

**FACTORS INFLUENCING DRUGS AND SUBSTANCE
ABUSE AMONG STUDENTS AT RAMOGI INSTITUTE OF
ADVANCED TECHNOLOGY - KENYA.**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

This Research Project is my original work and has not been presented for any degree award or any other award in any other University.

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This work is dedicated to my children Fredrick Omondi, Linda Agatha Adhiambo and Lorine Atieno.

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ABSTRACT

The use of illegal drugs and misuse of therapeutic drugs has spread at unprecedented rate in public institutions and has reached to every part of the globe. The abuse of drugs and substances has resulted into different effects among the abusers. In response to this, a broad spectrum of the world community has demonstrated intense concern over the drug abuse problem, its long term effects and its impact on the drug abuser, the family and the society. The main purpose of this study was to investigate the factors influencing drugs and substance abuse among students at RIAT. The objectives were: to establish the extent to which demographic characteristics of students influence drugs and substance abuse among students in Ramogi institute of Advanced Technology, to investigate the level at which student's background influence drugs and substance abuse among students in Ramogi Institute of advanced Technology determine the extent to which the availability of the drugs influence drugs and substance abuse by students in Ramogi Institute of Advanced Technology. The study was carried out in Ramogi Institute of Advanced Technology. The study targeted students and lecturers in the college. Descriptive survey design was used for the study. Stratified sampling design was used to sample respondents for the study. The researcher used questionnaires and interview guide as instruments for data collection. Descriptive statistics such as frequencies, percentages, means and chi square test were used to describe the data. Data analysis was done by the use of computer on SPSS software to determine the relationships between the variables. The study found that Arespondent's demographic characteristics such as age, gender and marital status influence drug and substance abuse among college students in Ramogi Institute of Advanced Technology. The study also found that students' background such as the type of courses taken, students' residence, family genetics and drug abuse in high school influence drug and substance abuse among college students. The study finally found that the availability of drug was a major factor influencing drug and substance abuse among college students. The major types of drugs abused included: bhang and alcohol as indicated by 63% of the respondents, cigarette as indicated by 43%, miraa and kuber and that the major sources of the drugs were: the local community as indicated by 68% of the respondents and fellow students as indicated by 21% of the respondents. Other sources of drugs were: bars, shops, drug dealers and matatu touts. The study concluded that the demographic characteristics of the respondents such as age gender and marital status influenced drug and substance abuse among the students. The study also concluded that the students background such as the courses taken by the students, high school drug abuse, students residence and family genetics influence drug and substance use among students in colleges. The study finally concluded that the availability of drugs and substances influences drug and substance abuse among students. The study recommended that the college should make efforts to develop drug abuse prevention strategies to address the problem. The study recommended that a similar study should be done in other colleges apart from public colleges on determining the effects of drug and substance abuse among college students.

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LIST OF ABBREVIATIONS AND ACRONYMS

COAs	- Children of alcoholics
CNS	- Central Nervous System
CASA	- Center on Addiction and Substance Abuse
LSD	- Lysergic Acid Dithylamide
MOE	- Ministry of Education
MCI	- Millennium Cities Initiative
NACADA	- National Agency for the Campaign Against Drug Abuse.
NIDA	- National Institute on Drug Abuse
NIAAA	- The National Institute on Alcohol Abuse and Alcoholism
TIVET	- Technical, Industrial Vocational and Entrepreneurship Training
UNESCO	- United Nations Educational Scientific and Cultural Organization
RIAT	- Ramogi Institute of Advanced Technology
SPSS	- Statistical Package for Social Sciences
DSA	-Drugs and substance abuse

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.

Substance use and abuse is a major concern on many university and college campuses worldwide. The college environment makes college students very susceptible to an unhealthy lifestyle, which can be surrounded by substance use and abuse for a number of reasons. For many students the college experience is their first time away from their families and parents, which in turn premises no rules or curfews. Students struggle to keep control of their lifestyle because there are no authority figures to watch over their decision making (Watson, 2002). This new found freedom and a sense of invulnerability and a strong desire for exploration, can lead to the development of a substance abuse problem. Students tend to abuse this privilege and thus struggle in the classroom and in their social lives. Researchers have found that college students are amongst the highest percentile for binge drinking due to the increases in stress level from school and academics (Watson, 2002).

In U.S, the “culture of drinking” in college and university campuses has gained widespread national attention. Researchers cite the disturbing consequences of drinking on campus each year—1,700 college student deaths from alcohol related causes; 600,000 unintentional injuries; 700,000 assaults; and 100,000 cases of sexual assault and acquaintance rape (National Institute on Alcohol Abuse and Alcoholism (NIAAA), 2002).

Misuse and abuse of alcohol are among the most prevalent mental health problems among young college students (Weitzman, 2004). In a recent article from the Harvard School of Public Health, Dr. Weitzman indicated that young adults are among the heaviest drinkers in the United States and college students drink more heavily than their non-college attending peers (Weitzman, 2004). According to Weitzman, about 44% of U.S. college students binge drink or consume five or more drinks in a row for males and four or more for females on one or more occasions during a two-week period. Watson explains, “The college environment is ripe for substance abuse for a number of reasons. For many students, this is their first time away from home parental control” (Watson, 2002).

Watson then explains how the new found freedom and desire for exploration can lead to the development of substance use and abuse, as well as a higher percentage of traditional age college students drinking alcohol than any other age cohort in our society.

A study done by Oshikoya and Alli (2006) in Nigeria on examining the perception of drug and abuse amongst Nigerian undergraduates found that Marijuana was the most common drug of abuse seen by most of the students as indicated by 45.7% of the respondents. They were unable to identify very well the predisposing factors to drug use and the attending risks. The study also found that 33.0% of the students who responded were taking one or more drugs of abuse by then. The study also revealed the poor attitudes of the undergraduates to drug addicts even after rehabilitation. It was therefore concluded that the awareness, knowledge, practices and attitudes of Nigerian undergraduates towards drug abuse was very poor.

The scope of drug and substance abuse among college students in Kenya today has reached alarming proportions. This has been evidenced by strikes in our colleges and universities where the facilities have been destroyed and set a blaze; these incidences have been fueled by the increased drug and substance abuse among students. Consequently, the recent past has witnessed a growing concern by the society concerning heavy usage of drugs in by students. This concern has been raised not only by the doctors and other health workers but also by teachers, parents, community leaders and the media (Gruduah, 2004). Complaints regarding the illegal use of drugs are common feature in our local dailies. According to Mugenda (2004), drug abuse among college students in Kenya has not only contributed to indiscipline but also resulted in poor performance among students and generally the decline in the standard of education in the country as is responsible for moral degradation and numerous health problems among the youth.

According to Karugu and Olela (1993), 50-50% of students in Kenya are either experimenting or abusing drugs, this implies that a higher will proceed to college Ochieng (1986) and Kariuki (1988) carried out independent surveys in Kenya and their findings also indicated that alcohol and tobacco are the most prevalent drug abused among the young partly due to their status as "legal"

drugs. Others that are gradually gaining ground are marijuana (bhang), volatile solvents, cocaine and heroin. In another survey by National Agency for the Campaign Against Drug Abuse Authority (NACADAA), it was found that three million underage youth consume alcohol on a regular basis while 464, 000 in learning institutions engage in the practice (Muganda, 2004). Making drug abuse is a reality and the menace in our society whose evidence is everywhere around us both in urban and rural environment..

Kisumu municipality has two fully fledged public universities, Maseno University and Great Lakes University, as well as several other types of tertiary institutions. These include Kisumu Polytechnic, Ramogi Institute of Advanced Technology (RIAT), Kisumu Medical Training Colleges and several private colleges. The only public TIVET colleges in Kisumu district are RIAT and Kisumu polytechnic. RIAT was established in 1976 and is named after a famous Luo ancestral warrior. A secondary school certificate is the minimum prerequisite for admission into these institutions of higher learning, and most students are recruited from top-tier secondary schools.

One of the common problems facing tertiary education is Alcohol and other drug abuse among the students. It has been suggested that the use of drugs by students attending colleges has had a lot of effect in their health, behavior and academic performance and even on the general management of the learning institutions. Unrest in the institutions of higher learning has been attached to the use of drugs among the students; this is according to the report by the parliamentary select committee appointed to investigate the cause of unrest in schools. This study is therefore set to determine the factors contributing to drug use among college students, to establish the types of the drugs and substances abused by college students, to establish the effects of drug and substance abuse on the college students

1.2 Statement of the Problem

Drug and substance abuse among students in learning institutions has been on the increase. This has led to different consequences on both academics and social life of the students in the

institutions. According to a survey done by NACADA in 2004, it was reported that substance abuse is widespread and affects mostly the youth (NACADA, 2004).

This study was carried in one of the colleges in Kisumu because of the prevalence of drug and substance abuse among the students which is assumed to be largely due to urban proximity. There have been complaints from parents, the media and administrative government at all levels of educational system about drug abuse and its disastrous consequences which range from poor performance, damage of institutional property, and crimes of all kinds including rape, temporary psychosis, general indiscipline problems and health complications of which the solution to the menace is not yet found. RIAT being one of the colleges located in Kisumu has been faced with the problem of drug and substance abuse among its students. Despite the existence of college-based interventions, there has been complains from the dean of students over the bad behaviour among students which though not evidenced is believed to be associated with substance abuse.

Much of the research in the field of drug abuse by student, appear to focus on correlates of drug abuse psychological characteristics of student drug abusers (Paton and Kandel, 1978; Wright, 1977), and treatment of adolescent drug abusers (Clayton, 1980). To fill the knowledge gap that exists, this study was aimed at establishing the factors influencing drug and substance abuse among students in RIAT College. The study proposed to establish the extent to which demographic characteristics of students influence drugs and substance abuse, to investigate the level at which family background influence drugs and substance abuse , to determine the extent at which types and availability of the drugs influence drugs and substance abuse by students in Ramogi Institute of Advanced Technology.

1.3 Purpose of the Study

The purpose of the study was to determine the factors influencing drugs and substance abuse among students in at RIAT College.

1.4 Objectives of the Study

The study was guided by the following objectives,

1. To establish the extent to which demographic characteristics of students influence drugs and substance abuse among students in Ramogi institute of Advanced Technology.
2. To investigate the level at which student's background influence drugs and substance abuse among students in Ramogi Institute of advanced Technology.
3. To determine the extent to which the availability of the drugs influence drugs and substance abuse by students in Ramogi Institute of Advanced Technology.

1.5 Research Questions

The study sought to answer the following questions

1. How do demographic characteristics of the students influence drugs and substance abuse among students in Ramogi Institute of Advanced Technology?
2. To what extent does the students' family background influence drugs and substance abuse at Ramogi Institute of advanced Technology?
3. How does types and availability of the drugs influence drugs and substance abuse by students in Ramogi Institute of Advanced Technology?

1.6 Significance of the Study

The study was in response to increased drug and substance abuse by college students leading to high ill health and poor academic performance of students. The findings of the study highlighted the types and sources of drugs abused by college students. The study has catalyzed deeper understanding on the extend of drug abuse and hence help the organization to find ways of ensuring that the drugs are not made available for students in colleges and set up intervention strategies to be used in colleges to prevent the drug use among students. The finding has also contributed to the

existing body of knowledge to the National Agency for the Campaign Against Drug Abuse (NACADA) and also a source of reference for future research.

1.7 Limitations of the study

The study was carried out in one public college within Kisumu City, and did not involve other tertiary colleges as well thereby affecting the generalizing of the findings of the study to all colleges in the City. The study was also based in a different social economic environment, semi urban area of Kisumu city, where the lifestyles and economic activities is different from the urban set up. The finding of this study was not applicable to other colleges within purely urban setup with different socio economic environment influencing the abuse of drugs and other substance by the students.

1.8 Delimitations of the Study

The study was delimited to one public college in Kisumu. The targeted respondents for the study were college students and lecturers from the selected college. The college was chosen due to its location i.e. is based in semi urban setup influenced by both factors. Another delimitation was that the primary data was collected from students and lecturers only, leaving out other key informants such as parents and the community. However, the depth approach with the respondents selected was explorative enough to provide valid information for solid conclusions.

1.9 Basic assumptions of the Study

This study was premised on a number of assumptions some of which are, that there is high prevalence of alcohol and other drugs abused by students in RIAT College, that drug and substance abuse among college students is influenced by some institutional and non institutional factors , and that the respondents were willing to give the information required for the study. Thus the objectives of the study were finally achieved at the end of the study.

1.10 Definition of significant terms used in the study.

A Substance: Refers to any chemical that affects living processes, other than food, that is taken into the body for non-medical purposes, or in non-accordance with a medical prescription. This includes, but is not limited to, alcohol, tobacco, cannabis, inhalants/solvents, depressants, narcotics/opiates, hallucinogens, mixed-action drugs, performance enhancing drugs, and stimulants.

Drug: Refers to any substance which when introduced into the body modifies one or more of its function.

Drug abuse: Refers to the frequent use of alcohol or other drugs or use in a manner which leads to a problem by extracting considerable costs on a personal and societal level and hence is a considerable cause for concern.

Drug addiction - s a pathological or abnormal condition which arises due to frequent drug use

Factors: these are elements in ones surrounding that brings about some effects on the behaviour to and characteristics of individuals living in such areas

Risky sexual behavior: Engaging into sexual relationships under the influence of drugs and without protection against sexually transmitted diseases

Family: Refers to anyone who is instrumental to the student by either providing support, maintaining the household, providing financial resources, and with whom there is a strong and enduring emotional bond. It refers to how family environment interacts with and influences the students vulnerability to drugs and substance abuse.

1.11. Organization of the study.

This study was organized in five specific chapters. Chapter one provides the background of the study, statement of the problem, purpose of study, objective of study, research questions, and significance of the study, justification, limitations and definition of terms in the study. Chapter two examined the pertinent literature related to the study which includes drug abuse in Kenya, developmental context of substance use among the youth, factors influencing drug abuse among college students, types of drugs abused by students and effects of drugs and substance abuse among

students. Chapter three described the research methodology that was used to collect ,process and analyze data, This includes research design, target population, sample and sampling procedure, research instrument, validity and reliability of instruments, data collection procedure and data analysis techniques. Chapter four contains the data analysis, presentation and interpresentation. Chapter five summarizes the research findings, conclusions, recommendations and suggestions for policy formulation and future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter explores the general literature and empirical literature, the general literature comprises publications, paper presentations, journals and excerpts on drug abuse and other factors influencing the menace. The empirical literature further analyzed the specific researchers done and documented by other scholars about drug abuse and factors influencing it in colleges.

The review provided an in depth understanding of drug and substance abuse, drug and substance abuse in Kenya, the developmental context of substance use among the youth, factors influencing drug and substance abuse among college students, types of drugs and substances abused by students, effects of drugs and substance abuse among students .The review further identified frameworks within which concepts were contextualized and interpreted with regard to existing concepts and theories.

2.1.1 Drug and Substance abuse among College Students

Individual, familial, social and environmental factors all contribute to risk for college student substance use. While the college environment often is blamed for the sharp increase in substance use that is associated with the transition from high school to college, it is important to note that a history of substance use in high school itself is an important predictor of use in college. Genetics and family environment may predispose college students to use and abuse substances. So too might individual factors such as an extroverted or anxious personality. Once in college, the peer group has a strong influence on individual students' engagement in substance use; in part this influence is based on perceived norms of substance use rather than on direct peer pressure to smoke, drink or use drugs. Levels of substance abuse also vary widely from college to college (CASA, 2003).

2.1.2 Drug and substance abuse in Kenya

Drug abuse is one of the major social problems in Kenya with common and easily identifiable manifestations in public health. Half of drug abusers in Kenya are aged between 10-19 years with over 60% residing in urban areas and 21% in rural areas (UNODC 2004). Taking drugs at an early age of 14 or younger greatly increases the chances of developing drug problems in future. The most commonly abused drugs in Kenya are alcohol, tobacco, bhang (marijuana), glue, miraa (khat) and psychotropic drugs (NACADA 2004).

According to rapid assessment by NACADA, the direct causes of Drugs and Substance Abuse may include easy availability of cheap drugs and other substances. Young adults have the highest DSA prevalence. Idleness in association with peer pressure easily drives them into DSA. In most of these situations, parents and other guardian lack the skills to intervene. Lack of intervention is also further complicated by the stigma that is often attached to DSA. Poor enforcement of the law and weak policies also directly contributes to the high prevalence of drug and substance. NACADA (2007) Kenya has achieved important milestones in the control of Drugs and Substance Abuse over the past two decades. The Office of the National Coordinator for the Campaign Against Drug Abuse in Kenya (NACADA) was established under a Kenya Gazette Notice of 27th March 2001. The main function for the Agency is to campaign against drug abuse and create awareness on the dangers of drug abuse. NACADA also coordinates all other government agencies or departments concerned with suppression of supply and drug demand reduction.

The Office of the National Coordinator for the Campaign Against Drug Abuse in Kenya (NACADA) is established under a Kenya Gazette Notice of 27th March 2001. The main function for the Agency is to campaign against drug abuse and create awareness on the dangers of drug abuse. NACADA also coordinates all other government agencies or departments concerned with suppression of supply and drug demand reduction. Currently the Agency is headed by the National Coordinator while operations officers and support staff working under the Co-coordinator are on Government deployment from various ministries.

The National Agency for the Campaign Against Drug Abuse Authority (NACADAA) came into existence at a time when the world community recognized that drug and substance abuse was a global threat that causes serious ramifications on people's health, security, economic and cultural welfare. In Kenya the level of drug abuse had statistics higher than was publicly appreciated and had permeated all strata of the society. NACADA was formed under the premise that Drug and substance abuse is a recognized global problem on which countries spend billions of dollars to address. In Kenya, it is one of the major problems alongside poverty, corruption and HIV/AIDS. CISA in his article, holds that drug abuse is the leading cause that is fuelling spread of HIV and AIDS especially in the Coastal province region which is widely populated by Muslims and other communities, (East African Standard 11th Dec 2009 pg). However, whereas the HIV/AIDS prevalence is coming down drugs and substance abuse is on the increase compounded by lack of a traditional control system and frustration arising from unemployment and poverty.

The organization's mandate as derived for the Kenya Gazette Notice No. 3749 dated 19th May, 2006 is to co-ordinate public education campaigns against drug and substance abuse in the country, collaborate with other stake holders to curb drug abuse amongst youth and facilitate the setting up of rehabilitation centers.

2.2 Demographic characteristics as an influence to Drug use.

Adolescence is a period of identity formation and experimentation. Part of this developmental process includes risk taking, whether it is unsafe sex, dangerous driving and or substance use. Motives for experimenting with substances vary. Some youth perceive it as a form of rebellion or sensation-seeking, providing pleasure, alleviating boredom, satisfying curiosity, facilitating social bonding, attaining peer status, or as an escape/coping mechanism (Amos et al, 1997). According to Room (1994). therefore, substance use is a functional behavior, it can also be a symbolic behavior. Drinking or drug use is often a performance in front of an audience of associates and others, expressing solidarity in a group or marking off social boundaries.

Jessor (1992) further states that during the slow transition into adulthood, substance use can symbolize freedom and autonomy, providing youth with a seemingly adult status. While Wyllie et al., (1998) holds that positive lifestyle advertisements and sponsorships contribute to general favorable associations and expectancies from alcohol and tobacco. D'Emidio et al (1998) suggested that messages about not drinking "until you are old enough" have a double edge, reinforcing the status of drinking or smoking as claims on adult status. In the context of the social acceptance of drinking and smoking among adults, youth see abstinence messages as hypocritical and, thus, are likely to reject them.

A large proportion of adolescents try alcohol or illicit drugs without becoming frequent or problem users. A developmental perspective illustrates that alcohol and other drug experimentation or use is normative in the teenage years, and use will likely decline in one's mid-to-late 20s (DeWit et al. 1997). Bachman et al., (1997). asserts that the "maturing out" process usually coincides with the adoption of adult roles and responsibilities. A study by Shedler et al, (1990) goes on to say that experimental use of drugs was associated with good psychological health in late adolescence, compared to frequent use or no use, and further, that experimenters were the most psychologically adjusted as children.

Alcohol and drug use have been an integral part of societies throughout history. The use of drugs has been accepted and considered normal in many parts of the world. Only recently people have come to be aware of the dangers involved in the use of drugs. The use of tobacco, alcohol and illicit drugs peaks between the ages of 18 and 25 years during which many young people are enrolled in colleges or universities (Johnston et al., 2002). These also are the times when many young people make the transition from high school to college. A recent Center on Addiction and Substance Abuse (CASA) report examining substance abuse among girls and young women, found that the transition into college is when the greatest increase occurs in smoking, drinking and marijuana use (CASA, 2003). According to Naimi et al, (2003), College students are at particular risk for drinking and binge drinking, both of which occur at higher levels among college students than among non-enrolled

students of the same age. The use of tobacco and illicit drugs also are prevalent on college campuses, although use is not as high as among young people who do not attend college. The effects of substance use and abuse on college students are staggering in terms of substance dependence, injury, illegal acts, poor academic performance, risky sexual behavior and high costs to the surrounding community.

2.2.1 The Age Factor

Oketch, (1977) holds that the majority of the students are at adolescence stage. This is a stage of transition from childhood to adulthood. It is a momentous period of life fraught with changes, difficulties and special problems. It is described as a period of 'storm' and 'stress' turbulent and 'unstable' a time of self-discovery and self assertion. This is the stage the youth tend to experiment a lot In the process of their experimentation, the youth may encounter drugs

2.3 Student's family background as an influence to Drug and Substance Abuse

The following are the factors relating to the students background influencing the abuse of drugs and substances in colleges:

2.3.1 Genetics and Family History

Studies show that the presence of substance abuse disorders among parents or other family members poses both genetic and social risks for children. Other family risk factors include parental or sibling use of alcohol, tobacco, and other drugs; positive family attitudes toward and acceptance of substance use; lack of attachment to parents at any developmental stage; sexual or physical abuse; economic instability; and poor family management. Pudo (1998), noted that children who come from homes where parents take drugs tend to imitate the behaviour of their parents by engaging in taking of illegal drugs. Some parents deny their children the basic necessities such as food, shelter and education.

Frequent harassment with insults among other forms of abuse may turn children to substance of abuse in a bid to escape frustration, depression, etc

O'Neil et al., (2001) further states that with regard to alcohol use, the most important family-related risk factor for a child's drinking is parental drinking. The majority of research on the genetic or family history influences on substance use has focused on alcohol. Students with a family history of alcoholism are at particular risk for heavy drinking and alcohol-related consequences during college. This is confirmed by Merikangas et al.,(1998) who states that studies of adopted children and of twins who have grown up in different environments have established that genetic factors play a role in the transmission of alcohol use patterns from parent to child. Genetic factors are more significant in situations of problem use or abuse than in situations of casual use (Children of alcoholics (COAs) compared to non-COAs, are at increased risk for alcohol problems; they tend to initiate alcohol use earlier and engage in problem drinking at a younger age. West & Prinz, (1987) further concludes that COAs are approximately four times likelier than non- COAs to become alcoholics or alcohol dependent.

A study done by Jackson et al., (2000) found that a family history of alcoholism also was predictive of tobacco dependence and chronic or lifetime alcohol abuse or dependence in college students. Researchers hypothesize that parental alcoholism has a greater effect on children's alcohol use than may be exhibited among college students because only the most successful children of alcoholics tend to go to college.

Growing up in a family that emphasizes getting "high" from legal or illegal substances can cause an adolescent to think drug use is acceptable. Mayo Clinic explains that this unhealthy family influence may be a factor in a teen's initial drug experimentation. Exposure to family members who reach for a substance to cure every pain or ailment can cause a teen to do the same. Teens get many of their values from parents and other adult influences, and often mimic what they see. It's never too late to establish healthier family traditions and set a good example for teen (*retrieved on 16/8/2019 On <http://www.livestrong.com/article/90399-factors-influence-teenagers-substance-abuse/>*)

2.3.2 Residence

According to Gfroerer, Greenblatt & Wright, (1997), students who live with their parents have lower rates of alcohol and marijuana use than those who live outside of the parental home. He further affirms that, students who live with their parents while attending college have lower rates of heavy drinking than do students not living with their parents (seven percent vs. 17 percent). However, this pattern does not hold true for cigarette and cocaine use, where living arrangement is not significantly related to rates of use among college students. Harford, Wechsler & Muthen, (2002) however states that students who live off-campus, with or without their parents, show higher levels of drinking than do students living on campus, although they place less emphasis on socializing with friends and partying than do those living on campus (Among students living on campus, those who live in co-ed dorms tend to report more alcohol-related consequences than do those living in single sex dorms. He goes on to say that although students who live in substance-free dormitories do report some alcohol consumption, they drink less often and less alcohol per occasion than do students living in regular dorms (Wechsler, Nelson & Lee, 2001)

2.3.3 Lack of Parental Counseling

Many students complain that their parents are physically absent from home. While it is true that the parents ought to make an effort to be available, students should understand that in some cases the parents must be away to look for some finances for the basic needs of the family. However, parents should be available, especially during school holidays in the evening and at supper time. The parent's absence from home means that they are not able to give their children advice or counsel them on social life. Protective family factors can moderate the effects of risk factors. Protective factors in the family include consistent and contingent discipline; a strong parent-child bond; high levels of supervision and monitoring; and parental warmth, affection, and emotional support. A study by Brook and colleagues (1990) found that the risk of associating with peers who use drugs was

offset by protective family factors such as parent conventionality, maternal adjustment, and strong parent-child attachment. Their research stresses the importance of the ongoing role of the family in the socialization of children well into the adolescent years. Therefore enhancing parenting behaviours that have been shown to be protective can have a positive influence on the child (Ge et al. 1996; Hawkins et al. 1992). Dishion and colleagues (1988) have demonstrated the importance of the family as an intervention context by showing, in longitudinal and cross-sectional analyses of prevention interventions.

2.3.4 High School Substance Use

According to Weitzman, Nelson & Wechsler, (2003), students who use and abuse substances in high school are likelier to do so in college as well. Students who drink at least once a month during their final year in high school are three times likelier than those who do not to binge drinking in college. In one study, only 13 percent of college students who used alcohol in college began drinking after the age of 18 (generally speaking, after entering college (Yu & Shacket, 2001).

O'Malley & Johnston,(2002) however says that high school students who go on to college have lower rates of high school drinking than those who do not go on to college. It is not until after high school that the rate of college student drinking surpasses the rate of drinking in non-college students, suggesting a steep increase in use among college freshmen. In CASA's study, *The Formative Years: Pathways to Substance Abuse Among Girls and Young Women Ages 8- 22*, the largest increase in cigarette smoking, alcohol use and illicit drug use occurred with the transition from high school to college (CASA, 2003). The use of illicit drugs in high school also is related to use in college. One study found that marijuana use decreases over the transition to college, with fewer college freshmen using marijuana during late fall of their freshmen year than they did during their senior year of high school. However, high school use and college use were still highly related and only eight percent of college users began their use in college. (Leibsohn, 1994).

2.4 Types and availability drugs as an Influence to students drug use.

Chaloupka & Wechsler, (1996) states that the greater the number of alcohol outlets available to students, the greater the likelihood of drinking and binge drinking. Having a bar within the college is associated with a slightly heightened risk that students will drink and binge drink. According to Merton (1971), one explanation why people use illegal drugs focuses on the availability of drug and the interests of those who are in a position to benefit financially from their sale. Users are manipulated and seduced into illegal drug use. Ndegwa, (1998) in support of this notion states that it is a well known fact that some students have secret ways of obtaining drugs and selling them to fellow students. In some cases members of other colleges easily walk into the colleges and sell their commodities. Smith (1990) concludes that the availability of illegal drugs through cheap and local suppliers encourage students to engage in drug abuse.

2.4.1 Types of Drugs available

Although students frequently use alcohol as a social tool, a goal that is promoted by advertising and price breaks aimed directly at students, many students use tobacco, alcohol or drugs to cope with stress and negative emotions (Johnston et al., 2002).

The use of illegal and socially unacceptable drugs (such as solvents) has increased significantly in learning institutions. Cannabis Sativa, alcohol, cigarettes and khat are in common use among college students. In Kenya, drug and alcohol addiction has now become a serious problem especially with the youth. A study conducted by Siringi (2001) states that 22.7% of primary school children take alcohol, a figure that rises to more than three quarters (68%) for college/university students. A large number of students across age group have been exposed to alcohol, *miraa*, glue, bhang, and even hard drugs like heroin and cocaine. In addition the study also found out that the prevalence of drug abuse increased from primary to tertiary institutions alcohol being the most abused drug, followed by *miraa*, tobacco and bhang. NACADA in an article in the (Daily Nation, *15th June 2009*) asserts that drugs and alcohol threatens the lives of 77 per cent of non-school going youth. The drugs crisis in

institutions has adversely affected the education of many of children and the government has admitted that unless the problem is checked, it may disrupt attempts to achieve Vision 2030 goals.

Abused drugs have been classified differently by scholars. Most of the scholars classify them into the following categories:

Depressant Drugs

Drugs in this category lead to a state of acute intoxication in which the depression of various elements of the central nervous system (CNS) occurs. This seriously interferes with the individual motor and mental functions. Examples of drugs in this category include barbiturates, valium, mandrax, inhalants like glue, gasoline, alcohol, thinner, etc.

Stimulant Drugs

These are drugs that stimulate all parts of the central nervous system. The effects of these drugs include sleeping sickness, headache, fatigue and poor blood circulation. According to Kanini (2004), students' abuse drugs in this category for their minds to be more alert and they think as a result of being stimulated. These include miraa (khat), cigarettes, cocaine, caffeine and amphetamines.

Hallucinogens

Hallucinogens are those drugs that produce or lead to fantasies. The drug abuser refers to them as dancing drugs. They include lysergic acid diethylamide (LSD) which is normally taken orally in tablet or capsule form. Because it is very potent, extremely small dosages are administered. It results in radical transformations of perceptions, emotions and thoughts. In this group include bhang, peyote and mescaline.

Narcotic Drugs

The drugs in this category cause drowsiness and euphoria. These include opium, mandrax, morphine, methadone, heroine and cocaine. Heroine is reported to be associated with youth of the economically and socially deprived areas while cocaine is associated with those from well to do families.

Tobacco

Tobacco comes in many forms, cigarette being the most common. Tobacco can be chewed or smoked in pipes. Snuff is powdered tobacco and can be smoked or sniffed. It has been recognized that 90% of cigarette smoke is made up of tiny poisonous gases or chemicals said to be 4000 in number. According to Prof. Odhiambo, P. A. in an article "Why rush to the grave", there is no single consumable product or commodity apart from tobacco which has 4,700 substances in its composition, all of which are injurious to human health, including 40 cancer causing agents. These include cigarettes, cigars, snuff and chewing tobacco.

Over the Counter Drugs or Non-prescription Drugs

These are drugs that are easily purchased over the counter in shops and chemists and a doctor's prescription is not necessary. They are normally purchased for treatment of minor ailments that do not need the doctor's attention. Examples include pain relievers like panadol, which when taken in overdose becomes a stimulant, tranquilizers, anti-depressants and anti-anxiety drugs.

Legal Drug Abuse

According to Clinard (1968), the use of illegal drugs such as heroine and marijuana while disapproved, have their widely used counterparts in such legally approved drugs as alcohol, cigarettes, tranquilizers for relaxation, barbiturates for sleeping and relaxing and other minor pain killing drugs such as aspirin.

Coffee and tea are also drug stimulants which have considerable effect when consumed regularly in large quantities. Kalant & Kalant, (1971) states that while most persons use it in such moderation that no ill effects are suffered, an occasional person drinks so much coffee that he/she develops symptoms of sleeplessness, nervousness, elevated blood pressure and hyperirritability that can be produced by equivalent doses of amphetamines. This type of reasoning can be used with respect to nicotine

contained in tobacco and it is very easy to show that alcohol must be considered a drug because of its many similarities to the barbiturates and other groups of depressants

2.4.2 Cost of the Drugs and Substances

There is inconclusive evidence regarding the impact of alcohol costs on students' alcohol use. One study found that the lower the price of beer in the surrounding community, the higher the rate of binge drinking at a given college (Kuo et al., 2003). However, other research indicates that increases in the price of beer may have only a small effect on college student drinking, such that relatively high price increases are necessary to achieve relatively small reductions in consumption (Chaloupka & Wechsler, 1996). One explanation for the relatively weak relationship between pricing and alcohol consumption in college students is that many college students obtain alcohol for free at parties or at deeply discounted prices from bars catering to a college-age clientele (Chaloupka & Wechsler, 1996). Mr. Zeka Wekesa, Nacada's documentation manager supports this by saying that "Peddlers hang around entertainment joints and beaches. They offer free samples and since the drugs are highly addictive those who take the bait soon start playing ball".(East African standard,26th Jan2010). Students staying in town were reported to have a twofold risk having tasted alcohol, tobacco, *miraa*, bhang, and glue compared to those from the rural areas, thus the youth in town urban areas due to their lifestyles, are more predisposed to drugs compared to those in the rural areas. Understanding drug and substance abuse can be complex and confusing. Addicted individual continuously consume drugs and other substance despite the serious known consequence.

Though experimentation with substances may be normative adolescent behaviour; youthful drug abuse which is defined in this study as the frequent use of alcohol or other drugs or use in a manner which leads to a problem extracting considerable costs on a personal and societal level and hence is a considerable cause for concern. Decades of research on drug abuse (e.g., dependency,

heavy use) during adolescence has led to a clearer understanding of the risk and protective factors (often detected as correlates) associated with abuse.

According to Hawkins et al,(1992) risk factors originate from various spheres: the individual (e.g., genetic susceptibility, sensation-seeking trait); the family (e.g., poor parenting skills, high conflict); school (e.g., academic underachievement, poor attendance); peers (e.g., peer rejection, selecting peers who use); and society/community (e.g., norms, availability laws). Similarly, recent research on protective factors/resiliency has unearthed various potential buffers such as a strong family bond, school commitment, positive adult role models, and a belief in one's own self-efficacy.

It is important to recognize that the antecedents of initial drug use are not necessarily those that lead to chronic drug abuse. Glantz et al (1992) stated that experimentation and infrequent substance use is a function of peer and social factors, whereas abuse or problem use may be more associated with biological and psychological factors. This etiological difference implies that prevention initiatives should distinguish between substance use and abuse.

2.5 Effects of Drug and Substance Abuse among Students

Difficulty meeting academic responsibilities is one of the most common consequences of alcohol use. The National Institute on Alcohol Abuse and Alcoholism (NIAAA) Task Force on College Drinking in the U.S reported that about 25 percent of college students report academic problems caused by alcohol use, such as earning lower grades, doing poorly on exams or papers, missing class, and falling behind (NIAAA, 2002).. According to a national study as stated by Wechsler et al, (2002), more than 14,000 students in the U.S, 21.6 percent of students who drank during the year prior to the study had fallen behind in their schoolwork and 29.5 percent had missed class because of their alcohol use.

Naimi et al., (2003), says that long-term alcohol misuse is associated with liver disease, cancer, cardiovascular disease, and neurological damage as well as psychiatric problems such as

depression, anxiety, and antisocial personality disorder. Drug use contributes directly and indirectly to the HIV epidemic, and alcohol and drug use contribute markedly to infant morbidity and mortality.

2.6. Theoretical framework

This section presents theoretical formulations which seek to explain the factors underlying the initial use of drugs

2.6 .1 Social Learning Theory

Social learning theory associated with Bandura (1977) is concerned primarily with how behaviour is acquired and maintained in a variety of different environmental situations. Bandura underscores the importance of the process of initiation and modeling in significant learning. He believes that human beings acquire most patterns of behaviour by observational learning rather than by direct reinforcement and that behaviour is a complex interaction between the organism and its environmental situation. Bandura labeled this process "reciprocal determinism". In his view, the environment influences thinking and that in turn, cognitive processes influence what the person does in specific situations.

In contrast to the earlier theorists of behaviour, Bandura believes that actions are acquired primarily by observational learning rather than by operant or classical conditions. For example, the subject, the potential abuser, imitates the models in the environment that are significant in his or her life. The models in this case are the friends, parents or siblings. This may occur in an indirect manner, that is, through experiences of others hence vicarious learning.

Bandura believes that people observe their social world, extract information from it, generate expectations and then make choices that maximize environmental rewards, maintain an inner feeling of competence and at the same time avoid negative outcomes. Through observation and internalization of what others are experiencing, people learn bad and good behaviour. For example, if one observes another taking drugs, he will be motivated to imitate the behaviour or act especially if the behaviour is

reinforced positively. In this case, if the model appears excited (elated), the potential abuser is likely to imitate the behaviour. If the behaviour is punished, for instance, the model becoming sick, getting into legal conflicts or losing friend, the model will not be initiated, hence abstinence. In Bandura's view, the potential user or abuser has fore-sight full knowledge as to what the future consequences of those using drugs will be without direct experience. This awareness or anticipation of what reinforce will be in certain situations is part of cognitive operations. Actions are actually regulated by anticipating consequences of a given or similar behaviour. Bandura (1977) suggested that successful imitation of drug use is controlled by four major cognitive processes which he calls attention, retention, motoric reproduction and reinforcement. By attention, he means that the potential abuser must attend to and process the distinctive features of the model's performance. Once these distinctive features have been perceived, the individuals must store the model's performance so that it can be recalled in the future. Bandura assumes that the observer sees a model, produce a particular behaviour and then transforms what he sees into symbolic image which is then stored in the memory as a long term record of the new response pattern. The third cognitive process of observational learning according to Bandura is motoric reproduction. This entails the observer recalling the symbolic representation of an observed pattern of behaviour and uses this symbolic representation as a map to guide his or her own behaviour. Finally the performance of any motoric behaviour is dependent on reinforcement and motivation. Bandura assumes that people observe and remember both specific actions and patterns and the outcome of these responses for the model. Thus if the outcome is positive, the person is likely to try the same behaviour in a similar situation. The selection of a particular pattern is also dependent on the individual's own needs and goals.

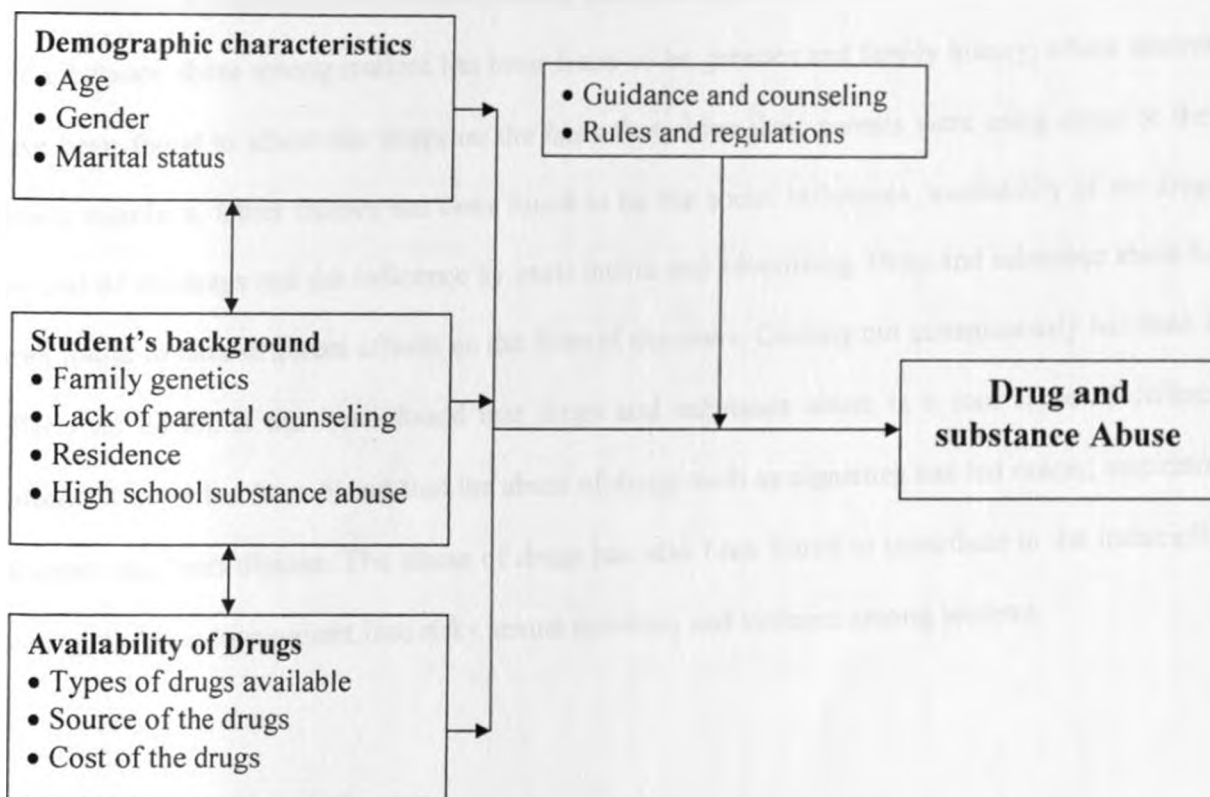
This theoretical formulation is significant in this study as it underscores the importance of observation learning in the acquisition and sustenance of drug taking behaviour. Students who are potential drug abusers observe drug taking behaviour in their friends, parents and siblings who are significant in their lives. Through such observation, potential drug abuser internalize the behaviour of significant others depending on whether the latter's behaviour is reinforced positively or not. This

theoretical framework is relevant to this study as it helps to explain the role of observational learning in determining the drug abuse behaviour among college students. It will be interesting in this study to investigate the extent to which social modeling contributes to imitation and sustenance of drug taking behaviour among adolescents in the identified area of study.

2.7. Conceptual Framework of the Study

The study is guided by the following conceptual frame work.

Fig 2.1 Conceptual framework,



The independent variables for the study are the factors influencing drug and substance abuse among students such as the demographic characteristics of students, student's background and availability of drugs while the dependent variable is the substance abuse among college students. The intervening variables are: rules and regulations and guidance and counseling in colleges.

The demographic characteristic such as gender, age and marital status, together with the student's background such as genetic factors, lack of parental care, residence and high school substance abuse plus the availability of drugs such as types, sources and cost, directly influences a student to drug abuse. However the availability of guidance and counseling in colleges and set rules and regulations may moderate the rate of abuse.

2.8 Summary of Literature Review

From the review, it has been found that student's abuse different types of drugs have been abused by students which have affected them in different ways. The commonly abused drugs and substances among students are: alcohol, miraa, bhang and glue. One of the factors influencing drug and substance abuse among student has been found to be genetics and family history; where students have been found to abuse the drugs on the basis that either their parents were using drugs or their family members. Other factors has been found to be the social influences, availability of the drugs, the cost of the drugs and the influence by mass media and advertising. Drug and substance abuse has been found to have different effects on the lives of the users. Coming out conspicuously has been its effects on health. It has been found that drugs and substance abuse is a root cause of different infections i.e. it has been found that the abuse of drugs such as cigarettes has led cancer, respiratory diseases and heart disease. The abuse of drugs has also been found to contribute to the indiscipline among students, engagement into risky sexual activities and violence among students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design used for this study and its characteristics. It also provides information on the population of the study, the sample frame, sample selection, data collection methods and data instruments used. Finally, it presents the research procedure adopted including the administration of the questionnaire and how the data was analyzed and presented.

3.2 Research Design

The study adapted the descriptive survey design with both qualitative and quantitative approaches of data collection. Scholars posit that descriptive studies portray an accurate profile of persons, events or situations (Robson.2002). The study used questionnaire to elicit a wide range of baseline information about the relationship between the variables. On the qualitative side the study employed interview guides to obtain information on the attitudes from lecturers .The surveys was relevant for this study because it's the most widely used techniques to gather information that describes the nature and extent a specified set of data ranging from the physical counts and frequencies. Surveys are justified by considering issues of economy of the design, rapid data collection and ability to understand from part of it. (Oso and Onen, 2005).

3.3 Target Population.

The target population is the collection of elements that possess the information sought by the researcher (Mutai, 2000). The target population comprised of the entire students and lectures at RIAT whose total population was 639 students and 90 lecturers. RIAT was chosen purposively to represent the public colleges in Nyanza province. This was because RIAT is situated in sub urban set up and the thus it is affected by both rural as well as in urban socio cultural influence.

3.4 Sample Selection and Sample Size.

Sampling means selecting some part of the population to represent the whole population or the group of interest. According to Babbie (2004), working with a sample reduces the length of time needed to complete a research, cuts the cost, is manageable and is almost a mirror of the sample population. RIAT has 639 population of which 144 are in Year I 298, in year two and 197 in year three. To get the views from all categories of students in the college; stratified sampling technique was used to sample students for the study. This sampling technique was deemed to be appropriate because it gave a better representation of all students based on the year of studies in the college. The students grouped into three strata i.e. as first years, second years and third years. Samples were then randomly drawn from each stratum, where by students in each year was listed and given a number which were then placed in a container and then picked at random. Lindsey (1985) observes that the minimum permissible sample size is 30 sample units and argues that the error in basing a conclusion about an entire population on a small sample is likely to be very small. The researcher used Lindsey's observational idea in sampling the respondents for the study that is at least a sample size of more than 30 students were drawn from stratum.

Table 3.1 Sampling and Sample Size

	Total Number	Frequency	Percentage
Year one	144	87	60.4%
Year two	298	71	23.8%
Year three	197	82	41.6%
	639	240	

Sample Size

According to Welman and Kruger (2001), sample size is that finite part of a statistical population whose properties are studied to gain information about the whole population. The researchers sample consisted of students and lectures both male and female from the college, students

were further subdivided into 3 subgroups according to year of study. The sample size was selected at 95% level of certainty and resulted in 73 lectures and 240 students. A sample formulae by Fisher et al, (1998) presented below was used.

$$n = z^2 pq/d^2$$

where n =desired sample size

z= standard normal deviation at require confidence interval of 95%

p = proportion in target population with characteristics being used

$$q = 1 - p$$

d = the level of statistical significance set

p = 0.5 as recommended by Fisher et al, which assumes 50% of characteristics of interest.

$$q = 1 - p = 0.5$$

z = 1.96 at 95% confidence interval

$$n = 1.96^2 \times 0.5 \times 0.5 / 0.5 = 384$$

The target population was less than 10000 hence a final sample size (nf) using following formula from Mugenda and Mugenda ,pg 44

$$nf = n / (1 + n/N)$$

Where : nf =the desired sample size (when the population is less than 10000)

N = Total population of students

$$\text{Therefore, sample size} = \frac{384}{1 + 384/639} = 240$$

For lectures :

N = 90

$$\text{Therefore: nf} = \frac{384}{1 + 384/90} = 73$$

Therefore a total of 313 respondents were targeted by the study, whereby 280 were interviewed, that is 240 students and 40 lectures.

3.5 Research Instruments

By considering the literacy level of the respondents, the researcher used questionnaires and interview schedules as instruments for data collection.

Questionnaires

Both quantitative and qualitative data were collected. Two separate questionnaires were used, one targeting students while another on lectures. The instruments contain both open ended and closed ended questions in orders to generate both qualitative and quantitative data. The students questionnaire had were divided into four sections whereby each section contained questions addressing a particular objective of the study. The first section contained the information on the demographic characteristics of the student, the second section concerns the perceived factors influencing drugs and substance abuse, the third section seeks to investigate the types of drugs abused and last section concerns the effects of drugs and substance abuse and the recommendations from the students. Lectures used self administered open ended questionnaire where they were expected to provide in-depth information, explanation and individual opinion on factors influencing drug use by college students. Wiersma (1985) maintains that questionnaire studies are generally much less expensive and they do not consume a lot of time in their administration. The researcher prefers to use questionnaires because of their ability to collect a large amount of information in a reasonably quick space of time.

3.5.1 Pilot testing

A pilot study of the instrument was conducted in one college within Kisumu district which was not be included in the actual study. The college was purposely selected to ensure it has the same characteristics as the target population. Through the research assistance the pilot testing helped identify grey areas during data collection which are eventually discussed and adjusted accordingly.

3.5.2 Validity of instruments

A valid instrument should accurately measure what it is supposed to measure. According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena. In order to assess validity, the following approaches were employed to ensure truthfulness. The research instruments were first given to the two experts e.g. the supervisors who scrutinized all the questions in the tools to assess their appropriateness in addressing the critical issues in the study. The instrument was also subjected to peer review whereby the restructuring of the questions and language use was assessed and reviewed and where found necessary side notes were made to ensure the right information is collected from the respondent.

3.5.3 Reliability of instruments.

Reliability is the consistency of the research instrument. Mugenda and Mugenda (1999) observed that reliability is a measure of degree to which a research will yield consistent results after repeated trials.

The reliability of the instruments was tested by the use of split-half method. The method involves scoring two halves usually odd and even items of a test separately for each person and then calculating the correlation coefficient for the two sets (halves) of scores. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describes the internal consistency of the test.

The researcher used Spearman Brown Prophecy formula:

2 x Corr. Between the Halves

1+ Corr. Between the Halves

$$r = \frac{2r}{r+1}$$

r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items.

The researcher used sample data to test on the reliability of the instruments.

The calculated coefficient was found to be 0.70. This considered adequate hence the researcher concluded that the instruments were reliable.

3.7 Data Collection Procedure

The process of data collection took two weeks where the questionnaire and interview guides were administered to the various respondents. The researcher obtained a letter from University of Nairobi, allowing her to seek for a research permit from the National Council for Science and Technology. The researcher booked for appointment with the principal of the selected institution and the possible dates for data collection was arranged. With the help from the two research assistant's data was collected from the students and the lecturers using the questionnaire. The questionnaires were administered to the college students during lunch breaks and in the evening during after classes. The questionnaires were collected immediately after they were filled by the students.

3.8 Data Analysis Techniques

Data analysis seeks to fulfill the research objectives and provide answers to research questions (Bryman and Cramer, 1997). Primary data were edited first for completeness and consistency. The qualitative data were coded and fed into the software for analysis. Care was taken to ensure the coding and data entry were done according to coding rules. SPSS database was used to analyze the data as it helps to isolate the critical determinants and their relationship. The SPSS database enable the researcher to cross tabulate the variables and calculate any significant difference in the variables. Descriptive statistics such as frequencies, percentages, means and standard deviation were used to describe the data. Output from data analysis was presented in the form of tables, pie charts and graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents the findings of the study which have been discussed in line with the study objectives. The objectives of the study were to establish the extent to which demographic characteristics of students influence drugs and substance abuse in Ramogi institute of Advanced Technology, to investigate the level at which family background influence drugs and substance abuse at Ramogi Institute of advanced Technology, and to determine the extent at which types and availability of the drugs influence drugs and substance abuse by students in Ramogi Institute of Advanced Technology.

4.2 Response return rate

The number of respondents was representative enough for a meaningful generalization. Out of the 313 sampled for interview, 280 respondents participated in the exercise. From the 73 lectures respondents sampled a total of 40 lectures responded giving a return rate of 54%. The questionnaire was also administered to 280 students whereby 280 students participated showing a response return rate of 100%. The full percentage of students was achieved due to the fact that the class representatives were given the responsibility to collecting the questionnaire back and forward to the research assistants by the end of the day. This ensured all those students sampled and willing to participate actually participated on the exercise. However the low return rate for lectures were due to the fact that most lectures were busy at the time and did not have time to respond to the questionnaire.

4.3. Influence of demographic on drug abuse.

The socio-demographic characteristics of students such as gender, Age and marital status was perceived to be a factor influencing drug abuse. To determine this factor, questions asking for the demographic information were sought from the responded of which the results were as listed below.

4.3.1 Age as factor influencing drug use.

In establishing the ages of the student respondents, they were asked to indicate their age brackets. The findings of the study were as presented in Table 4.2.

Table 4.1 Age (bracket) of the Respondent and use of drug(s) and other substance

Age (bracket of responded)	YES		NO	
	Frequency	Percent	Frequency	Percent
18-25	87	36.25	133	55.4
26-35	7	2.9	12	5
36-45	0	0	1	0.41
Total	94	39.2%	146	60.8%

From the findings of the study, it can be concluded that most of the students at RIAT were youth and therefore were vulnerable to drug and substance abuse. Out of 240 respondent, 39.2% agreed to be abusing drugs while 60.8% do not use. However from those who abuse drugs, a higher percentage came from the lowest age group 18-25. Thus a cross tabulation of responded age against use of drugs revealed that the younger the student is the higher the use of drugs and other substance, as shown in the table below. According to rapid assessment report by NACADA, (2007) children start abuse of drugs at a very early age. The median age of first use of chang'aa and cigarettes is 9 years and by age ten, half of them have tried chewing/sniffing tobacco, traditional liquor and, miraa. The median age of use of packaged alcohol is 11 years while that of bhang is 14 years.

4.2.2. Gender as factor influencing drug use.

The study sought to establish the distribution of the respondent use of drugs by gender. All the student respondent were asked to indicate if they are currently taking any drugs, this was then cross tabulated by gender. The findings were as shown in table 4.2.

Table 4.2. Respondent who take drug and other substance by Gender.

Gender	YES		NO	
	Frequency	Percent	Frequency	Percent
Male	72	30	42	17.5
Female	22	9.2	104	43.3
Total	94	39.2%	146	60.5%

Table 4.2 shows that 30% of male students said they are currently taking drugs and other substance, while only 17.5 of them do not. Female who use drugs were only 9.2% while 43.3 do not take drugs. This statistics shows that more of male students tend to abuse drugs than the female students. This could be due to the fact that male students tend to be more adventures than female students. Soldera M, et al (1997) in their research confirmed this by stating that heavy alcohol use was higher among male (5.2%) than female students (4.8%).

4.2.3 Marital status as a factor influencing drug abuse.

The study sought to establish the respondent use of drugs and the marital status. The respondents were asked to indicate their marital status and this was cross tabulated with those students currently taking drugs. The findings were as presented in table 4.3.

Table 4.3 Respondents currently using drugs by marital status.

Marital status	YES		NO	
	Frequency	Percent	Frequency	Percent
Married	16	6.6	47	19.5
Single	44	18.3	133	55.4
Total	60	24.9	180	74.9

The study respondents were composed of 177 single students and only 63 married students. A cross tabulation of marital status and use of drugs indicate that students who are single tend to use drugs more than those that are married. Out of the 63 married respondents only 6.6 % use drugs while 19.5 do not. The students who are single and use drugs were 18.3% while 55.4 do not take drugs. This can be due to financial responsibilities of married students that limit the drug use. According to Bachman et al(1997) a developmental perspective illustrate that alcohol use is normative in the teenage years ,and will decline in one's mid to late 20's,the 'maturing out' process usually coincides with the adoption of adult roles and responsibilities.

4.3. Influence by Student's Background

The findings from the study shows that presence of drugs and substance abuse disorders draws back from the students background which is influenced by the family and genetic factors ,residence and lack of parental counselling.

4.3.1 Family and genetic factors

In order to examine family background as a factor influencing drug use, respondents were asked to state whom they stay with. The findings revealed that the students who stay with the mother alone tend to abuse drugs (61%) than those who stay with both parents or wife at (3%).This is true because parents and even wife tend to monitor their children or husband behavior and support positive friendship which prevent drug abuse. The study revealed that genetics and family environment do predispose college students to use and abuse substances. Genetic, according to NIDA,(1995) account for between 40-60% of a person's vulnerability to drug abuse and that student whose parents ,grandparents or sibling suffer from addiction are more likely to develop addiction problem. In addition children who have poor example to follow such as addicted parents or older siblings tend to be more prone to drugs.

4.3.2 Whom the respondents live with.

To establish the if there is drug influence from the people whom the respondents live with, each student was asked to indicate the person they were currently living with at the time of the study. This was cross tarbulated by the students currently taking drugs and other substance.The findings were as shown in Table 4.4

Table 4.4.Cross Tabulation of who respondent lives with and use of drugs

Whom respondent stays with	YES		NO	
	Frequency	Percent	Frequency	Percent
Husband	0	0	6	2.5
Wife	3	1.25	23	9.6
Both parents	3	1.25	18	7.5
Father	40	16.7	48	20
Mother	36	15	23	9.6
Guardian	5	2.1	9	3.8
Relative	5	2.1	19	7.92
Friend	2	0.8	2	0.8
Total	94	39.2	146	61.72

The statistics shows that 88 students stay with the father and 59 stays with the mothers.Only 21 stay with both parents .From the findings,16.7 students who stay with the father abuse drugs and 15 %who stay with the mother also take drugs.However no female married student abuse drugs as opposed to 1,25% of male married student who take drugs.

The finding suggest that more students who stay with single parent , mother and father tend to abuse drug more than when they stay with both parents (1.25%) ,this can be attributed to the high disciple instilled by both parents than single parent. According to Brook (1990), the parent* s absence

from home means that they are not able to give their children advice or counsel them on social life. Protective family factors can moderate the effects of risk factors. Protective factors in the family include consistent and contingent discipline; a strong parent-child bond; high levels of supervision and monitoring; and parental warmth, affection, and emotional support. In support to this, Pudo (1998), noted that children who come from homes where parents take drugs tend to imitate the behaviour of their parents by engaging in taking of illegal drugs.

4.3.4. Drug abuse by course taken by students.

In establishing how different course taken by student influence the drug use, students were asked to indicate whether they abuse drugs or not. The findings of the study were presented as shown in table 4.5 .

Table 4.5: Students abusing drugs by course taken

Specialization	YES		NO	
	Frequency	Percent	Frequency	Percent
Technical	50	20.8	45	18.8
Business	44	18.3	101	42.1
Total	94	39.1	146	60.9

The statistics show that 20.8 % of students who specialize in Technical courses take drug, while only 18.8 donot. However this is opposite for bussiness students, where 18.3 % of them take drugs compared to 42.1 % who said they do not take ant drugs.

From the findings of the study, it can be concluded that students who take technical courses tend involve in drug use as opposed to the bussiness related courses. This can be attributed to the high workload imposed by the curriculum for the technical courses therefore prompting them to try drugs as an attempt to reduce the feeling of stress .

4.3.5 When the Respondent first used Drugs.

In an attempt to establish when the respondents first used drugs, the respondents were asked to state when they started using drugs and other substance. The findings were as shown in Table 4.6.

Table 4.6: When the respondent first used drugs

When first used drugs	Frequency	percent
In primary school	20	8.3
In High school	36	15.0
In college	38	15.8
Does not take drugs	146	60.8
Total	240	100.0

From the findings, 8.3 % of the students said they started abusing drugs at primary level, 15 % said they started using drugs at high school and 15 % said they began to abuse drugs during college, while 146 said they have not abused drugs at all. The study revealed that most students begin to take drug as they move to higher grades/year of study. For all the respondents who admitted to the use of drugs and other substance, only 8.3% began at primary level while 15% began at high school and college level, an indication of the higher the progress the higher the influence.

A cross tabulation of students abusing drugs and year of study revealed that 13.8% abuse drugs at first year, 15.5 in second year and 10% in third year as shown in table 4.7.

Table 4.7: Crosstab of year of study and when respondent first used drugs

Year of study	YES		NO	
	Frequency	Percent	Frequency	Percent
1	33	13.8	54	22.5
2	37	15.5	34	14.2
3	24	10	58	24.2
Total	94	39.3	146	60.9

From the study it was noted that in use of drugs by there is a higher number 37(14.5) of second years who abuse drugs compared to first years 33(13.8), but a decrease in use of drugs by the third years. 24(10 %.). This can be explained as due to the fact that they are getting mature and a bit serious with the class work.

In support to this findings, a study done by Johnston et al. (2002) found that the use of tobacco, alcohol and illicit drugs peaks between the ages of 18 and 25 years during which many young people are enrolled in colleges or universities. The study further revealed common perceived reasons for drug use by the students are due to peer influence this is true because studies also revealed few students take drugs in first year and the number increases in the second year, this is true because most student tend to copy what others do as they join the higher learning institution, and would like to fit into the system they also get the freedom that has been missing throughout the secondary period.

4.3.6 Residence as a factor influencing drug abuse.

The study sought to establish the influence of the place of residence on the use of drugs by students. The respondents were asked to state their places of residence which was then cross tabulated with the students who use drugs. The findings are as shown in table 4.8.

Table 4.8: Cross tab of where respondent live and use of drugs.

Where respondent lives	Students who abuse drugs	
	Frequency	Percent
In town	46	48.9
At home (up country)	48	51
Total	94	100%

The statistics shows that 48.9 % of the students who abuse drugs stay in town while 51 % of the students resides up country(rural).From statistics it can be concluded that the place of residence have little influence on the use of drugs by the students. The findings showed that out of 94 students abusing drugs and other substance 48.9 % of those abusing drugs reside in the urban centers while 51% resides up country. Students staying in town were reported to have a twofold risk having tasted alcohol, tobacco, *miraa*, bhang, and glue compared to those from the rural areas, thus the youth in town due to their lifestyles, are more predisposed to drugs compared to those in the rural areas This however is not hold true for according to Harford et al(2002), who states that living arrangement is not significantly related to rates of use among college students. On the other hand UNODC (2004) states that 60% of youth abusing drugs reside in urban areas while only 21% in rural areas.

4.1 Types and availability of Drugs and Substances

Types and availability of drugs were also found to be another factor influencing drug use, an analysis of the types of drugs used by college students, the cost and availability and the source provided the following report.

4.4.1 Drugs abused by college students.

The study sought to investigate if students at RIAT use drugs and other substance, the respondent were asked to state if they are currently using any drugs and substance abuse. Table 4.10 presents the findings of the study detailing frequencies and percentage.

Table 4.9: Respondents use of drugs

	Frequency	percent
Yes	94	39.2
No	146	60.8
Total	240	100.0

From the findings, out of the 240 respondent only 94 (39%) agreed to have used drugs while 146 (60.8%) do not take any form of drug and other substance. However the response from there lectures when asked of their knowledge of misuse of drugs and other substance within the college by the students reflected a higher percentage. Out of the 73 lectures sampled for interview, 95% were fully aware, while only 5 % said they are not sure. From the findings it was confirmed that there is presence of drug abuse in the college of which is influenced by some factors.

4.4.2 Types of drugs used

To investigate the types of drugs abused at the college, the respondents were asked to indicate the types of drugs commonly abused at the college. The findings of the study were as presented in table 4.10.

Table 4.10 Types of drugs used by students

Type of Drug	Frequency	Percentage
Local brew	232	96.7
Bang	180	75
Cigarettes	190	79.2
Cocaine	21	8.8
Mirra	142	59.2
Heroin	53	22.1
Commercial Beer	213	88.8
Kuber	113	47.1

The study found out that 232 (96.7%) indicated that the most commonly abused drug was local brew. The study also found that 213 (88.8%) of the respondents indicated that they abused commercial beer. Cigarettes was the third most abused drugs as indicated by 190 (79.2%) of the respondents. The study also found that 180 (75%) of the respondents indicated Bhang as the commonly abused drug. Other types of drugs abused were found to be Miraa as indicated by 59.2%, Kuber as indicated by 47.1%, Heroin as indicated by 22.1% and Cocaine as indicated by 8.8%.The findings are supported by a study by Siringi (2001) who states that a large number of students across

age group have been exposed to alcohol, cigarettes, *miraa*, glue, bhang, and even hard drugs like heroin and cocaine.

The lectures further gave various types of drugs that are abused in the institutions, whereby 46 out of 73 mentioned bang and Alcohol (63% each) as the most commonly abused drugs and other Substance in the college. Other drugs mentioned were cigarette (42%) while a few mentioned mirra, kuber etc. This corresponds with the students rating which categorized alcohol (local brew) as the highly used substance by students 232 (96%), commercial beer at 212 (88.8%) and cigarettes at 79.2 % (190 respondents).

From the findings of the study it can be concluded that the most abused types of drugs were local brew, commercial beer, cigarettes and Bhang. According to Stewart et al, (1997), College students most often report using cigarettes, alcohol and marijuana for recreational and social reasons, followed by coping reasons (to reduce or avoid negative moods or feelings including anxiety and depression) and enhancement reasons (to produce euphoria or heighten positive emotions). Students also like to experiment a lot with whatever newly introduced before they make the decision, as such we notice an increase by number of students abusing drugs in the second year but a decrease in third year students who have experimented and have now made decision to quit. NACADA (2004) further confirms that the most commonly abused drugs in Kenya are alcohol, tobacco, bhang, glue and psychotropic drugs. Kuo et al their research, explains that there is strong relationship between the cost of drugs and alcohol consumption ,and that the lower the price of alcohol in the surrounding community, the higher the rate of binge drinking at a given college. These explain why local brew commonly abused in the college.

4.4.3 Sources of drugs and substance abused by the students

The researcher sought to investigate the sources of drugs and substance which are consumed by students. Both respondents were asked to indicate the source of drugs and other substance in the college. Data collected indicates that most respondent cited local brew from the community, bar and

fellow students as the major sources of their drugs at 208(86.7%) 149(62% and 125 (52%) respectively as shown in the Table 4.12.

Table 4.11 Sources of drugs and substance abused by students

Type of Drug	Frequency	Percentage
Local brew	208	86.7
Bars	149	62
Fellow students	125	52
Shops	84	35
Drug dealers	85	35.4
Matatu touts	13	5.4

The 208 students also mentioned local brewers from the community (86.7 %) as the major source of drugs in the college, other sources highly rated were Bars 149 (62%) and fellow students 125(52%) . Lecturers' views were also sought on where students get drugs and other substance. Out of the 73 lectures interviewed 50 (68%) cited local community as the source of drugs for students, while others 22 lectures (21%) mentioned the source to be from fellow college students, an indication that some students double up as drugs dealers in the institution.

4.4.4 Other Factors influencing drugs and substance abuse by students

The study sought to establish other factors that influence the use of drugs and other substance among students. The findings were as indicated in table 4.12.

Table 4.12: Other factors influencing drug and substance abuse among college students

Factors	True		False	
	Frequency	Percentage (%)	Frequency	Percentage (%)
ii) The cost of the drugs and substances	171	71	69	29
iii) Influence of Mass media and advertising	134	56	106	44
vi) Peer influences	233	97	7	3

Out of the total lectures interviewed 53% cited peer pressure as the major factor influencing drug abuse in the college. Other factors commonly cited were stress 35% , too much academic work 26 % , adolescence 15% as well as are family problems and poor child up bringing since students tend to emulate behaviors from the parents ,relatives or elder siblings.

The response from the students on the perceived factors influencing drug use as follows, peer influence 233(97%), cost of drugs 171(71%) and Mass media at 56%. According to CASA (2003), once in college, the peer group has a strong influence on individual students' engagement in substance use. They argue that the influence is based on perceived norms of substance use rather than on direct peer pressure to smoke, drink or use drugs.

A cross sectional views of the respondents indicated that individual, social and environmental factors highly influence the student's use of drugs and other substance at the college. In support to this, Wangai (2001) found that the behaviour formation and behaviour modification among students are largely influenced by peer pressure and role modeling provided for by their colleagues and teachers. While peer pressure strongly came out as the major factor both from the students and lectures, the pressure is based on perceived belief that drugs and alcohol has a positive effects on their daily life. Student take drugs to calm themselves down from pressure from the social environments caused by transition from high school to college and pressure from class work and believed that drugs will make them pass examination. The study also revealed that genetics and family environment do predispose college students to use and abuse substances. In support to this, Pudo (1998), noted that children who come from homes where parents take drugs tend to imitate the behaviour of their parents by engaging in taking of illegal drugs.

4.4.5 Effects of drug and substance abuse on the health of college students

The study was also aimed at establishing the effect of drug and substance abuse on the health of college students. The findings of the study are presented in table 4.13.

Table 4.13 Perceived effects on health of students

Effects on health of students	Frequency	Percentage
Poor Health	234	97.5
Death	195	81.3
Injury	227	94.6
Risky sexual behavior	235	97.9
Contraction of HIV/AIDS	220	91.7

Study revealed that there was a relationship between the drug use and health of the students in the college. Out of the 240 student respondents, 234 (97.5%) agreed that drugs leads to poor health, 195 (81%) agreed that it caused death, 225 (94%) agreed that it caused injuries, 233 (97%) agreed that it encouraged risky sexual behavior and 222 (92%) agreed to the fact that drugs makes one vulnerable to HIV infection. In support to these findings, Naimi et al., (2003), says that long-term alcohol misuse is associated with liver disease, cancer, cardiovascular disease, and neurological damage as well as psychiatric problems such as depression, anxiety, and antisocial personality disorder.

4.4.6 Effect of drug and substance abuse on the social behavior of college students

The study also sought to investigate effects of drugs on the social behavior of students. The respondent were asked to list the perceived effects on the social behavior .The findings were as shown in table 4.14.

Table 4.14: Perceived effects on behaviour.

Effects on behaviour of students	Frequency	Percentage
Violence in Colleges	208	96.7
Indiscipline among students	236	98.3
Makes students participate in illegal acts	232	96.7
Promotes immorality among students	230	95.8

From the study it came out clearly that 98.3% respondent mentioned indiscipline, 96.7% making students participate in illegal acts and 96.7% said violence in colleges. Response from lectures gave several reasons as the effects of drugs and other substance on the social behavior of students. Majority of the respondents 49 (47%) mentioned that the students become more rough, rowdy and violent after taking drugs. It was also found that 43 of the respondents (42%) mentioned that students become deviance and disobedient. Other effects on the behaviour were found to be: cheating in examinations, untidiness in the body and the environment, rejection and unwanted pregnancies.

When the student respondents were asked to about the effects of drug and substance abuse, it was found that majority of the respondents (98.3%) indicated that it promoted indiscipline among students. The study also found that drug and substance abuse promotes violence in colleges as indicated by 208 (96.75).

4.4.7 Effects of drug and substance abuse on the academic performance of college students

The study also sought to find out the effect of drug and substance abuse on the academic performance of students. Respondents were asked to list the perceived effects. The findings of the study were as shown in table 4.15

Table 4.15 Student views on the Effect of Drugs on Academic Performance

	True	False	Percentages
High College drop out	158	82	65
Low academic achievement	233	7	97
Lower grades	231	9	96.2
Absenteeism	232	8	96.6
Loss of concentration on academic work	223	17	92.9

The student respondents were also asked on their views on effects of drugs on their academic performance. The study found that 96% of the respondents indicated that drug and substance abuse lowers academic grade. It was also found that 97% of the respondents indicated that drug and

substance abuse lower the academic achievement of students, 96% indicated that it promotes absenteeism among the students, 96% indicated that it lowers student's concentration on academic work and 65% indicated that it promotes drop out among students. In support to this findings, The National Institute on Alcohol Abuse and Alcoholism (NIAAA) (2002) Task Force on College Drinking in the U.S reported that about 25 percent of college students report academic problems caused by alcohol use, such as earning lower grades, doing poorly on exams or papers, missing class, and falling behind. The findings of the study were as presented in Table 4.16.

4.4.8 Dealing with Students Addicted to Drugs in College

To find out the ways in which the college deals with cases of drug addiction, the respondents were asked to mention the ways by which they dealt with drug addicts. The study found that the college had different ways of dealing with drug addicts. Among the actions taken was that students found abusing drugs were sent to the dean of students. It was also found that the college has established guidance and counseling department to deal with students with regards to matters of indiscipline as indicated by (58%) of the respondents. It was further found that the college suspended or expelled drug addicts who showed no change despite the guidance and counseling as indicated by 53% of the respondents. The study finally found that peer education and sensitization on effects of drugs and substance had been introduced in the college as indicated by 26% of the respondents.

4.4.9 Suggestion on Other Actions to be taken against drug addicts

The lectures gave various recommendations for action to be taken to address the problem of drugs and other substance abuse in the institution. 21 respondents (53%) recommended counseling to be strengthened by the college administration, while 17 respondents (42%) suggested strong measures on discipline should be undertaken by the college administration. It also came out clearly from the respondents that there is need to introduce lessons on drugs and substance abuse in class as well as strengthening the peer education program in the college. Other negative reinforcement such as

reporting the drug abuser to law enforcement authorities for arrest were mentioned and even reflecting the behavior in the academic certificates of the addicted student should be undertaken to hinder other student from engaging in the same behavior. It also came out clearly from earlier report that students themselves acts as drug peddlers in colleges, this is mostly by the day scholars .The respondents therefore recommended a full boarding to all students to avoid drug trafficking into the college by the day scholar. However in seeking views from the students, majority 100 (41.7%) said nothing should be done to the students found abusing drugs while 45(18%) said guidance and counseling should be encouraged and 35(14.6%) proposed rehabilitation centers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter summarizes the main findings of the study, the conclusions arising from the findings and recommendations for policy formulation to reduce influence of drugs and substance abuse in colleges. The chapter further explores areas for further research which will help reduce the drugs and substance abuse in colleges.

5.2 Summary of Findings

In establishing the influence of demographic characteristics of the respondent's drug and substance abuse among, the study found the demographic characteristics (age, gender and marital status) influence drug and substance abuse by students. The study also found that more students abuse drug at age bracket 18-25 (39.5%) while the number abusing drugs decreases with maturity. The male students were found to be abusing drugs more (53.3%) than the female students 21%. The study finally found that only 16% of the married students abuse drugs compared to 44% of the respondent who were single.

Regarding the influence of students' background on the study found that 52% of the students who take technical courses abused drugs while 30% of the students who take business related courses took drugs. The study also found that there was an increase in taking of drugs among students in high school compared to primary school. This behaviour led to the increase in drug abuse among college student. The place of residence of the respondents was also found to influence drug and substance abuse among students in that 44% of those abusing drugs were found to reside in the urban centres while 36% resided up country.

The study established that the availability of drugs was a major factor influencing drug and substance abuse among college students. This was evidenced by the fact the 94 (39%) of the respondents were using drugs and substances. Regarding the types of drugs abused by students, the study found that the specific types of drugs abused included: bhang and alcohol as indicated by 63%

of the respondents, cigarette as indicated by 43%, miraa and kuber. In general, the study revealed local brew and commercial beers are the most common substance abused by most students in college. This was attributed from the fact that local brews are easily available within the college environment and much influence from the urban setting which has led to numerous bars and pubs within the nearest shopping centre. A study done by Johnston et al. (2002) found that the use of tobacco, alcohol and illicit drugs peaks between the ages of 18 and 25 years during which many young people are enrolled in colleges or universities. In establishing the sources of the drugs abused by students, the study found that 68% of the respondents cited local community as the major source. It was also found that some students 21% of the respondents mentioned that they got the drugs from their fellow students. Other sources were bars, shops, drug dealers and matatu touts. Other factors affecting drug and substance abuse among students were found to be peer influence as indicated by 97%, cost of the drugs as indicated by 71% of the respondents and mass media influence as indicated by 56% of the respondents.

5.3. Conclusions

The following conclusion emanate from the results of this study. It can be concluded that the demographic characteristics of the respondents such as age gender and marital status influenced drug and substance abuse among the students. The study also concluded that the students background such as the courses taken by the students, high school drug abuse, students residence and family genetics influence drug and substance use among students in colleges. The study finally concludes that the availability of drugs and substances influences drug and substance abuse among students.

5.4 Recommendations.

5.4.1 Recommendations for Policy makers

These findings points out the need for appropriate intervention that targets students' right from the high school through to the college. In order to really help the situation, the government should have a

well- defined comprehensive and realistic policy on control of drugs. The study also recommends that public education should be carried out targeting all the vulnerable groups such as the older children, adolescent and young adults. Any policy which is designed to control drug abuse behavior, should be embraced by all parties involved in the development and growth of the young.

5.4.2 Recommendations for Implementers

The study also recommends that efforts should be made to develop drug abuse prevention strategies to address the problem. Appropriate intervention such as health education through peer clubs, support through guidance and counselling and referral systems to rehabilitation centres should be established in colleges to help curb this habit. Control efforts should be made both during the learning period and be extending to their places of residence so that influences in the home environment and the surroundings that contribute to drug abuse can be identified and controlled.

5.5. Contribution to the body of knowledge

The findings of the study have led to several contributions towards the body of knowledge as enumerated in the table below.

Contributions to the body of knowledge.

Research questions

Contributions to body of knowledge

1. How does demographic characteristic of the students influence drugs and substance abuse among students in Ramogi Institute of Advanced Technology?

There are many factors influencing the drug and substance abuse among students in RIAT college. The prevalence of these factors has led to drug and substance abuse among students in the college. Interventions should therefore be put in place to minimize the factors influencing the availability and use of these drugs by students
2. To what level does students' background influence drugs and substance abuse at Ramogi Institute of advanced Technology?

Students' background has been found to influence drug and substance abuse among the college students. Intervention should therefore be made so that the factors that can be controlled such influence arising from the residence and parental guidance and counseling can be prevented.
3. To what extent does the availability of the drugs influence drugs and substance abuse by students in Ramogi Institute of Advanced Technology??

The students take different types of drugs including cigarettes miraa, kuber and alcohol (both locally brewed and commercial beer because of their availability. The major sources of the drugs are the local community, students, bars, drug dealers and matatu touts. Interventions should therefore be put in place by the schools through strengthening the rules and regulations, by the local community by ensuring that the drugs are not available to the student and by the government regulation on the sale of drugs..

5.6 Suggestion for further research.

Despite the findings obtained by the study, there are still some areas which may need further research to understand the problem better. The researcher concentrated on the factors influencing drugs and substance use at RIAT College, there is need to replicate the same study in other colleges outside Kisumu for purposes of comparison. Further research should be done on the effects of drug and

Kisumu for purposes of comparison. Further research should be done on the effects of drug and substance abuse among colleges students in other higher learning institutions apart from public technical colleges.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL.

March, 2010

Dear Respondent.

RE: REQUEST FOR PARTICIPATION IN A RESEARCH STUDY

I am a student at Nairobi University currently pursuing a degree of Masters. As part of my study, am required to submit a research project on "FACTORS INFLUENCING DRUGS AND SUBSTANCE ABUSE AMONG STUDENTS IN PUBLIC COLLEGES." You are therefore requested to participate in this study by giving the information regarding the topic of the study. The information required is purely for academic purposes and your name will not be mentioned anywhere.

Thank you in advance

Yours sincerely,
Petronila Odonde

Student Researcher
University of Nairobi

APPENDIX II: QUESTIONNAIRES FOR STUDENTS

1. The course being pursued _____

2. Year/semester _____

3. Age bracket 18 – 25 [] 26 – 35 [] 36– 45 []
 46 – 55 [] Over 55 []

b). Respondent sex Male Female

Use the table below to answer the following questions

Question			
4. Marital status	Married	[]	Single []
5. Where do you live	In town	[]	At home []

6. Whom do you stay with? Husband [] Wife []

Both parents [] Father [] Mother []

Guardian [] Relative [] Friend []

Any other (specify) _____

DRUGS ABUSED BY COLLEGE STUDENTS

7. Have you ever used any drug in your life? Yes [] No []

a) If your answer to the question above is yes, when did you first take the drug (s)

In primary school [] In high school [] In College []

8. Do you currently take any type of drug? Yes [] No []

a) How long have you been using the drugs? _____

b) How regular do you use them given the following options?

Whenever I feel like	
Daily	
Once a week	
Once a Month	
Whenever I get them	
During school days only	
During the vacations only	
I cannot remember	
Others, specify	

9. The following are some of the drugs commonly abused by college students.

Please indicate whether the given types of drugs are abused in your college or not.

Type of Drug	Yes	No
Local brews (beer, busaa, muratina, chang'aa)		
Bhang		
Cigarettes		
Cocaine		
Miraa		
Heroin		
Commercial beers (beer, whisky, tusker)		
Kuber		
Others (Specify)		

10. State effects of drug on students conduct in the college _____

11. Sources of drugs abused by students?

Other students [] The shop [] Drug dealers []

Local brewers [] Matatu touts [] From bars []

Other sources please specify _____

FACTORS INFLUENCING DRUG AND SUBSTANCE ABUSE AMONG COLLEGE STUDENTS IN KISUMU CITY

12. Indicate the drugs which are commonly abused by family members?

	Alcoholic beverages	Cigarettes	Bhang	Miraa	Other drugs (specify)
Father					
Mother					
Brothers					
Sisters					
Relatives					

13. Who among male or female students abuses drugs most?

Male [] Female []

a) What is the reason for your choice above?

14. The following are some of the reasons why students take drugs. Please indicate whether the reasons are true or false.

Reasons	True	False
1) Calm themselves down		
2) Believe that they will pass examinations		
3) To have a sense of belonging		
4) Their parents abuse drugs		
5) Influence from friends		
6) To experiment		
7) Their friends abuse drugs		
8) Bad treatment at home		
9) Their brothers/sisters abuse drugs		
10) Most drugs are readily available		
11) They have money to purchase them		
12) Belief that drugs are not as dangerous as people perceive them		
13) Not all drugs are harmful to ones health		
14) For treatment		
Any other reason (specify)		

15. The following are some of the factors influencing drug use among college students. Please indicate whether they are true or false.

Factors	True	False
i) Availability of the drugs		
ii) The cost of the drugs and substances		
iii) Influence of Mass media and advertising		

iv) Family history on the use of drugs		
v) Use of the substances in high school		
vi) Peer influences		
vii) Residence i.e urban/rural		

Please give a reason for each of the above answers _____

EFFECTS OF DRUG AND SUBSTANCE ABUSE ON THE HEALTH OF COLLEGE STUDENTS

16. a) Do you think that the use of drugs among college students has any effect in their health? Yes
 No

b) The following are some of the perceived effects of drug and substance abuse on the health of college students; please indicate whether they are true or false.

Effects	True	False
Poor health		
Death		
Injury		
Risky sexual behavior		
Contraction of HIV/AIDS		

17. How does the drug and substance abuse affect the behavior of students in colleges in Kisumu city

Behavior	True	False
i) Violent		
ii) Cool		
iii) Quiet		
iv) Immoral		
v) Indiscipline		
Any other (Specify)		

b) Give reasons for answers above _____

EFFECTS OF DRUG AND SUBSTANCE ABUSE ON THE ACADEMIC PERFORMANCE OF COLLEGE STUDENTS

18. According to you, do you think drug and substance abuse has any effect on the academic performance of students

Yes [] No []

Please explain your answer? _____

19. The following are some of the perceived effects of drug and substance abuse on students performance. Please indicate whether they are true or false.

Effect	True	False
High college drop out		
Low academic achievement		
Drop out		
Lower grades		
Absenteeism		
Loss of concentration on academic work		

20. What are other effects of drug and substance abuse on the academic performance among college students? _____

EFFECT OF DRUG AND SUBSTANCE ABUSE ON THE BEHAVIOUR OF COLLEGE STUDENTS

21. Do you think drug and substance abuse has any effect on the behavior of college students? Yes
[] No []

Briefly explain your answer? _____

22. The following are some statements on the effects of drug and substance abuse on the behavior of college students. Indicate whether they are true or false.

Statement	True	False
Drugs and substance abuse causes strikes in colleges.		

Drugs and substance abuse promotes indiscipline among college students		
Drug and substance abuse makes students to participate in illegal acts.		
Drugs and substance abuse promotes immorality among college students.		

23. What are other effects of drug and substance abuse among college students on their behaviour?

24. What action do you think should be taken for students who are found to be drug addicts in colleges?

25. What would you suggest to be done by the following groups of people to prevent the use of drugs among students in colleges?

a) By the colleges

b) By the government of Kenya through NACADDAA

c) By the community

26. What help or assistance do you think can help college students to stop abusing drugs?

27. What would you recommend to be done to eradicate drug abuse among students in colleges in Kenya?

Thank you for your co-operation

APPENDIX III: INTERVIEW SCHUDE FOR LECTURERS

1. Are you aware of students abusing drugs in school _____?

2. Which types of drugs are commonly abused by students in your institution?

3. Where do you think students from your institution get drugs? _____

4. What are some of the factors influencing the use of drugs among your students?

5. What are the effects of drug and substance abuse on the academic performance of students?

6. What are the effects of drug and substance abuse on the social behavior of college students? _____

7. How do you deal with students who abuse drugs and other substance in school? _____

8. What would you recommend to be done by colleges to address the problems arising from the use of drugs among students?

Thanks for your corporation.

APPENDIX IV: LETTER OF AUTHORIZATION.

MINISTRY OF EDUCATION

Telegrams:

Telephone: Kisumu (057) 2022626

When replying please quote



DISTRICT EDUCATION OFFICE

KISUMU EAST

P O. BOX 1914

REF: KSM/MISC/29/II/(32)

17th May, 2010

TO WHOM IT MAY CONCERN

REF: RESEARCH AUTHORIZATION - MS PETRONILA DDONDE AKINYI

The purpose of this letter is to introduce the above named who is a student of Nairobi University College and would like to carry out research on "Factors influencing alcohol and other drug abuse among students at Ramogi Institute of Advanced Technology, Kenya" for a period ending 30th September, 2010.

Please accord her the necessary assistance she may require.

B. DWUOR

For: DISTRICT EDUCATION OFFICER

KISUMU EAST.



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website www.ncst.go.ke

Our Ref:

Date:

NCST/RR1/12/1/SS/296/5

28th April, 2010

Ms. Petronila Odonde Akinyi
University of Nairobi
P. O. Box 30197
NAIROBI

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing alcohol and other drug abuse among students at Ramogi Institute of Advanced Technology, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu District** for a period ending *30th September, 2010*.

You are advised to report the **District Commissioner and the District Education Officer, Kisumu District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss PETRONILA
ODONDE

of (Address) UNIVERSITY OF NAIROBI
P.O. BOX 30197 NBI

has been permitted to conduct research in _____
_____ Location,

KISUMU District,

NYANZA Province.

on the topic FACTORS INFLUENCING
ALCOHOL AND OTHER DRUG ABUSE

AMONG STUDENTS AT RAMOGI
INSTITUTE OF ADVANCED TECHNOLOGY
- KENYA.

for a period ending 30TH SEPTEMBER 2010

Research Permit No. NCST/RR1/12/1/SS/296

Date of issue 27/04/2010

Fee received SHS 1,000



Applicant's
Signature

Secretary
National Council for
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, fitting and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

APPENDIX IV: LETTER OF AUTHORIZATION.

MINISTRY OF EDUCATION

Telegrams:

Telephone: Kisumu (057) 2022626

When replying please quote



DISTRICT EDUCATION OFFICE

KISUMU EAST

P.O. BOX 1914

REF: KSM/MISC/29/11/(32)

17th May, 2010

TO WHOM IT MAY CONCERN

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B. DWUOR

For: DISTRICT EDUCATION OFFICER

KISUMU EAST.



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of (Address) UNIVERSITY OF NAIROBI
P.O. BOX 30197 NBI

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on the topic FACTORS INFLUENCING

ALCOHOL AND OTHER DRUG ABUSE

AMONG STUDENTS AT RAMOGI

INSTITUTE OF ADVANCED TECHNOLOGY

- KENYA.

for a period ending 30TH SEPTEMBER 2010

Research Permit No. NCST/RRI/12/1/98/296

Date of issue 27/04/2010

Fee received SHS 1,000



Petronila Odonde

Applicant's
Signature

Secretary
National Council for
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
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REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT