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EFFECTS OF PRINCIPALS' GOAL SETTING ACTIVITIES IN CURBING DRUG AND SUBSTANCE ABUSE AND ITS INFLUENCE ON NATIONAL EXAMINATIONS PERFORMANCE IN SECONDARY SCHOOLS IN MWEA WEST SUB-COUNTY, KIRINYAGA COUNTY

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ABSTRACT

The study aimed to evaluate the influence of principals' goal-setting activities in curbing drug and substance abuse and its influence on national examination performance in secondary schools in Mwea West Sub-County, Kirinyaga County. A descriptive research design was employed, and a total of 405 subjects comprising students, school principals, and guiding and counseling teachers, as well as the Quality and Standards Officers were selected using stratified sampling. Data was collected using a structured questionnaire, which was analyzed in SPSS version 25. The regression analysis revealed that principals' activities linked to the conduction of goals, information gathering and analysis, intervention methods, and appraisal methods accounted for 54.4% of the variation in the capture of drug and substance abuse as well as its effect on students' performance in national exams. The dependent variable was significantly ($p = 0.016$) regressed on the predictor variables, which represents at least one of the predictor variables affecting the response variable. With the coefficient, it was apparent that the principal's setting goals, accuracy in information, interventional approaches, and appraisal methods correlated with the decline in the extent of drug and substance abuse and its contribution to the poor scores in the national examination. Among these, information collection and analysis showed the highest correlation (standardized coefficient = 0.497), which was followed by the principals' goal-setting activities (0.316); thereby, intervention methods (0.181) and appraisal methods (0.200) ranked fifth and fourth, respectively. Based on these results, the following was suggested: undertake training for principals, organize workshops for seminars, implement the drug program, and improve guidance and counseling services in schools to adequately prevent drug abuse.

KEYWORDS: Goal Setting Activities, Drug and Substance Abuse, Performance in National Examinations.

1. BACKGROUND OF THE STUDY

Drug and substance abuse is a global problem that has destroyed millions of lives of people across the world. In USA, studies show that drugs and substance abuse account to a greater percentage of behavior change. For instance, excessive consumption of alcohol and other substances has an effect on sleeping patterns and thus students with a habit of consuming substances have their sleeping patterns altered and thus affecting their academic performance (Loree, Lundahl & Ledgerwood, 2015).

In Europe, it's shown that younger people are at high risk of drug and substance abuse. Drugs account for average deaths among the youth aged 30s. There has been deliberate implementation of strategies to eradicate drug and substance abuse in the continent but efforts have in most cases been derailed by individuals within the government who aid in drug trafficking (Awudu, 2016).

In Asia, reports from the Ministry of Education indicate that children aged between 13 to 15 years engage in drug and substance abuse in their lifetime. The commonly abused drugs include marijuana, alcohol and heroin. This has adversely affected their learning patterns and performance in schools (Johnson, Fairman, Gilreath, Xuan, Rothman, Parnham, & Furr-Holden, 2015).

In South Africa, it's noted that the use of psychoactive drugs is a point of focus on a global concern in comparison to the states in Africa. The country has recorded higher rates of social consequences born out of drug use among adolescents. For this particular reason, the South Africa National Drug Policy has initiated a number of policies addressing challenges of illicit drugs and alcohol among the adolescents in the country (Magidson, Dietrich, Otwombe, Sikkema, Katz, & Gray, 2017).

In Tanzania, drugs are readily available in large cities like Dar es Salaam and Arusha because of big interaction of people with different ethics and character from around the country and those who come from outside countries (Mbao, 2019). Wegerif, & Wiskerke, (2017) support that, the location of Dar-es-Salaam, a commercial city, makes the country to be vulnerable for easy penetration by drug traffickers and transit of drugs to other countries.

Kenya is the leading country in East Africa in terms of drug and substance abuse by school going children. In recent times there have been cases of students attacking teachers and fellow students with machetes and knives. This kind of behavior has been largely associated with drug use among students (Agnich, 2015). A decline in KCSE performance is associated with the increase in illicit drugs such as marijuana, alcohol, heroin and opium among students. National Authority for the Campaign against Alcohol and Drug Abuse (NACADA) in partnership with the Ministry of Education has put policies in place to reduce prevalence of drug abuse. However, the strategies have been derailed by some factors including availability of drugs (Njagi, 2015).

The report also highlights that drug use among students is a global phenomenon, with prevalence rates varying across different regions of the world. For instance, in 2016, the prevalence of current drug use (within the past 30 days) among students aged 13-15 years was highest in the Americas (8.6%) and lowest in Africa (3.1%). In Europe, the prevalence of current drug use among students aged 15-16 years was 18.6% in 2015. Furthermore, the report highlights that early initiation to drug use is a significant risk factor for poor academic performance. Students who start using drugs at an early age are more likely to experience academic difficulties and to drop out of school. According to the report, students who reported having used drugs before the age of 13 years had lower grades and were more likely to have repeated a grade than those who had not used drugs.

The United Nations Office on Drugs and Crime (UNODC) has highlighted the negative impact of drug abuse on students' academic performance. According to UNODC, drug abuse can lead to cognitive impairment, memory loss, and difficulty in concentration, all of which can negatively impact academic performance. Studies conducted in various countries around the world have shown a correlation between drug abuse and poor academic performance. For example, a study conducted in India found that students who reported drug use had significantly lower academic performance than those who did not use drugs. Another study conducted in the United States found that drug use was associated with a higher likelihood of dropping out of school.

According to the UNODC, (2021) World Drug Report, the global prevalence of drug use among young people (aged 15-24) is estimated to be 14.5%, with cannabis being the most commonly used drug. The report also highlights the increased risk of drug use among students who are exposed to stressful situations, such as exams, as well as those who are experiencing academic difficulties.

According to NACADA (2012), school principals have a greater role in prevention and control of drug and substance use among students through non-formal and formal curriculum. The study put emphasis on a number of role modelling examples; that is, students get to learn acceptable behavior from teachers. Another study reveals that school principals have been on the forefront championing policies that prohibit teachers and the school fraternity from using any form of drugs before students be it smoking or being in the school compound drunk. There are dire consequences for teachers and the support staff who may engage in such behavior before students. Therefore, this study is set to assess the performance of KCSE and the management strategies used to curb drug and substance abuse among students in Mwea West Sub- County, Kirinyaga County.

2. STATEMENT OF THE PROBLEM

Despite the relationship that is developing between formulation and implementation of international treaties to fight drug and substance proliferation among students, we have still had a steady rise in cases of interpersonal attacks especially on teachers and students as well as incidents of arson in schools. The Kenyan central region has been noted to be a high-risk area when it comes to merriment among personnel of the civil organization. The most recent fracas involving the arrest of 23 underage

students who were caught consuming alcohol should be taken as a sign of how rampant drug and substance abuse in the community is. These are the problems which are yet to find a resolve, regardless of the effort of the government, religious organizations and others that are in place to try and eradicate this menace. The negative results of substance abuse are conspicuous in the decreasing academic performance and lower rate of university students' intake, in Mwea West Sub County. Notably, no school in the sub-county has managed to attain a mean score which is higher than 5.9. For example, the Kangai is one of the secondary schools that has witnessed an alarming weakening of its academic standards over the years. On average, Mwea West sub-county obtained disappointing grades in comparison to other sub-counties in Kirinyaga County in KCSE 2021 results.

Table 1: KCSE Results from 2019 to 2022

<u>KIRINYAGA COUNTY</u>				
<i>KCSE M.S.S LAST 4 YEARS</i>				
YEAR	2022	2021	2020	2019
MWEA WEST	3.334	3.142	3.248	3.227
MWEA EAST	4.011	3.816	4.200	4.237
KIRINYAGA WEST	4.491	4.412	4.565	4.861
KIRINYAGA EAST	4.731	4.925	5.050	5.252
KIRINYAGA CENTRAL	4.830	4.818	5.213	5.390

Source: Ministry of Education Kirinyaga county

Poor performance may be caused by anxiety, depression, and lack of motivation, poor nutrition, and distractions like social media and video games, which can take up study time and impair concentration. Mwea West Sub- County lies in the central region, where drug addiction and substance use are common, and drug use predisposes mental health issues. According to the Rapid Situation Assessment of Drugs and Substance misuse in Kenya (2017), 25.3% of central region households have a mental condition attributable to drug misuse. Thus, this study has examined how drug and substance misuse management practices affect secondary schools' National examinations performance in Mwea West Sub- County. In Kirinyaga County, Mwea Sub- County was sampled for drug situation assessment.

3. OBJECTIVE OF THE STUDY

To determine the principals' goal setting activities in curbing drug and substance abuse and its influence on National Examinations performance in secondary schools in Mwea west sub-county, Kirinyaga County.

4. SIGNIFICANCE OF THE STUDY

- i. The study provides valuable insights for policy formulation or review regarding drug and substance abuse in schools. By emphasizing the importance of effective goal setting, implementation, intervention, monitoring, and evaluation by principals, the study aims to address persistently low learning outcomes despite professional efforts.
- ii. The findings of the study offer a research-based foundation for drug and substance abuse policies and particularly being beneficial for Ministry of Education. (MOE). This ensures the efficacy of policies aimed at combating drug abuse in schools, ultimately contributing to its eradication.
- iii. School Boards of Management (BOM) can benefit significantly from the study's findings in their day-to-day management of schools. Additionally, students gain awareness of the effects of drug abuse on career development and social well-being, potentially leading to improved academic performance.
- iv. Parents stand to benefit from a school environment free from drug abuse, fostering the upbringing of law-abiding and economically productive citizens. The broader society benefits from contributing to the development of responsible individuals. Furthermore, the study serves as a valuable resource for future scholars, enriching the existing literature on drug and substance abuse and its impact on career development.

5. LITERATURE REVIEW**Principals' Goal Setting Activities in Curbing Drug and Substance Abuse**

Drug and substance abuse in secondary schools is a major problem threatening the future of the young generation. The high prevalence of indiscipline cases among students has a great link to drugs and substance abuse. This is one menace school heads are battling with. In some incidences, it becomes difficult to combat the abuse of substances in schools due to many factors. According to (Akanbi, Augustina, Theophilus, Muritala, & Ajiboye, (2015), in a study on strategies used by school principals to curb the effect of drug abuse in academic performance posits that strategies in most cases do not sail through due to several factors including inadequate knowledge on drugs, failure to realize that some teachers are key players in providing drugs to students and some use drugs in the school environment.

Akanbi et al., (2015) further reports that principals must start by addressing drug and substance use among teachers as teachers play a great role in influencing and instilling character in the young generation. In addition, the study notes that one cannot claim to condemn what he consumes. Therefore, the first step in principals' goal-setting activities is to have the right teachers in place. A team of teachers who role model can instill virtues in students by being leaders (Ullucci, & Howard (2015).

In another study, Das, Salam, Arshad, Finkelstein, & Bhutta, (2016) acknowledges the contribution of the guiding and counseling department in schools as a very central factor in addressing students' issues

that may drive them to engage in drug use. However, the study notes that such departments have been allocated only 2 to 3 hours in a week and thus may not address every student's varying needs. Wambui, & Fisher,

(2015) backs the findings by adding that school heads need to equip the department with materials of training on the effects of drug and substance abuse.

Suspension and expulsion of students found indulging in unwanted behavior or exhibiting characteristics of dependence on drugs as methods of sending a warning to the rest may be instigated or may be attempted as a means to stop use of drugs both at home or school. This has been used as a refraining method for students to shun the habit of substance abuse Wettach, & Owen, (2015).

A study by Cheruvalath, & Tripathi, (2015) regrets the banning of corporal punishment as it draws the comparison between a generation that went through the corporal punishment era and the current generation. The study notes that the current generation is characterized by increased mischievous behavior among students pointing out an incident that attracted the eye of the public in a school in Kisii where a student attacked a teacher with a knife; a thing that could not be tolerated before.

A study conducted by Holt & Gershenson, (2019) contests that some of the policies adopted by school heads have a ripple effect on student performance. Policies such as suspension mean students stay away from school for some specified time thus missing some lessons. In such incidences, it becomes difficult for the student to catch up with the rest of the class; therefore, registering low grades in the final exams. Holt, & Gershenson, (2015) adds by advancing that heavy punishment such as cleaning pavements, walls or attending school gardens makes students refrain from drug use. However, students may miss critical concepts being taught in class and may end up in having a problem comprehending the concepts for the rest of their studies.

6. THEORETICAL REVIEW

6.1 Social Learning Theory and Addiction

The key aspect to social learning is that humans learn directly from experience which may include observing and imitating others. Additionally, social interactions come with great influence on one's behavior and matters a lot to an individual as they grow up. The groups with greater influence include family, peers, and larger community (Niaura, 2000). Teachers, neighbors also fall within the groups that shape one's behavior. When one grows in an environment full of negative energy of drug dependent group, they become drug dependent; for instance, smoking, gambling among others. In the absence of healthier examples, it would seem those activities were good ways to relax, have fun, and reduce stress. This can be attributed to social learning (Maisto, Carey, & Bradizza, 1999).

Social learning theory is anchored on the following key pillars: develop a new healthier network of peers, observe and adopt the positive coping skills of the new peers and learn refusal skills to respond to peer pressure. These refusal skills are very important because recovering people cannot altogether

eliminate contact with their former addicted friends (Pere, 2019). This is particularly true during the early stages of recovery.

7. CONCEPTUAL FRAMEWORK

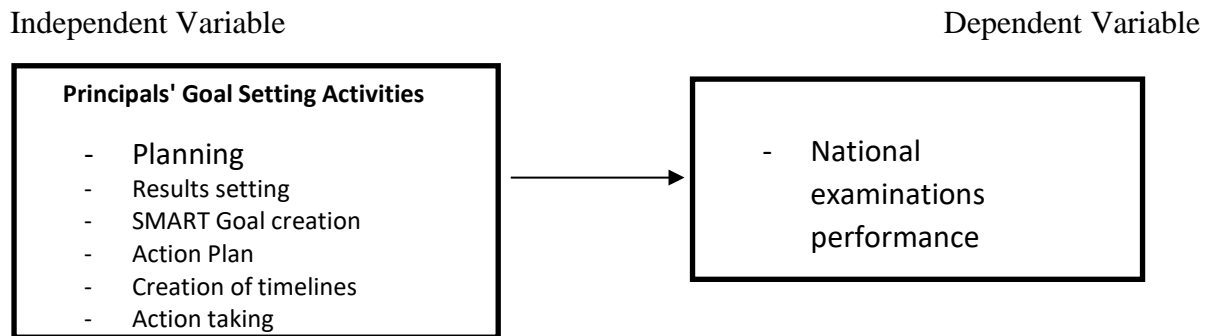


Figure 1: Conceptual Framework

8. RESEARCH METHODOLOGY

This study adopted a mixed methods approach which sought to comprehensively analyze principles of drug and substance abuse management in schools as well as the effect of these preventive measures on national examinations performance in Mwea West Sub- County, Kirinyaga County, Kenya. Survey was administered to the personnel in the school: primarily Deputy Principals, Class teachers and G.C teachers while in- depths focus group discussions with the students were also administered for data collection. Besides, the interviews with School Principals, Quality Assurance and Standards Officers (QASO), Teachers' Service Commission (TSC) sub-county director were also incorporated to furnish the study. This permitted for triangulation of data, which was helpful in contributing to the strength and reliability of the evidences.

A descriptive research approach was used which centered on enumerating traits and trends associated with leadership of managers working in principals' activities. This design was appreciated for the right reason, because it describes the specificity of managing drug use and also says more about the concept of school management. Mwea West Sub-County, Kirinyaga County in Kenya, with a total of 25 secondary schools, their principals and deputy principals, guidance and counseling heads, class teachers, and students, were targeted in this survey.

From simple random sampling to targeted (purposive) sampling, participants from various stakeholder groups were involved to ensure proper representation. Population data was used to define sample size, with a goal of 377 students and weight representation for staff members from all schools in proportion. The collected data was based on questionnaires, interview guides, and focus group discussion which were conducted by the researcher. These were a way to ensure consistency, and minimize bias. Administrating of the instruments was pilot tested in the sub-counties neighboring to analyze their

effectiveness and reliability. Instruments were tested for reliability with measures of internal consistency like Cronbach alpha coefficient and the validity was ensured by checking with subject experts and fine- tuning the instruments.

Data analysis was done by quantitative data using statistical software and qualitative data used by NVivo software. Ethical qualities ran through all the research methodology such as getting the permission from relevant authorities, asking for the informed consent from the participants and finally guaranteeing the privacy as well as anonymity. Actions were made to maximize the chance of having no problems for the participants or the way they feel during the research which were in accordance with ethics and integrity.

9. FINDINGS

The principals' goal setting activities in curbing drug and substance abuse and its influence on National Examinations performance in Mwea west sub-county

Table 2: Principal’s goal setting activities in curbing drug and substance abuse

	SD	D	N	A	SA
We take into account all key stakeholders’ views in drug and substance abuse eradication planning process	0(0.0%)	3(7.7%)	6(15.4%)	20(51.3%)	10(25.6%)
I identify cases of drug and substance abuse in the school which is a key source information in addressing drug abuse.	1(2.6%)	3(7.7%)	1(2.6%)	17(43.6%)	7(43.6%)
We set results targets and develop means of achieving the results	0(0.0%)	3(7.7%)	2(5.1%)	10(25.6%)	24(61.6%)
We employ SMART goal creation model that keeps students and teachers on toes and focused so that they don’t indulge in non-core business of the school	0(0.0%)	2(5.1%)	8(20.5%)	16(41.0%)	13(33.4%)

We constantly engage and empower the guiding and counselling office in instilling character among students through various programmes such as invitations of guests on different topics of life and former addicts to give testimony of their experiences. **1(2.6%) 1(2.6%) 2(5.1%) 19(48.7%) 16(41.0%)**

We monitor students' progress through internal exam administration; any negative deviation in performance instigates an investigation, which may include factors such as drug and substance abuse among other indiscipline behavior. **1(2.6%) 3(7.7%) 6(15.4%) 13(33.3%) 16(41.0%)**

Source: (Research Data, 2023)

According to table 2 findings regarding principles goal setting activities, the study found that 51.3% of respondents agreed with the involvement of all key stakeholders in the drug and substance abuse eradication planning process, despite some reservations or concerns. Approximately 7.7% expressed disagreement, while 15.4% adopted a neutral stance. This highlights the value of diverse perspectives. The majority of respondents agreed with the importance of including key stakeholders in the planning process for eradicating drug and substance abuse. A significant majority (51.3%) agreed with identifying cases of drug and substance abuse in the school as a key source of information for addressing drug abuse. A smaller portion (7.2%) maintained a neutral position, while 43.6% expressed disagreement or strong disagreement. The majority (86.1%) were in favor of setting result targets and devising strategies to accomplish them, highlighting the significance of structured goal-setting and planning. The SMART goal creation model was employed to maintain focus and deter involvement in non-core school activities, with a significant majority (74.5%) supporting it. The engagement and empowerment of the guiding and counseling office to instill character in students through various programs was also supported, with a significant majority (89.7%) in favor of constantly engaging and empowering the office. The majority (76.7%) agreed with monitoring students' progress through

internal exam administration and conducting investigations in cases of negative performance deviations, highlighting the perceived significance of monitoring and investigating student performance deviations to address potential issues such as drug and substance abuse.

FGD findings from the students.

“Manzee, bangi inauzwa ka mboga, siku hizi, drugs are accessible over the fence, neighbors around the school ndio suppliers.” Student 1 Claimed.

One Head of students claimed “like last term about 7 students were expelled from school abuse drugs within the school vicinity. They usually use pocket money or borrow from friends and other have established rapport with suppliers, so they would access the drugs whether with money or without” The students also acknowledged that there are efforts by the management to ensure drug issue is dealt decisively.

“We had drug reformist as guest speakers during our last G&C Day. The horror stories of drug and substance abuse are really eyeing opener. They shared the kind of pain and struggle with mental issue, one would never imagine to indulge in such vices” Student 17 posited.

Another student named 3 added that:

“Parents and area chief have relentlessly, advised us against engaging in drug addiction, by making reference to drugs addicts with our locality. The office of DCC engaged NACADA official to enlighten students in the danger of drug abuse.

If claims by student 1 are anything to go by, drug and substance are peddled anyhow around schools watering down management’s efforts to curb its spread in schools.

The study further conducted an interview with school principals. The researcher enquired about the existence of peer education in their respective schools. Figure 2 presents the findings

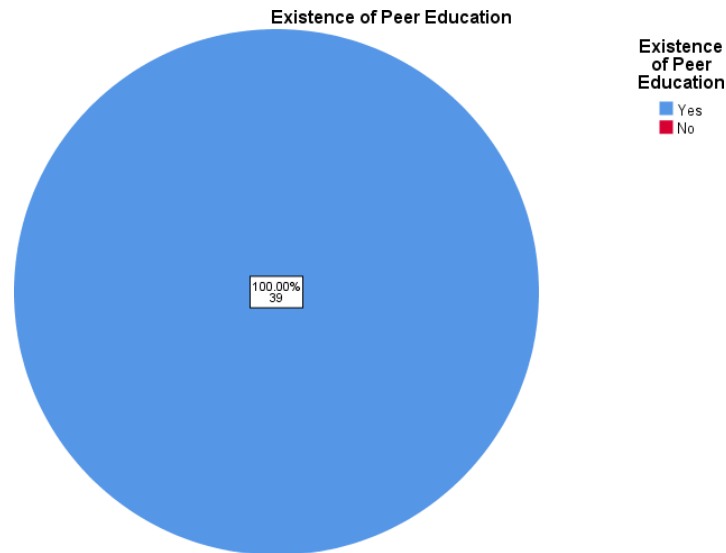


Figure 2: Existence of peer education in Principal’s respective school

Source: (Research Data, 2023)

From the figure 2, it was revealed that 100% of the principals noted that they have peer education programmes in their schools. Individual responses were as follows:

Principal 1 opined that

“Our peer education programmes encompass a wide range of activities, including senior students in the fourth form taking up the role of mentorship and educating peers about the consequences of indulging in drug and substance abuse, we also have workshops in place and interactive sessions to create awareness on the menace of drug and substance abuse”

This assertion underscores the need for school management to upscale campaigns aimed at creating awareness and educating students on the dangers of drug and substance use on their health and career as well.

On performance targets, all the respondents were in agreement that they set performance targets to be achieved by their respondents.

Respondent 15 reinforced the claim by arguing that

“Setting performance targets has always been our norm, since such strategies motivates students and teachers to a unit of direction and purpose, in the recent past, we have witnessed slight improvement in our mean due to setting performance targets”

Data Collection and Analysis on drug and substance abuse and its influence on National Examinations performance in Mwea west sub-county

Table 3: Data Collection and Analysis

	SD	D	N	A	SA
We carry background checks before admission of new students in the school to ensure we admit students with proper behavior	6(15.4%)	5(12.8%)	6(15.4%)	13(33.3%)	9(23.1%)
We single out indiscipline cases in the school and investigate the likely course of the behavior. For example, we subject the identified case to drug and substance test.	3(7.7%)	7(17.9%)	5(12.8%)	9(23.1%)	15(38.5%)
We use questionnaire to collect information from students on various indiscipline cases including drug and substance abuse among students	6(15.4%)	11(28.2%)	8(20.5%)	10(25.6%)	4(10.3%)
We have enough resources in the school such as books, ICT resources, human capacity to allow students access effective learning in the school.	2(5.1%)	5(12.8%)	11(28.2%)	18(46.4%)	3(7.7%)
Available educational resources are fairly distributed across the classes	1(2.6%)	4(10.3%)	8(20.5%)	16(41.0%)	10(25.6%)
We set a mean score to be achieved at the end of the term. In the event the target is not achieved, we go back to the drawing board to identify hindrances and chart the way forward.	0(0.0%)	5(12.8%)	6(15.4%)	11(28.2%)	17(43.6%)

Source: (Research Data, 2023)

Findings in table 3 indicate that none of the respondents disputed the claim, 15.4% of the respondents were neutral, 33.3% of the respondents agreed, and 23.1% strongly agreed. Overall, a substantial majority of the respondents, 56.4%, were in agreement with the importance of conducting background checks before admitting new students to ensure proper behavior.

The data shows that 7.7% of the respondents disagreed, 17.9% were neutral, 23.1% agreed, and 38.5% strongly agreed with the practice of investigating indiscipline cases and subjecting them to drug and substance tests. Clearly, a significant majority of 61.6% were in favor of this approach.

In this regard, 10.3% of the respondents disagreed, 20.5% were neutral, 25.6% agreed, and 10.3% strongly agreed with using questionnaires to collect information on indiscipline cases, including drug and substance abuse. Combining agreement responses, the majority of respondents (36.1%) expressed support for this data collection method.

Regarding resource availability, 5.1% of the respondents disagreed, 28.2% were neutral, 46.2% agreed, and 7.7% strongly agreed that the school has adequate resources for effective learning. A significant majority of 53.9% were in agreement with the statement.

The data indicates that 10.3% of the respondents disagreed, 20.5% were neutral, 41.0% agreed, and 25.6% strongly agreed with the fair distribution of educational resources across classes. The combined agreement percentage of 66.7% demonstrates a majority in favor of fair resource distribution.

None of the respondents disagreed with setting a mean score and revisiting strategies if targets are not achieved. However, 12.8% of the respondents were neutral, 28.2% agreed, and 43.6% strongly agreed with this approach. Overall, a significant majority of 72.1% were in agreement with the practice.

Regression Model

A linear regression model was conducted to establish the correlation between independent variables (Principals' goal setting activities, Information collection, intervention methods and appraisal methods) and dependent variable (drug and substance abuse and its effect on students' performance in national examinations).

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728a	.544	.094	.33533

Source: (Field Data, 2023)

a. Predictors: (Constant), Appraisal methods, principals' goalsetting activities, Intervention Methods, Information Collection and Analysis

From the model summary in table 4, approximately 54.4% of the variation in Drug & Substance Abuse Curbing on National Examination performance can be accounted for by the included predictor variables (principals' management strategies. This implies that more than half changes in curbing drug and substance abuse and its effects on national examination performance are explained by the combination of principals' goal setting activities, information collection and analysis, intervention methods, and appraisal methods

Table 5: ANOVA Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.588	4	.397	3.547	.016 ^b
	Residual	3.823	34	.112		
	Total	5.411	38			

Source: (Field Data, 2023)

a. Dependent Variable: Drug & Substance Abuse Curbing onNational Examination performance

b. Predictors: (Constant), Appraisal methods, principals' goal setting activities, Intervention Methods, Information Collection and Analysis

ANOVA analysis finding in table 5 demonstrates that regression model is statistically significant (p-value = 0.016). This implies that at least one of the predictor variables, namely Appraisal methods, principals' goal setting activities, Intervention Methods, and Information Collection and Analysis, significantly influences the dependent variable, Drug & Substance Abuse Curbing on National

Examination performance. The F- statistic of 3.547 further supports this, along with a significant p-value of 0.016, indicating that the overall combination of predictor variables is effective in predicting the dependent variable.

Table 6: Coefficients Model

Model	Unstandardized Coefficients		Standard	t	Sig.
	B	Std. Error	ized Coefficients Beta		
1 (Constant)	3.566	.392		9.104	.000
Principals' goal setting activities	.161	.111	.316	2.451	.020
Information Collection and Analysis	.217	.111	.497	2.955	.006
Intervention Methods	.098	.135	.181	2.727	.010
Appraisal methods	.095	.091	.200	2.053	.048

Source: (Field Data, 2023)

a. Dependent Variable: Drug & Substance Abuse Curbing on National Examination performance

From table 6 findings on coefficients indicate that the constant term (3.566) represents the expected value of the dependent variable (curbing drug and substance abuse on national examination performance) when all predictor variables are zero. When principals' goal setting activities increase by one unit, the expected increase in the dependent variable is 0.161 units. Similarly, a one-unit increase in Information Collection and Analysis corresponds to an expected increase of 0.217 units in the dependent variable. For Intervention Methods, a one-unit increase results in an expected increase of 0.098 units in the dependent variable. Finally, a one-unit increase in Appraisal methods is associated with an expected increase of 0.095 units in the dependent variable.

10. CONCLUSION

According to the findings, precisely 51.3% of the participants noted the need for the involvement of all essential stakeholders in the drug and substance abuse eradication plans dynamic. For instance, in that same survey, a large number of participants evenly supported the idea of establishing objectives and designing a process to meet those objectives (86.1%). SMART goal creation model has been recognized as a central tool permitting not only to concentrate attention of learners but also to make school activities most crucial with 74.5% people constituent this model to be a useful one. And therefore, 3 out of 4 (89.7%) emphasized that the office should always offer help and support to the students regularly. However, exemplified by percent of participants who expressed the opinion on the internal system of monitoring and exams' conducting such as deviation investigations for cases of low performance deviation, 76.7% agreed on these methods. The regression analysis returned a promising result with a coefficient of 2.451 [(t=2.451, p=0.020)] which was validated to be a significant impact of the principals' goal-setting activities on the control of drug and substance use among students. The fact that this coefficient implies that for each 1 increase in goal settings process by the principal it would lead to 2.451 increase in drug and substance control which is immense.

11. RECOMMENDATIONS

Based on the research findings, the following recommendations are suggested to enhance efforts in curbing drug and substance abuse in secondary schools:

- i. Train the principals in SMART goal setting method, interacting with all the stakeholders, and establishing all parties as goal-getters. This might be materialized through TSC or any other training agent. Stress that the role of tracking students' progress and using data for making decision is crucial.
- ii. Schedule the workshops and seminars on regular basis for the principals to develop their expertise and competency in fighting the negative impacts of drugs and other drug substances. Through these platforms, leaders are able to easily share these best practices at the same time they learn new strategies.
- iii. It is vital to implement robust and up-to-date drug programs in schools and ensure that the educational curriculums specifically address the deleterious implications of drug and substance abuse. Together with predestined structures, make sure that you are able to measure up these programs' outcomes.
- iv. Intensify the guidance and counseling services in schools, so that there are functional professionals that can exit and aid students with substance abuse problems. A systematic approach should be taken to incorporate guidance and counseling department into behavior change and provision of adequate support.

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