

# The Culture of Drug Abuse and Substance Use as a determinant of Health Outcomes among Students in Kenya public Universities

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## Abstract

The culture of drug abuse and substance use among university students has become a global concern, considering the continued consumption of these illegal drugs and substances. Despite this understanding and worrying state of affairs, limited evidence on the health outcomes and how to curb the menace. It is on this basis that our paper applies an emic perspective in understanding the trends, dynamics and socio-health outcomes of drug abuse and substance use among university students. It is on this basis that our paper applies an emic perspective in understanding the trends, dynamics and socio-health outcomes of drug abuse and substance use among university students. The study employed a descriptive research design and was anchored on the social comparison theory. Data was collected through KoBo Collect tool and administered to 250 second year and third year university students. Ten (10) interviews were conducted with university students' leaders. The data was analysed qualitatively and quantitatively. The study found out that drug and substance use culture at university is a norm to students. From the multiple responses, the respondents indicated that their

parents ensured that they had the resources they needed to study and live comfortably at 84.6% and 78.9% respectively, but without putting into consideration effective strategies for monitoring their children's activities while on campus. Most (76.3%) of the respondents indicated that drug abuse had effects to individuals, 64.0% to the society and (44.7%). The study recommends the need to adopt interventions aimed at promoting student's well-being in the university setting, while protecting them from accessing illegal drugs and substances that are harmful to their health and wellbeing. It is also paramount to involve local structures, such as the Nyumba Kumi initiative to track the sources of illegal drugs and substances to students on campus and in the neighbourhoods, to ensure their prevention and control.

**Keywords:** *Drug culture, behaviour modification, University students, substance use, Health outcomes, Kenya*

## Introduction

The World Drug Report 2017 revealed that an estimated 28 million years of 'healthy' life was lost worldwide in 2015 as a result of premature deaths and disability caused by drug abuse and substance use (WDR, 2017). Studies and reports from the World Health Organization and the United Nations indicate that worldwide, 5% of all deaths of young people, including university students aged between 15 and 29 are attributable to alcohol use (WHO, 2018). Notably, over 150 million young people use tobacco, and half of the young users are likely to die prematurely as a result of their indulgence on the same (GBD, 2021; WHO, 2018). In 2015, about a quarter of a billion people used drugs, of which, around 29.5 million (0.6%) of the global adult population were engaged in problematic use and suffered from drug-use disorders, including dependence.

In the 2030 Agenda for Sustainable Development, target 3.5 commits Governments to strengthen the prevention and treatment of substance abuse, and a range of other targets are

of particular relevance to drug control, particularly target 3.3 on ending the AIDS epidemic and combating hepatitis, target 3.4 on prevention and treatment of non-communicable diseases and promotion of mental health, target 3.8 on universal health coverage and target 3 on access to essential medicines (MOH, 2017).

Wanzala, Ngugi, and Nyamogoba (2021) reveal that mental disorders resulting from drug abuse are affecting young adults- at a very crucial time in their lives, thereby adversely destroying their future. Ironically, it is interesting that, whereas universities are perceived to play an enormous role in building the social character and shaping the minds of students, the same universities seem to provide an enabling environment for students to get exposed to the drug culture and substance use that directly impacts on behaviour change.

Studies conducted in European countries, such as France on university students reported the prevalence of alcohol and tobacco consumption at 20.1% and 23.2% respectively (Tavolacci et al. 2013). Regarding the South-East Asian Nations, varying prevalence rates of illicit drugs were found to range from 0.2% in Cambodia to 45.7% in Laos (Yi et al. 2017). We notice that the prevalence rates of our study fall within these ranges.

Like universities in other parts of the world, African universities in Nigeria, Uganda, Ethiopia and South Africa have found out that the prevalence of drug abuse and substance use ranges between 27.5% and 62% (Nwanna et al. 2018). The prevalence of substance use among undergraduate students in one university in Nigeria was reported at 27.5% (Johnson et al. 2018). The United Nations Office on Drugs and Crimes (UNODC 2018), report on substance use in Nigeria, puts the overall past-year prevalence at 14.3 million (14.4%). While use of? is reported across all age groups, the highest use was among the 25 to 39-year-olds, where cannabis was the most used substance, with an average initiation age of 19 years; with amphetamines and ecstasy use among young people also reported.

Prescription opioids, mostly tramadol, morphine,

and codeine, were also in high use; others included alcohol and tobacco use. Alcohol flows quite freely on college campuses, but drugs (both recreational and prescription, both legal and illegal) are exchanged in dorm rooms and classrooms, either as a way to escape from all the stress or to boost academic performance, but without concern for the underlying risk of developing an addiction (UNODC, 2018). Studies in USA universities by Krebs et al. (2007), Muehlen et al. (2017), Lawyer et al. (2010), and Champion et al. (2021) indicate that approximately one in five university women report experiencing some form of sexual assault during their university careers. However, such studies have examined the situational and contextual factors surrounding victimization, contributing to this evidence, but without linking it to the drug culture and substance use in universities. Hence, difficult to interpret regard to university student experiences. Arguably, it is the responsibility of every university to provide a drug and substance-free environment for its students, so as to inspire confidence, academic growth, and wellbeing. However, it is noted with concern that university students continue to face insistent gravitation to and difficulties in getting out of the drug culture and substance use (WDR, 2017).

Musyoka and Mathai (2020) found out that an increase in alcohol and substance use among university students is a global public health concern, which is associated with the risk of substance use disorders to the individuals involved and public health problems for their families and society at large. Where was the study carried out? In this context, pressures for self and societal achievement have motivated a significant number of university students to indulge in substance use and drug abuse, thereby ruining their health and future lives. For instance, as noted by Champion et al. (2021), individuals who report greater severity of recent alcohol consumption and marijuana use are more likely to be victims of a sexual assault.

From the foregoing discussion, despite the fact that the culture of drug abuse and substance use among university students causes immense academic, health, and social consequences not much has been documented on the same (UNODC, 2018), especially in Kenya and

regions such as the rift valley, that are seen as less vulnerable to drug abuse and substance use due to the Kenya-Uganda high transiting goods and people within East African countries. According to Weldon (2013), many researchers have concentrated their studies in regions such as coastal Kenya which is perceived as a major transit hub with easy access to illicit drugs.

In this paper, we aver that life at the university is supposed to be an era of self-discovery, lifelong friendships, independence, and enriching experiences in preparation for what the outside world has to offer. Unfortunately, this is negatively impacted in the long run because the culture of drug abuse and substance abuse leads to poor health outcomes hence, the goal of living a healthy life is never achieved. All the aforesaid factors have the potential to create a perfect storm of anxiety and depression and temptation. Available scientific evidence indicates that individuals with substance use disorders often access the health care system for reasons other than their substance use disorder (SUDs) (Substance Abuse and Mental Health Services Administration, 2016).

In Kenya, Atwoli et al. (2011) and Ndegwa et al. (2017) revealed a higher prevalence of substance use in universities, ranging from 20% to 68%. Tumuti et al. (2014) also found out that university students are famous for abusing alcohol, cannabis and tobacco. In this paper, the researchers apply an emic perspective in understanding the trends and dynamics of drug abuse and substance use in Kenya universities. Proponents of the emic viewpoint posit that a phenomenon should be studied from within the individual's own cultural context. In his opinion, Pike (1954) asserted that the main task of the researcher is to reconstruct the unexpressed emic knowledge that guides human behavior. The anthropological dogma identified the 'distinctively human capacity for expectations, thinking, imagining, intentions and ideas' as the key to explaining human behavior.

Schensul and LeCompte (2013) state that the emic helps researchers to understand local realities. The researchers argue that it is highly likely that drug abuse and substance use negatively affects students' behavior and academic life. The main question is: to what extent are students affected

in terms of attendance, academic performance, sexual practices, crime involvement, mental health and relationships with others? In reference to the social comparison theory of 1954, the social psychologist, Leon Festinger posits that people (in this case university students) determine their self-worth by comparing themselves to others. The result of this is that various factors, such as physical attractiveness, wealth, intelligence, happiness, among others, are constantly evaluated on the basis of how others are doing. The achievement culture points that adults have the maturity and experience to understand the flaws in social comparison, even if they are prone to it. However, university students, on the other hand, do not yet have fully mature brains. In the second and third year of their studies in higher institutions of learning, many students are confronted with challenges that test their cognition, emotions and social skills, in terms of regulating or pursuing certain behaviours. In this study, we are interested with how university students can regulate their behaviour on campus to avoid indulging themselves in drug abuse and substance use, while at the same time coping with the university environment. Most of the paragraphs are too short, mostly two (2) sentences, meaning ideas are limited.

### Statement of the Problem

The culture of drug abuse and substance use among university students has become a gigantic global concern, where substances such as alcohol, tobacco, prescription drugs, cannabis and other psychoactive substances are consumed. Yet, a quick search on sites of publications with wide a readership, including University World News, International Higher Education and Inside Higher Education articles, among others, generate limited evidence on the health outcomes. This is despite the fact that the academic, health and social consequences of the culture of drug abuse and substance use among university students are immense. Many students get their first real experiences with drug abuse and substance use when they begin college in the name of "orientation bash".

Borrowing from Becker (1963), drug abuse and use among students are cultural context and analyzed

not in terms of deviant behaviour, resistance (Willis 1978), or development psychology (Moore, 2002), but as modern symbolically significant consumption as a way to create and maintain social categories and distinctions (Bourdieu, 1984; Thornton, 1995). The freedom and ease of experimentation in the university context can both be exciting and scary. There are plenty of myths and stereotypes surrounding drug abuse and substance use culture. In this paper, 'context' is the objective milieu where drug use among students takes place, including elements such as social and cultural codes that set the ways of behaving within that environment. In spite of the recent increase in the use of illegal drugs and substances in university contexts, the practice still remains a fairly marginal phenomenon in research and intervention.

In Kenya, drug and substance use is increasing and especially among the youth. Current statistics indicate that more than half of drug users are aged 10-19 years and especially those in universities. Most studies done in the country indicate that the commonly used drugs are nicotine, alcohol and cannabis. Kenya's strategic position in the East African region and being a regional economic hub and an economic hub in the region, there has been an upsurge of international narcotic drug trafficking leading to increased injecting drug users (MoH, 2017). It is on this basis that this paper sought to explore the health outcomes of the culture of drug abuse and substance use among students in universities.

## Methodology

The paper used a mixed-method approach and adopted a descriptive research design. The target population all second-year students of Kisii

university in the Eldoret campus. In this respect, second-year and third year students were selected due to their longer orientation and encounters in the university environment to understand their level of involvement to drug culture and substance use. Data was collected using the Google Phone App tool and questionnaires administered to 250 second-year and third-year Kisii University, Eldoret Campus students, including six (6) interviews with key informants involving university students' leaders in relation to the topic under study.

A stratified random sampling procedure was used to group students basing on of their faculties (Education, business, and Social Sciences). Further, the researchers used simple random sampling procedure to pick the study sample from all the three schools on the campus. Further, the purposive sampling technique was used to choose an administrative representative from the university that helped the researcher with qualitative data in an in-depth interview session. The key informant was selected on the basis of in-depth knowledge on drug and substance abuse, and years of experience in counselling services within and outside university. Quantitative data was analysed by the use of SPSS and presented in form of frequencies and percentages whereas qualitative data was analysed descriptively and presented in the of form of narratives.

## Findings and Results

### Effects of Drug Abuse and Substance Use

Respondents for the study were requested to state whether they had access to the illegal drugs in Kenya and the reasons why they had access. This is shown in Table 1 below:

**Table 1: Illegal Drug Access**

Description	Category	Frequency	Percent
Access to illegal drugs in Kenya	Yes	119	52.2
	No	109	47.8
	<b>Total</b>	<b>228</b>	<b>100.0</b>
Reasons for access to drugs	Freedom in the institution	105	88.2
	Availability of the drugs	96	80.7
	Lots of money/ finances from parents	93	78.2
	Students' age	86	72.3
	Easy finances from part-time jobs	53	44.5

As shown in table 1, majority, (52.2%) of the respondents use and had access to the legal drugs in Kenya, while (47.8%) did not have any access. Accordingly, respondents were asked to state the reasons why they had access to the illegal drugs. From the multiple responses, the majority (88.2%) of the respondents revealed that they had access to drugs because of freedom in the institution, 80.7% indicated availability of the illegal drugs, (78.2%) got lots of finances from their parents, (72.3%) was attributed to their age, (44.5%) got easy finances from part-time jobs. During the interviews, it was however, highlighted that some of the students accessed illegal drugs from their peers inside and outside campus.

It was also shared that perceived descriptive drug use norms and substance consumption was moderated by level of identification with the normative referent, such as classmates and age groups among others. These findings are supported by Diana et al. (2012), who argue that moderators such as social identity, social anxiety, substance use motives and expectancies influence the rate of usage of prohibited drugs and substances among university students.

**Table 2: Implementation of Frameworks**

Description	Category	Frequency	Percent
Whether there was framework in place that controls the abuse of drugs among students	Yes	178	78.1
	No	50	21.9
	<b>Total</b>	<b>228</b>	<b>100.0</b>
What the institutions had in place to curb drug abuse	Departments and offices in place	140	78.7
	Organized seminars	110	61.8
	Organized forums	104	58.4
	Organized walks	58	32.6

Consequently, as shown in table 2 above, respondents were asked to confirm whether there were rules in the institution, and if yes, whether such rules provided an adequate framework for curbing drug abuse and substance use. All (100.0%) respondents in this study indicated that rules existed in the institution in question. However, most (78.1%) of the respondents revealed that despite the rules, the aforesaid institutions of higher

learning did not have an effective framework in place to control the abuse of drugs and substance use among the students.

On what the institutions had in place to curb drug abuse, from the multiple responses, the majority (78.7%) of the respondents indicated that departments and offices were in place that served to educate students on the effects of drug abuse. In this context, departments organized for seminars (61.8%), forums (58.4%) and walks (32.6%), that were aimed at creating awareness among students on the types of drugs abused and their effects on their behaviour and academic life.

**Table 3: Age and where drugs are obtained**

Description	Category	Fre-	
		quency	Percent
Age of the respondents	Below 18 years	3	1.3
	18-35 years	197	86.4
	35 years and above	28	12.3
	<b>Total</b>	<b>228</b>	<b>100.0</b>
On access to drugs and where legal drugs are obtained from	Both legal and illegal drugs are readily available in centres of entertainment, both within and outside the institutions, from students who purchase them from suppliers	101	84.9
	and sell them to their colleagues on campus.	77	64.7

Analysis in table 3 above revealed that most (86.4%) of the respondents revealed that they were 18-35 years old, (12.3%) 35 years and above, and (1.3%) below 18 years. What is more, after attaining the age of eighteen, one is

assumed to have become an adult and is thus trusted to make the right decisions on the issues he or she encounters in his/her life. Of those who had access to the illegal drugs, it was revealed from the multiple responses that illegal drugs are readily available in centers of entertainment both within and outside the institutions, at (84.9%) and from students who purchase them from suppliers and sell them to their colleagues in the institutions of higher learning at (64.7%).

Key informant interviews revealed that some students engaged in drug abuse due to influences from their colleagues, who had used them before. It was also revealed that the usage of these drugs and substances is secretive and only known to the users and inductees. This also provides the opportunity to experiment and achieve the utmost perceived positive outcome by the users. As presented by the social comparison theory, these individuals compare themselves with the so-called 'high achievers,' hence adopting the same behavior. As explained by Festinger (1954), students engage in this comparison process as a way of establishing a benchmark by which they can make accurate evaluations of themselves and learn how to define their self-concept. Such an evaluation can either increase or lower self-esteem depending on the outcome.

From the foregoing, it became evident that the social comparison process involves a person discovering his/her effectiveness, capacity, and self-esteem by evaluating his/her own attitudes, abilities, and beliefs through comparison with others. In line with scholars, such as Wang and Veugelers (2008), self-esteem is a significant element of young peoples' socio-health and development, since, according to Zamboanga et al. (2009), it is the most reliable predictor of the likelihood and extent of substance abuse among the young people in universities. Further, the researchers were interested in understanding parents' responsibility concerning students' involvement in the drug culture and substance use.

**Table 4: Parent follow-up and responsibility**

Description	Category	Frequency	Percent
Whether parents do a follow up on what students do on campus	Yes	192	84.2
	No	36	15.8
	<b>Total</b>	<b>228</b>	<b>100.0</b>
Parent's responsibility	parents ensured their children had the resources they needed to study	193	84.6
	parents ensured their children lived comfortably while on campus	180	78.9

In table 4 above, the respondents were asked to indicate whether their parents did a follow-up on the activities that they engaged themselves in, while on campus. The majority (84.2%) of the respondents indicated that their parents did not follow up on the activities that they engaged in while on campus. From their observations, the respondents further indicated that their parents ensured they had the resources they needed to study and live comfortably at 84.6% and 78.9%, respectively. This implies that what parents did, was to ensure that their children had the resources they needed to study and live comfortably on campus, but without following up on how the resources could be misused by such children/students in accessing prohibited drugs and substances.

**Table 5: Drug effect categories**

Description	Category	Frequency	Percent
Categories effects of drug abuse among the youth	Effect to individual	174	76.3
	Effect to the society	146	64.0
	Effect to the nations	102	44.7
Short term effect of drug abuse	Truancy	163	71.5
	Hallucinations	127	55.7
	Intoxication	119	52.2
	Increased or loss of appetite	97	42.5
Long term effect of drug abuse	Loss of life	186	81.6
	Cancer diseases	149	65.4
	Liver cirrhosis	143	62.7

In table 5, the respondents were asked to state the categories of the effects of drug abuse among the youth. From the multiple responses, most (76.3%) of the respondents indicated that drug abuse had effects on the individual, (64.0%) on the society, and (44.7%) beyond the country. On the other hand, from the multiple responses, most (71.5%) of the respondents revealed that drug abuse had short-term effects, like truancy (55.7%), hallucinations (52.2%), intoxication and increased or loss of appetite (42.5%). Moreover, the majority (81.6%) of the respondents revealed that drug abuse caused long term effects, such as loss of life (65.4%), cancer diseases and 62.7% liver cirrhosis.

**Table 6: Effect drug abuse to individual**

Description	Category	Frequency	Per-cent
Effects of depressants like alcohol	Intoxication	152	66.7
	Lack of appetite	128	56.1
	Addiction	128	56.1
	Liver cirrhosis	110	48.2
Effects of narcotics such as tobacco	Addiction	175	76.8
	Various types of cancer such as cancer of the throat and lungs	156	68.4
	Depressed appetite	145	63.6
Effects of hallucinogens such as cannabis sativa	Increased appetite	175	76.8
	Addiction	159	69.7
	Mental disorders	159	69.7

Table 6 above from the multiple responses revealed that the majority (66.7%) of the respondents revealed that depressants, such as alcohol are known to cause individual effects like intoxication (56.1%), and lack of appetite (56.1%), addiction and liver cirrhosis (48.2%). Besides, most (76.8%) of the respondents revealed that narcotics, such as tobacco are known to cause addiction, 68.4% various types of cancer, such as cancer of the throat and lungs, and (63.6%) depressed appetite. Additionally, most (76.8%) of the respondents revealed that hallucinogens, such as cannabis Sativa are associated with increased appetite, (69.7%), addiction and (69.7%) mental disorders.

**Table 7: Effect of drug abuse on society and nation**

Category	Category	Frequency	Per-cent
Effects of drug abuse to the society	-Theft to access finances for buying drugs	177	77.6
	-Harm to the society, as they get involved in violent activities	158	69.3
	-Termination of studies, thus loss of funds invested by parents	151	66.2
	-Acquiring of sexually transmitted diseases that put a burden on their parents and guardians to provide finances required to get proper medical attention	150	65.8
	-Unplanned pregnancies that resulted to death and loss of loved ones to relatives in the case of poorly conducted abortions	149	65.4
	-Loss of loved ones by their family members because of death from diseases like HIV	127	55.7
Effects of drug abuse to the nation	-The nation lost its youth who could otherwise be engaged in economic development of the country	200	87.7
	There were increases in crime activities since the drug abusers engage in theft and violence	166	72.8
	-The young in society lacked role models in whose footsteps they could follow.	156	68.4
	-Loss of potential leaders of the future to drug abuse	153	67.1



Analysis in table 7 on the effects of drug abuse and substance use on the society, most (77.6%) of the respondents stated that it resulted in theft, as they needed finances to acquire drugs; (69.3%) harms the society, as they got involved in violent activities; 66.2% termination of studies, thus loss of funds invested by parents; 65.8% acquiring of sexually transmitted diseases that put a burden on their parents and guardians to provide finances required to get proper medical attention; 65.4% unplanned pregnancies that resulted to death and loss of loved ones to relatives in the case of poorly conducted abortions; 55.7% loss of loved ones by their family members because of death

from diseases, such as HIV or involvement in the criminal activities such as theft.

On the effects of drug abuse on the nation, the majority (87.7%), of the respondents stated that: The nation lost its youth who could otherwise be engaged in the economic development of the country; 72.8% reported an increase in criminal activities, considering that drug abusers engage in theft and violence; 68.4% of the young people lacked role models whose footsteps they could follow; and 67.1% loss of potential leaders of the future to drug abuse and substance use.

**Table 8: Drug Culture and Substance Use \* Socio-health outcomes of drug abuse Crosstabulation**

Trends Dynamics			Socio-health outcomes of drug abuse				Total	
			socio-health	Drug Culture and Substance				
Drug Culture and Substance Use	Trends	Count	15	12	9	27	63	
		% within Drug Culture and Substance Use	23.8%	19.0%	14.3%	42.9%	100.0%	
	Dynamics	Count	8	9	9	19	45	
		% within Drug Culture and Substance Use	17.8%	20.0%	20.0%	42.2%	100.0%	
	So-cio-health	Count	8	8	49	11	76	
		% within Drug Culture and Substance Use	10.5%	10.5%	64.5%	14.5%	100.0%	
	Drug Culture and Substance	Count	7	4	10	23	44	
		% within Drug Culture and Substance Use	15.9%	9.1%	22.7%	52.3%	100.0%	
	Total		Count	38	33	77	80	228
	% within Drug Culture and Substance Use		16.7%	14.5%	33.8%	35.1%	100.0%	

Analysis in table 8 on cross-tabulation of results showed that the *Trends Count* % within Drug Culture and Substance Use was 15(23.8%). This implied that drug users also tend to be more chronic to users associated with psychiatric trends and medical co-morbidities, and are either stigmatized or come from marginalized segments of society. Many studies have shown a strong association between poverty, social exclusion, and problem drug use. *Dynamics Count* % within Drug Culture and Substance Use indicated 8 (17.8%) on socio-health outcomes.

**Table 9: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54.312 <sup>a</sup>	9	.000
Likelihood Ratio	54.547	9	.000
Linear-by-Linear Association	1.984	1	.159
N of Valid Cases	228		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.37.			

**Source: (Researchers, 2021)**

Table 9 above presents the results of the "Pearson Chi-Square" row which shows that

$\chi^2(1) = 54.312, p = .000$ . This tells us that there is a statistically significant association between drug culture and substance use and socio-health outcomes of drug abuse. This does not mean that students in different countries respond the same way drug culture and substance use affects them.

The study is supported by Ghulam (2017), who noted that if the p-value is less than 5% or equal to the significance level, then it is indicative that there is sufficient evidence to conclude on the observed distribution not to be the same as it is expected. Therefore, it can be concluded that there is a significant relationship between the categorical variables on drug culture and substance use and socio-health outcomes of drug abuse. Substance use disorders are associated with numerous medical, psychiatric, psychological, spiritual, economic, social, family, and legal problems, creating a significant burden for affected individuals, their families, and society. This prompted the researchers to examine the effects of substance use disorders on the family as presented in table 10.

**Table 10: Effects of Substance Use Disorders among university students**

Effects of Substance Use Disorders	Frequency	Percent
Emotional burden-anger, frustration, anxiety, fear, worry, depression, shame and guilt or embarrassment.	57	25.0
Economic burden	48	21.1
Relationship distress or dissatisfaction	75	32.9
Family instability	42	18.4
Others	6	2.6
Total	228	100.0

Table 10 above showed that distress or dissatisfaction was the main effect of substance use disorders among students. This is supported by the 75(32.9%), followed by emotional burden, anger, frustration, anxiety, fear, worry, depression, shame and guilt, or embarrassment, which had a 57(25.0%), economic burden, (money spent on substances), or money problems associated with the loss of jobs or reliance on public assistance 48(21.1%), Family instability resulted to abuse or violence, or family breakup due to separation, and divorce 42(18.4%). From the results, the young people of parents with substance use disorders (SUDs) are at increased risk for abuse or neglect, physical problems, poor behavioral or impulse control, poor emotional regulation, conduct oppositional disorders and poorer academic performance. Relationship dissatisfaction is also associated with emotional distress among university students.

## Conclusion

This study shows that university students' behavior toward drug abuse and substance use has negative socio-health effects on the academic life of a student. From the multiple responses, most (76.3%) of the respondents indicated that drug abuse had effects on individuals, (64.0%) on the society, and (44.7%) beyond the country. Additionally, most (76.8%) of the respondents revealed that hallucinogens, such as cannabis sativa are associated with increased appetite,

(69.7%) addiction and (69.7%) mental disorders. This implied that drug users also tend to be more chronic to users associated with psychiatric trends and medical co-morbidities, and are either stigmatized or come from marginalized segments of society.

It can, therefore, be concluded that there is a significant relationship between the categorical variables on drug culture and substance use and socio-health outcomes of drug abuse. Substance use disorders are associated with numerous medical, psychiatric, psychological, spiritual, economic, social, family, and legal problems, creating a significant burden for affected individuals, their families, and society. It was evident from the findings that young people of parents with SUDs are at increased risk of abuse or neglect, physical problems, poor behavioral or impulse control, poor emotional regulation, and poorer academic performance.

### Recommendations

The researchers noted that drug abuse and substance use culture have various negative effects on the socio-health of the students on campus. These include poor academic performance, truancy, adoption of psychological disorders, and unacceptable sexual behaviors. The study recommends that there is a need for adopting interventions aimed at promoting students' well-being in the university setting, while at the same time protecting them from accessing illegal drugs and substances that are harmful to their health and wellbeing. It is also paramount to involve local structures, such as the Nyumba Kumi initiative to track the sources of illegal drugs and substances to students in the neighbourhood and on campus for effective prevention. Recommendations should flow from the conclusions and based on the specific objectives.

### Limitation/Future Direction of Research

Given that the participants in the present study were all university students, it is not clear that the results would generalize to those who were not enrolled in the university setting or to individuals who are quite older. We, therefore, recommend that future research could determine whether

the culture of drug and behavior medication of individuals involved in drug abuse and substance use outside the university have similar socio-health outcomes or not with reference to social comparison theory.

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