

**ASSESSING THE POTENTIAL OF SOCIAL MEDIA IN CURBING SUBSTANCE  
ABUSE AMONG UNIVERSITY STUDENTS IN KENYA: A CASE OF THE  
UNIVERSITY OF NAIROBI**


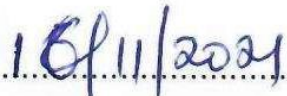
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REG.NO. K50/16481/2018**

**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 submitted for any award of degree in any university.

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## **DEDICATION**

This work is dedicated to my wife Janeffer Nduku, our sons Michael Baraka and Gabriel Natal and daughter Gloria Nitika for their love, patience, understanding and support during my sleepless nights of this study.

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## ABSTRACT

Substance misuse has long been a concern for university and college students around the world in terms of academics, health, and growth. Despite multiple efforts by various parties to curb the threat, the situation in Kenya has worsened during the previous decade. Kenya's government, for example, has implemented strict laws and strategies to prevent drug penetration in educational institutions. The usage of social media by college and university students, in particular, has become a common occurrence in their daily lives. According to studies, social networking sites are potentially exposing these children to harmful drug exposure. The purpose of this study was to look into the role of social media in the fight against substance abuse among university students in Kenya, specifically at the University of Nairobi. The study's specific objectives were to determine the University of Nairobi undergraduate students' preferred social media communication platform for combating drug abuse among youth in Kenyan universities; to determine the University of Nairobi undergraduate students' level of awareness about the dangers of drug abuse; and to determine the effect of social media communication on drug abuse among university of Nairobi undergraduate students. The study focused on DOJ & MC students and employees at the University of Nairobi. Purposive sampling and stratified random sampling techniques were used to select 82 respondents from a target population of 782 informants, including 749 undergraduate students from the DOJ&MC, 21 lecturers and 8 administrative staff from the DOJ&MC, 1 participant from the university health department, 1 students' counsellor from the office of the dean of students, 1 informant from the UoN directorate of corporate communications, and 1 communications lecturer. Generally, the researcher purposively sampled 4 key informants from the university and randomly sampled 75 undergraduate students from DOJ & MC, then conveniently selected 1 administrative staff and 2 lecturers from DOJ & MC. Mixed method approach was adopted while the design was descriptive survey. Quantitative data was collected through questionnaires and analysed using descriptive statistics including frequencies and percentages while the qualitative data was collected through in-depth interview, thematically analysed in the context of the five key thematic elements outlined in the objectives. Pie charts and graphs were used to present the data. SPSS and Ms Excel were used to produce inferential and descriptive statistics. Social media communication, through campaigns came out as a better intervention to fight substance abuse, at 54.7% among students in universities in Kenya. More awareness and provision of correct and accurate information on dangers of substance abuse through social media was also found to reduce substance abuse amongst university students. The study also ascertained that providing interventions that intensify the students' knowledge and correct attitude towards illegal drugs, fortifies their confidence and reduces their chances of drug abuse. A percentage of 45.3 of the undergraduate students at UoN were not aware of the institution's social media policies. The study thus recommends adequate involvement of the students as key stakeholders in social media policy formulation and implementation in universities to effectively fight substance abuse amongst students in universities. The study also recommends substance abuse awareness to be incorporated in the curriculum as a common unit of study in Kenyan universities as it will provide an insight into the causes and effects for easy curbing of substance abuse in universities. It also recommends more use of WhatsApp, Facebook and twitter by universities, as the students' most preferred platforms; and a closer liaison of the universities with NACADA, and medical practitioners to effectively address substance abuse and other issues among the university students.

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Overview**

This chapter contains the study's background information, a statement of the problem that defines the gap, research questions that guide the study, research objectives, rationale and significance of the research that justifies the study's need, scope and limitation that define the study's boundaries and operational definitions of key terms used in the study.

### **1.1 Background**

The use of prohibited drugs has escalated worldwide with the youth on the lead as opposed to the elderly (World Drug Report, 2018). Globally, substance abuse is highest amongst those aged 18–25; the age of most vigorous users of social media platforms. Coincidentally, this happens to be the age range of most college and university students. Studies have established that the youth regularly discuss substance use on informal social networks, (Kazemi, Borsari, Levine, & Dooley, 2017).

While lifetime prevalence of drugs remains higher among the elderly as compared to the young for drugs that have been in existence for decades, the extent of drug use among the youth has been high in the recent past indicating most recent and consistent use of substances amongst these youngsters.

In England and Wales for instance, Cannabis, Cocaine and “Ecstasy” take the lead amongst the drugs abused. Findings from the Drug Misuse Crime Survey (DMCS) for England and Wales in the Fiscal Year 2016/2017 indicate that there was a 17.8% prevalence of Cannabis amongst those aged 20-24 and a prevalence of 14.2% of the same substance among the 16-19 year olds. Moreover, Cocaine was prevalent at 6.2% among the ages of 20-24 and 2.5% among those aged

between 16 and 19. "Ecstasy" prevailed among the 20-24-year olds at 5.2% while amongst those at the ages of 16-19 it was at 3.3%.

The World Health Organization (WHO) reveals that over one billion people, representing a third of the global populace above 15 years of age are cigarette smokers. A number of studies have shown that students in higher learning institutions are the prime abusers of drugs. According to World Health Organization (WHO,2011) for example, 149-472 million people aged 15-64 years abuse drugs every year, whereby 45% of these were students in colleges and universities.

In Africa, Cannabis remains the most extensively used illegal substance with West and Central African regions recording the highest prevalence rates of between 5.2% and 13.5%. according to WHO Africa. In the same breadth, Amphetamine-type stimulants (ATS) such as "ecstasy" and methamphetamine are ranked second in the category of the most abused drugs in Africa. Others include benzodiazepines such as diazepam, chlorpromazine and different inhalants. Additionally, those injecting drugs stand at 3.7% of substance abusers.

In Kenya, a report by National Authority for the Campaign Against Alcohol and Drug Abuse (NACADA,2012) indicated that the city county of Nairobi exhibited a 25% rate of drug abuse by undergraduate university students ranking second countrywide in cases of student involvement in drug abuse.

Moreover, according to a survey steered by NACADA (2017), 18.2 per cent of Kenyans are at least on one form of substance, with alcohol use leading at 12.2 per cent. Tobacco follows at 8.3 per cent, Miraa (Khat) at 4.1 per cent then bhang at 1.0 per cent. Of the substances used in Kenya according to the survey, bhang is rated the fundamentally easy- to- access illicit drug at 49 per cent whereas heroin comes out as the least accessible forbidden drug. Authorities in the

education sector have expressed concern over continued cases of open substance use in higher learning institutions.

Moreover, a regular morbidity report obtained from the University of Nairobi's college of Health sciences (CHS in June,2021), reveals that 60% of students consider substance abuse to be a problem at the university. In addition, 50% of the respondents admit to having ever used alcohol while 20% are on other drugs. The information shows that male students are more susceptible to substance abuse than their female counterparts. More so, second and third year students are the most culprits of substance abuse according to the report.

Research has also shown a link between drug abuse and HIV/AIDS infection; posing higher chances of infection to drug-addicts especially alcoholics and those who inject drugs as opposed to non-substance users. More so, continued use of illicit drugs is likely to result to addiction on the part of the substance abuser. This eventuality is averse to the health and safety of these substance users, their families, friends and the society at large. Indeed, drug abuse is an impediment to development since most consumers of these substances are youth in their most productive age. Statistics from the United Nations World Drug report (2019) reveal that 35 million people world over suffer from conditions emanating from the use of drugs. In 2014, there were more than 0.2million drug related deaths globally (Kazemi, et, al. 2017).

Drug abuse has thus been proven to destroy lives and societies, destabilize viable human development and propagate law-breaking. Research shows that the conventional way of purchasing or selling drugs before the initiation of the new technology was mostly physical communal stream via friends or close contacts (Nova Recovery Center [NRC],2018). However, the inception of the new Information and Communication Technology (NICT) has changed most

aspects of human life. The introduction of social media which includes platforms like Facebook, twitter, Instagram, WhatsApp, YouTube, blogs, LinkedIn among others has eased sharing of information and establishing links across social, demographic and geographic divides (Luo & Smith, 2015). Research shows that Twitter and Facebook are most popular Social Networking Sites (SNSs) with over 1.2billion worldwide visitors (Kazemi, et al.,2017b.). Social media use on the internet has turned out to be the lead activity online. It has integrated Web 2.0 characteristics, which Luo and Smith (2015b) characterize as "an architecture of participation, collective intelligence, and collaboration that defines how the website is to be utilized". Studies have however linked social media to possible negative implications including insecurity and intrusion to privacy.

The ambition for huge quantities of data in development agenda for example might progressively cause infringement on the right to privacy as social media data becomes a significant source of information to fill highly detailed objectives and pointers for both commercial and non-profit players ( Marmon 2017).

Internet addiction as well as loss of social links as argued by Martina & Peter, (2017) have also been pointed out as prospective shortcomings of social media use. Studies have shown that internet has become an essential part of everyday life of the university students. Social media has as such come out as an extensive addictive phenomenon amongst the learners (Haque et, al. 2016.

The pressure to use social media for instance (incorporated in the internet) especially when one is used to taking too much time on a certain networking site can as well be addictive. Researchers have explained social media addiction in different perspectives. In a study on

“Dimensions of social media addiction among university students in Kuwait”, Jamal, (2015) established that the quantity of time utilized on social media absolutely correlates with all aspects of social media obsession; an implication that the more time one devotes to social media, the more likely they will display indications of social media dependence. Tutgun-Ünal (2015) views social media addiction as a mental problem that leads to obsession, mood variation, degeneration and conflict in various facets of everyday life, increasing through mental, emotive and interactive practices. Griffiths, (2000) and Starcevic,(2013) as cited by Hou, Xiong, Jiang, Song, & Wang, (2019) argue that addiction by social media is a situation whereby one displays an urge to consume social media excessively. Studies have shown a distinction between social media addiction and usual overuse of social media. Hou (2019) and colleagues for instance allude to (Andreassen, 2015) who posits that dependence on social media is uncontrollable and obsessive with negative outcomes while the normal social media over engagement is not. Research has also shown that individual’s disposition, reasoning, physical and emotive reactions can demonstrate one’s addiction to social media. Accordingly, addiction in social media may bring trauma, nervousness and dejection, to the user, (Hou,et,al.,2019) .

According to reports, around 12% of users on various platforms are addicted to social media. (Alabi, 2013; Wolniczak et al., 2013). Other scholars assert that addiction by social media can manifest through the victim’s mood, reasoning, and their physical and emotive reactions, as well as mental problems (Shakya & Christakis, 2017; Toker & Baturay, 2016); Tang, Chen, Yang, Chung, & Lee, 2016.) With this addiction aspect, there is possibility of losing touch with others. According to Dollar and Ray 2013 as cited by Hillman (2016) , When people lack social connections in their communities, they are more likely to engage in delinquent behaviour.

In addition, these fake networking sites may be used to express hate, hostility or even spread false and misleading information. Besides, through information shared in social media, hackers can access one's account. More so, due to the challenge in controlling social media networks, other issues like intrusion into one's privacy emerge; users' logging-in or subscriptions to certain platforms, expose them to unwarranted monitoring, identification of their preferences or even exposure of private data without their consent, (Akram & Waseem, 2018).

The usage of social media, particularly by youths, has become a routine part of their daily lives. According to Lenhart (2015) as cited by Moreno et. al. (2016), Adolescents frequently use multiple social media sites and maintain a social media portfolio that includes social networking sites such as Facebook, Instagram, and blogs.

These youngsters may be exposed to drugs through social networking sites. Adolescents are particularly vulnerable to the effects of social media. In addition, their vulnerability to influence and pressure from their peers are insurmountable. As a result, viewing pictures of celebrities, friends, or even family members in social media engaged in habits of drinking and 'getting high', the youngsters may be easily pushed to substance abuse, ( Hilliard, 2019). Other studies have established that students in Kenyan universities use social media to plan riots at the institutions. For instance, according to Koross and Kosgei, (2016), In Kenyan colleges, social media is an important form of communication that university students utilize to organize, activate, and spread plots of disturbance.

Nonetheless, research has also shown potential positive aspects of the social media. For instance, according to Dama, (2017), organizations are leveraging on the availability of numerous social media platforms to get in touch with their employees effectively and market



their products. Knight and Smith (2006) opine that social media platforms help the youth to collectively intermingle and collaborate with each other, breaking barriers of distance, time and space. Smith (2009) observes that Internet, which is the engine behind social media has numerous incorporated communication tools (that include blog, social networks and video-sharing platforms among others), making it an essential part of the millennial communication. Indeed, Kazemi, et al., (2017c.) affirm that most active users of internet/social media are aged between 18-25years.

According to Mpfu and Salawu, (2014) as cited by Alonge, Kiai & Ndati, (2017), acceptance and high usage of the social media by the youths make it a suitable platform for health communication. On the same notion, studies have established that social media provides a possible avenue for the health practitioners, namely the epidemiologists to detect credible public health threats like disease out –breaks (Kazemi, et al., (2017d).

Scholarly investigations have also indicated that social media can help in the war against drug abuse if appropriate messages communicated through its platforms are well customized for the target receiver before being disseminated (Moreno, Jon D’Angelo & Whitehil,2016).

Since the youth are adventurers, their behaviours and practices on substance use can be Psychographically directed by the knowledge and attitude they build from any communication they receive about the same through their frequently accessible and trusted channels of communication. It therefore follows that information through such platforms will be consumed as perceived by the youth. For instance, according to Jernigan and Rushman (2013), social media, has been used by alcohol advertisers to create lasting connections with consumers through targeted customized messages. This link is created through creation and sustenance of

positive attitudes or behaviours towards alcohol use hence the need to investigate the outcome if the messages used are against substance abuse. In terms of how it was before social media and the current era of New Information and Communication Technology (NICT), studies show that although exposure to substance and alcohol was offline and mostly on physical basis, it still had a significant bearing on one's conduct. However, social media has a bigger portion in this regard. Indeed, it plays a prominent role in inspiring destructive manners such as drug abuse amongst its users, (NRC, 2018). In this discourse therefore, interventions through suitable social media platforms to campaign against substance abuse pose a potentially important aspect in dealing with psychological and behavioural concepts as this supports the effects of individual understanding and behaviour of the substance abusers (Abraham, Heeran & Johnston,1998).

Since the youth discuss substance use on informal social networking sites (SNSs) as earlier research has shown, social media has the potential to be used by institutions as a monitoring tool for illicit drug use. This could help in formulating effective illegal drug use prevention strategies. In light of this, the purpose of this study was to determine the impact of social media in anti-substance abuse campaigns among university students in Kenya, specifically among University of Nairobi undergraduate students.

## **1.2 Statement of the problem**

Kenya's government has implemented strict laws and initiatives to prevent drug penetration in educational institutions. Other efforts range from the implementation of the reports from the Ministry of Education in Kenya (Ominde, 1964, Gachathi, 1976, Koech, 1994), formation of NACADA in 2001, Initiation of a drug abuse prevention strategy at universities, which led to the hiring of counsellors, the training of drug abuse prevention trainers of trainers (TOTs), and the implementation of drug abuse policies in workplaces, (GoK 2003) as cited in Ronoh, (2014).

More so, the use of mainstream media to campaign against substance use has been overwhelming. Even so, there is a continued wave of drug abuse among the youth in the universities in Kenya. That notwithstanding, Substance abuse still remains an academic, health and development challenge among university and college students in Kenya

On the same note, the age of starting to experiment with drugs has radically dropped (Musyoka, Mbwayo & Mathai, (2019); NACADA & KIPPRA, (2019). Accordingly, Moreno et, al. (2016), cites Lenhart (2015) who opines that adolescents normally keep a portfolio of several preferred social media sites through which they relate with peers.

As such, these social networking sites are arguably giving the youngsters high potential opportunities to be exposed to drugs. Addiction by the social media cuts off their connection with the society, losing touch with others which, according to Dollar and Ray 2013 as cited by Hillman (2016) increases their chances of engaging in delinquent behaviour.

Though there is broad use of social media, there is limited literature regarding social media interventions in substance abuse hence earlier studies have suggested future directions of social media interventions to curb drug abuse.

Furthermore, Mbuthia, Wanzala, Ngugi and Nyamogoba (2017) argue that relying on information awareness campaigns only to reduce occurrences of substance use among university students is not effective. Neither offering information on the negative effects of drugs nor discouraging pupils from using them is enough to prevent them from doing so. As a result, they advocate for the development of more effective substance abuse intervention strategies.

Drug abuse has been linked to declining academic performance and eventual school dropout according to NACADA and KIPPRA, (2019:48). Devising proper communication models to fight drug abuse in universities is therefore anticipated to boost successful completion of university education by the students who are susceptible to drug abuse and enhance their career progression.

As a result, this study was motivated by the fact that there is a scarcity of research on the interventions and influence that social media might have in the fight against substance misuse among university students.

In the context of the University of Nairobi's Department of Journalism and Mass Communication, the study attempted to investigate the use of social media communication in the campaign against substance misuse among young people in Kenyan colleges.

### **1.3 Research Objectives**

This section will address the main objective and specific objectives of the study.

#### **1.3.1 General Objective**

The overall goal of this research was to look into the use of social media in the campaign against substance abuse among university students in Kenya, specifically at the University of Nairobi.

#### **1.3.2 Specific Objectives**

- i. To establish the university of Nairobi students' most preferred social media communication platform for fighting drug abuse amongst youth in Kenyan universities.
- ii. To determine the level of awareness of the University of Nairobi undergraduate students about the dangers of drug abuse

- iii. To find out the effect of social media communication on drug abuse amongst university of Nairobi undergraduate students.

#### **1.4 General Research Question**

What is the potential of social media in curbing substance abuse among university students in Kenya?

##### **1.4.1 Specific Research questions**

This research was guided by the following specific questions:

- i. What is the University of Nairobi students' most preferred social media communication platform for fighting drug abuse amongst youth in Kenyan universities?
- ii. What is the level of awareness of the University of Nairobi undergraduate students about the dangers of drug abuse?
- iii. What is the effect of social media communication on drug abuse amongst the undergraduate students at the University of Nairobi?

#### **1.5 Justification**

This research followed the escalating use of illicit drugs amongst the youth in the universities in Kenya despite numerous campaigns by different players, to communicate dangers and outcomes of the same, for over a decade now, Otieno, (2015). Information obtained from the University of Nairobi's college of Health sciences (CHS) regular morbidity report in June, 2021 showed that 60% of students considered substance abuse to be a problem at the university. Accordingly, 50% of the respondents admitted to having ever used alcohol while 20% were on other drugs. The information indicates that male students were more susceptible to substance abuse than their female counterparts. More so, second and third year students were the most culprits of substance

abuse according to the report. Besides, Musyoka, Mbwayo, Donovan and Mathai, (2020) established that overall lifetime substance use dominance amongst the university of Nairobi first year students was 25.4%. Persistent substance use has caused university students serious effects ranging from the risk of substance dependence to mental and other general medical conditions as established by Atwoli, Ndung'u, Prisca, and Kiende, (2011). More so, Moreno, D`Angelo and White hill, (2016) opine that social media has the potential to increase observational aspects of substance use, and enable conception and dissemination of operative interventions to diminish adverse effects using alcohol.

Research has also shown that although social media has been used in other aspects, there is limited literature specifically on the use of the same to particularly communicate substance abuse among university students. Indeed, earlier researchers suggest the need to investigate future ways of communication to control substance abuse, (Mbutia et al, 2017).

This became the premise for this study, which aimed to see what kind of interventions and influence social media can have in the fight against substance misuse among Kenyan university students.

The study was necessary as it addresses drug abuse which is a health and development issue. The outcomes of this study should aid policymakers in developing the best social media communication tactics to combat substance misuse among Kenyan university students. It is anticipated that the study will also provide a good forum to engage with relevant stakeholders on their perceptions, opinions, and knowledge of substance abuse and any communication gaps to eventually acquire relevant data to help in the war against substance abuse among university students in Kenya.

Through a critical analysis of the literature and theoretical underpinnings of the study, the researcher hopes to add to the available scholarly literature more insight into designing an appropriate drug abuse social media communication strategy for university students in Kenya.

### **1.6 Significance of the study**

The goal of the study was to gather useful information on social media communication and substance addiction among Kenyan university students. This research is significant because it will presumably assist university policymakers in improving social media communication policies in order to reduce drug addiction among Kenyan university students. The findings of this study are hoped to be useful in the health sector, guiding medical practitioners and counseling psychologists on the best social media communication techniques to utilize when dealing with health issues affecting university students. According to NACADA and KIPPRA, drug misuse is connected to poor academic performance and eventual school dropout, (2019:48). Devising proper communication models to fight drug abuse in universities is therefore anticipated to boost successful completion of university education by the students who are susceptible to drug abuse and enhance their career progression.

The findings of this research are also projected to help the country's leadership and the society at large to establish the most appropriate social media communication platforms to fight drug abuse and addiction among the youth in the universities in Kenya.

The anticipated elimination of drug abuse among the youth will as such hopefully drive full participation of the youth (who are the greatest populace) in development programs, to earn them a better living, thereby uplifting their livelihoods and the country's growth domestic product towards sustainable development. According to Khan, et al., (2016) The United Nations'

Sustainable Development Goals (SDGs) emphasize the importance of long-term, inclusive, and sustainable economic growth, as well as full and productive employment and decent work for all. Ensuring productive participation of the youth in the development agenda therefore opens an avenue for progressive sustainable development.

Furthermore, the study was expected to contribute significantly to the field of development communication research by adding to and enriching current knowledge on the use of social media networks in development communication. The goal of the study was to lay the groundwork for future research into social media communication and substance misuse as a development concern.

### **1.7 Scope of the study**

The purpose of this study was to look into the role of social media in the fight against substance abuse among university students in Kenya, specifically at the University of Nairobi. The study targeted students and staff from the University of Nairobi's DOJ & MC. A sample of 82 respondents was chosen from a target population of 782 informants using purposeful sampling and stratified random sampling procedures; among them 749 undergraduate students from the DOJ & MC, 21 lecturers and 8 administrative staff from DOJ&MC, 1 participant from the university health department, 1 students' counsellor from the office of the dean of students and 1 informant from the UoN directorate of corporate communications and 1 communications lecturer and psychologist. The research was conducted at the University of Nairobi's main campus in Nairobi, Kenya's city county, and focused on the use of social media to disseminate information about drug usage at Kenyan institutions. It entailed obtaining information about social media platforms and how they may be used in the fight against substance misuse from



undergraduate students and staff at the Department of Journalism and Mass Communication, as well as gathering pertinent information from existing literature.

### **1.8 Limitations of the study**

According to Maina (2012), a restriction is any feature of a study that the researcher is aware may have a negative impact on the results or generalizability of the findings but cannot control. The researcher anticipated challenges during data collection where some participants might have been unwilling to give information. The researcher overcame this hurdle by explaining to participants/respondents that the purpose for the study was purely academic and assuring them of highest confidentiality to any information they give.

There were also chances of delays in resumption of classes by students who are the key participants in this study due to the Covid-19 pandemic. However, the researcher sought counsel of the supervisor in anticipation of this challenge and planned ahead on viable alternative methods of data collection where respondents could not be reached physically.

### **1.9 Operational definition of terms**

In this study, the following terms were used to refer to the meanings explained below:

**Addiction to drugs**-uncontrolled illegal use of drugs

**Addiction to internet**-obsessive use of internet

**Awareness** -Sensitization

**Campaign against substance abuse**- create awareness on illegal use of drugs/misuse of drugs

**DOJ & MC**- Department of Journalism and Mass Communication.

**Drug**-Any chemical substance that when taken into an individual's body can affect one or more of the body functions.

**Drug abuse-** excess illegal use of drugs and / or legal use of drugs without doctor's instruction.

**Drug misuse:** using a drug for any other reason other than the recommended use.

**Illicit/illegal-**unacceptable by law and society

**Influence-**effect/impact

**KIPPRA-** An autonomous institute for Public Policy and Research and Analysis in Kenya

**Mainstream media-** Radio, Television, Newspapers

**NACADA-** The Kenyan state agency mandated to coordinate multi-sectoral campaign against alcohol and drug abuse in the country.

**Platforms-**social media channels like twitter, Facebook, Instagram, YouTube, WhatsApp, blogs.

**Social media-**internet technology based channels that enable interaction, generation and sharing of online content by people and organizations in a social environment.

**Social Networking Sites (SNSs)-**social media channels like twitter, Facebook, Instagram, YouTube, WhatsApp, blogs.

**SPSS-**Statistical Package for Social Sciences

**Substance abuse -** Harmful use of psychoactive substances such as alcohol and other illegal drugs to arouse behaviour of the user.

**Undergraduate students /University Youth -** University students aged 18-24years

**UoN-**University of Nairobi

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Overview**

This chapter is comprised of an introduction to the purpose and focus of the literature review through a brief summary of scholarly contexts, a summarized critical analysis of the findings in the literature, and a conclusion showing how this research intends to address the gaps.

### **2.1 Introduction**

The primary goal of this research was to look into the use of social media in the campaign against substance abuse among university students in Kenya, specifically at the University of Nairobi. It was necessitated by the need to establish the prevailing situation before initiating any social media campaign against substance abuse.

### **2.2 Social media use and the governing policies**

The impact of Information Communication Technology (ICT) has been felt across all divides at places of work. Cilliers, Chinyamurindi, and Viljoen (2017) argue that the influence of ICT spreads across the working environment with implications not only to the workers but also to the entire organization. Cilliers (2017) and colleagues discovered in their study of 'the factors influencing the intention to use social media for work-related purposes at a South African higher education institution' that, in addition to most workers using social media for communication and problem-solving in the workplace, organizations should allow and empower their employees to manage their online reputation. Social media can be put in various uses by both individuals and organizations. For instance, while individuals may use social media for entertainment, to link up with friends and/or people of similar interests regardless of time and geographical location,

companies may utilize it for marketing their products, recruiting employees and commercial interactions according to Collins, (2014) as cited in Ismail, Affandy, Basir, & Ahmad, (2014)

Research has found youth to be the most active consumers of social media. Indeed, Kazemi (2017) and colleagues opine that most active users of social media are those aged 18-25 years. In addition, the scholars hold that globally, substance abuse is at its highest amongst these young adults who happen to be in the age range shared by most university students.

According to Ismail, Affandy, Basir, & Ahmad, (2014) teenagers may use social media to bond with friends, share their aspirations and as well share images replicating their lives. Studies have established that social media can shape perceptions on issues and influence people's decisions (IOWA University Human Resources (n.d). To sensitize its employees about benefits and risks of social media, IOWA University in the USA, as revealed by the data obtained from IOWA University Human Resources (n.d), has for instance set up certain guiding policies in the use of social media. For example, one should do a background check while communicating with job applicants and employees. This is to help determine which information is best suited for which platform. More so, according to the university regulations, one ought to be cautious about what they post as a reference on social media platform. This is because any comments could later become an issue in case of complaints or lawsuit about employment and performance. Social media could provide an avenue for addressing substance abuse which is a global health concern. According to the National Institute on Drug Abuse in the United States, social media can help with the identification, deterrence, and management of substance use and dependence by offering a platform for disseminating scientific and health-related messaging (NIDA,2014). The emergence of a widely accessible monitoring instrument, the social media, has resulted from the

global proliferation of SNS. Nonetheless, the use of social media as a global substance misuse surveillance tool is limited, (Kazemi, Borsari, Levine, & Dooley,2017).

According to Choge (2016), there is a reasonable number of SNSs in use and different organizations have generated ranks on the mostly used SNSs. The researcher quotes Facebook as the most used SNS followed by Twitter and LinkedIn. As cited by Choge, the eBizMBA (2016) rankings show that by February 2016 the top five SNSs globally were Facebook, Twitter, LinkedIn, Pinterest, and Google+.

While use of social media poses positive outcomes, there is a possibility of unplanned negative outcomes. Studies have pointed out that a few organizations have put in place policies to regulate how social media is utilized. Lack of policies to regulate use of social media in institutions has cost users of social media dearly for sharing ‘unfavorable’ content unintentionally or unknowingly, (Struwig & van den Berg, 2016).

The possibility of home breakings due to WhatsApp messages or even tweets about one going out of town or on leave looms large even as the danger of employees being terminated from employment as a result of sharing online messages perceived by the employer (organization) as unfavorable remains. This calls for institutions to come up with policies regulating the use of social media and communicate the same to its relevant stakeholders, (Mugaza, 2018). Struwig and van den Berg, (2016) argue that it is time for universities to be proactive in managing social media risks through formulation and implementation of social media policies for their institutions. Besides, the policies need to be communicated coherently to the concerned stakeholders for proper implementation. The University of Nairobi for instance has a social media policy which is embedded in the university’s communication policy. The institution must

embrace the use of social media and blogging by its community to communicate with external stakeholders, according to this policy. Furthermore, students have created a social media communication app known as Rada for use by the university community, (personal communication, J. Orindi, June24, 2021).

There is also a policy on the prevention of Alcohol and Drug Abuse which guarantees establishment of proper machineries for psychotherapy, treatment and restoration of alcohol and drug abuse patients at the university. The policy also seeks to ensure that the university fraternity and the society at large are educated on substance abuse and are fit to perform their respective duties. The presence of policies may however not guarantee adherence to the set regulations. Indeed, some scholars have pointed out that students in universities use social media to distort harmony in their institutions. For example, in their study titled "The Role of Social Media on Student Unrests in Kenyan Public Universities," Koross and Kosgei (2016) found that social media is an important tool for university students to organize, activate, and propagate disorder plans in Kenyan universities. Even so, the scholars postulate that social media will progressively be used as an organizational infrastructure. As such they recommend the university management to fine-tune their strategies in handling students' behaviors and interaction in social media networks.

### **2.3 Effects of level of awareness on drug abuse**

According to Kula (2007), despite growing awareness of the dangers of drugs, the rate of drug addiction among Nairobi's youth is on the rise. As a result, the researcher suggests that stakeholders in the battle against drug misuse utilize more innovative designs in producing anti-drug abuse campaign messages that are tailored to appeal to the youth's receptivity. On the hand,

other studies have cited low involvement in substance abuse where awareness campaigns on the effects of the menace were done. Kiriru (2018), for example, claims that drug and substance addiction knowledge has a significant impact on undergraduate students. According to the researcher, drug abuse awareness at higher education institutions minimizes drug and substance misuse among undergraduate students. Kiriru seems to agree with Tamrat (2018) who contends that absence of awareness about short- and long-term impacts of substance abuse can aggravate the problem. According to Tamrat, lack of active programmes to fight drug abuse and raise awareness of risks involved in drug abuse, can be a contributing factor to the trend among students to turn to drugs or substances. Njoka (2017) further claims that a lack of knowledge, aggravated by a lack of correct information on the negative implications of indulging habits, makes it easier for the problem of drug addiction to spread throughout Kenya's communities. Accordingly, the scholar refers to this deficiency of awareness amongst the youth regarding the destructive effects of drug abuse as the key cause for the youth engaging in substance abuse. The researcher reasons that augmenting knowledge and awareness could be one of the defensive factors against drug abuse for young people. As such, Njoka maintains that it is essential to create awareness through mainstreaming capacity building on matters with regards to substance abuse as well as the effects of drug abuse and addiction in learning institutions. According to Geramian, et al.(2014), it is prudent to devote more attention to youth interventions in order to increase their understanding and correct their attitudes regarding illegal drugs. This, according to the scholars strengthens the confidence of these young people. Indeed, Geramian and colleagues opine that these interventions can play a vital role in reducing the level of drug abuse amongst these adolescents. Furthermore, correct information and knowledge is key in the war against substance abuse (F. Njenga, personal communication, June25, 2021)

## **2.4 Effects of social media on drug abuse among the youth**

Social media has been characterized as an innovative societal framework for young people. As such the youths have embraced social media platforms and made them part of their daily lives. According to Hilliard (2019), Social media use among adolescents is virtually worldwide at present. According to Hilliard, nearly 92 percent of adolescent social media users admit to monitoring social networking sites more once a day. In that respect, use of Facebook takes the lead among the top three social media platforms mostly used by the youth world-over at 71%. Instagram follows suit at 52%, while Snapchat stands at 41%.

According to studies, social media has an impact on young people's substance misuse. Indeed, it has been established that the youth use their favorite social media platforms to converse on matters drugs. Kazemi et, al. (2017) affirm that the youth habitually discuss substance use on informal social networks. In that respect, other studies have established that the youth who access and use social media regularly have a higher chance of engaging in substance abuse than those who have little access to social media or don't use it completely. For instance, Hilliard (2019) cites a 2011 study from Columbia University's National Center on Addiction and Substance Abuse that found that youths who used popular social media channels frequently were more likely to engage in substance abuse than their peers who did not use social media or used it less frequently. Studies have shown that some social media platforms portray use of drugs and alcohol as fun. It therefore follows that any youth who oftentimes logs into these platforms could be easily tempted to partake in substance abuse since it is portrayed as a normal undertaking. Young people who are daring may be vulnerable to illegal narcotics sold over the internet. In fact, research has shown that young adults can readily employ coded messaging to communicate with drug traffickers via social media sites without drawing the ire of law enforcement or even



their parents or guardians. This could be due to easy accessibility of social media platforms that predisposes the youth to illegal drug adverts as a way of enticing them, (Why Social media, n.d).

## **2.5 Social media categories and popularity**

Social media platforms fall in different categories each with exclusive designs, values, and customs. These unique features can determine the choice of social media platform that one adopts. In that respect, Voorveld, Noort, Muntinga & Bronner (2018) postulate that people are expected to vigorously use and engage with the numerous social media platforms in a different way grounded on the unique characteristics of the particular platforms in terms of how they function, their linkage and the content they can manage. According to the scholars, LinkedIn could be used as a corporate- and employment-oriented platform, Instagram as a platform for sharing photos while Facebook and Twitter can provide an avenue for social networking with more intricate messages and micro blogging respectively.

According to Digital 2020 Global Overview report, over 4.5billion people were using the internet at the start of 2020. The report indicates that social media users are more than 3.8billion and prospects more than half of the global populace to use social media by mid-2020.

Chaffey (2020) posits that users of social media currently spend an average of 2 hours and 24 minutes daily working across an average of 8 social networking platforms and messaging apps. In a summary on the analysis of the regional use of social media, the scholar holds that there is a wide regional variation in active social media penetration globally. According to Chaffey, Eastern Asia leads other regions with social media penetration at 71% while Middle Africa comes last in the ranking index at 6%. North America ranks second at 69% followed by southern

America and Northern Europe with a tie of 67% social media penetration rate. The analysis places Western Europe at 59% while Northern Africa comes second last at 39%.

Further research has indicated that popularity of a social media platform could be determined by the number of active users of the particular platform. As such, Facebook ranked first among other popular social media platforms worldwide as at July 2020, according to Clement (2020). Others are YouTube, WhatsApp, Facebook Messenger, WeChat and Instagram in that order. In terms of frequency of usage, Facebook still led other platforms at the rate of 74% daily usage followed by snapchat (63%), Instagram (60%), Twitter (46%), and YouTube (45%) in that order globally, (Most popular sites,2020). The same research established that in terms of daily time spend in social media globally, Latin America had most social media users spending a daily average of 3.26hours, Africa 3.10 hours, Europe 2.16hours, North America 2.06hours while Asia was at 1.53hours. This was attributed to the growing aspect of the internet in Latin America and Africa and the restrictions of its use to most people in china. On average,16-24year olds spent 3hours daily on social media globally according to the study.

In Kenya, the highest percentage of social media consumed is WhatsApp (88.6%) followed by Facebook (88.5%) according to SIMElab report, (2018). With 51.2 percent of users, YouTube comes in third, followed by Google+ and Facebook (41.3 percent ). With 9.3 percent and 9.0 percent, respectively, LinkedIn and Snapchat are the least popular platforms in Kenya, according to the study. According to the findings, persons between the ages of 26 and 35 are the most active users of social media, while those over the age of 46 are the least engaged. As a result, 34.6 percent of those aged 26 to 35 years old used Facebook, while only 4.6 percent of those aged 46 and up used it. In the same breadth, use of Twitter was highest among aged 26-35 years at (39.3%) and lowest among 46 years and above (4.8%). Generally, the study noted a distinct

diversity of age brackets in the use of social media. For instance, those aged 21-25 years favored the use of Instagram and Snapchat, both at (38.7%), whereas 26-35-year-olds used mostly LinkedIn at 43.7%, Yahoo at 43.0%, Email 35.8%), with YouTube and Google+ at 34.1% use rate each.

## **2.6 Analytical Framework**

This section focuses on theoretical and conceptual framework.

### **2.6.1 Theoretical Framework**

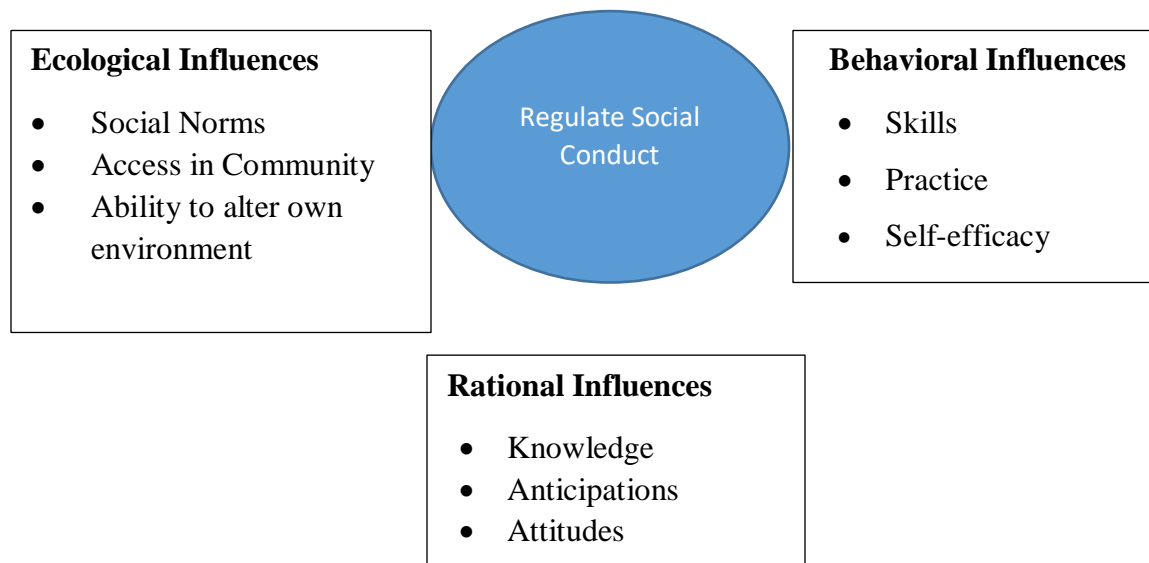
Various ideas have been used in various research on substance misuse and the usage of social media. Ayodele (2017) used the Technology Acceptance Model and Social Exchange Theory in her research on the 'Use of Social Media in HIV and Aids Communication among Undergraduate Students in South-West Nigeria.' According to the findings, social media can aid in health communication, notably in the case of HIV/AIDS. It did, however, advocate focusing on social media sites commonly used by undergraduate students, such as WhatsApp, Twitter, and Facebook, as well as putting in place the necessary framework and improving engagement with stakeholders to ensure seamless and relevant communication.

Ronoh (2014), for example, used Self-efficacy and Ecological Systems Theories to include principles for effective preventive programs in another study, 'Effectiveness of drug and substance abuse prevention programs in selected public and private institutions in Kenya.' The outcomes of Ronoh's study demonstrated that social, psychological, economic, and cultural elements all contributed to drug consumption. The Social Learning Theory underpins this research (SLT).

### **2.6.2 Social learning theory (SLT)**

This theory was founded by Albert Bandura in 1977. It recognizes cognition and observation as important aspects of learning. Indeed, it postulates that people can learn through what they see. Besides, Bandura observes that the learners' mental states or their frame of reference is key in the learning process. Nonetheless, the theorist posits that just because somebody has learnt something, this does not necessarily result to behavior change. Social learning theory as such describes human behavior in terms of endless mutual collaboration between intellectual, behavioral, and ecological impact (Bandura, 1986). Learning, according to Bandura, would be extraordinarily difficult and dangerous if people were solely reliant on the consequences of their own actions to guide them. The scholar goes on to expound that most human behavior is learnt through observational model, where one forms an impression of conducting oneself in a new manner through seeing how others are behaving in certain scenarios. Even so, the theory affirms that media communication can significantly promote modifications in human beliefs and behaviors by informing, empowering, inspiring and guiding the audience in certain perspectives. Besides, Bandura points out three elementary representations of observational learning. These include a live model which takes in a real individual representing or performing out a certain behavior. Another model is verbal instructional which basically encompasses describing and giving explanations about a given conduct. Bandura also identifies the symbolic model whereby actual or imaginary characters are used to demonstrate certain behaviors through television programs, films, or even online media. According to Giovazolias and Themeli (2014), the social learning paradigm models help to describe the processes by which social influence factors contribute to substance abuse behavior. In this perspective, social media comes out as a possible factor of social influence among the youth, of which studies have shown have a high

consumption. Marmon (2017) postulates that human conduct arbitrates the mode in which users of social media behave online and the magnitude to which their social media manifestation enjoys a widespread uptake. As a result, Kim, Marsch, Hancock, and Das (2017) claim that substance use communication for drug use campaigns and deterrent is heavily reliant on social media, the data of which may be accessed through a variety of channels. This study attempted to establish the significance of social media as a possible social modeling tool of behavior among children about substance misuse through SLT's symbolic model element.



*Figure 2.1: Diagrammatic representation of collaborative factors that determine human behaviour through social learning: Source: (Researcher, 2021)*

### **2.6.2.1 Assumptions and Ideologies of social learning theory (SLT)**

The social Learning theory works under a number of assumptions. Firstly, it assumes that one can learn through observing actions of other people and the outcome of the same. The theory also assumes that People are inherently vigorous and fact-finding in bidding to enforce order, steadiness, and significance on experience. In addition, Bandura assumes that individuals have

the capacity to significantly control their behavior as well as the environs. While recognizing that learning moves from individual to a shared function amongst a person, behavior and environment, SLT affirms that learning is essentially collaborative hence it takes place through social interactions. More so, the theory works under the assumption that awareness plays vital roles in learning. Even so, Bandura affirms that it is not necessarily obvious that learning will result to a change in behavior.

#### **2.6.2.2 Critical analysis of the theoretical framework**

This study was built on the Social Learning Theory as developed by Albert Bandura, 1986. The researcher chose SLT because it is related to the variables of the study. The theory depicts human beings in their social nature. In this perspective, social interaction and behavior are taken as common occurrences amongst people. Some of these interactions could be positive or negative. According to Bekalu, McCloud and Viswanath (2019), most studies have addressed the use of social media as a common social behavior bearing constructive or damaging consequences on well-being. The factors surrounding social learning such as observation of certain behaviors through similar social media platforms shared with friends, have been identified as some of the possible causes of substance abuse among university students.

In addition, negative views from friends and the skills gained through awareness to students may play a role in influencing substance abuse among college students (Hillman,2016). Accordingly, Hillman affirms SLT's postulate that human beings are social in nature and hold the desire to interact with others through different platforms which sometimes may result in negative behaviours as in the case of substance abuse. Kazemi et, al. (2017) argue that the youth routinely deliberate on issues surrounding substance abuse through their chosen social media platforms.

Research has also found that the young people with frequent access and use of social media stand a higher chance of getting involved in substance abuse compared to those who rarely use social media or have little or no access at all to social media, (Hilliard,2019). SLT's principles of attention, retention, reproduction and motivation have a key role to play in this study. Other studies have established that portrayal of drug abuse as a pleasurable and ordinary activity by some social media platforms has been found to be quite tempting to the youth who are regular users of these platforms. As such, those who frequent the platforms are at high risk of partaking in substance abuse, Kazemi et, al. (2017). In their adventurous nature, the youth tend to pay attention to what is presented to them as fun, cherish it and replicate it to their peers. Furthermore, the groups, including social media platforms, that one associates with offer the social context within which social learning takes place (Telzer, Van Hoorn, Rogers, & Do, 2018).

Despite the strengths presented by the social learning theory through its four core paradigms namely: differential association, differential reinforcement, modelling, and definitions, there are some aspects that the theory needs to replenish. Firstly, the theory does not expound on how the media and social media for that matter can act as a conduit for social learning through the observation process. Rather, it addresses learning as majorly done through physical observation of subjects to be elements of modelling; like parents, friends or any other influential persons to the observer.

Secondly, although the theory presents human beings as social and interactive in nature, it fails to notice that the social interactions are done through preferred platforms and contexts. In addition, the theory, through differential reinforcement emphasizes the aspect of anticipated

rewards and punishments for certain conduct as the driving forces for all issues by the members in the groups, yet studies have shown that a person may link with a group on certain issues and avoid it through context-specific confidence on other issues that pose inconsistency (Neighbors, Foster & Fossos, 2013). Nonetheless, it comes out as the appropriate theory through which this study can be effectively conducted.

## **2.7 Conceptual Framework**

As illustrated below, social media communication remains the main independent variable with other underlying independent variables. These include: the use of social media and the governing policies that determine the extent and purpose for which social media is used in/by given entities. Indeed, the purpose of this study was to see how the frequency with which people used social media, their level of awareness of the dangers of drug abuse, the effects of social media communication on drug abuse, and the popularity of the social media platform influenced their use of social media as a mode of communication. While some studies have indicated that teenagers can utilize social media to form social bonds, others have found that that is not the case, (Ismail, Affandy., Basir., & Ahmad, 2014) , other studies have revealed incidences where students in universities have used it to create discord,(Koross & Kosgei, (2016)); hence the recommendation to have social media use regulatory frame work in universities,(Struwig & van den Berg,2016). On the other hand, substance abuse remained the dependent variable. This was because according to the study, substance abuse was dependent on social media communication. Accessibility of the social media and other factors like social norms, attitudes, skills, practice and self-efficacy were the intervening variables in the study.



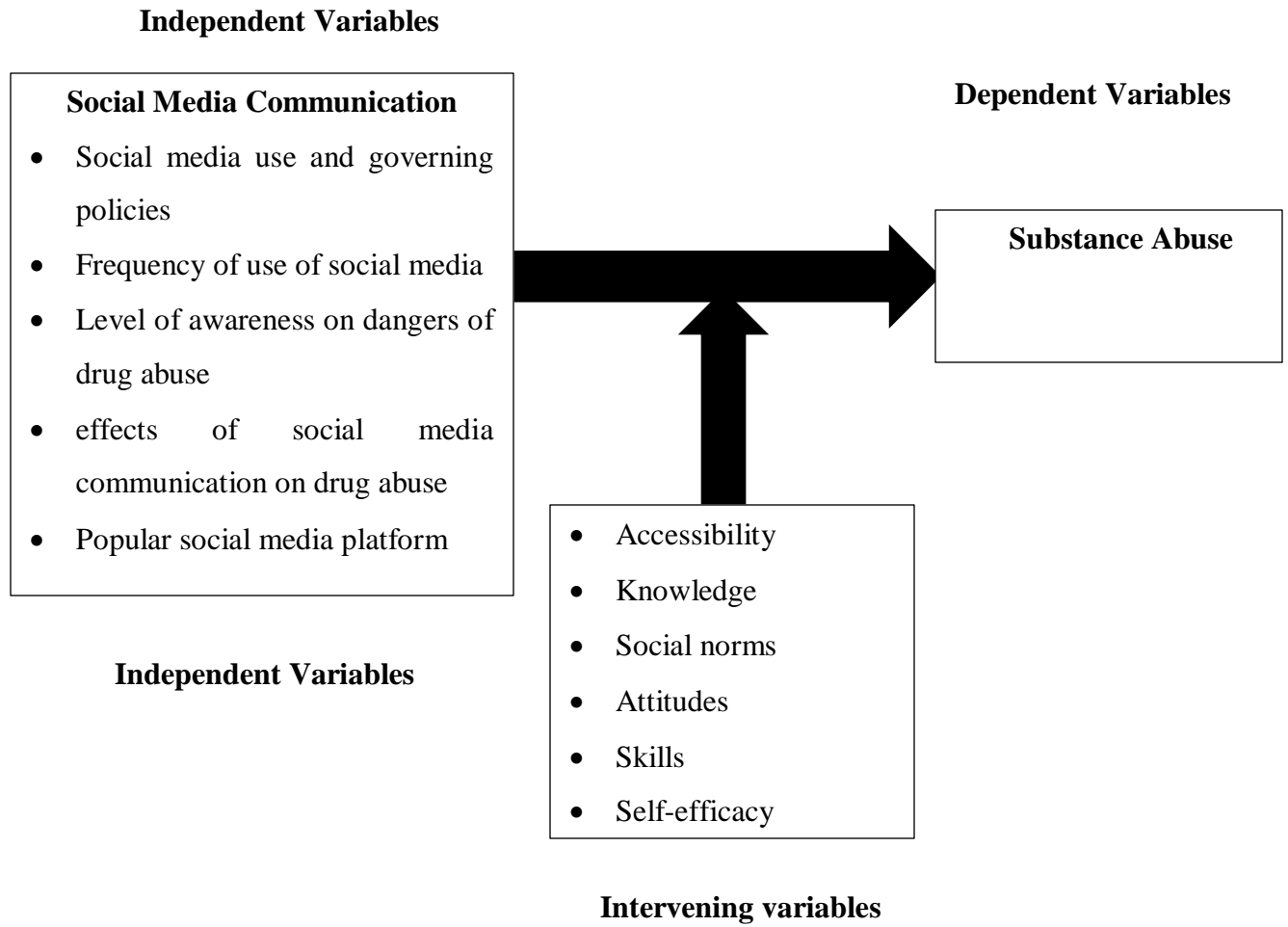


Figure 2.2: conceptual framework. Source: (researcher, 2021)

## 2.8 Summary

The literature reviewed demonstrates that social media has a potential to influence the uptake or deterrence of substance abuse by students in universities. This has been pegged on different factors including the choice of social media and the intended use. More so, other studies have underpinned the importance of having regulatory framework for use of social media in organizations. In that standpoint, Struwig and van den Berg, (2016) argue that time is ripe for institutions to be upbeat in handling social media threats through formulation and implementation of relevant social media policies.

Designs, ideals, and customs have also been established as factors that could determine the choice of social media platform by different parties. Voorveld et al. (2018) hypothesize that people use and engage with the numerous social media platforms in a different way grounded on the exclusive characteristics of the particular platforms in terms of how they function, their linkage and the content they can manage.

Other literature has shown that lack of awareness and inaccessibility to accurate information and wrong attitude towards illegal drugs as some of the contributing factors to substance abuse. For instance, Njoka (2017) opines that deficiency of awareness amongst the youth regarding the destructive outcome of drug abuse cause the youth to engage in substance abuse oblivious of the underlying risks.

Geramian,et,al.(2014) reason that it is prudent to put in place the right interventions to strengthen the knowledge of the youth and correct any wrong attitude they could be holding with regards to substance abuse. This, according to the researchers, will likely fortify the self-

confidence of these young people hence making them resist the temptation to partake in substance abuse.

The majority of the research evaluated, on the other hand, have focused on social media or specific features of drug misuse with no connection to social media in terms of substance abuse among university students. For example, Masenga (2017) looked at the impact of drug consumption on academic performance and discovered that kids who used drugs performed poorly in school due to poor attendance.

On the other hand, Ayodele (2017) concentrated on the use of social media in HIV and Aids communication. Because of their extensive reach, social media platforms were shown to be useful in disseminating HIV and AIDS information in the study's findings.

## **2.9 Establishing the research gap**

As previously stated, several of the studies examined were related to social media and substance abuse, either together or independently. For example, Pomerantz, Hank, and Sugimoto (2015) investigated 'the State of Social Media Policies in Higher Education.' Despite the fact that the study found that less than a quarter of the institutions surveyed had an open social media policy, no attempt was made to determine whether there was a link between these policies and substance addiction.

Cilliers, Chinyamurindi, and Viljoen (2017) investigated the 'factors influencing the intention to use social media for work-related reasons,' with the goal of better understanding what motivates people to use social media at work and how to manage it. Because this study focused solely on work-related aspects of social media, no mention of substance misuse was made.

Mbuthia, Wanzala, Ngugi, and Nyamogoba (2017) investigated the efficiency of alcohol and drug misuse awareness programs in a quasi-experimental study without particularly connecting the campaigns to social media and the effect thereof, resulting in a gap. Despite the fact that the literature analysis showed a number of findings, little is known about how social media communication promotes substance usage among university students. As a result, the researcher is interested in learning more about the potential of social media in preventing substance addiction among university students.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Overview**

The research design, population, sample method, data collection, data analysis, and presentation methods are all covered in this chapter. It also considers ethical issues as well as the validity and reliability of the research tools that will be used.

### **3.1 Research Design**

Data gathering procedures, sample techniques, and instruments used in research design include data preparation, organization, collection, and analysis to answer a number of questions. according to Leedy,(1993) as cited by Njoroge,(2013).

This study employed a descriptive research design. It adopted a mixed method approach where both qualitative and quantitative data were collected. Maina (2012) opines that survey research approach is the most appropriate for gathering descriptive information. According to Stockemer, (2019), survey design can be used to measure a variety of aspects including individual beliefs, attitudes, social values or even health risk behaviours. As such, the researcher in this study collected quantitative data through surveying the attitudes, opinions, and knowledge of a sample of DOJ & MC undergraduate students and staff from the University of Nairobi to establish how communication through social media can impact abuse of substances among students in universities.

Qualitative data was gathered through interview with a communications lecturer and psychologist on matters alcohol and substance abuse, a student counsellor, Director of corporate communications –UoN, and the Chief medical officer/designated staff, UoN.

### **3.2 Justification of Research design and approach**

The researcher preferred descriptive research design in this study because provided an extensive understanding of the topic under study. This was achieved through diverse, varied and comprehensive data which was gathered both quantitatively and qualitatively (Question Pro, n.d).

This study applied mixed method approach. According to Timans, Wouters and Heilbron, (2019), a researcher using the mixed methods approach puts together components of qualitative and quantitative research approaches in data collection, analysis and inference tactics for broad understanding of the phenomena being investigated. A mixed method approach allows a phenomenon to be studied in different perspectives (Timans et al.,2019).

Through combining rich and independent insights from qualitative investigation, and the quantitatively generated data, mixed methods research approach has enabled corresponding strengths and weaknesses of respective approach to complement each other, (Regnault, Willgoss, Barbic & International Society for Quality of Life Research (ISOQOL) (2017).

While qualitative research approach relies on constructivist theoretical assumptions, quantitative research approach employs philosophical assumptions based on post positivist knowledge claims, whereby survey and experimental strategies of enquiry are utilized, (Creswell,2014). In addition, Creswell argues that the choice of multiphased mixed methods design is pegged on the need to understand the impact of an intervention programme in a given phenomenon. In this perspective, the mixed method approach in this study has given decisive and collective evaluation of the attitudes, opinions and knowledge and beliefs of the respondents on the impact of social media communication on substance abuse among university students.

### **3.3 Target Population**

Population is a whole set of individuals' cases or objects with some collective recognizable features, which differentiate this population from any other population, Maina (2012). Target population is therefore the group the researcher is interested in investigating. The target populace offers the overall framework and embodies the assortment of people, colleges e.tc. about which inferences and assessments are anticipated, (Buskirk, n.d). This study targeted students and staff from the university of Nairobi. The respondents were drawn from the university of Nairobi's directorate of corporate communications, department of psychology and counselling, office of the students' dean, university health services department and the undergraduate students and staff from the Department of Journalism and Mass communication. Since the research was about the influence of social media communication on substance abuse among university students, the department of Journalism and mass communication was an ideal choice for study since it deals with matters communication. Besides, the choice favoured the researcher's convenience in terms of data collection, being a student in this faculty.

Research has shown that Journalists are potentially at a high risk of engaging in substance abuse due to pressure at work and incessant coverage of disasters and crisis on day to day basis. MacDonald, Hodgins & Saliba, (2017) opine that pressure experienced by journalists to meet continuous demand for current and rapid coverage of crisis in the society can result in antagonistic and wide-ranging psychological responses, including substance abuse by the journalists. In this perspective, the choice of target population was appropriate since some of these students in the school of journalism could be practicing journalists. Studies have also shown a high prevalence of substance abuse amongst students in higher learning institutions, resulting to different health conditions. According to Otieno (2015) for instance, there is high

prevalence of substance use among college and university students. Moreover, Atwoli, Ndung'u, Prisca, and Kiende, (2011) posit that substance use among university students is known to have resulted to grave effects ranging from substance dependence to mental and other health conditions.

### **3.4 Sampling Frame**

A sample frame is a list of all the cases in a population that the researcher wants to look at. It is, in fact, a list of all possible Sampling Units. As a result, the findings of the study were limited to the population indicated by the sampling frame, (Sampling Frame: Definition & Examples, 2016).

Since it would have required a lot of resources and time to study every unit in the population of interest, the researcher in this study defined the population under study through a sampling frame as follows: undergraduate students from the University of Nairobi. The students were from Nairobi's main campus' Department of Journalism and Mass Communication. Teaching and non-teaching staff from the department of Journalism and Mass Communication on the main campus, the University of Nairobi's directorate of corporate communications, the department of psychology and counselling, the office of the students' dean, and the university health services department were among the other participants.

### **3.5 Sample and Sampling Technique**

A sample is a subsection of a specified population. Selecting a large sample size for study increases the chances of the researcher getting similar results from two samples of the same size, (Maina, 2012).



An appropriate Sample size for research can be gotten through well-chosen sampling techniques. The researcher in this study used stratified random sampling technique to get a reliable sample for enquiry from undergraduate students, lecturers and non-teaching staff from the department of journalism and mass communication. To sample communications and counselling psychologist key informant on matters alcohol and substance abuse preferably a lecturer from the school of Journalism, purposive sampling procedure was used based on the knowledge and expertise of the informant on the topic.

The communications and counselling psychologist gave insight into the relationship between substance abuse and communication through social media. Furthermore research has displayed that most addiction therapists underscore working in partnership with psychologists, or counsellors who offer psychiatric therapy and guidance on the right language of communication in addressing substance use disorder. In this respect, Kelly, Richard and Sarah (2016) postulate that “the language used to describe health disorders like substance abuse reflects and influences our attitudes and tactics in dealing with these disorders. They argue that usage of certain expressions covertly creates prejudices that can impact the establishment and efficiency of social and public health rules in addressing the condition. The researcher also purposively selected other key informants who included a student-counsellor (assistant dean) from the faculty of Arts, UoN’s Director of corporate communications and the Chief Medical officer UoN/designated officer for insight into their respective expertise, opinions, knowledge and attitudes with respect to social media and substance abuse. For the 2 lecturers and 1 administrative staff from DOJ &MC, the researcher employed non probability convenience sampling to select the respondents on their availability. The sampling strategies facilitated

separate analysis of the results and enhanced coverage of the population to achieve better precision as the sample selected from given stratum will have distinct characteristics.

### 3.5.1 Sample Size

The sample size is the number (n) of respondents chosen from the total population to make "statistical inferences for the entire population" (A/B Testing Basics, n.d). (2017).

The sample size for this study was determined by Mugenda and Mugenda (2003), who stated that if the population under study is fewer than 10,000 and the number of elements in the sample exceeds 30, a sample size of 10% -30% of the population is suitable. The researcher as such sampled 82 respondents from a target population of 782, where 4 were purposively selected,3conveniently selected and 75 sampled using the Mugenda and Mugenda (2003) reference. In this selection, the researcher put in mind among other factors, the cost implications and the deadlines attached to the research. The matrix of sampling is as tabulated below:

*Table 3.1: Illustration of the Selection Matrix*

<b>Population</b>	<b>Selection mode</b>	<b>Target Population</b>	<b>Sample %</b>	<b>Size</b>	<b>Sample Size</b>
Communications lecturer/counselling psychologist	purposive	1	-		1
Director, corporate communications-UoN	purposive	1	-		1
Chief Media officer -UoN	purposive	1	-		1
Assistant Dean/student counsellor-UoN	purposive	1	-		1
Undergraduate students	Random	749	10%		75

<b>Population</b>	<b>Selection mode</b>	<b>Target Population</b>	<b>Sample %</b>	<b>Size</b>	<b>Sample Size</b>
DOJ & MC administrative staff	convenience	8	10%		1
DOJ & MC Lecturers	convenience	21	10%		2
<b>Total</b>		<b>782</b>	<b>30%</b>		<b>82</b>

**Source: Researcher, (2021)**

### **3.6 Research Instruments**

A research instrument is a tool used to acquire, measure, and analyze data from the units being examined according to editage Insights,(n.d). The decision on which instrument to use depends on the type of study one is conducting. In this mixed method study therefore, quantitative data was obtained using questionnaires while for qualitative data the researcher used an interview guide/key informant questionnaire to conduct an in-depth interview. In this regard, questionnaires will be administered to both students and staff while an in-depth interview will be conducted with a communications and counselling psychologist preferably a lecturer, a student-counsellor from the college of humanities and social sciences (CHSS)/UHS,UoN’s directorate of corporate communications and the Chief Medical officer UoN/designated officer.

#### **3.6.1 Questionnaire**

A questionnaire is a research tool for collecting quantifiable data. It is normally applicable in quantitative research approach. Since this research employs a mixed method approach, it takes on board both quantitative and qualitative research approaches hence the use of questionnaire as a research tool.

The researcher personally administered questionnaires to the respondents. The questionnaires contained closed ended (yes or no) questions aimed at giving the researcher quantitative data which was numeric in nature.

It is hoped that through closed ended questions, the respondents were objective enough in their responses. Where respondents' personal opinions are sought, there was a section of open ended questions for elaborative responses.

Questionnaire was chosen as a tool for use in this study because it could cover a large number of respondents and could also be emailed where respondents couldn't be easily reached one on one. In addition, it provided an avenue for possible anonymity of the respondent which is an ethical aspect in research. More so, it is relatively cheap and offers a room for speedy responses, (Maina, 2012).

### **3.6.2 Interview Guide**

An Interview guide was used to direct the interview from which data relevant to the study was obtained. According to Creswell, (2014), the researcher can provide interviewer administered questionnaires to the participant, with open ended questions to collect data in qualitative research approach. Alternatively, the researcher can conduct an unstructured interview with open ended questions to get the opinions of the participant regarding the study topic.

For the key informants, the researcher provided interviewer administered questionnaires to the participants, as a tool in the qualitative aspect of this research to obtain views and opinions of the participants with regards to how communication through social media impacts substance abuse among university students. The researcher used the same to obtain data from purposively

selected communications and counselling psychologist and lecturer from UoN, a student counsellor from the college of humanities and social sciences (CHSS), UoN's directorate of corporate communications and the Chief Medical officer UoN, owing to covid-19 restrictions.

### **3.7 Data Collection Procedure**

The researcher collected quantitative data using questionnaire, while for the qualitative data, interviewer administered questionnaires accompanied by an interview guide were used to propel the interview. To analyze the research problem, a convergent parallel design will be employed to combine quantitative and qualitative data. The data was collected at the same time and the information was combined for Creswell's interpretation of the results (2014). There were both open-ended and closed-ended questions on the questionnaires. The respondents were given surveys in person by the researcher, who used Google Forms to do so. The closed-ended (yes or no) questions on the surveys were used to obtain quantitative data of a numerical character. According to McLeod (2019), the Likert scale (1932) is one of numerous types of ranking scales that have been developed to assess informants' views toward a certain topic. The respondents' attitudes on the given scenario were measured using a 5-point Likert scale. They stated their views in a variety of ways, including Strongly Agree, agree, Disagree, strongly disagree, and undecided.

It is hoped that through closed ended questions, the respondents were objective enough in their responses. Where respondents' personal opinions were sought, there was a section of open ended questions for elaborative responses. While the closed ended questions provided options for the respondents to select from for the quantitative data, the open ended questions had blank spaces

where the respondents filled in their detailed informative views and opinions essential for qualitative data, (Maina,2012).

For the students, the researcher liaised with DOJ & MC administration to get class timetables/contacts for different levels. Having determined the appropriate schedules for respondents, the researcher then called the respondents to make formal introduction before sending in google forms for data collection. In this case, the respondents were not physically available due to Covid-19 restrictions. To collect qualitative data, the researcher booked an appointment with the participants for interviews in advance to plan for good interview schedule. Thereafter, the interviews were conducted according to the planned schedule. Where the participants may not have been available for a face to face interview especially due to the prevailing Covid-19 restrictions, the researcher provided interviewer administered questionnaires to the participants through an appropriate mode in liaison with respective informants, (Creswell, 2014). Upon delivering the questionnaires (by hand and electronic mailing where appropriate), the researcher allowed respondents utmost five days to fill in their responses. In the meantime, the researcher then followed up on the feedback through, telephone calls as was agreed upon between the researcher and the respondents.

To affirm that this was a legitimate exercise, the researcher attached a data request letter from the university, highlighting the objectives of the research, importance of the respondents' participation and researcher's commitment to uphold research ethics such as ensuring confidentiality of the information from the correspondents and maintaining their anonymity as well as using the collected data for academic purposes only.

### **3.8 Pilot Test**

It is ideal to do a test of the feasibility of a research before the actual research. This is achieved through pretesting of research instruments. Pilot testing is vital in research as it exposes imprecise questions and blurred guidelines in the instruments. Besides, significant observations and submissions by respondents attained during the piloting exercise enable the researcher to improve on the proficiency of their research tools, (Mwania, Murithi & Mwinzi, 2016).

Pilot testing also helps to determine the strengths and weaknesses of the research through checking the format of questions, for instance in a questionnaire, (Dama,2017). In this study, pretesting for language, format and general content was done at the university with different respondents, an equivalent of 6.3% of the study sample size. Thereafter, the questionnaires were reviewed to meet the essence of the research.

#### **3.8.1 Validity**

The validity is the degree at which the collected data reflects of an ideal situation regarding the phenomena being investigated. Maina, (2012) further describes it as “the extent to which the data collected gives a true measurement or description of the social reality”. In this study, validity was evaluated at the pretesting stage where questionnaires were administered to those not sampled for the actual research. To authenticate the data gathered, the objectives of the research were customised to reflect in the questions asked. Indeed, the questions were aligned to the objectives. The researcher therefore ensured that the questionnaire is designed well in line with the objectives of the study.

### **3.8.2 Reliability**

This refers to how far the data gathered and the procedures there in can be trusted. This is determined by whether the same findings can be attained given different circumstances while dealing with similar variables. The research tools were tested with similar respondents in varying occasions to determine the consistency of the respondents' feedback. The researcher in this case, used the questionnaire to assess if answers to similar questions asked differently were replicated.

### **3.9 Data Processing and analysis.**

Primary data, collected from the field was filtered for accuracy and consistency, edited and coded for presentation. Literature reviewed was revisited for authentic analysis and presentation. Any erroneous or irrelevant data was removed. Quantitative data was analysed using Ms Excel and descriptive statistics that include frequencies and percentages while the qualitative data was thematically analysed through checking word repetitions and key words in context. Qualitative data was analysed on the basis of the five thematic areas outlined by the objectives of the study, namely: social media policies, social media uses, drug abuse awareness, effect of social media, and preferred social media.

Pie charts and graphs were used to present the data. Statistical Package for social sciences (SPSS) was used to produce inferential and descriptive statistics, to be presented through pie charts and graphs.

### **3.10 Research Ethics**

Ethics is often defined as a structure of moral principles; rules of conduct associated with particular actions, group or culture; or individual's moral principles or even the philosophy of



human behaviour with respect to their rightness or wrongness based on the motives of their actions, (Maina,2012)

The essence of ethics in research is to guard against harming anyone or exposing anyone to adverse effects as a result of the research undertakings. The researcher in this study thus ensured that respondents participated in the study voluntarily. The researcher fully informed prospective research participants on the research procedures and risks before they consented to take part in the study. Moreover, the participants' names remained unknown throughout the study for privacy reasons. Every piece of information acquired during this study will be kept in strict confidence and utilized solely for academic purposes.

### **3.11 Chapter Summary**

This chapter has covered research design, which entails preparation, organization, collection and analysis of data. It has also identified the population and the target population that the researcher is interested in studying, giving justification about the same.

The chapter has also demonstrated the researchers' understanding of sampling as well as data collection procedures, illustrating the techniques and instruments to be employed in the study.

It has validated the essence of and procedures for pretesting the research instruments for reliability and validity. Data Processing and analysis processes have been outlined in the chapter as well as the professional ethics governing the research process.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

### **4.0 Introduction**

Substance abuse has escalated over time in higher learning institutions posing academic, health, and development risks among university and college students in Kenya and globally. The usage of social media, particularly by young adults in colleges and universities, has arguably provided them viable opportunities to be exposed to drugs, as it has become their usual daily involvement. With a focus on the University of Nairobi, this chapter examines the role of social media communication in the campaign against substance misuse among university students in Kenya. The gender, age, year of study (for students), and department of respondents are all presented in this chapter (for the staff). The data analysis provides answers to research questions depending on the study's objectives. Microsoft Excel and the Statistical Package for Social Sciences (SPSS) v.26 were used to assess the input received from the sample population. Tables, pie charts, columns, and histograms were used to exhibit the data from excel and SPSS, among other data presentation tools.

### **4.1 Response Rate**

This study included 4 purposively sampled key informants for qualitative data, 3 conveniently sampled respondents and 75 randomly selected respondents for quantitative data. These were drawn from students and staff from the University of Nairobi's DOJ & MC, staff from the university health department, students' dean, UoN directorate of corporate communications, and psychology department. Particularly, the researcher purposively sampled the 4 key informants based on their expertise and designation, then randomly sampled 75 undergraduate students from DOJ & MC, and conveniently selected 1 administrative staff and 2 lecturers from DOJ & MC. All respondents successfully took part in the study and submitted their feedback. There was

however a variation in respondents' demographics and numbers in terms of percentages of feedback received.

## **4.2 Demographic Characteristics**

The study sought to find the demographic characteristics of the target populations. In this case, the demographics of the population are important in the study as the researcher understands how the target population actively uses social media in curbing substance abuse in Kenya universities. Also, it is important in determining that the target population is well represented for generalization purposes. According to Huff, & Tingley (2015), the demographic characteristics include age, ethnicity, gender, race, marital status, education, income, occupation, or employment among others. This study focused on the gender and year of study of the students as well as the gender, and staff of the staff as the demographic characteristics.

### **4.2.1 Gender of the Students and Informants**

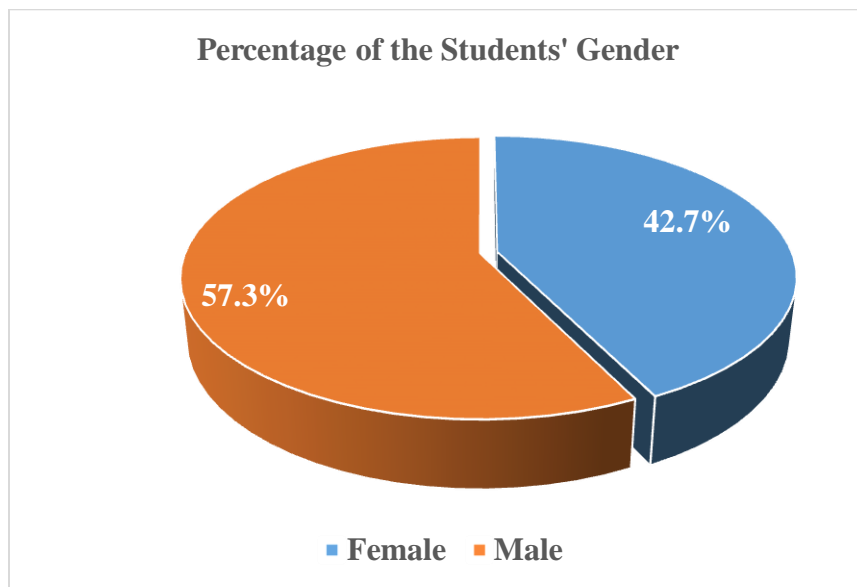
The study sought to find the gender of the students and staff from the University of Nairobi. In this case, gender was sought to provide updated information on the empirical knowledge about gendered practices that are socially important in curbing substance abuse in the University. The table below shows the distribution of students' gender.

*Table 4.1: Gender of the Students*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Female	32	42.7
Male	43	57.3
<b>Total</b>	<b>75</b>	<b>100</b>

**Source: Researcher (2021)**

The study found that 32 out of 75 sampled students were female, while 43 out of 75 were male. The percentage of male students was 57.3% while that of the female students was 42.7%, implying that the majority of the student-respondents who provided information on the potentiality of social media in curbing substance abuse were male. This can be presented in the following pie chart;



*Figure 4.1: Percentage of the Students' Gender*

**Source: Researcher (2021)**

On the other hand, the study sought to find out the gender of the sample size of seven University informants as shown in the table below;

*Table 4.2: Gender of the University Staff*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Female	7	100
Male	0	0

**Source: Researcher (2021)**

From the table above, it is clear that 100% of the informant respondents were male, and they helped in providing accurate information about the potential of social media in curbing substance abuse in the University. However, this was not equally distributed, considering the government's gender rule. Lack of response from the female gender indicates that the feedback from the informant is gender-biased.

#### 4.2.2 Age of the Respondents

The study sought to find the age of the students and the informant of the University. According to Flandorfer (2012), age is an important characteristic in the study that shapes a researcher's perception of demographic trends. In this study, age demonstrated the demographic evolutions on potentials of social media in curbing substance abuse. The following table shows the descriptive distribution of age among the students.

*Table 4.3: Age of Student Respondents*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
18-25	62	82.7
26-35	11	14.7
36-45	2	2.7
<b>Total</b>	<b>75</b>	<b>100.0</b>

**Source: Researcher (2021)**

The study found that 62 students were aged between the age of 18-25, 11 students between 26-35, and 2 students between the ages of 36-45 years. This implies that a large percentage of the students were productive and the most reliable youth in providing the feedback. Substance abuse mostly occurs among the youths of 18-35 years, hence the information obtained is more accurate based on the involvement. The percentage of students with the age of 18-25 years is 82.7%, 26-35 is 14.7% and finally, 36-45 is 2.7% as shown in the pie chart below;

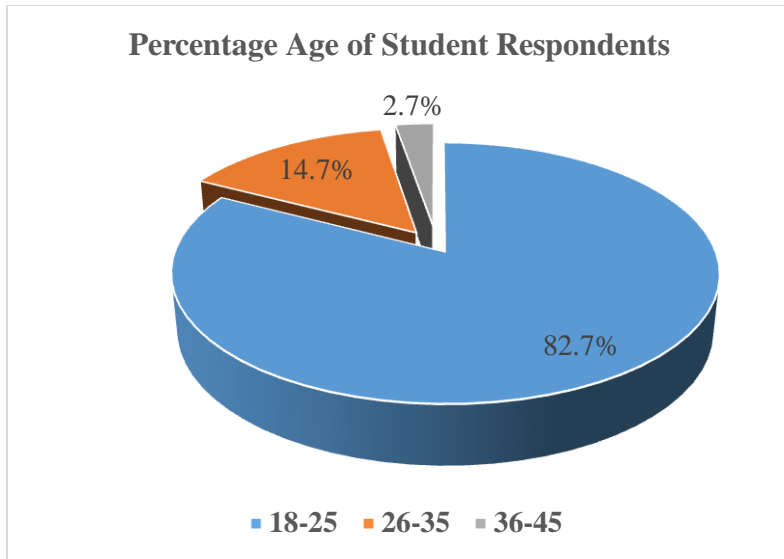


Figure 4.2: Percentage Age of Student Respondents

Source: Researcher (2021)

#### 4.2.3 Year of Study of Students and the Informant Category of the University Staffs

The purpose of the study was to determine the year of study of the student respondents using the 1st, 2nd, 3rd, and 4th-year categories provided in the distribution table below.

Table 4.4: Year of Study of the Students

Response	Frequency	Percentage (%)
1 <sup>st</sup> year	6	8.0
2 <sup>nd</sup> year	32	42.7
3 <sup>rd</sup> year	19	25.3
4 <sup>th</sup> year	18	24.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

Source: Researcher (2021)

From the table, the study found out that; 1<sup>st</sup> year =6 students, 2<sup>nd</sup> year=32 students, 3<sup>rd</sup> year=19 students, and the 4<sup>th</sup> year=18 students. This represented a percentage of 8.0%, 42.7%, 25.3%, and 24.0% respectively. The findings implied that the study targeted second-year students since

they have just entered into the university system and are the most likely group to engage in substance abuse compared to other categories of students as shown in the following column.

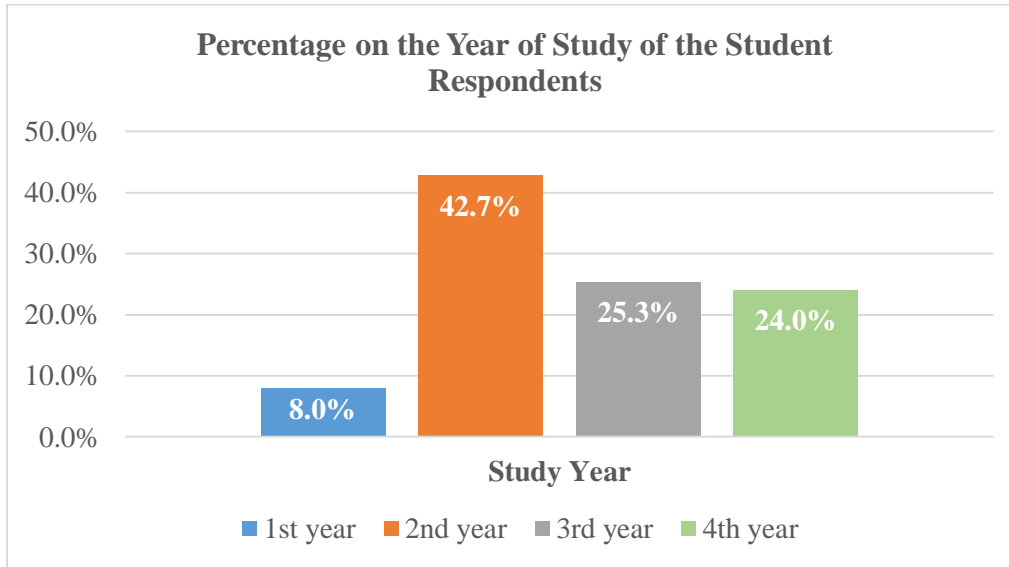


Figure 4.3: Percentage of the Year of Study of the Student Respondents

Source: Researcher (2021)

Similarly, the study sought to find the category of the seven University informants. It found that the seven University informant category was administrative staff, communications/counselling psychology, corporate communications, health department, and teaching staff as shown in the table below;

Table 4.5: Category Distribution of the key Informants coded as P1, P2, P3, P4, P5, P6, and P7

Response	Frequency	Percentage (%)
Administrative staff	2	28.6
Communications/counselling psychology	1	14.3
Corporate communications	1	14.3
Health department	2	28.6
Teaching staff	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>

Source: Researcher (2021)

From the table above, the study found out that the number of administrative staff=2, communications/counselling psychology=1, corporate communications=1, health department=1, and teaching staff=2. This means that teaching staff made up the majority of the responders (28.6%), while administrative employees made up a small percentage of the total (28.6 percent). This is because the subject of assessing the potentiality of social media in curbing substance abuse is an investigative subject that depends on more learning as provided by the teaching and administrative staff. The following pie chart indicates the percentage distribution of the informant category;

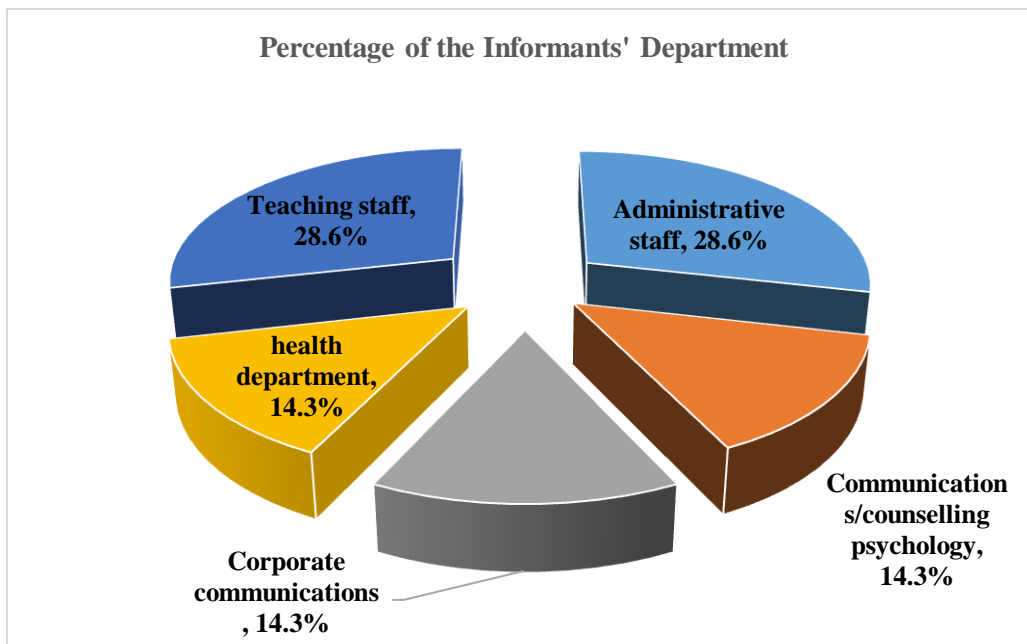


Figure 4.4: Informant Category Percentage

Source: Researcher (2021)

### 4.3 The Policies Embraced by The University of Nairobi in the Use of Social Media to Fight Substance Abuse

The goal of the study was to discover the strategies that the University of Nairobi has adopted in the usage of social media to combat substance misuse. The findings were drawn from a sample



size of 82 respondents that included 75 students, 7 key informants. This was based on several questions that sought to find if the University of Nairobi has well-designed policies for use of social media to fight substance and the usefulness of such media policies in the war against substance abuse in the University of Nairobi.

Based on whether the University of Nairobi has well-designed policies, 70 out of 75 student’s respondents provided feedback by saying, “Yes”, “No”, and “Not aware” as shown in the table below;

*Table 4.6: Students Response on the existence of Policies*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
No response	5	6.7
No	24	32.0
Not aware	34	45.3
Yes	12	16.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

**Source: Researcher (2021)**

From the table, 24 respondents said that the policies never existed, 34 students were not aware and 12 students said that the policies existed in the University of Nairobi. From the study, the existence of such policies was linked to their usefulness. The students who agreed that policies exist provided feedback on the usefulness as shown in the table below;

*Table 4.7: Usefulness of social media policies in the war against substance abuse in the University of Nairobi*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
	5	6.7
Least useful	5	6.7
Less useful	18	24.0
Not sure	12	16.0
Useful	25	33.3
Useful, less useful	1	1.3
Useful, Not sure	1	1.3
Very useful	8	10.7
<b>Total</b>	<b>75</b>	<b>100.0</b>

**Source: Researcher (2021)**

From the table, it is clear that the policies were useful, considering its leading percentage of 33.3%. However, those students who never talked of the usefulness of these policies provided important ways of improvement. According to some students, policies could be improved through the creation of awareness, installing strong WIFI, being vigilant, active participation, holding campaigns, active involvement among others.

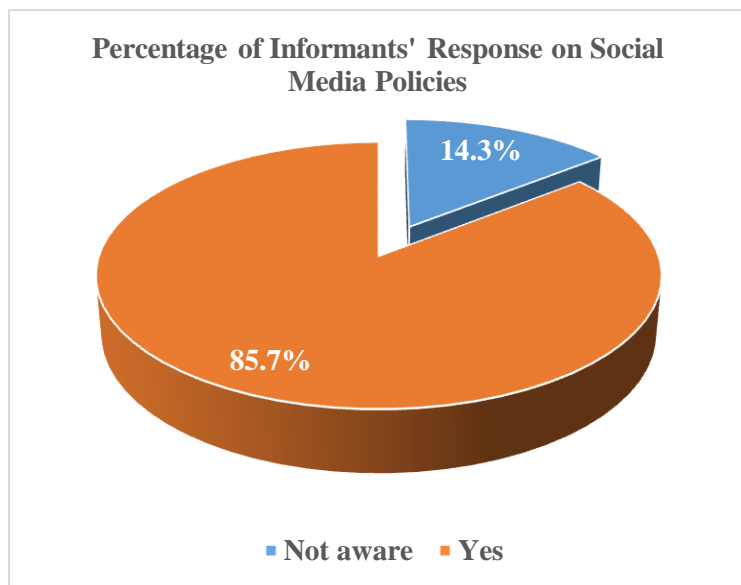
On the other hand, the 7 informants provided their feedback on the existence of social media policies as shown in the table below;

*Table 4.8: Existence of Social Media Policies for Fight against Substance Abuse*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Not aware	1	14.3
Yes	6	85.7
<b>Total</b>	<b>7</b>	<b>100.0</b>

**Source: Researcher (2021)**

From the table, it is found that 6 out of 7 informants believed in the existence of social media policies, while 1 out of 7 informants were not aware. Those who said “Yes” represent 85.7% of the informants, while those “Not aware” represent 14.3% as shown in the following pie chart.



*Figure 4.5: Percentage of Informants' Response to Social Media Policies*

**Source: Researcher (2021)**

#### **4.4 How the University of Nairobi Uses Social Media to Communicate Against Drug Abuse Among the Students**

Sending messages to friends and family members via social media platforms is the most prevalent method of communication, (Lindsay, 2011). The study sought to find how the University of Nairobi uses social media to communicate against drug abuse among its students. According to the feedback from the informants, the University of Nairobi uses social media communication by recruiting employees, sharing health and non-health information, and bonding with friends among others. The following table shows how social media communication is used in the University of Nairobi.

*Table 4.9: How social media is used to communicate against drug abuse at the University of Nairobi*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Other	1	14.3
RADA- serving health and drugs and substance use information. Twitter- confine communication.	1	14.3
Recruiting employees	1	14.3
Share information not necessarily health related	1	14.3
To bond with friends	1	14.3
To share health information	2	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>

**Source: Researcher (2021)**

On the other hand, the student respondents provided feedback on how social media is used to communicate against drug abuse at the University of Nairobi. The students agreed with Chou, Oh, & Klein (2018), that social media is used to catch up on trends about drug and substance abuse. It is also used through interaction, a crackdown on drug and substance abuse, and by implementing working policies that students have to adhere to among other important ways.

#### **4.5 The Level of Awareness of the University of Nairobi Undergraduate Students about the Dangers of Drug Abuse**

The study sought to find the level of awareness of the University of Nairobi Undergraduate students about the dangers of drug abuse. The study asked the respondents, “How do you rank the level of awareness of most University of Nairobi undergraduate students about the dangers of

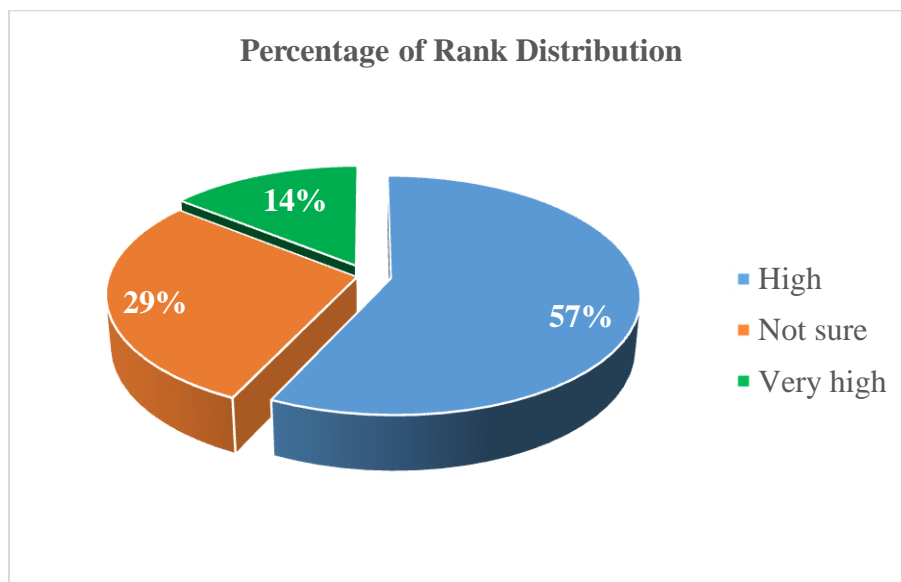
drug abuse?” The findings were determined by the informants. The following table shows the descriptive distribution of the level of awareness based on the informant respondents;

*Table 4.10: Level of Awareness of Most University of Nairobi Undergraduate Students about the Dangers of Drug Abuse*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
High	4	57.1
Not sure	2	28.6
Very high	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>

**Source: Researcher (2021)**

From the table, it is found the level of awareness was ranked high at 57.1%, followed by Not sure (28.6%), and finally very high (14.3%). The high ranking meant that awareness reduced social media curbing of substance abuse. The pie chart below shows the distribution of percentages of the levels of awareness as provided by the 7 informants.



*Figure 4.6: Percentage of Rank Distribution*

**Source: Researcher (2021)**

Informants agreed with Amedie (2015) that the creation of awareness forms an insight towards an understanding of the causes, and impacts of substance abuse. In this case, substance abuse awareness remains an important topic for Kenyan Universities as it provides an understanding of the causes and effects, for easy curbing.

#### 4.6 Effects of Social Media Communication on Substance Abuse

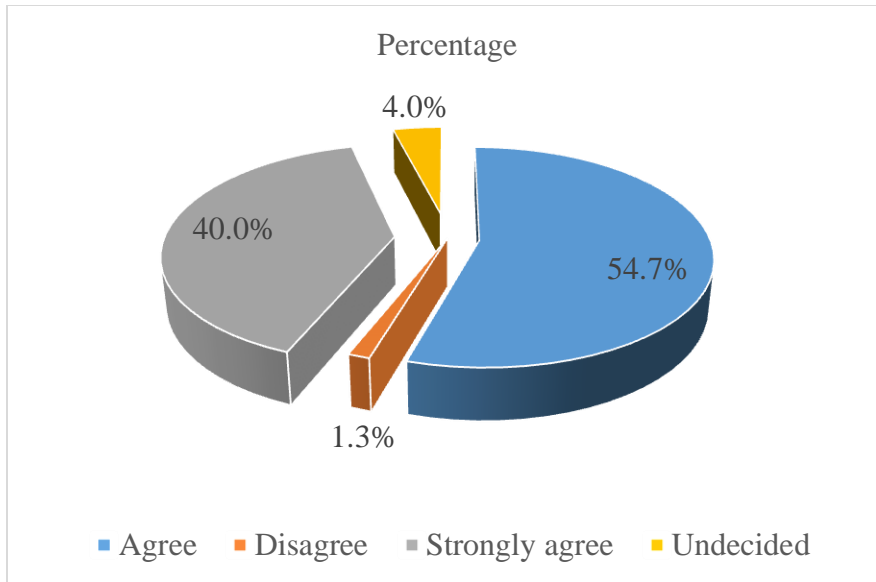
In Kenya, social media has changed how people engage the world, reshaping politics, seeking out information, maintaining relationships, and making decisions (Pindayi, 2017). However, the effects have been intensive, especially for people growing up while accessing social media. The study sought to find the effects of social media communication on substance abuse. According to both informants and students, social media through campaigns are better interventions to fight substance abuse among the students in the university. This was agreed by 41, strongly agreed by 30 students, disagreed by 1 student, while 3 students were undecided as shown in the table below;

*Table 4.11: Social Media Communication through Campaigns is a better intervention to fight substance abuse*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Agree	41	54.7
Disagree	1	1.3
Strongly agree	30	40.0
Undecided	3	4.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

**Source: Researcher (2021)**

Considering the percentages, it is clear that majority of the students agreed, strongly agreed, while a few were undecided and disagreed as shown in the following pie chart.



*Figure 4.7: Social Media Communication through Campaigns as better intervention to fight substance abuse*

**Source: Researcher (2021)**

Similarly, the informants pointed on social media communication through campaigns as an intervention to fight substance abuse as shown in the table below;

*Table 4.12: Social media communication through campaigns as an intervention to fight substance abuse*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Agree	3	42.9
Strongly agree	3	42.9
Strongly disagree	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>

**Source: Researcher (2021)**

From the table, 3 informants agreed, 3 strongly agreed, and 1 strongly disagreed. This implies the truth of the statement “Social media campaigns can be a better intervention to fight substance abuse among students in universities”. Other effects of social media communication include; Social media communication has negatively contributed a lot to increased substance abuse

among students in universities Kenya; Social media campaigns can reduce substance among undergraduate students in universities in Kenya; social media communication is a better intervention through which students can resist substance abuse as shown in the table below;

*Table 4.13: Students' position on the Effects of Social Media Communication*

<b>Effect</b>	<b>Agree</b>	<b>%</b>	<b>Strongly Agree</b>	<b>%</b>	<b>Disagree</b>	<b>%</b>	<b>Strongly Disagree</b>	<b>%</b>	<b>Undecided</b>	<b>%</b>
Social media campaigns can be a better intervention to fight substance abuse among students in universities	41	54.6%	30	40%	2	2.6%	0	0%	2	2.6%
Social media has contributed a lot to increased substance abuse among students in universities	36	48%	27	36%	9	12%	0	0%	3	4%
Social media campaigns can reduce substance abuse among students in universities in Kenya	57	75%	18	24%	0	0%	0	0%	0	0%
Students with frequent access to Social media are better informed and can resist substance abuse than their colleagues who rarely access social media	33	44%	8	10.6%	27	36%	5	6.6%	2	2.6%

**Source: Researcher (2021)**



#### 4.7 The University of Nairobi Students' Most Preferred Social Media Communication Platform for Fighting Drug Abuse amongst Youth in Kenyan Universities

The study sought to find out the most preferred social media communication platform for fighting substance abuse among youth in Kenyan Universities. This was targeted in 75 students out of a total of 82 respondents, and 7 informants who found out that the most preferred social media platforms among the University of Nairobi students are indicated in the table below;

*Table 4.14: Social Media Platform Mostly Used at the University (Students)*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
	3	4.0
Facebook	8	10.7
Facebook, Instagram	1	1.3
Facebook, WhatsApp	1	1.3
Facebook, WhatsApp, Instagram	4	5.3
Facebook, WhatsApp, Twitter, Instagram	1	1.3
Instagram	4	5.3
Other	1	1.3
Twitter	14	18.7
Twitter, Instagram	1	1.3
WhatsApp	30	40.0
WhatsApp, Instagram	1	1.3
WhatsApp, Twitter	2	2.7
WhatsApp, Twitter, Instagram	3	4.0
WhatsApp, Twitter, Instagram, other	1	1.3
<b>Total</b>	<b>75</b>	<b>100.0</b>

**Source: Researcher (2021)**

According to the students, the most preferred social media platforms include Facebook, Instagram, WhatsApp, Twitter, and others. Based on the frequencies and percentages of each of

the platforms, the students pointed out WhatsApp as the most used given its percentage of more than 40%, followed by Twitter, Facebook than Instagram. The use of these platforms depends on several reasons. According to Özsoy (2011), Twitter is most preferred among university students because it is cheap and can be accessed easily by people, it has trending issues, and reaches a bigger number of students or people. Secondly, some of the students mentioned that Facebook is more preferred social media because most of the addresses by the university such as meeting links are from Facebook with occasional tweets on Twitter, and the majority of the students have Facebook accounts. On the other hand, the students mentioned WhatsApp as the most preferred platform because it is used for academic purposes and effective communication, most students have smartphones and are constantly online on WhatsApp due to the need to be informed about classes, involves class groups, and most students use WhatsApp to communicate to one another and even with the lecturers.

On the other hand, the 7 informants were highlighted on the most preferred social media platforms in the University. They are in line with what the students pointed out during the provision of their feedback as shown in the table below;

*Table 4.15: Social Media Platform Mostly Used at the University (Informants)*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Facebook, Twitter	1	14.3
Other	1	14.3
Twitter	3	42.9
WhatsApp	2	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>

**Source: Researcher (2021)**

According to the informants, Twitter (42.9%) is most preferred, followed by WhatsApp (28.6%), then Facebook and others each 14.3%. However, the reasons for the use varied from students to informants. In this case, informants pointed out that Twitter is most preferred because it is used in recruiting employees, RADA-Serving health and drugs and substance abuse information, confines communication, and shares health information (Vetráková et al., 2018). Secondly, WhatsApp bonds with friends and shares non-health information, while Facebook shares information just like Twitter.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter summarizes the study findings, giving supportive propositions from literature on the study topic “assessing the potential of social media in curbing substance abuse amongst students in Kenyan universities with reference to the University of Nairobi”. In addition, it points to relevant implications regarding the variables studied to give a deeper understanding of the findings of the research. It also gives a reflection on the study objectives, questions and the literature reviewed and how these relate to the findings of the study to draw conclusions before recommending pertinent areas for further study.

### **5.1 Summary of the key findings**

#### **5.1.1 University of Nairobi students’ popular social media platform**

The study established that as per the students, WhatsApp was the most used platform given its percentage of more than 40%, followed by Twitter, Facebook then Instagram. The use of these platforms depends on several reasons. According to Voorveld, Noort, Muntinga & Bronner (2018) people use social media platforms in a different way grounded on the unique characteristics of the particular platforms in terms of how they function, their linkage and the content they can manage. Özsoy (2011) posits that Twitter is most preferred among university students because it is cheap and can be accessed easily by people, it has trending issues, and reaches a bigger number of students or people. Secondly, some of the students mentioned that Facebook is more preferred social media because most of the addresses by the university such as meeting links are from Facebook with occasional tweets on Twitter, and the majority of the students have Facebook accounts. On the other hand, the students mentioned WhatsApp as the most preferred platform because it is used for academic purposes and effective communication,

most students have smartphones and are constantly online on WhatsApp due to the need to be informed about classes, involves class groups, and most students use WhatsApp to communicate to one another and even with the lecturers. We can thus say that WhatsApp, and Facebook are the most preferred social media platforms at the university hence can be useful in fighting substance abuse. The finding coincides with the SIMElab report, (2018) that in Kenya, the highest percentage of social media consumed is WhatsApp (88.6%) followed by Facebook (88.5%). Besides, the University of Nairobi was found to engage social media communication in recruiting employees, sharing health and non-health information, and bonding with friends among others. Particularly, it was established that 4 (57.7%) of the 7 key informants said social media at the University of Nairobi is used to communicate health matters including substance abuse. This feedback upholds findings by Ayodele (2017) that social media can help in health communication. On the same note, most of the students agreed with Chou, Oh, & Klein (2018), that social media is used to catch up on trends about drug and substance abuse. It is also used through interaction, a crackdown on drug and substance abuse, and by implementing working policies that students have to adhere to among other important ways. Use of social media for entertainment, to link up with friends as well as institutions utilizing it for marketing their products, recruiting employees and commercial interactions as established in the study also agrees with Collins, (2014) as cited in\_Ismail, Affandy, Basir, & Ahmad, (2014). We can therefore say that since the university uses social media to communicate on substance use, perhaps the strategy needs to be streamlined to be more effective.

### 5.1.2 Students' substance abuse awareness

In determining the level of awareness of the University of Nairobi Undergraduate students about the dangers of drug abuse, the study found that it was ranked high at 57.1%, followed by Not sure (28.6%), and finally very high (14.3%). Most of the students also agreed that the level of awareness of most undergraduate students on the dangers of substance was very high. This is an implication that the respondents knew the dangers of engaging in substance abuse. The high ranking meant that awareness reduced dependence on social media to curb substance abuse amongst university students. Nonetheless, the uptake of drugs was still high amongst the students. Most of the respondents thought that creating more awareness on drug abuse could reduce uptake of drugs among university students. This is because when they have the correct information on the dangers of drug abuse, chances of avoiding the menace are high as posed by key informant P3:

P3: Creating more awareness about dangers of substance abuse is likely to reduce uptake of drugs among students since information is power.

Informants agreed with Amedie (2015) that the creation of awareness forms an insight towards an understanding of the causes, and impacts of substance abuse. In this case, substance abuse awareness remains an important topic for Kenyan Universities as it provides an understanding of the causes and effects, for easy curbing. This finding corresponds with Kiriru (2018), who argues that creating awareness on drug abuse in the institutions of higher learning reduces drug and substance abuse incidences among undergraduate students. Creating more awareness on dangers of substance abuse through giving correct and accurate information can therefore reduce substance abuse if an appropriate approach is employed. Besides, creating the right attitude on

substance abuse needs to be incorporated with awareness creation if the war against substance abuse amongst university students has to be won. Geramian, et, al. (2014) provide that it is judicious to focus more attention to interventions amongst the youth in order to intensify their knowledge and correct their attitude toward illegal drugs. This, according to the scholars strengthens the confidence of these young people hence reducing the level of drug abuse amongst these youths. The study findings also revealed that although the university has social media policies, the staff were more aware of the existence of the policies at the university than the students. This was as represented in tables 4.7 and 4.6 respectively where 6 (85.7%) out of the 7 key informants (staff) answered 'yes' to whether the university has well-designed policies for use of social media to fight substance abuse as opposed to 12 (16%) out of 75 student respondents who answered 'yes' on the same. Besides, 24 student respondents (32%) said that the policies never existed, while 34 student respondents (45.3%) were not aware that the policies existed. This is an indication that even though the social media policies existed at the University of Nairobi, they were not accessible to most students. This finding seems to reinforce recommendation by Mugaza, (2018) that even as institutions come up with policies regulating the use of social media, they need to communicate the same to their relevant stakeholders effectively. The students in this case are the most relevant stakeholders regarding social media policies since they are youthful and as such most users of social media Kazemi,et.al (2017).The findings however contradicted Struwig and van den Berg,(2016) discovery that 91% of the universities they studied did not have formal social media policies. The students however opined that the social media policies could be improved through the creation of awareness, installing strong WIFI, being vigilant, active participation, holding campaigns, active involvement among others.

### **5.1.3 Effect of social media communication**

In Kenya, social media has changed how people engage the world, reshaping politics, seeking out information, maintaining relationships, and making decisions (Pindayi, 2017). However, the effects have been intensive, especially for people growing up while accessing social media. The study sought to find the effects of social media communication on substance abuse. According to both informants and students, social media through campaigns are better interventions to fight substance abuse among the students in the university. This was agreed by 41 students (54.7%), strongly agreed by 30 students (40.0%), disagreed by 2 students (2.6%), while 2 students (2.6.0%) were undecided as shown in table 4.9.

Considering the percentages, it is clear that majority of the students agreed that social media campaigns are better interventions to fight substance abuse among the students in the university. Similarly, the key informants P1, P3, P4, P5, P6 and P7 pointed on social media communication through campaigns as a better intervention in the fight against substance abuse. Key informant P2 however felt that social media alone was not enough:

P2: Social media alone is not enough to win the war against drugs in universities. It is advisable to integrate social media with other interventions to effectively fight substance abuse among university students.

In another perspective, 36 (48%) of the student respondents agreed that Social media has contributed a lot to increased substance abuse among students in universities while 9 (12%) disagreed with this statement.). The agreement resonates with Kazemi et, al. (2017) that youth especially in universities, being frequent users of social media engage their favorite social media



to converse on matters drugs. Furthermore, the social learning aspect comes to play through social media groups that the youth align themselves to. According to Telzer, Van Hoorn, Rogers, & Do, 2018, these social media platforms here offer the youth a social context within which social learning on substance abuse can take place.

On whether students with frequent access to Social media are better informed and can resist substance abuse than their colleagues who rarely access social media, 33 respondents (44%) agreed whereas 27 (36%) other respondents disagreed (table 4.10).The majority of the respondents who agreed with the statement contradicted. Hilliard,(2019) cites a 2011 study by Columbia University's National Center on Addiction and Substance Abuse that found that youths who used popular social media channels frequently were more likely to engage in substance abuse than their peers who did not use social media or used it less frequently.

## **5.2 Conclusion**

In conclusion, the study established that social media communication can be a better intervention to fight substance abuse among university students in Kenya.

Moreover, although the University of Nairobi was found to have social media policies, most of the student respondents held that the policies did not exist; and if they did, the students were not aware neither did they find the usefulness of the said policies unlike the staff. This is an indication that even though the social media policies existed at the University of Nairobi, they were not accessible to most students. The university should therefore communicate the policies coherently and effectively to the students as to the staff members. This reinforces Mugaza, (2018 recommendation by) that even as institutions come up with policies regulating the use of social media, they should effectively communicate the same to their relevant stakeholders for active

participation in implementation. Besides, the social media policies could be improved through the creation of awareness, installing strong WIFI, being vigilant, holding campaigns, active involvement.

The level of awareness of the University of Nairobi undergraduate students about dangers of substance abuse was found to be high. This is an implication that the respondents knew the dangers of engaging in substance abuse. The high ranking meant that the awareness reduced dependence on social media to curb of substance abuse. Even so, the uptake of drugs was probably still high amongst the students as most of the respondents indicated the need to create more awareness on the dangers of drug abuse among university students through social media. The students' need for creation of more awareness on substance abuse could also mean there is some crucial information that the students lack about substance abuse. According to Kiriru (2018) and Geramian, et. al. (2014), creating more awareness through providing correct and accurate information and forming the right attitude on dangers of substance abuse can therefore reduce substance abuse. This, according to the scholars, increases efficacy of these young people to resist engaging in drugs hence reducing the level of drug abuse amongst these youths in universities.

Most respondents (42.9% of the key informants and 54.7% of the students) agreed that social media campaigns were better interventions to fight substance abuse among the students in the university. More so, integrating social media with other interventions was opined as a possible effective way to fight substance abuse among university students as social media alone could not win the war against drug abuse in universities.

It was established that those undergraduate students with frequent access to social media were better informed and could resist substance abuse unlike their colleagues who rarely accessed. However, Hilliard(2019) disagreed, citing a 2011 study from Columbia University's National Center on Addiction and Substance Abuse that found that youths who used popular social media channels frequently were more likely to engage in substance abuse than those who did not use it or used it less frequently. In another perspective, majority of the respondents 36 (48%) out of 75 students agreed that Social media has contributed a lot to increased substance abuse among students in universities. This could be due to social media accessibility and the collaborating social groups by these youths in universities. Furthermore, the social learning aspect comes to play through social media groups that the youth align themselves to. According to Telzer, Van Hoorn, Rogers, & Do, 2018, these social media platforms here offer the youth a social context within which social learning on substance abuse can take place, hence increased substance abuse in universities.

The study established that WhatsApp was the most used social media platform at the university, followed by Twitter, Facebook then Instagram. Voorveld, Noort, Muntinga & Bronner (2018) posit that people use social media platforms differently based on the platforms' unique characteristics: how they function, their linkage and the content they can manage. WhatsApp, twitter and Facebook are thus the most preferred social media platforms at the University of Nairobi hence can be useful in fighting substance abuse. The findings coincide with the SIMElab report, (2018) that in Kenya, the highest percentage of social media consumed is WhatsApp (88.6%) followed by Facebook (88.5%). Since most students have smartphones, they use Facebook accounts for university addresses and meeting links, WhatsApp for academic purposes and effective communication, and twitter for trending issues for it is cheap. The University of

Nairobi should therefore embrace the use of WhatsApp, Twitter and Facebook in that order to fight substance abuse amongst the students.

### **5.3 Recommendations**

Social media communication was found to be a better intervention to fight substance abuse among students in universities in Kenya, guided by the university policies. However, this research established that most Students in the UoN were not aware of any social media policies at the university unlike the staff. Since the youth 18-25 (undergraduates) are the most consumers of social media, Kazemi et, al. (2017), the study recommends that they be engaged as the most relevant stakeholders when formulating and implementing social media policies to effectively fight substance abuse, (Struwig & Van den Berg,2016). It was also ascertained that providing interventions that intensify the students' knowledge and correct attitude towards illegal drugs, fortifies their confidence and reduces their chances of drug abuse amongst them. To achieve this, the study recommends substance abuse awareness to be incorporated in the curriculum as a common unit of study in Kenyan universities as it will provide clear insight on the causes and effects of drug abuse for easy curbing of the menace in universities as a development issue. The study as well recommends UoN and other universities in Kenya to adopt more use of WhatsApp, Facebook and twitter as the students' most preferred platforms to address substance abuse and other health and non-health related issues among the youth in universities. It also recommends a closer liaison of Universities with NACADA, medical practitioners and counselling Psychologists in the use of these students' preferred social media platforms to address substance abuse, academic, Psychological and other health related issues among the youth in universities for successful completion of their studies and career progression.

#### **5.4 Areas for Further Research**

The Impact of social media communication on drug addicts' rehabilitation in Kenyan universities; improving social media policies to curb drug abuse in learning institutions; and Assessing the impact of social media addiction on effective communication among Kenyan undergraduate students are among the other areas recommended for further research in the field of social media and substance abuse.

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## APPENDICES

### Appendix I: Introductory letter

Nzau Festus Muinde

P.O Box 42603-00100

Nairobi.

9<sup>th</sup> October, 2020

Dear Informant,

#### **RE: INTRODUCTORY LETTER FOR RESEARCH**

I am a student at the University of Nairobi pursuing a master's degree in communication studies.

I am carrying out a research on 'Social media communication and substance abuse among university students in Kenya' with reference to the University of Nairobi.

The following are the objectives of study:

- i. To examine the policies embraced by the University of Nairobi in the use of social media to fight substance abuse.
- ii. To examine how often the University of Nairobi uses social media to communicate against drug abuse among the students.
- iii. To determine the level of awareness of the University of Nairobi undergraduate students about the dangers of drug abuse?

- iv. To find out the effect of social media communication on drug abuse amongst university of Nairobi undergraduate students.
- v. To establish the university of Nairobi students' most preferred social media communication platform for fighting drug abuse amongst youth in Kenyan universities.

Kindly assist by filling in the questionnaire to facilitate success of the research.

Note that the information you provide will be be treated with utmost confidentiality and used only for academic purposes.

Your names shall remain unkown through out the study for privacy.

Thank you

Nzau F. Muinde

## **Appendix II: Interview Guide**

Dear Participant,

**RE: INFLUENCE OF SOCIAL MEDIA COMMUNICATION IN THE CAMPAIGN  
AGAINST SUBSTANCE ABUSE AMONGST UNIVERSITY STUDENTS IN  
KENYA, WITH REFERENCE TO THE UNIVERSITY OF NAIROBI.**

Kindly provide your experience, opinions and knowledge to help establish the influence of social media communication on substance abuse amongst university students in Kenya, with reference to the University of Nairobi.

Your genuine information will validate this research and enhance its success.

Please note that your personal details will not be divulged and the responses you provide will be treated with utmost confidentiality, and used only for academic purposes.

**INTERVIEWER ADMINISTERED QUESTIONNAIRE FOR KEY INFORMANTS**

**SECTION A1: Demographic information**

Gender	Male [ ]	Female [ ]		
	1	2		
Age	18-25 [ ]	25-35 [ ]	35-45 [ ]	45-55 [ ] over 55 [ ]

Cadre Administrative Staff [ ] Teaching Staff [ ] Student counsellor [ ]  
corporate communications [ ] Health Department [ ]  
communications/counselling psychology [ ]

**SECTION B1: Policies embraced by the University of Nairobi in the use of social media to fight substance abuse**

Tick your answer [(√)]

1. The University of Nairobi has well-designed policies for use of social media to fight substance abuse. True [ ] False [ ] Not sure [ ]
2. How useful are these social media policies in the war against substance abuse in the University of Nairobi?

.....  
.....  
.....  
.....

3. What do you think can be done to improve on social media policies in the war against substance abuse in Kenyan universities?

.....  
.....  
.....  
.....  
.....

**SECTION C1: Use of social media by the University of Nairobi to communicate against drug abuse among the students**

4. Do you think the University of Nairobi has done enough in the use of social media to create awareness on drug abuse among students? Yes [ ] No [ ] Not sure [ ]

How can the current situation be improved?

.....  
.....  
.....  
.....  
.....

5. How often does the University of Nairobi use social media to share information on drug abuse among students?

Quite often [ ] often [ ] sometimes [ ] Rarely [ ] Never [ ]

Why.....  
.....

6. Which communication platform is mostly used by the University of Nairobi to communicate about substance abuse to students?

Advocacy groups [ ] posters [ ] mainstream media [ ] social media [ ] others [ ] If others, specify.....

**SECTION D1: Level of awareness\_of the University of Nairobi undergraduate students about the dangers of drug abuse**

*Instructions: Indicate your appropriate choice by a tick ✓*

7. How do you rank the level of awareness of most University of Nairobi undergraduate students about the dangers of drug abuse?

High [ ] Very High [ ] Low [ ] Very low [ ] Not sure [ ]

8. Do you think creating more awareness on drug abuse can reduce uptake of drugs among university students? Yes [ ] No [ ] Not sure [ ] Why so?

.....  
.....  
.....  
.....  
.....

9. Do you perceive social media campaigns as a better intervention to fight substance abuse among students in universities in Kenya? Yes [ ] No [ ] Not sure [ ]

]Explain.....  
.....  
.....  
.....  
.....

**SECTION E1. Effects of social media communication on drug abuse amongst university of Nairobi undergraduate students**

Instructions: tick [] your most appropriate opinion

**10.** Do you think social media has contributed a lot to increased substance abuse among students in universities Kenya? Yes [] No [] Not sure [] Elaborate your response.....  
.....  
.....  
.....  
.....

**11.** Social media campaigns can reduce substance abuse among undergraduate students in universities in Kenya. Strongly agree [] agree [] Disagree [] Strongly disagree [] Not sure []

**12.** Students with frequent access to social media are better informed and can resist substance abuse than their colleagues who rarely access social media.  
Strongly agree [] agree [] Disagree [] Strongly disagree [] Not sure []  
Explain.....  
.....  
.....  
.....

**SECTION F1: University of Nairobi students' most preferred social media communication platform for fighting drug abuse amongst youth in Kenyan universities.**

*Instructions: Tick (✓) your appropriate choice*

**13.** Which, in your opinion is the most appropriate communication platform to effectively fight substance abuse among university students in Kenya?

Facebook  WhatsApp  Twitter  Instagram  other  specify.....

Why do you think so?

.....  
.....  
.....

**14.** Which social media platform would you say is used more at the university? Facebook ?

WhatsApp  Twitter  Instagram  other  specify.....

**15.** How is the above platform used? To bond with friends  To share health information  marketing products  recruiting employees  for academic reasons  other  specify

.....  
.....

*Thank you.*





**SECTION C2: Use of social media by the University of Nairobi to communicate against drug**

**abuse among the students.**

4. Does the University of Nairobi use social media to create awareness on drug abuse among students? Yes [ ] No [ ] Not sure [ ]

5. How often does the University of Nairobi use social media to share information on drug abuse among students?

Quite often [ ] often [ ] sometimes [ ] Rarely [ ] Never [ ]

6. Which communication platform is mostly used by the University of Nairobi to communicate about substance abuse to students?

Advocacy groups [ ] posters [ ] mainstream media [ ] social media [ ] others [ ] If others, specify.....

**SECTION D2: Level of awareness\_of the University of Nairobi undergraduate students about the dangers of drug abuse**

*Instructions: Indicate your appropriate choice by a tick ✓*

7.The level of awareness of most University of Nairobi undergraduate students about the dangers of drug abuse is very high.

Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] undecided [ ]

**8.**Creating more awareness on drug abuse can reduce uptake of drugs among university students.

Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] Not sure [ ]

**9.**Social media campaigns can be a better intervention to fight substance abuse among students in universities in Kenya

Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] Not sure [ ]

**SECTION E2. Effects of social media communication on drug abuse amongst university of Nairobi undergraduate students**

Instructions: tick [✓] your most appropriate opinion

**10.**Social media has contributed a lot to increased substance abuse among students in universities Kenya. Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] Not sure [ ]

**11.** social media campaigns can reduce substance among undergraduate students in universities in Kenya Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] Not sure [ ]

**12.**Students with frequent access to social media are better informed and can resist substance abuse than their colleagues who rarely access social media

Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] Not sure [ ]

**SECTION F2: University of Nairobi students' most preferred social media communication platform for fighting drug abuse amongst youth in Kenyan universities.**

*Instructions: Tick (✓) your appropriate choice*

**13.** Which, in your opinion is the most appropriate communication platform to effectively fight substance abuse among university students in Kenya?

Facebook  WhatsApp  Twitter  Instagram  other  specify.....

Why do you think so?

.....  
.....  
.....

**14.** Which social media platform would you say is used more at the university? Facebook ?

WhatsApp  Twitter  Instagram  other  specify.....

**15.** How is the above platform used? To bond with friends  To share health information  marketing products  recruiting employees  for academic reasons  other  specify

.....  
.....  
.....

*Thank you.*

**Appendix IV: Students' Questionnaire**

**SECTION A3: Demographic information**

Gender                      Male [ ]                      Female [ ]

Age    18-25 [ ]    25-35 [ ]    35-45 [ ]                      45-55 [ ]    over 55 [ ]

Student Year    1 [ ]                      2 [ ]                      3 [ ]                      4 [ ]

**SECTION B3: Policies embraced by the University of Nairobi in the use of social media to fight substance abuse**

Tick your answer [√]

1. Does the University of Nairobi have well-designed policies governing the use of social media?    Yes [ ]    No [ ]    Not aware [ ]
  
2. How can you rate the usefulness of social media policies in the war against substance abuse in the University of Nairobi?    Very useful [ ]    useful [ ]    less useful [ ]    least useful [ ]    Not sure [ ]
  
3. What do you think can be done to improve on social media policies in the war against substance abuse in universities?

.....  
.....  
.....

**SECTION C3: Use of social media by the University of Nairobi to communicate against drug abuse among the students**

4. Does the University of Nairobi use social media to create awareness on drug abuse among students? Yes [ ] No [ ] Not sure [ ]

5. How often does the University of Nairobi use social media to create awareness on drug abuse among students?

Always [ ] b) often [ ] c) sometimes [ ] d) Rarely [ ] e) Never [ ]

6. Which communication platform is mostly used by the University of Nairobi to communicate about substance abuse to students?

a) Advocacy groups [ ] b) posters [ ] c) mainstream media [ ] d) social media [ ] e) others [ ]

If others, specify.....

**SECTION D3: Level of awareness\_of the University of Nairobi undergraduate students about the dangers of drug abuse**

*Instructions: Indicate your appropriate choice by a tick ✓*

7. The level of awareness of most University of Nairobi undergraduate students about the dangers of drug abuse is very high.

Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] undecided [ ]

**8.**Creating more awareness on drug abuse can reduce uptake of drugs among university students.

Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] undecided [ ]

**9.**Social media campaigns can be a better intervention to fight substance abuse among students in universities

Strongly agree [ ] agree [ ] Disagree [ ] Strongly disagree [ ] undecided [ ]

**SECTION E3. Effects of social media communication on drug abuse amongst university of Nairobi undergraduate students**

Instructions: tick [] your most appropriate opinion

**10.**Social media has contributed a lot to increased substance abuse among students in universities Kenya. [ ]

**11.**social media campaigns can reduce substance among undergraduate students in universities in Kenya. [ ]

**12.**Students with frequent access to social media are better informed and can resist substance abuse than their colleagues who rarely access social media [ ]

All of the above [ ]

None of the above [ ]

**SECTION F3: University of Nairobi students' most preferred social media communication platform for fighting drug abuse amongst youth in Kenyan universities.**

*Instructions: Tick (✓) your appropriate choice*

**13.** Which, in your opinion is the most appropriate communication platforms to effectively fight substance abuse among university students in Kenya?

Facebook  WhatsApp  Twitter  Instagram  other  specify.....

Why do you think so?

.....  
.....  
.....  
.....

**14.** Which social media platform would you say is used more at the university? Facebook ? WhatsApp  Twitter  Instagram  other  specify.....

**15.** How is the above platform used? To bond with friends  To share health related information  marketing products  for academic reasons  other  specify

.....  
.....  
.....

*Thank you.*