The Guidance and Counseling Interventions Given to Students Who Abuse Alcohol: Case of Kenyan Public Day Secondary Schools

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Abstract: Alcohol is one of the most abused drugs among the youth in the world today and this is one of the reasons leading to poor performance by Kenyan secondary school students in national examinations. The purpose of this study was to identify the guidance and counseling interventions given to public secondary school students who abuse alcohol. The study was grounded on the social learning and person centered theories of counseling. The target population comprised of 70 guidance and counseling teachers, selected from 70 public secondary schools in Meru county, Kenya. Out of these, a sample of 10 guidance and counseling teachers was selected from 10 secondary schools in Imenti South sub-county. The researcher employed purposive and simple random sampling techniques to arrive at the required number of respondents. Data were collected interview schedules. A pilot study was carried out two weeks to the actual study to ascertain the suitability of this research instrument for collecting the required data. Validity of the instrument was assessed via the Rasch model, using data from the pilot study. The collected data were analyzed descriptively in themes as they emerged. Findings revealed that parental involvement, use of external speakers, use of student families and use of peer counselors were the counseling strategies mostly used to manage the alcohol abuse situation in schools.
Keywords: Guidance and counseling, interventions, alcohol abuse.

INTRODUCTION

The research was geared towards addressing the world's social menace of drug abuse among the young generation. Among the drugs which are commonly abused is alcohol, due to its ease of access relatively low cost [1]. The prevalence of alcohol abuse in the society at large and the subsequent failure of governments to put in place measures to effectively manage and control the using of this drug is increasingly affecting the youthful generation negatively, especially in the developing countries [2]. A task force on drug dependence in primary and secondary schools termed alcoholism in schools as a global pandemic. Research points out that the social circle in which young people live is one of the major contributory factors to this alcohol menace. The research suggests need for intervention measures that can effectively manage this problem e.g. peer counseling. In Britain more than 53% of 14-15 years old are likely to have taken alcohol. In the U.S.A Alcohol use remains at 72% among the youth.

In Kenya alcohol has also been found to be the most abused drug [1]. In 1980, twenty-two schools recorded cases of drug related indiscipline in Kenya. This had risen to 7.2% in 1990. The situation escalated intensely in 2001, which led the Ministry of Education (MoE) to initiate programs on security in learning institutions. In 1998, 26 girls at Bombolulu girls in Mombasa died as a result of fire caused by fellow students, who had consumed alcohol. In 1999, 17 girls at St. Kizito School in Meru died and more than 70 sexually assaulted, after the perpetrators had allegedly consumed alcohol. In the year 2001, several prefects were confined in a cubical they were sleeping in and set ablaze, killing four of them. Perpetrators of this heinous act were also alleged to have consumed alcohol before the attack. It was worrying that unrest in schools had changed over time from protests to destruction of property and in recent times killing of fellow students as witnessed in Kyanguli High school [3].

Still in Kenya, several disturbing incidents have been reported from schools in the form of strikes and other indiscipline cases due to drug abuse. This has had detrimental effects, looking at the resources that have been invested in education by the key stakeholders. The negative effects will also spill over to the community since the good morals will be eroded and the society will have no role model. Various reports of committees and task forces recommended guidance and counseling. Kamunge report of 1998 asserts that

counseling of the youth is necessary in the determination of their desire, needs rectification and aid to enhance the students face life. It further states that each school should have a mature teacher responsible for the co-ordination of guidance and counseling programs being carried out by other teachers [4].

The role of guidance and counseling on alcohol abuse management in Kenya was acknowledged by several government policy records. The "Report of the National Committee on the Educational Objectives and Policies of 1976" suggests counseling be taught using Christian teaching, societal cognitive content and morals to enhance school upgrade the development of self-discipline and avoid drug and substance use among students . Despite these recommendations, guidance and counseling duty was deficient in helping to stop bad traits in institutions which are inflating. Destination that follow drug usage and require guidance and counseling include bad characters, destruction of school assets etc.

Muchiri [5] identified some forms of indiscipline commonly experienced in schools due to alcohol and other drug usage. These were absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school rules, refusal to carry out punishment, late coming and laziness. In addition [6] explained that discipline problems may include destruction of school property such as burning of dormitories.

Despite the existence of counseling in schools, indiscipline still continues unabated. Though the Ministry of Education brought a change to bring down the devastating attitude in schools and enacted Children's Act, which stipulates that children be eligible to security from bodily and mental ill-treatment by persons, the situation is in cycles leading to a progressive method of education be formulated and new strategy for creating order in schools. In the year 2013 more than five schools in South-Imenti went on rampage and some were drugs related. A study carried out in one of the schools Nkubu High School which this time had gone on strike, had the following findings. 100% of the respondents reported knowledge of alcohol use in school with about 81% reported to have abused it, ADA Nkubu High School [7]. Alcohol has become a major cause of indiscipline in learning institutions and has given rise to a "drinking generation", hence need to scrutinize how guidance and counseling service was being used in Imenti Sub-County, Meru County in the management of student use of alcohol and other drugs.

Despite the government's effort to curb indiscipline among students in Kenyan secondary schools, many of them are still affected by this menace, due to widespread cases of alcohol and general drug abuse among their students. Within the past few decades for instance, the situation has gone as bad as students' involvement in destruction of property, arson attacks, rape and even murder of their colleagues, all because of using drugs. Unfortunately however, the current Kenyan laws are cagey on how to deal with cases of minors engaging in homicide and other serious offences [5]. This leaves guidance and counseling as the only viable and realistic remedy that can be applied to control and rein in the wayward behaviors among students who abuse drugs in secondary schools. In many regions across the country, many schools have in the past few years recorded poor performance in national examinations. A closer scrutiny of the reasons contributing to this situation is absenteeism and truancy, also resulting from the widespread cases of alcohol abuse among the very students. Among the regions that are most affected by this alcohol abuse menace among students in secondary schools is Meru county, Kenya, from which many heinous crimes have been reported amongst students who consume alcohol. It is on this basis that the study was carried out, so as to assess the intervention measures being put in place by various schools to manage this situation.

The research has been guided by Assertive Discipline Approach of Canter and Canter [8]. Canter explains the measures needed to fight indiscipline, discipline plans, views of imparting accountable conducts and dealing with irresponsible students. Assertive discipline aims at teaching student pick out answerable conduct, hence raising their dignity enhancing success. According to Canter and Canter [8], teachers are responsible for establishing rules and directions that clearly define the limits of accepted student's behavior, teaching the rules and directions and request for guardians and administrations for support in dealing with student's character (s). Ways teachers respond to pupils' character affects student's dignity and their better performance. They must thereby use cocky discipline response style to give expectations clearly, confidently and beef up their words with actions. Discipline program has three parts; regulations for the student, non-negative recognition students will receive for following the rules, outcomes if chosen not to adhere to the rules.

Positive recognition may include praise; positive to guardians, to students, special activities or privileges. Consequences are delivered systematically with each occurrence of misbehavior. Another part of Canter's assertive plan is to teach responsible behavior. This includes determining and teaching special directions by use of optimistic acceptance to propel pupil to have proper conduct, redirecting non-destructive off-task behavior, and implementing consequences. Canter insists that flourishing teachers ought to blend scholarly and behavior control attempt into a cohesive whole so that management actions are in apparent. In assertive discipline Canter and Canter [8] recommendations are provided for conducting a face-to-

face problem resolution conference involving teacher (s) and the arduous student (s). According to

In his Social Learning Theory, Bandura [9] encourages individual regulation through self evaluation and also self produced results. This means most of the behaviors are reinforced and the outcome of it depends not only on environment, but also ways of its reinforcement. In this research the students were at the center (Rogers view), the teacher at the background to direct the findings. These two theories were key because the researcher takes the students at the center but being a minor he/she needs directives from professional counselor.

The main objective of this study was to identify the guidance and counseling interventions given to public day secondary school students who abuse alcohol. One research question was formulated from the aforementioned research objective which guided the study;

Rq: What are the guidance and counseling interventions given to public day secondary school students who abuse alcohol?

LITERATURE REVIEW

Counselors and parents are part of the learning system. They try to assist learners counter their concerns and make worthy directions in learning, occupational and societal arenas. According to investigators, learning institutions and social groups have fostered a stage of estranged learners manifesting their frustrations through drug taking and unrest. They turn down to organizational control of drugs. He notes that extended duration in school has caused separation between parents, children and others, making them change their socialization from the family to different peer groups. Muchiri [5] identified some forms of indiscipline commonly experienced in schools due to alcohol and other drug usage. These were absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school rules, refusal to carry out punishment, late coming and laziness. In addition, Ayieko [6] explained that discipline problems may include destruction of school property such as burning of dormitories.

Canter and Canter [8], describe guidance and counseling as a preventive and educative force. To them, good growth of persons comes by supplying an emotional way and surrounding that support better healthy believes. Improper emotions can disturb an individual's mental and sensual development and well being and mental strain and anxiousness. A troubled individual is frustrated and can recede from societal passage. Rosy mental regime is created, e.g., helping new students adjust and suite to them through counseling and proper peer group creation. They can be, familiarized with names of staff members especially the

counseling teacher and so much more. Keeping in mind that most secondary school students are in their teenage stage, emotional constancy is fundamental.

Mbiti [10] observes that guidance and counseling can direct discipline. He notes, discipline is considered as an affirmative address in ways of positive living. He stressed that discipline applies as a system of directing one to make accountable judgment. Alcohol problem is a way of releasing social, emotional and psychological pressure. For instance, denial of sports facilities accumulate to stress. But then, democratic school envelopment creates dependency where learners are only reasonably behaved when forced. As long as teachers are not in their sight, they feel free to indulge in alcohol. If students act responsibly, teachers and parents can talk of self regulation and collaborative counseling. Alcohol free development is experienced if students make the right choices when they are on their own. It is important to note that the modern child in and off school is surrounded by a number of psycho-social challenges. Adolescents do not only require an individual to make decisions but be with them and take part in learning process to match ambiguity. Counseling can help make the youth acquire the skills and knowledge essential to fight challenging behavior especially in alcohol infested envelopment.

Guidance and counseling also take new students through a social orientation process. The apparent transformation is witnessed from the primary to secondary levels. They must be helped to become familiar with the environment and get to know more social challenges like alcohol prevalence in the area. New students from other schools should also be helped to adjust accordingly. Properly oriented students are not likely to indulge in alcohol menace. When a student is aware of self, he/she cannot be influenced to bad influence especially joining drug clubs. They realize opinions and expectation of the community and the negative factors related to alcohol prevalence. Students are able to appreciate and understand their community.

Gichanga [11] defines peers as people who are of the same age, status, rank or ability and further states that peer influence to be positive or negative. Negative peer influence includes indiscipline, drug and substance abuse, teenage pregnancies, juvenile delinquency and school drop-out. The good thing is that a counseling director can train the same peer group to address their challenges. Community around the school and the effort of families directly affected play a major role on peer influence. UNESCO encourages students to have small projects and clubs and run them to cultivate positive peer management. Adolescents are very inquisitive. Establishing a counseling club and training peer counselors in schools can go a long way in curbing alcohol prevalence among students. This is important and necessary especially where we have few or no professional counselors [12]. Normally, students are

comfortable relating their issues problems to their peers rather than other people. Things like getting drunk or getting used to drugs, their peers can easily note and address. Those can act as a link between the peers and the professional's teacher counselor. Among other advantages of peer counseling are early identification of cases, Self-development, better understanding, et cetera.

A group is a collection of individual in contact with one another being aware of a common benefit Gichanga [12]. In a school set up a group is very beneficial as it comprises of members of different class and age who can lean from one another. They can easily lean from one another especially in school "school families" we have a teacher "adopting" a number of students of both sexes to counsel and guide one another as an ideal family. In schools there should be involuntary type of groups and all must be in involved. This makes the students to start leaning from one another unlike in peer counseling. Culture is a set of ideas, beliefs and ways of behaving of a particular organization or group of people or society. Each society has its own cultural practices based on their ideas, orientations, beliefs and behavior. Some of them including initiation and burial ceremonies are characterized by heavy and free alcohol taking making it uncontrollable among the youth. As a result the youths engaging in such activities will drop out of school and become alcoholics.

Counseling is a response to any direct social, behavioral, emotional and psychological concern [13]. The emergence of commercial and local brews made the substance available with some families having it as a source of income which was never a custom in the past. In Imenti South there is a chain of traders in these illicit brews. They include wholesalers, retailers and consumers. This means at any given time, one can be able to access liquors. In order to manage this among the young, counseling should be done not as a fire fighting tool but process towards management of the menace. Alcoholism and other social menace like the spread of HIV/AIDS come up gradually especially headed by commercial drug system. From the judgmental religions, knowledge-based philosophies to the watered down cultural practices, all these have not been able to mitigate this alcohol menace.

Pluralistic counseling provides a mutual support and responsiveness to the affected [13]. Leod also talks of institutionalized counseling which is open to everyone rather than victim based only for problematic group. This was the cultural counseling practice. The institutions which are now acting as the primary contact and directors of an ethical and moral society should emphasis counseling as a mandatory subject which is based on practical and ethical living. The traditional social support system has over the years changed to school system.

A pragmatic social support system is build in a span of time but the drastic influence of education culture has over taken all these. There is a need for the education stakeholders to embrace counseling as a process like the traditional stages were it was a process never problem based. Students' assumption that unhappiness, stress or any challenge in bad should be confronted in all ways before they go for drug for solution. There is need to see this as a process of growth.

MATERIALS AND METHODS

The study was executed using the descriptive survey research design. According to Luck and Reuben [14], descriptive survey designs are used in preliminary and exploratory studies, to allow researchers to gather, summarize, present and interpret information for the purpose of clarification. Borg and Gall [14] note that description survey research is intended to produce statistical information about aspects of education and human development that interest policy makers and other stakeholders. The descriptive study determines and reports the way things are. Surveys are unique in that they allow for gathering of information not available from other sources. They also provide for unbiased representation of the population of interest as well as standardization of measurement, where the same information is collected from all respondents. Survey design allows the use of various instruments such a questionnaires and interview schedules to obtain quantitative and qualitative data from respondents This particular research design was preferred since it is carefully designed to ensure complete description of the situation, making sure that there is minimum bias in the collection of data and to reduce errors in interpreting the data collected [14]. The design was used to find out experiences, views and knowledge about the alcohol abuse situation in Kenyan secondary schools.

The research was carried out in Meru County, Kenya. This region was preferred because it is one of the counties in the country where many cases of drug abuse are reported year in year out. In the year 2014 for instance, over 200 people were admitted to hospitals in the area and some went totally blind due to consumption of illicit alcohol [15]. Secondary schools students in this region have not been spared either, as some are also victims of alcohol and general drug abuse. Meru County lies in the central region of Kenya, on latitude 37.6^0 E and longitude of 0.05^0 N. It is about 10 miles south of the equator and an altitude of approximately 4500 feet. The main economic activity in this area is cash crop and small scale farming, where tea, *miraa* and bananas are grown on most farms. This area is densely populated.

The study targeted all the 70 teachers in charge of guidance and counseling in all the 70 public secondary schools in Imenti South Sub-county. Guidance and counseling teachers were targeted

because they are the ones who put in place intervention measures related to control of indiscipline cases in their respective schools.

Sample size is one of the most important aspects of study. Sampling is the process of selecting a sub-class of respondents, to come up with resolutions on the population [14]. In this regard, a sample of 10 to 30 percent is deemed large enough. To this end 10 schools were used, from which 10 guidance and counseling teachers were selected. This figures fall the recommended 10 t0 30% of the target population as stipulated by Kerlinger [16].

Multi-stage sampling technique was used to arrive at the required number of respondents. Simple random sampling technique was used to select ten mixed public secondary schools from the research area. Purposive sampling was used to select 10 guidance and counseling teachers from the schools that had been selected. In cases where there was more than one guiding and counseling teachers in a school, simple random sampling was used to select only one of them.

After comprehensive literature review and consultation from several research experts in the field of psychology, and guided by the research objective, the researcher developed one instrument for data collection. This was an interview guide. A series of oral interviews were conducted on the guiding sod counseling teachers from the schools that were sampled. A set of guiding questions were developed prior to the start of the study to guide the interviewers. These guiding questions were related to the interventions and strategies they use in counseling students who have issues to do with drug and substance abuse. The interview guide had interview protocols with embedded probes to guide the interviewer. Teachers' responses to items in the interview guide were analyzed in themes as they emerged.

Gall and Borg [17] defines validity as the degree to which an instrument measures what it purports to measure. The researcher ensured content validity of the research instrument by seeking assistance from two supervisors and one expert in the field of guidance and counseling. The research instrument was supplied to these two groups and their feedback their comments used to readjust and improve the suitability of instruments. To implement this, the researcher supplied the three research experts with a rating scale and scoring guide for this purpose. The experts were requested in writing to scrutinize, critique and assess the content validity of the instrument.

The average validity scores that were awarded to the instrument by the 3 experts were above the minimum recommended score of 60%, for qualitative researches [18]. These scores implied that the instrument had a strong ability to measure the variables that were investigated in this study. Neuman [19] asserts that reliability in qualitative study means dependability or consistency with which a qualitative study uses interviews, observations and documents to record the consistency of results. Credibility is to ascertain that the study is a reflection of the studied persons in which the findings are rendered authentic [20]. This is a demonstration that a true picture of the phenomenon under scrutiny is being reflected in the study. The researcher ensured the credibility of qualitative data collection by conducting the interviews for about 15 minutes per respondent. For each interview question, he gave the respondents enough time to express their views and explain their sentiments without hurrying or interrupting them. Before concluding a session, he read the information to the respondent to confirm its accuracy.

Dependability on the other hand refers to the consistency of research findings. The researcher ensured dependability of data by taking accurate and in-depth field notes during interview sessions using a camcorder. He employed audit trail, which according to Flick [21], entails reconstruction of data and synthesizing the results through interpretations and inferences. In addition, the researcher carefully reviewed and summarized the raw data to ensure nothing was omitted or misreported. The field notes were read to the respondents to confirm their accuracy. After data collection, the researcher sent back a summary to the respondents to confirm their accuracy. The intention of the researcher was to measure the consistency of the items as to tell whether all items in the instruments were able to obtain the same results if administered to the same groups of G & C teachers at different points in time. Similarly, the intention was also to ascertain as to whether the findings in the study reflect the views of the subjects under scrutiny.

In this study, the trustworthiness of the data collected was established through the use of several techniques. Firstly, preliminary visits to schools to familiarize and establish rapport with the respondents were done. Secondly, the data were summarized, especially the interviews, to check whether it were correct and understandable [22]. The interview process was recorded and transcribed verbatim as the main source of data for analysis.

Several ethical considerations were made in an attempt to ensure the rights of all persons involved in this study were not violated. The researcher obtained an introduction letter from Mount Kenya University to carry on with the task, a research permit from the National Commission for science and innovation was also sought. The researchers visited schools and sought approval in a formal way from principals after obtaining a authorization letter to collect data from the sub-county education office. On the material day, the researcher sought to create a rapport with them, aiming at verbally

and formally informing them the intention of the research.

Analysis was majorly descriptive, with all quantitative data being processed by the help of SPSS version 20, to compute the statistics. Qualitative data obtained was first subjected to content analysis from which relevant data was analyzed and tabulated in form of frequencies and percentages and presented in tables, bar graphs and pie charts. All the responses were organized into various themes relevant to the study. Some qualitative data analysis were analyzed by searching through data for information and presented in verbatim and direct quotations of the respondents' views, experiences and information based on themes that give answers to the research questions. Qualitative data were quantified by enumerating the frequency of themes with the sample, the percentages of themes associated with a given category of respondents, or the percentage of people selecting specific themes [23]. Quantified data were statistically compared to the quantitative data collected separately, so as to give clearer explanations to all questions that popped up in the course of the study.

The researcher also sought consent from all respondents before using them in the study. This was done by asking them to sign informed consent forms, one week to the actual study. This ensured that no respondent felt coerced or forced in any way to give information for this study against their wishes. To build confidence in the respondents, the researcher assured them of their anonymity and confidentiality of all information they divulged. Only pseudo names were used instead of actual names of respondents and their institutions for this reason. This ensured maximum participation of respondents, who as a result, "opened up" fully without fear of arousing controversy or being reprimanded because alcohol consumption is forbidden in schools or persons under the age of 18. Where applicable, the researcher selected respondents of this study randomly to ensure that none of them would feel left out unfairly or for no justifiable reason. Additionally, letters of appreciation were written and dispatched to all schools that were used in this study, to thank them for the various roles they played in this study. Finally, the researcher has ensured that the findings of this study are reported accurately, without any changes, exaggerations, alterations or falsifying them.

RESULTS AND DISCUSSION

Prior to the actual data analyses, several preliminary analyses were performed to establish all the relevant demographic information about the respondents of this study. Results of this analysis were as displayed in Table-1.

Table-1: Demographic Information about respondents

VARIABLE ID	DESCRIPTION	FREQUENCY	TOTAL
Schools	Rural	8	10
	Urban	2	
G & C teachers	Trained	1	10
	Untrained	9	

As it can be seen from Table-1, a total of 10 schools were visited, of which 8 were rural while 2 were urban. The Table further points out that 10 G & C teachers were used in this study, of which only 1 was professionally trained in guidance and counseling while the rest were not trained.

The objective of this study was to identify the guidance and counseling interventions given to public day secondary school students who abuse alcohol. The research question (RQ) was formulated from this objective as follows;

RQ: What are the guidance and counseling interventions given to public day secondary school students who abuse alcohol?

In order to determine the answer that would explain this question extensively, responses to several items from the Guidance and Counseling Teachers' Interview Schedule (GCTIS), were analyzed descriptively, in form of themes as they emerged.

Several strategies were reported to be the ones employed by the G&C teachers to tackling the alcohol-related indiscipline cases among secondary school students in the research area. Their responses as given in the oral interviews revealed the following strategies for dealing with these cases;

Use of external speakers

This counseling strategy was established to be in use in all the schools that were used in this study. The G & C teachers in these schools reported to have used this method at least once in every term. The speakers are mainly reformed alcoholics or officials from NACADA. Other schools invited individuals from Non-Governmental Organizations (NGO) that partner with the government of Kenya, through various government agencies to combat drug and substance abuse in Kenya. Other external speakers were people from the religious institutions while others were public administrators.

Parental involvement

This method was found to be in use in 75% of the schools that participated in this study. It was noted that since all students in day secondary schools spend most of their weekends and school holidays with their parents at home, it was only logical that parents come on board to deal with cases of indiscipline, including those as a result of alcohol abuse. Through teacher-parent interactions, parents were sensitized on the need to keep a close eye on their children during weekends and school holidays. This method was touted to be very important since it was noted that 98% of the cases of alcohol consumption was done from home, due to tight school rules that scare any students with intentions of coming to school with alcohol.

Formation of Student Families

This is yet another strategy that was found to be widely used to address alcohol-related indiscipline cases among secondary school students. It entailed division of students into groups of 10 to 20 students across all forms. One teacher is assigned by the teachers in charge of G & C to act as the 'parent'. The families meet 2 to 3 times in a term to discuss any challenges or issues that affect their day to day life while at school. Through these small groups, students would raise numerous issues freely, with the teacher addressing some of the issues that he or she is able to deal with or forward the more sensitive ones to the G & C department or the school authorities, with the intention of helping the affected students to have a healthier, happier school life. The following is a transcript that was recorded from an interview that was conducted on one of the G & C teachers to shed more light on this subject.

Probe: *How exactly do you deal with cases of indiscipline amongst your students, especially those who commit the offences under influence of alcohol?*

Teacher F: *"We have been using various guiding and counseling strategies in our department to manage these cases and key among them is the use of student families. All the 400 students in our school have been divided into 20 families, each family has 20 students, headed by one teacher that I have assigned. Each family is free to discuss any issues that are affecting the students but once in a while, I recommend that they talk about alcohol abuse because we keep receiving complaints from the deputy principal's office about this issue of alcohol consumption. Believe you me, this method of counseling is very effective because most affected students share freely what they do and even the reasons that drive them into using alcohol"*

Peer counseling

This strategy is a student to student form of intervention. In this strategy, several criteria were used to appoint student peers such as: Students who had more information or may had been exposed to alcohol abuse were allowed to educate their peers about the dangerous effects of alcohol abuse as most of them had either experienced it directly through engaging in alcohol abuse or in proxy as they are affected by way of their parents abusing it hence the consequences trickled down to them as victims of alcohol abuse. Through these talks, students would feel the need to refrain from such disastrous behaviors. Well-behaved and performing students too were appointed as peer counselors as they are admired by most students hence set a good example to others and more students were appealing to listen to them and even try emulate their good example. The method was perceived to be successful by school administrators since the students felt free and could listen to each other.

As observed in the findings with respect to the third research question, guiding and counseling entailed various techniques such as parental involvement, peer counseling and use of external speakers. These findings are total agreement with those of a study by Atkinson [24] whose study American study revealed that 80% of schools in the USA use student families to maintain good behavior of their students. It was also noted that 98% of American schools use peer counseling as an intervention strategy, while 100% of th3 schools use external speakers to address the same issues. However unlike what was found out in the present study, Atkinson [24] reported that all the teacher counselors in American schools were professionally trained. Sadly, the present study established that a paltry 10% of the G & C teachers that were interviewed reported that they were professionally trained on matters G & C. It is no surprise therefore, that the prevalence of alcohol abuse amongst American school going children stands at 2% [24] as compared to the prevalence rate of 5% In Kenya, going by the findings of the present study.

CONCLUSION

In the contemporary world, counseling is the epicenter in any behavior management, from the punishing society to legalistic society; we should be in monitoring society. Behaviorism psychologists say that when people know that they should focus their behavior toward their goal when they do not get their desired results, they should be responsible enough to revise their behavior and believe system. It is possible to

manage alcohol and other drugs in Imenti South Sub County Mixed Day schools.

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