & Malta, M. (2003). Illicit Drug Use, Cigarette Smoking and Alcohol Drinking Behavior among a Sample of High School Adolescents in the Pietersburg Area of the Northern Province, South Africa. *Adolescent* 2003, 26:121-136.
- Makanjuola, A.B., Daramola, T.O.& Obembe, A.O.(2004). *Psychoactive Substance Use among Medical Students in a Nigerian University*, *World Psychiatry*, 6(2):112-114. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles> on 13th August 2011.12.40pm.

- Mburu, D. M. (2006). *A Comprehensive Approach to peer influence in schools* (3rd Ed.). Nairobi: Uzima Press.
- Mc Mahon, J. W., Mc Mahon, F. B. & Romano, T. (2002). *Psychology and you* (2nd Ed.). New York: West Publishing Company.
- Ministry of Education, (2009). *Training Module for Guidance and Counseling Heads of Department in Secondary Schools*: Elimu Publishers.
- Mkangi, K. (2001, August 6). Characteristics that can lead to student violence. *East African Standard*, P. 18.
- Muango, G. (2008). An Evaluation of the Effectively of Guidance and Counseling Services in Institutions of Higher Learning. A Case of Masinde Muliro University of Science and Technology. Thesis submitted in partial fulfillment for the requirements of Master of Philosophy Degree in Guidance and Counseling, Moi University, Kenya.
- Mugenda. O. M. & Mugenda. A. G. (2003). *Research Methods: Quantitative an Qualitative Approaches*. Nairobi: Acts Press.
- Mugenda. A. G. (2008). *Research Methods: Quantitive and Qualitative Approaches(Revise Edition)*. Nairobi ACTS Press.
- Mwanzia, M. & Mudi, M. (2005, February 25). Substances are cause of students unrest. East African Standard, Nairobi: Standard Media Group, p.3.
- NACADA, (2004). *Alcohol and Drug Abuse in Kenya. Final National Baseline Survey on Substance Abuse I Kenya*. Nairobi: Government Printer.
- NACADA, (2006). *Drug and Substance Abuse in Tertiary Institutions in Kenya: A Situational Analysis*. Nairobi: NACADA.
- Namaganda, A. (2009,July2). Drug abuse top cause of school dropout in Uganda. The Monitor. Retrieved On 13th September 2010 at 2.07 p.m from <http://allafrica.com/stories/200907060286.html>.
- National Centre for Transforming School Counseling, (2003). Counsellor Subcultures in Schools. *Journal of Education Administration*, Vol 39:472-487.
- National Centre on Addiction and Substance Abuse (2008). College Drug Use, Binge Drinking Rise. Retrieved on 3rd January 2011 at 10.34am from <http://www.usatoday.com/news/nation/2007-03-15-college-drug-use-nhtm>
- National Survey on Drug Use and Health (2009). Girls and Drugs-Parents:TheAnti-Drug.Retrievedfrom <http://www.theantidrug.com/advice/teens-today/girls-drugs> on 13th August 2011 at 1.45 pm.

- Ndegwa, R. G. (2003). An Investigation into the Role of Guidance and Counseling Services in Meru North District. Unpublished Project submitted in Partial fulfillment of the requirements for the degree of Master of Education in Guidance and Counseling, Kenyatta University, Kenya.
- Ndichu, (2005). *Guidance and Counseling: Handbooks for Schools*. Nairobi: Kur Career Ventures.
- Ndondo, O.(2004). *Guidance and counseling for schools and colleges*. Nairobi: Uzima Press.
- Ndungu, J. & Nazira, H. (2006). *Counseling Foundations and Adolescents in Secondary Schools*. Nairobi: Lectern Publishers.
- Ngesu, L. M., Ndiku, J. & Masese, A. (2008). *Drug Dependence and Abuse in Kenya Secondary Schools : Strategies for Intervention Educational Research and Review*. Vol. 3(10) Pp 304-308.
- Ngagi, G. N. (2005). Awareness and Use of Interactive Skills and Techniques by Teacher-Counselors in Secondary Schools in Kiambu District. A Project Submitted in Partial Fulfillment for Master in Education in Guidance and Counseling, Kenyatta University, Kenya.
- Nyanjom, O. A. (2007). Career Guidance in Secondary Schools in Kisumu District, Kenya: Thesis Submitted in Partial fulfillment of Masters of Education Degree in Guidance and Counseling, Maseno University, Kenya.
- Ochieng, J. K. (2002). A Study of Secondary School Heads' attitudes towards Guidance and Counseling Programs in Kisii District. Masters Thesis, Kenyatta University, Kenya.
- Ogonga, J. (2007). Role of Guidance and Counseling in Promoting Student Discipline in Schools of Kisumu Districts: Masters Thesis, Maseno University, Kenya.
- Office of National Drug Control Policy, (2006). Rising Youth Drug Use. Retrieved from <http://www.yic.gov/dmy.free/a/cabuse.html>. on 3rd January 2011 at 11.35 a.m
- Office of Prevention Programs ,(2007). *Planting the Seeds for a Safe and Healthy Tomorrow -Student Support Service* .Retrieved on 13th September 2010 at 4.06pm from <http://www.browardprevention.org/peer-counseling>.
- Okoth, B. N. (2003). The Effects of Leadership Style on Performance in KCSE exams in Nairobi Province. Unpublished PGDE Project, Kenyatta University, Kenya.
- Ole-Kalyapa, R. R. (2007). Student Factors and Discipline in Secondary Schools of Narok District. Unpublished Masters of Philosophy Thesis, Moi University, Kenya.
- Okoth, S. G. (2002). *A Comprehensive Manual for Guidance and Counseling Teachers*. Nairobi: World link Press.

- Onyango, O. K. T. (2004). Head Teachers and Teacher Counselors' Perception of Guidance and Counseling in Kenyan Primary Schools: A case in Kisumu Municipality. Unpublished Masters Thesis, Moi University, Kenya.
- Orawo, J., Olieva, J. & Owaa, J. (2008). *Pointers to Student Unrest in Secondary Schools: A Therapeutic Approach to peer counseling*. Vintage Consultancy. Kisumu:In Press.
- Otieno, A.O. & Ofulla, A.V.O. (2009).Drug Abuse in Kisumu Town, Western Kenya.
Retrieved from <http://www.otieno3655.pdf+drug+substance+abuse+in+Kisumu> on December 17th at 11.40 a.m.
- Owaa, J. A. (2010). Impact of Peer Counseling on Discipline in Public Secondary Schools of Kisumu Municipality. A Research Proposal Submitted in Partial Fulfillment of Masters Education in Guidance and Counseling, Maseno University, Kenya.
- Partnership for a Drug Free America and MetLife Foundation, (2010). Teenage Girls More Likely to Perceive Benefits of Substance Abuse than Boys. Retrieved on April 26,2013 at 1.35 p.m. from <http://www.promises.com/articles/teens/teenage-girls-more-likely-to-perceive-benefits-of-substance-abuse-than-boys/>
- Pelt, N. V. (2005). *Heart to Heart - The Art of Communication* (11th edition). Houghton: Editorial Sufeliz.
- Rana, R. (2000).*Counseling Skills*. London: Macmillan Press Ltd.
- Republic of Kenya, (2002). *Policy Framework for Guidance and Counseling in Education* Nairobi: Division of policy formulation and projects.
- Republic of Kenya, (2004) .*Education Sector Policy on HIV and AIDS*. Nairobi: Government Press.
- Republic of Kenya, (2007). *Career Information Handbook*. Nairobi: Jomo Kenyatta Foundation.
- Rossi, C. & Rossi, P. A. (2005). *Adolescence- When Does it Begin and End*. New York: Cambridge University Press.
- Santrock, J. W. (2005). *Educational Psychology* (2nd edition). New York: McGraw- Hill.
- Santrock, J. W. (2006). *Adolescence* (10th Edition). New York: McGraw-Hill.
- Senn, M. J. & Solnit, A. J. (2001). *Problems in Child Behaviour and Development*. Philadelphia: University Press.
- Siringi, S. (2003, October 27). Kenya: Alarms over substances: NACADA study cites rampant substance abuse. Daily Nation, Nairobi: Nation Media Group, p.10
- Students Campaign Against Drugs, (2001). Alcohol and Drug Abuse Among Students. Retrieved from <http://www.alcoholabuse.org/students-and-drug-use> on April, 30th 2011 at 3.25 p.m.

- Texas Department of Health Services, (2008). *National Survey on Drug Use and Health*. Retrieved from <http://www.promises.com/articles/teen-and-drugs> on May 10th 2011 at 2.30 p.m.
- Tumuti, J. (2003). *Introduction to Counseling and Psychotherapy*. Postgraduate Manual for open Learning, Kenyatta University.
- Turiel, E. (2003). *The Culture of Morality*. New York: Cambridge University Press.
- Uganda Youth Development Link , (2008). *State of Alcohol Abuse in Uganda*. Retrieved on 3rd January 2011 at 9.37 from <http://www.uydel.org/uydee/new/alcoholanddrugabuse/>
- Uganda Global School-Based Student Health Survey, (2003). Fact Sheet. Retrieved on 3rd January 2011 at 12.39 p.m. from <http://www.who.int/chp/gshs/2006-Uganda-Kampala-fact-sheet.pdf+drug+use+by+student>.
- United Nations Educational Scientific and Cultural Organization (UNESCO), United States Agency for International Development (USAID) & Mobile Task Team.
- United Nations International Childrens Education Fund (UNICEF) (2008, November). *Report of the Study on Social-economic and Cultural barriers to Schooling in Southern Sudan*. Accessed on 20th April, 2011 at 10.45am from <http://www.unicef.org/sudan>.
- (MTT) (2005). *Strategy for Peer Education Management*. Nairobi: Cent printing press.
- Visser, M. J. (2001). *Lifeskills Training as HIV/AIDS Preventive Strategy: A systems Theory*. Doctoral Thesis. Pretoria, University of Pretoria.
- Visser, M. J., Schoeman, J. & Perold, J. (2004). *Evaluating on HIV/AIDS Prevention Programs in Schools*. *Journal of Health Psychology*, 9: 263-280.
- Wango, G. & Mungai, E. (2007). *Counseling in the School: A handbook for Teacher*. Nairobi: Phoenix Publishers Ltd Kenya.
- Weitzman, E., Nelson, T., & Wechsler, H. (2002). From Knowledge to Action: How Harvard's College Alcohol Study Can Help Your Campus Design a Campaign Against Student Alcohol Abuse. Retrieved on April 6, 2011 at 8.21 a.m from <http://www.cas/article/fromknowledge-to-action>.
- Winga, M. A. (2005). Prevalence, Correlates and Reasons for and against substance use among Maseno University Students. Thesis submitted in partial fulfillment for the requirement for the degree of Master of Education in Guidance and Counseling, Maseno University, Kenya.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR GUIDANCE AND COUNSELING HEADS

The researcher is a post- graduate student from Maseno University and would like to carry out a study on the perceived opportunities and challenges for peer counselors on drug and substance abuse among public secondary school students in Kisumu Municipality. Note that there is no right or wrong answer in the statements in this questionnaire. Information you give will be treated with confidentiality. Please put a tick (✓) or write the appropriate answer in the box provided.

SECTION I

3.0 Peer Counselors in schools address substance abuse among students in schools.

Please indicate your level of agreement or disagreement based on your experience by ticking (✓) in the corresponding box.

3.1 Helping students identify their problems

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.2 Helping students face their problems

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.3 Being role models to fellow students

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.4 Advising students with drug problems

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.5 Helping students make informed decisions or choices

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.6 Helping students with drug problems to share their feelings freely

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.7 Encouraging students with drug problems to change

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.8 Providing relevant information about evils of drugs and substances

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.9 Counseling fellow students

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

3.10 Minimizing peer pressure to abuse drugs and substance

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

SECTION II

4.0 Peer counselors in schools use several methods to address substance abuse issues among students. Please agree or disagree based on your experience by ticking (√) in the corresponding boxes.

1.1 Individual Counseling / one-on –one counseling

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.2 Group counseling

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.3 Peer conformity

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.4 Peer education

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.5 Referral of serious cases

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.6 Video shows

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.7 Drama

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.8 Inviting guest speakers

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.9 Using motivational books, magazines, newspaper cuttings and charts

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

1.10 Using role models

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

SECTION 111

5.0 Listed are some of the challenges faced by Peer Counselors in addressing substance abuse among students. Please indicate your level of agreement or disagreement based on your experience by ticking (√) in the corresponding boxes.

5.1 Lack of training /inadequate training

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.2 Lack of support from teachers and schools administration

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.2 Mistrust by fellow students

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.3 Inadequate / limited time

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.4 Confidentiality

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.5 Excess responsibility / work overload

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.6 Inadequate / limited resources

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.7 Negative attitude

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.8 Role conflicts

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

5.10 Lack of parental support

Strongly Agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

THANK YOU FOR YOUR COOPERATION

APPENDIX B

QUESTIONNAIRE FOR PEER COUNSELORS

The researcher is a post- graduate student from Maseno University and would like to carry out a study on the perceived opportunities and challenges for peer counselors on substance abuse among public secondary school students in Kisumu Municipality. Note that there is no right or wrong answer in the statements in this questionnaire. Information you give will be treated with confidentiality.

SECTION I

1.0 Peer Counselors in schools address substance abuse problem among students in schools. Please indicate your level of agreement or disagreement based on your experience by ticking (✓) in the corresponding box.

3.1 Helping students identify their problems

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

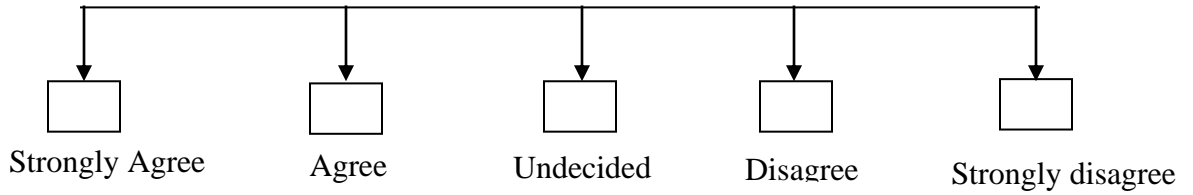
3.2 Helping students face their problems

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

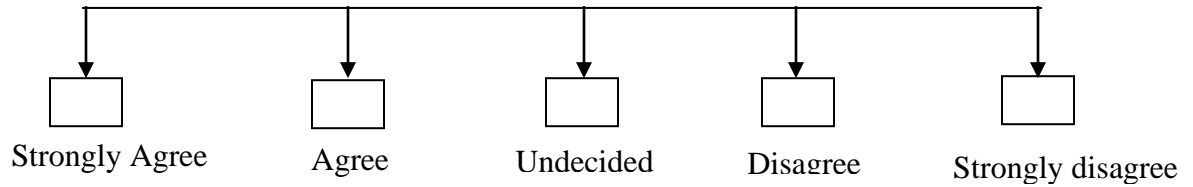
3.3 Being role models to fellow students

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

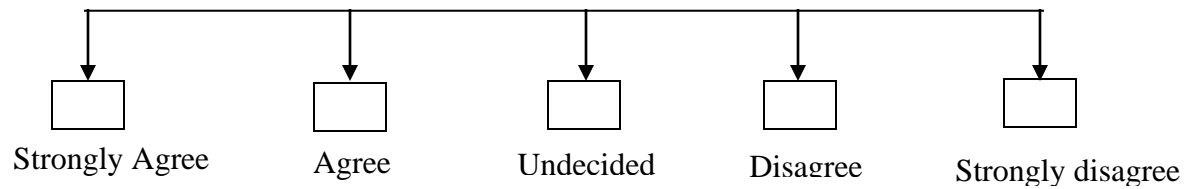
3.4 Advising students with drug problems



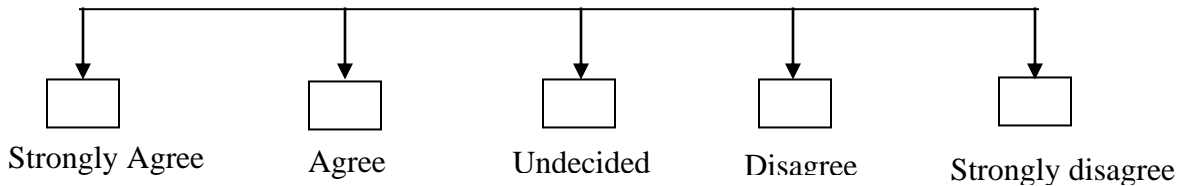
3.5 Helping students to make informed decisions or choices



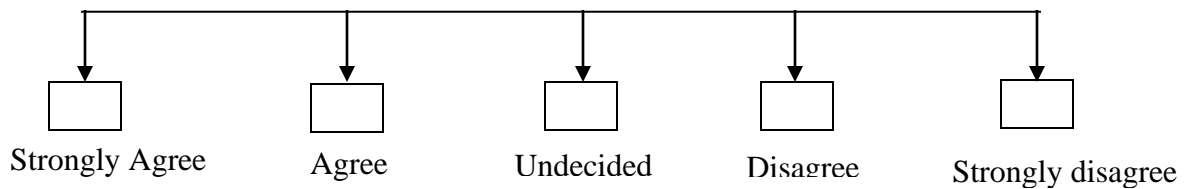
3.6 Helping students with drug problems to share their feelings freely



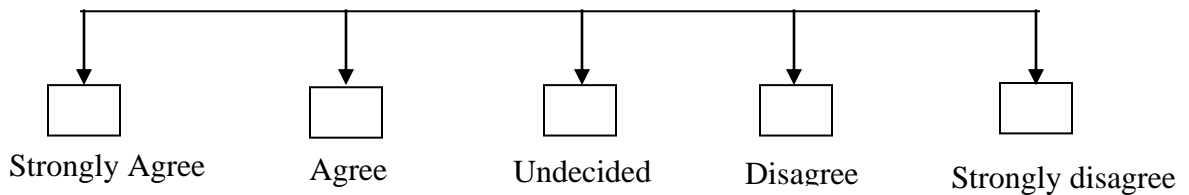
3.7 Encouraging students with drug problems to change



3.8 Providing relevant information about evils of drugs and substances



3.9 Counseling fellow students



3.10 Minimizing peer pressure to abuse drugs and substances

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

SECTION II

2.0 Listed are some of the counseling methods used by Peer counselors to address substance abuse among students in schools. Please indicate your level agreement or disagreement based on your experience by ticking (√) in the corresponding boxes.

4.1 Individual counseling / One- on –one counseling

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

4.2 Group counseling

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

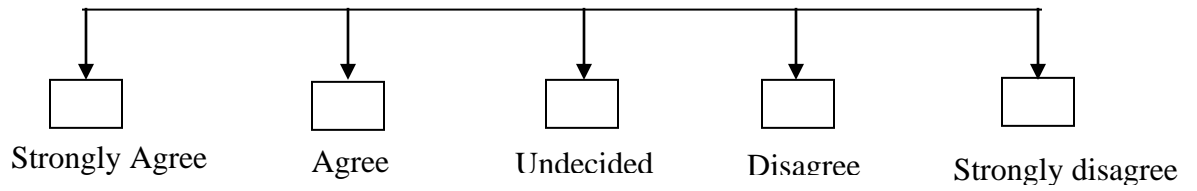
4.3 Peer conformity

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecidedd	Disagree	Strongly disagree

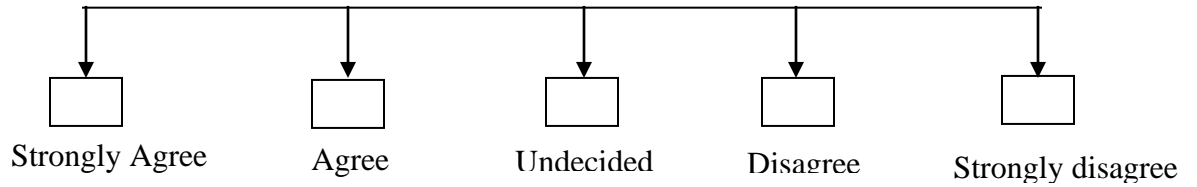
4.4 Peer education

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

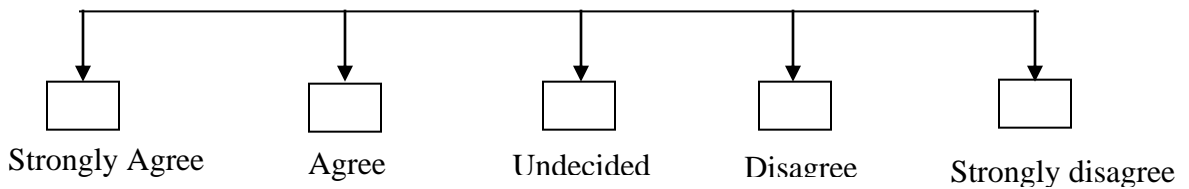
4.5 Referral of serious cases



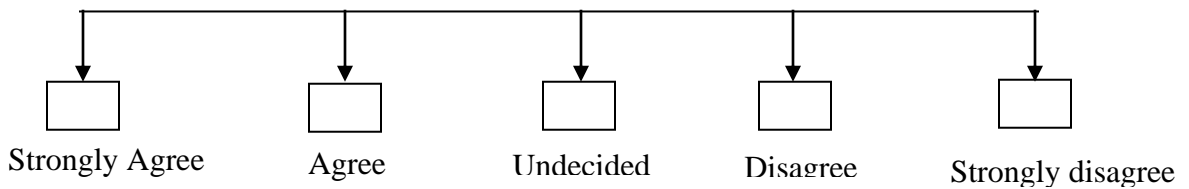
4.6 Video shows



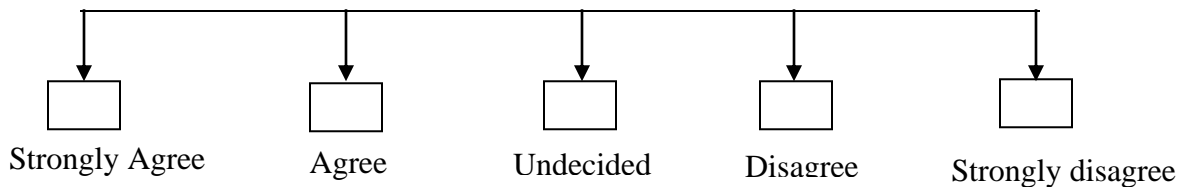
4.7 Drama



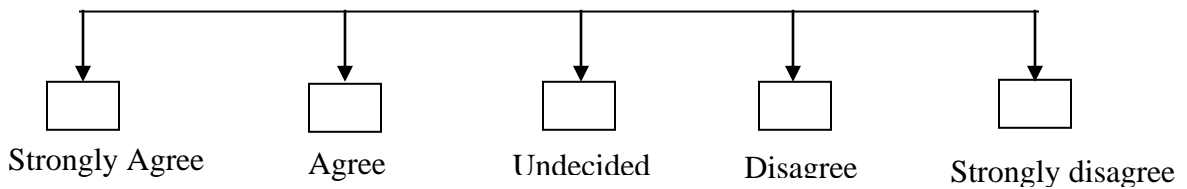
4.8 Inviting guest speakers



4.9 Using motivational books, newspaper cuttings and charts



4.10 Using role models



SECTION 111

3.0 Listed are some of the challenges faced by Peer Counselors in addressing substance abuse among students. Please indicate your level of agreement or disagreement based on your experience by ticking (✓) in the corresponding boxes.

5.1 Lack of training /inadequate training

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

5.2 Lack of support from teachers and schools administration

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

5.3 Mistrust by fellow students

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

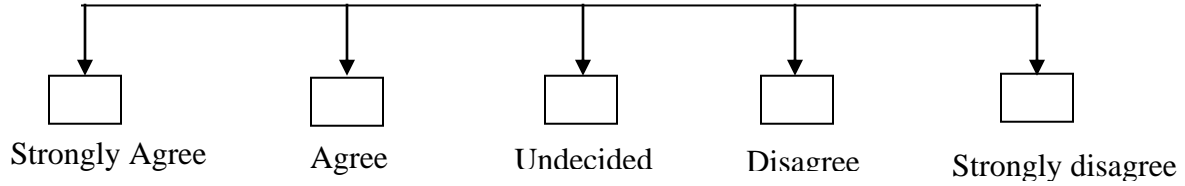
5.4 Inadequate / limited time

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

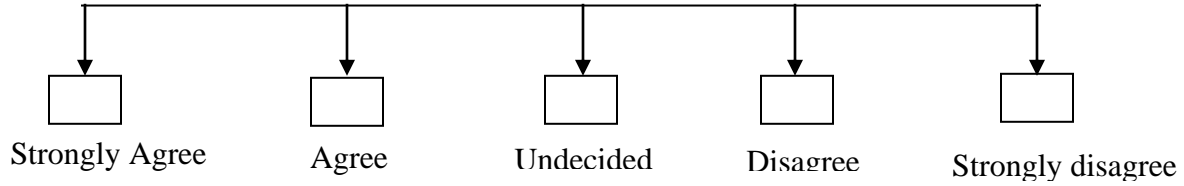
5.5 Confidentiality

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

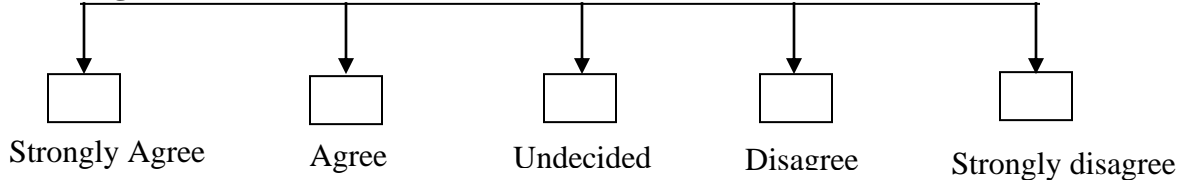
5.6 Excess responsibility / work overload



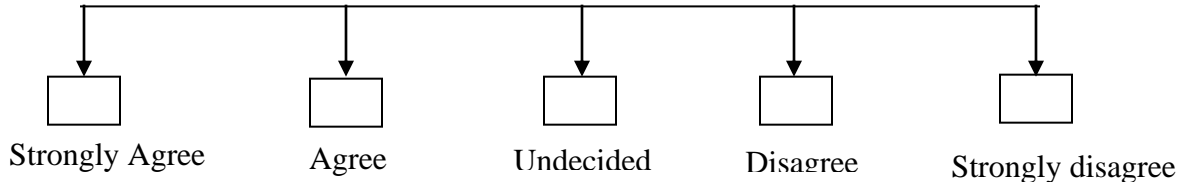
5.7 Inadequate / limited resources



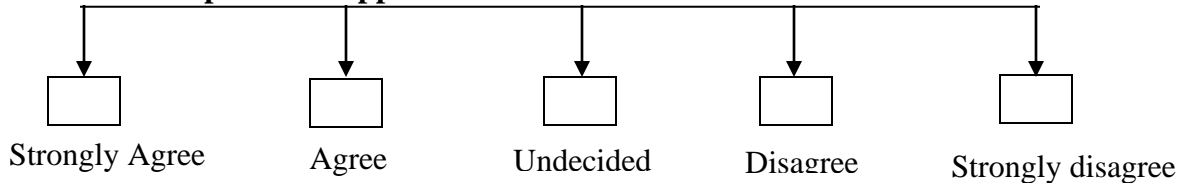
5.8 Negative attitude



5.9 Role conflicts



5.10 Lack of parental support



THANK YOU FOR YOUR COOPERATION

APPENDIX C

INTERVIEW SCHEDULE FOR DEPUTY HEADTEACHERS

1. Based on your experience what role do peer counselors have in addressing

substance abuse among students with reference to:-

- Helping students identify their problems
- Helping students face their problems
- Being role models to fellow students
- Advising students with drug problems
- Helping students make informed decisions
- Helping students with drug problems to share their feelings freely
- Encouraging students with drug problems to change
- Providing relevant information on the evils of drugs
- Counseling fellow students
- Minimizing peer pressure to abuse drugs

2. Based on your experience what counseling methods are used by peer counselors in

addressing substance abuse among students with reference to:

- Individual counseling / One- on –one counseling
- Group counseling
- Peer conformity
- Peer education
- Referral of serious cases
- Video shows
- Drama
- Inviting guest speakers
- Using motivational books, newspaper cutting and charts
- Using role models

3. Based on your experience what challenges do peer counselors face in addressing substance

abuse among students with reference to:

- Lack of training / inadequate training
- Lack of support from teachers and school administration
- Mistrust by fellow students

- Inadequate time / limited time
- Confidentiality
- Excess responsibility / work overload
- Inadequate resources / limited resources
- Negative attitude
- Role conflicts
- Lack of parental support

APPENDIX D
INTERVIEW SCHEDULES FOR GUIDANCE AND
COUNSELING HEADS

1. Based on your experience what role do peer counselors have in addressing

substance abuse among students with reference to :

- Helping students identify their problems
- Helping students face their problems
- Being role models to fellow students
- Advising students with drug problems
- Helping students make informed decisions
- Helping students with drug problems to share their feelings freely
- Encouraging students with drug problems to change
- Providing relevant information on the evils of drugs
- Counseling fellow students
- Minimizing peer pressure to abuse drugs

2. Based on your experience which counseling methods are used by peer counselors in

addressing substance abuse among students with reference to:

- Individual counseling / One- on –one counseling
- Group counseling
- Peer conformity
- Peer education
- Referral of serious cases
- Video shows
- Drama
- Inviting guest speakers
- Using motivational books, newspaper cutting and charts
- Using role models

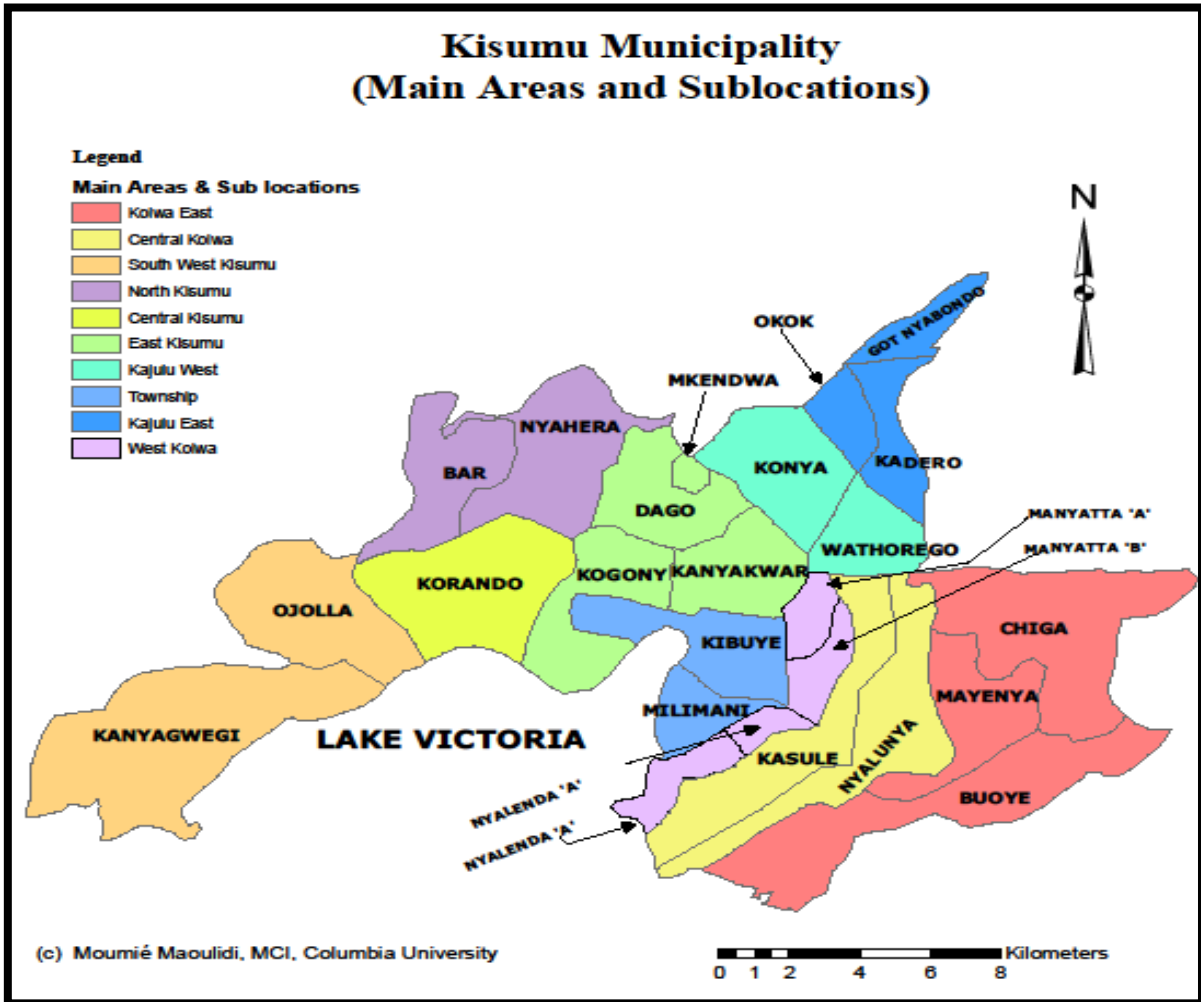
3. Based on your experience what challenges do peer counselors face in addressing

substance abuse among students with reference to:

- Lack of training / inadequate training
- Lack of support from teachers and school administration
- Mistrust by fellow students
- Inadequate time / limited time
- Confidentiality
- Excess responsibility / work overload
- Inadequate resources / limited resources
- Negative attitude
- Role conflicts
- Lack of parental support

APPENDIX F

MAP OF KISUMU MUNICIPALITY



APPENDIX G
STUDY PERMIT

APPENDIX G
STUDY PERMIT

MINISTRY OF EDUCATION

Telegrams:

Telephone: Kisumu (057) 43409
When replying please quote



REPUBLIC OF KENYA

DISTRICT EDUCATION OFFICE
KISUMU EAST
P.O. BOX 1914
KISUMU

REF: KSM/MIS/29/III/126

27th June, 2011

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – LEONARD OCHOLLA

The bearer of this letter is a Master of Education student of Maseno University. He has been authorized to carry out a research on Education Psychology in Kisumu East District for a period ending December 2012.

Kindly accord him the necessary assistance.

B. DWIDOR

**FOR: DISTRICT EDUCATION OFFICER
KISUMU EAST**

FOR: DISTRICT EDUCATION OFFICER
KISUMU EAST DISTRICT