

**A BASELINE SURVEY ON EFFECTS OF DRUG AND SUBSTANCE ABUSE ON
ACADEMIC PARTICIPATION AMONG STUDENTS IN TECHNICAL
INSTITUTIONS IN KENYA**

BY

MAITHYA REDEMPTA (PhD)
School of Education
South Eastern Kenya University
P.O.Box 170, KITUI, Kenya
Email:rmaithya@yahoo.com

OKINDA ROBERT,
Kenya Technical Trainers' College
P.O Box 44600 NAIROBI, Kenya
Email:raokinda@gmail.com

MUNG'ATU FELIX
Kenya Technical Trainers' College
P.O. Box 44600, NAIROBI, Kenya.
Email:mungatufe@yahoo.com

January 2015

Corresponding author:

Redempta Maithya, Department of Educational Administration and Planning, School of Education, South Eastern Kenya University, P.O. Box 170-90200, Kitui, Kenya, tel. +254-20-2413859, Fax : +254-20-2318999. rmaithya@yahoo.com

ABSTRACT

This study sought to establish the general trend of drug and substance abuse among students in technical institutions and effects on academic participation. Main findings showed that drug and substance abuse among students is widespread. Both female and male students abuse drugs and substances. Commonly abused drugs were alcohol (47.34%), tobacco (in form of cigarettes, 18.84%), and bhang/khat (4.83%), students consume alcohol and other drugs mainly from the beginning of the term to the period before the final examinations. Causes of drug and substance abuse among students include peer pressure, stress, crave for courage, and poor academic performance. Some of the problems experienced as a result of the vice included riots and strikes, police arrests and warnings: and poor academic performance. The study concludes that peer counsellors and lecturers should be empowered to handle the vice. Academic staff should meaningfully engage the students academically throughout the term to reduce idleness.

Key words: Kenya, technical institutions, drug abuse, substance abuse, students, academic performance, academic participation.

1.1 Introduction

Drug and substance abuse is a problem that countries throughout the world have had to contend with for centuries. According to a report released by the Office for National Statistics in the United Kingdom (2013), alcohol related deaths doubled since the early 1990s, from 6.7 per 100,000 people in 1992 to 13.6 per 100,000 people in 2008. The report further shows that the number has consistently increased from the lowest figure of 4,023 in 1992 to 9,031 in 2008. Globally, it is estimated that in 2012, some 243 million people (range: 162 million-324 million) corresponding to some 5.2 per cent (range: 3.5-7.0 per cent) of the world population aged 15-64 had used an illicit drug - mainly a substance belonging to the cannabis, opiates, cocaine or amphetamine-type stimulant (ATS) group, at least once in the previous year (World Drug Report, 2014).

Across the globe, alcohol and drug abuse is a major challenge to young people. Indeed, use of alcohol and drugs continues to emerge as a strategy for most young people to cope with their prevailing problems such as unemployment, neglect, violence, sexual abuse and poor academic performance (NACADA, 2012). A number of academic research reports and law enforcement reports however, indicate that in the last few years, Kenya has had to deal with an increase in the substance abuse problem. The country's Economic Survey report (2010) for example shows that in 2008 and 2009, a total of 3,795 and 4,983 persons respectively were reported to have committed offences related to dangerous drugs. Abuse of drugs not only holds back the economy, but is also a blow to the country as its youth and work force become less productive.

Substance abuse among the young people in learning institutions has endangered their lives. A report by the National Agency for Campaign against Drug Abuse (NACADA, 2012); indicates that the majority of students in all levels of education still abuse substances and are likely to destroy their lives before they become adults or even drop out of school. This is causing a lot of concern as the vice, indeed, has been identified as a major cause of some of the problems experienced in learning institutions in Kenya in the recent past (Maithya, 2012 & Muchemi, 2013).

Undocumented evidence based on the situation of drug and substance abuse among youth in Kenya Technical Trainers College (KTTC) shows that the problem is rampant among students. This is based on the number of reported cases in various institutions by various officers like the Chief Security Officers, the Deans of students and the heads of institutions during assembly and staff meetings. For example, according to reports from the Deans' offices and the Guidance and Counseling Departments (2012), at Kenya Technical Teachers' College; cases of indiscipline due to drug and substance abuse had increased in the period between 2010 and 2012. For example, police arrests, destruction of college property, absconding classes, fighting whilst drunk, harassment of students' by their drunken fellow colleagues and in a few cases, death under mysterious circumstances.

1.2 Problem Statement

In Kenya, reports of young people's lives destroyed by alcohol and drugs are rampant. The youth and particularly students are especially vulnerable to the vice owing to peer pressure, media influence, poor guidance and role modeling (Muchemi, 2013). The problem has taken root in learning institution leading to the high number of school drop outs and idleness. If the problem is left unaddressed, the country risks losing generations as well as remaining under-developed owing to the diversion of resources to address among others basic needs for uneducated and unskilled youth. A lot of research related to drug and substance abuse among students in Kenya has been done in secondary schools, and almost none in technical institutions which play a key role in driving the country in attaining Vision 2030. This study was carried out in the only teacher training institution in Kenya (KTTC) and aimed at closing this gap.

1.3 Research Objectives

This study sought to establish the general trend of drug and substance abuse among students and its effects on academic participation in technical institutions in Kenya. The research was guided by the following objectives:

- Establish prevalence and commonly abused drugs and substances among the students in technical institutions in Kenya
- Examine the causes of drug and substance abuse among students in technical institutions in Kenya
- Investigate the effects of drug and substance abuse on student participation in academic activities in technical institutions in Kenya
- Identify the challenges facing staff in dealing with drug and substance abuse among students in technical institutions in Kenya

1.4 Literature Review

Although it is difficult to authenticate the actual extent and nature of drug and substance abuse among youth in learning institutions, research indicates that most students, experiment with and abuse alcohol and other drugs. A report by Chesang (2013) indicates that by the age of 15, 34% of this age group had used tobacco, 18% cannabis sativa, 32% had abused khat and 5% cocaine; with the age group at most risk put at between 16 and 18 years. In addition, the Daily Nation Newspaper, Tuesday 15 July 2014 (newsdesk@ke.nationmedia.com) reported that of the 27 people who died after consuming poison alcohol in Nyeri County, among them were university and secondary school students, between 15 and 20 years old.

A countrywide survey conducted by NACADA (2012) among students and school leavers revealed that substances of abuse, both licit and illicit, were forming a sub-culture among Kenyan youth. Contrary to common assumptions, the survey demonstrated that drug and substance abuse was widespread, and that it affected the youth mostly; and cut across all social groups. Overall, the most commonly abused drugs were found to be alcohol, tobacco, khat and cannabis.

According to national statistics from the Rapid Situation Assessment of Drug and Substance Abuse in Kenya (NACADA, 2012), 11.7% of young people aged 15-24 are current users of alcohol, 6.2% use tobacco, 4.7% khat while 1.5% are users of cannabis. In addition, the median age of initiation to tobacco products is 10 years while the minimum is 8 years. Alarmingly, the median age for alcohol is 10 years and the minimum 4 years. The above statistics are an indication of the grave situation faced by children and the youth in Kenya who are already burdened by other socio-economic challenges. In addition, students were found to be abusing imported illegal substances such as heroin, cocaine and mandrax. However, it was noted that of the school youth who engaged extensively in drug and substance abuse, most of the cases took place in secondary schools and institutions of higher learning. These findings show that drug and substance abuse is a reality among Kenyan youth; and there is need for the development and implementation of intervention strategies to curb the problem especially among students.

It is important to note that all drugs are dangerous and that the deliberate ingestion of drugs is wrong and harmful to the individual, the family, the community and society as a whole. Although no consensus exists about the specific root causes of drug abuse and addiction for particular individuals, the reasons why people turn to narcotics, as well as the factors associated with drug and substance abuse are many and varied, and include individual predispositions, family characteristics as well as complex social and environmental determinants.

A number of authors and researchers have shown that there are many contributing factors to drug and substance abuse among young people including students. Drug abuse is caused by a combination of environmental, biological and psychological factors (Agrawal & Dick, 2008; Kuppin & Carpiano, 2006). The most influential factors include the family, peer association, school performance and social class membership. The family, especially the parents, are the child's basic socialising agents. Maithya (2012) and Muchemi (2013), indicate that a child gains his/her first standards of behaviour from the teaching of the parents and other grown-up persons around them. They further argue that if the child observes a disjuncture between the parents' teaching and practice, it creates doubt, which is carried into adolescence, giving rise to deviant behaviour. Chesang (2013) associates delinquency, for example alcohol and marijuana abuse, with lax, inconsistent or abusive parental discipline.

Owing to the diverse socialisation agents, such as the peer group, teachers, the mass media, the government and the church, and interaction with various people, young people are acquiring values that go beyond those of their immediate localised culture. Since the family is less involved in the socialisation of the young, very little is communicated to the young people in the way of values and customs. As a result, the traditional value system has been eroded leading to moral decay. According to the Sunday Standard Newspaper report by Kibet (June, 2014), peers have a high degree of influence only when parents have abdicated their traditional supervisory roles. Hence, active and involved parents may be able to limit the influence of peer groups on young people's

attitudes towards use of drugs and substances, and therefore have a crucial influence on children's behaviour.

A survey report released by the National Agency for Campaign against Drug Abuse (NACADA, 2012) authority in Kenya, shows that young people, students included between 10 and 24 years whose parents use or sell alcohol and other drugs are likely to abuse these substances themselves. At times, youth, including students, who sell such substances on behalf of their parents, are themselves exposed to substance abuse in due course.

According to the World Drug Report (2014), drug users like other people, seek approval for their behaviour from their peers whom they attempt to convince to join their habit as a way of seeking acceptance. Studies carried out by Maithya (2012) and Chesang (2013) on drug abuse among young people showed that there is a significant relationship between the subjects' drug-using behaviour and the involvement of their friends in drugs. In their view, if an adolescent associates with other adolescents who use drugs, the risk of involvement with drugs is further increased. The studies also argue that peer pressure encourages youth to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life.

A rapid situation analysis carried out by NACADA (2012) in all the provinces of Kenya established that 27% of young people including students who have ever abused drugs had friends who had taken similar drugs. The social environment has a part to play in drug abuse and deviant behaviour in general. Kibet, reporting for the Sunday Standard Newspaper (June, 2014)) asserts that school activities are a focal point of adolescents' behaviour. These activities include poor school performance and conflict between the school system and the values of lower class youth.

Reports on the impact of substances abuse on academic activities indicate that it interferes with physiological, psychological and emotional functioning. Among the problems recorded are impaired memory and other intellectual faculties, and tracking inability in sensory and perceptual functions (Agrawal & Dick, 2008). Further, the habit creates preoccupation with acquiring the substances, adverse psycho-pathetic complications and social development. This may lead to truancy, lack of concentration on studies among others (Eisenstein, 2005). Reduced cognitive efficiency leads to poor academic performance and thus resulting in decreased self-esteem. This contributes to instability in an individuals' sense of identity, which in turn, is likely to contribute to further substance abuse, thus creating a vicious circle (Hawkins, Catalano & Miller, 1992; Eisenstein, 2005). Other studies have expounded that it is not only those who abuse substances that are affected. Students who abstain frequently suffer the second hand effects from the behaviour of other students who abuse psychoactive substances (INCB, 2006).

While launching the 2nd national conference on *Drug and Substance Abuse: A Call for Action*, organized by NACADA in 2013, to formulate measures to curb drug abuse; the President of Kenya, Hon. Uhuru Kenyatta directed the National Treasury to allocate more resources for prevention and control of alcohol and drug abuse. In addition, the treasury was advised to seek innovative ways of securing funding to increase NACADA's resource base in the fight against drug and substance abuse in the country, particularly among the young people both in and out of learning institutions (Standard Newspaper, June, 2014).

In spite of the measures taken by the government to curb drug abuse, the practice is still widespread in schools and institutions of higher learning. A report appearing on TV, K24 channel on 13th July, 2014 revealed that a 16 year old male student in a secondary school in Nyeri County died after a drinking alcohol in a bar. Additionally, another story by the Nation Media team, in the Daily Nation Newspaper July 15th 2014, indicates that two university students were among 21 brew victims who died after consuming adulterated spirits in Eldoret County. As a result, Uasin Gishu County Commissioner banned the sale of spirits indefinitely. This means that drug and substance abuse among students in Kenya has become a serious problem that affects all the people in the country, and especially students. It is in view of this background that the current study was carried out.

1.5 Methodology

The target population was KTTC graduates. While it was not possible to collect data from all KTTC students, a sample instead was used, from which inferences about the whole population were made. Survey design was found suitable to collect information about the general trend of drug and substance abuse; and its effects on academic participation among students. Field survey is the process of gaining insight into the general picture of a situation without utilizing the entire population (Boudah, 2011). Quantitative and qualitative methods of data collection and analysis were employed.

Kenya Technical Teachers College (KTTC) being the only technical teacher training institution in the country was purposively selected for this study. Teachers play a key in shaping the behaviour of young people, and thus the need to understand the trend of the problem of drug and substance abuse among student teachers (teachers to be) in KTTC. The target population comprised all the students at KTTC and staff. Student population at the time of data collection stood at 748. The sample from the student population was 225, which is 30 % of the target student population. Seven (7) members of staff were included in the study. The Dean of students who is in-charge of student affairs, and the heads of academic departments: Guidance and Counseling, Information Studies, Physical Education and Industrial Liaison. The housekeeper and the security officer were purposively sampled to be interviewed due to their close association with students. Interview schedules were used to gather data from the members of staff to clarify and supplement data collected from the students. Questionnaires and focus group discussions were used to gather data from the students. Document analysis on reported cases of drug and substance abuse and action taken by the Dean of students was also utilized.

1.6 Data analysis

Qualitative data was transcribed and categorized into various themes based on the study objectives. Data was analysed both quantitatively and qualitatively. Quantitative data from questionnaires were analysed using pie charts, frequency tables and percentages. Frequency tables are the most commonly used method for presenting data in descriptive research (Mugenda & Mugenda, 2012). The analysis of the structured items was done using the Statistical Package for Social Sciences (SPSS Version 16.0). Unstructured items were analysed mainly in terms of major concepts and themes, and the results were presented using descriptive statistics.

1.7 Presentation of Results

The presentation and interpretation of results is based on the objectives of the study.

1.7.1 Commonly Abused Drugs and Substances

Findings related to the prevalence and commonly abused drugs and substances are presented in Table 1.

Table 1: Drugs and substances commonly abused by students

Age Category	Gender	Drugs and substances abused			Total
		Alcohol	Tobacco	Cannabis Sativa	
20 - 24 Years	Male	4 (1.93 %)	4 (1.93 %)	2 (0.97 %)	10 (4.83 %)
	Female	15 (4.89 %)	0	0	15 (7.25 %)
25 - 29 Years	Male	14 (6.76 %)	12 (5.80 %)	3 (1.45 %)	29 (14.01 %)
	Female	20 (9.66 %)	3 (1.45 %)	0	23 (11.11 %)
30 years and above	Male	31 (14.98 %)	16 (7.73 %)	4 (1.93 %)	51 (24.64 %)
	Female	14 (6.76 %)	4 (1.93 %)	1 (0.48 %)	19 (9.18 %)
Total		98 (47.34 %)	39 (18.84 %)	10 (4.83 %)	147 (71.07 %)

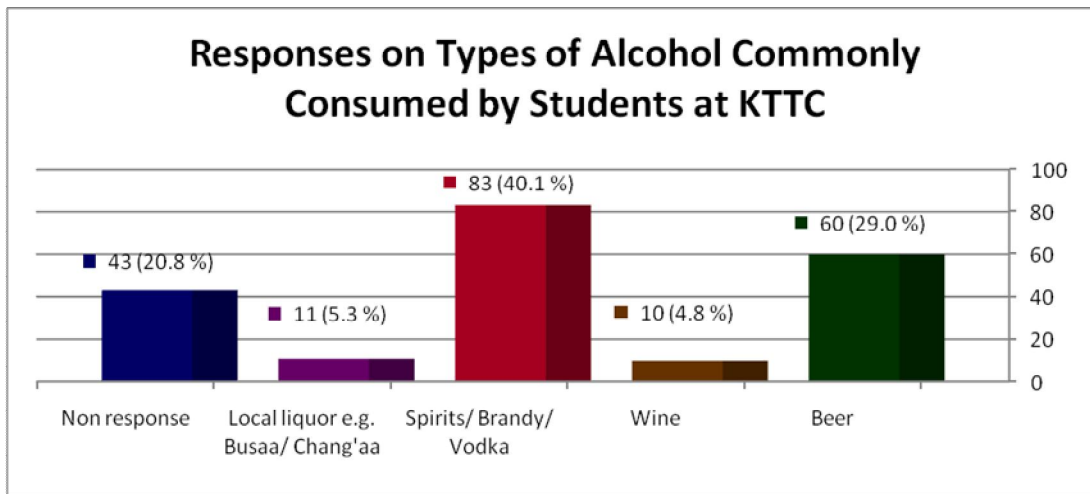
N = 207

As shown in Table 1, all students, regardless of gender, indicated that commonly abused drugs and substances in order of prevalence are alcohol (47.34%), tobacco (18.84%), and cannabis sativa (4.83%). Interviews with members of staff also confirmed that the same drugs and substances are also the most commonly abused. Other drugs and substances cited by members of staff included cocaine, heroin and mandrax. The latter category is not common and this could probably be due to the fact that these drugs are illegal, expensive and also not readily available. Alcohol is the most commonly abused drug/ substance, ostensibly due to the fact that it is cheap and is culturally acceptable in most communities. Focus group discussion with students revealed that majority of the respondents who stated that they smoke were female students while male students abuse alcohol most.

The findings in Table 1 also show that female students in the 20-24 and the 25-29 age bracket consumed alcohol more than their male counterparts. This could be attributed to freedom in college, influence of peer pressure and the fact that they could be having friends who are working and also involved in the vice.

The study sought to establish the types of alcohol commonly consumed by students. The findings are presented in Figure 1.

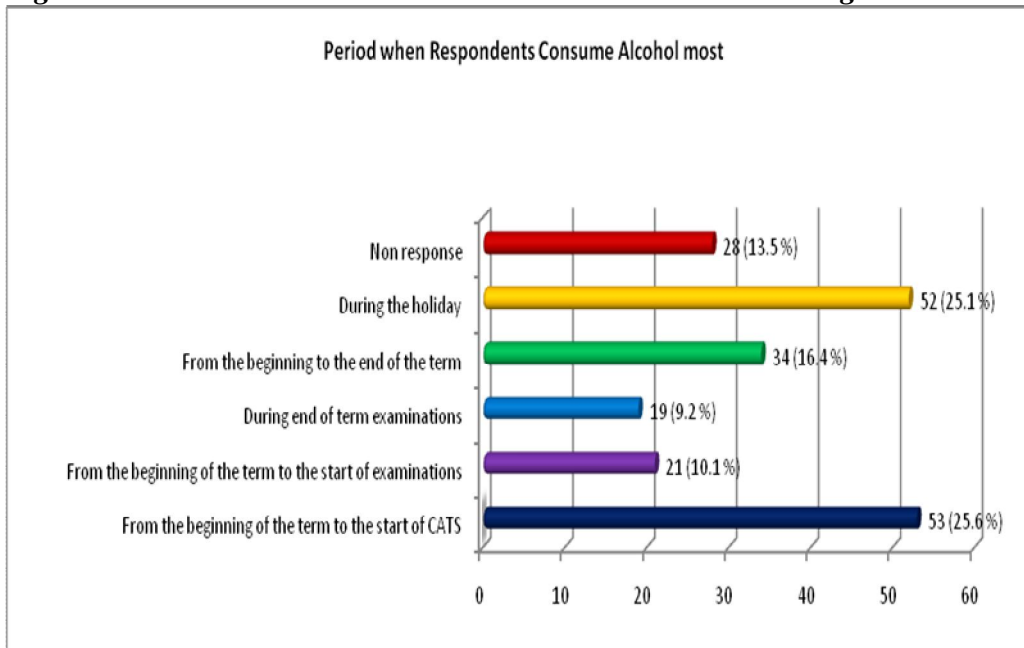
Figure 1: Types of alcohol commonly consumed by students at KTTC



The findings in Figure 1 reveal that 40.1 % (83) of the students consume spirits/brandy/vodka, followed by beer 29.0 % (60), local liquor 5.3 % (11) and wine 4.8 % (10). The fact that spirits/brandy/vodka are the most commonly consumed could be attributed to their cheapness and ease of portability.

Additionally, the respondents were asked to indicate the period when alcohol and other drugs were mostly consumed. Knowing when students abuse alcohol and other substances was considered important because it would guide the administration in coming up with appropriate intervention measures. The findings are presented in Figure 2.

Figure 2: Period when students consume alcohol and other drugs/substances most.



As shown in Figure 2, students abuse alcohol and other drugs mostly from the beginning of the term to the start of Mid-term tests (25.6%), and during the holidays (25.1%). This is an indication that drug and substance abuse mostly take place when students are free and especially before the final examinations.

Focus group discussions with students and interviews with members of staff cited the main sources of drugs and substances as the junior members of staff who in some cases sell drugs and substances to students, peddlers near the road, neighbouring low economic areas where students also go for alcohol and other drugs, fellow students who bring in alcohol and other drugs in small quantities. Some students also market drugs and other substances on behalf of outsiders at a fee and the canteens in college sell tobacco (cigarettes).

1.7.2 Causes of Drug and Substance Abuse among Students

The study investigated the causes of drug and substance abuse among students as this would aid in formulating appropriate preventive strategies. Data relating to the causes of drug and substance abuse is given in Table 2.

Table 2: Causes of drug and substance abuse among students

Why students abuse drugs and substances	Alcohol	Tobacco	Cannabis sativa
To belong to peer group or the clique	65 (31.4 %)	101 (48.8 %)	79 (38.2 %)
To get high or feel airy	47 (22.7 %)	63 (30.4 %)	73 (35.3 %)
To forget financial stress	26 (12.6 %)	8 (3.9 %)	22 (10.6 %)
To look cool	11 (5.3 %)	19 (9.2 %)	15 (7.2 %)
To become courageous	6 (2.9 %)	17 (8.2 %)	26 (12.6 %)

N = 207

As indicated in Table 3, respondents gave the reasons for drug and substance abuse as a sense of belonging (38.2 %), to get high (35.3 %), forget financial problems (10.6 %), look cool (7.2 %) and to be courageous (12.6 %). Results from staff and students through interviews and focus groups discussions showed that ignorance, peer pressure (especially when in secondary schools), poor academic performance, stress from various sources (especially for mature students), lack of role models, excessive pocket money (especially for working students and those from rich families) as well as easy availability of drugs and substances were the main reasons for consumption of drugs and substances.

1.7.3 Extent of Drug and Substance Abuse among Students

The findings related to the extent of drug and substance abuse among students showed that the problem is widespread. Both students and members of staff agreed that many students abused drugs, especially alcohol. The magnitude of the problem was evidenced by samples of spirits at the Dean's of students' office and empty plastic containers collected from hostels by housekeeping staff during the holidays. Some members of the staff alleged that drug and substance abuse, especially alcohol,

is 'legal' in the college because quite a number of students freely come while drunk in the evenings and no action is taken against them.

Reports from the Guidance and Counseling; Chief security and the Dean of students' offices indicated that there were known cases of drug and substance abusers. For instance, all the staff interviewed knew at least more than five serious cases in 2012 alone. It was also reported by the Head of department Guidance and Counseling that most of the respondents who consumed drugs and substances started the habit before joining the college.

1.7.4. Perceived Effects of Drug and Substance Abuse on Academic Activities

Presented in this section are the findings related to respondents' opinions on the effect of drug and substance abuse on student participation in academic activities

Table 3: Problems experienced due to Drug and Substance Abuse

Problems experienced	Frequency	Percent (%)
Arguments with colleagues and lecturers	101	48.8
Student organized riots, disturbance, strikes and demonstrations	63	30.4
Actual fights or threats of violence to members of the college community	76	36.7
Arrested and warned by police	38	18.4
Appeared before students disciplinary committee	38	18.4
Charged for related crimes	31	15.0
Put in jail/police cell	29	14.0

It is evident from Table 3 that there are varied dangers of drug and substance abuse. These ranged from arguments with colleagues and lecturers (48.8 %); participation in student organized riots, disturbance, strikes, demonstrations (30.4 %); actual fights or threats of violence to members of the college community (36.7 %), to charges for related crimes (15.0 %) and being put in jail/police cell (14.0 %).

Interview with staff and the students' focused discussions concurred with the findings on fights, threats of violence and charges for related crime. For example, the Dean of students reported that in the year 2012, two students fought within the college precincts when drunk until one was taken to hospital. In addition, other dangers were reported as suspension in rare cases, conflicts with teachers and students, missing classes, destruction of college property during discos and heavy debts by addicted students. Other problems touching on academic progression and health are as indicated in Tables 4 and 5 respectively.

Table 4: Academic Progression problems experienced by students who use drugs and other substances

Academic Progression Problems	Frequency	Percent (%)
Poor academic performance	110	53.1
Repeating a year of study	39	18.8
Warning to improve on academic grounds	33	15.9
Deferral of studies	29	14
No effects	8	3.9
Other	1	0.5

The findings in Table 4 reveal that students who use drugs and other substances experience a myriad of academic progression problems. Most of the respondents stated that poor academic performance is the main problem that bedevils students who abuse drugs and substances 53 % (110).

Table 5: Problems Experienced by Students as a Result of Drug and Substance Abuse

Health Problems Experienced	Frequency	Percent (%)
Engaged in unwanted sexual experiences or unprotected sex	115	55.6
Stress	90	43.5
Depression	79	38.2
Emotional instability	68	32.9
Examination phobia	67	32.4
Abortion	49	23.7
Psychiatric problems	34	16.4

The results in Table 5 reveal that engagement in unprotected sex, stress, depression, emotional instability, examination phobia and abortion are some of the problems experienced as a result of drug and substance abuse.

1.7.5. Challenges faced in Addressing Drug and Substance Abuse among Students

In their efforts to address the vice, students leaders (SKETTCO), and members of staff cited a number of challenges. Student leaders reported that they felt incompetent to handle cases of drug and substance abuse because they are not trained counselors; there is no clear policy on what they should do when faced with such cases, they fail to report known drug and substance abusers in fear of conflicts with fellow colleagues, and, some students reported that there are no role models among the members of staff.

The members of staff indicated that there is no past record on how serious the administration is since there are no known records on serious action taken against drug and substance abusers. Students and members of staff alike reported that some security guards were part of the network, thereby hampering efforts aimed at getting enough information on drug and substance abuse among students. Information from the Guidance and Counseling department singled out lack of adequate space for counselors, lack of qualified and full time counselors and also lack of privacy during counseling as the main drawbacks to their service delivery.

1.8 Conclusions and Recommendations

The following are some of the conclusions that can be drawn from the findings of the study: Drug and substance abuse among students is widespread and spells danger not only to the students but the community at large.

Spirits/vodka brandy, are the most common types of alcohol consumed by students, followed by beer and wine, most likely due to ease in portability and cost of the sachets.

Students generally consume alcohol and other drugs mainly from the beginning of the term to the period before Mid-term tests and the final examinations, meaning that drugs and substances are abused mostly when students are free or idle.

Causes of drug and substance abuse among students include peer pressure, stress, crave for courage and desire to belong to a clique; poor academic performance, lack of role models, ignorance and easy availability of drugs and substances.

Among the major challenges faced in addressing drug and substance abuse problems is that: there is no policy to guide student leaders and staff when dealing with students who engage in the vice. In addition, some of the security staff is part of the network that peddles or abuse drugs and other substances, thus impeding efforts aimed at managing the vice. There is also lack of privacy during Guidance & Counseling leading to students' unwillingness to seek advice when in problems.

The following recommendations among others can be drawn from the summary and conclusions of the study: The peer counsellors and lecturers should be equipped with counselling skills to effectively deal with drug and substance abusers in learning institutions. In addition, Heads of departments and lecturers should give students adequate work in and outside the class throughout the term to reduce idleness which to some extent leads to drug and substance abuse as found out in this study.

There is need for institution administrators to strengthen the guidance and counselling departments and to ensure privacy so that students may seek advice, and also to employ a fulltime counsellor in each institution. All learning institutions should come up with clear policies on how staff and student leaders should deal with the students who abuse drugs and substances on institution property. In addition, a linkage should be created between the Dean of students, the Heads of Departments, the student leadership and all staff and students so that the problem of drug and substance abuse can be addressed in a co-operative manner.

REFERENCES

- Agrawal, A. & Dick, D. (2008). *Are there genetic influences on addiction? Evidence from family adoption and twin studies* *Addiction*, 103(7):1069–1081
- Alcohol related deaths in the UK: Statistics on Drugs Misuse* [NS]. Office for National Statistics in the United Kingdom, (2013) <http://www.hscic.gov.uk/catalogue/PUBI2994>
- Boudah, D. J. (2011). *Conducting Educational Research: Guide to Completing a Major Project: East Carolina University: Sage Publications Inc.*
- Chesang, R. (2013). Drug Abuse Among the Youth in Kenya...<http://www.ijstr.org/final-print/june2013/Drug-Abuse-Among-The-Youth-In-Kenya.Pdf>
- Eisenstein, E. (2005). *Youth and Drugs in Brazil: Social Imbalance and Health Risks*. W.H.O. Geneva.
- Hawkins, J.D, Catalano, R.F. & Miller, J.Y. (1992). “Risk and Protective Factors for Other Drug Problems in Adolescence and Early Adulthood: Implications for Substance Abuse Prevention”. In *Psychological Bulletin*, **112** (1): 64-105
- International Narcotics Control Board (INCB, 2006). *The Impact of Drug Abuse on Crime and Violence at the Community Level...*<http://www.highbeam.com>>
- Kuppin, S. & Carpiano, R. (2006). Public conceptions of serious mental illnesses and substance abuse, their causes and treatments: findings from the 1996 General Social Survey. *American Journal of Public Health*, 96:1766–1771.
- Maithya, R. (2012). *Drug Abuse in Secondary Schools in Kenya: Developing A Programme for Prevention and Intervention*. LAP Lambert Academic Publishing. ISBN-10: 365919378X. ISBN-13:978-3659193781
- Muchemi, R. (2013). Drug and substance abuse among youth in the informal settlements

within Nairobi: A Paper presented at NACADA Conference, Kenya, 2013.

Mugenda, A.G. and Mugenda, O. M. (2012). *Research Methods Dictionary*. Nairobi, Kenya:
Applied Research & Training Services.

NACADA, (2012). Report on Rapid Situation Assessment of drug and substance abuse in
Kenya. Nairobi. Government Printer

Word Drug Report, (2014).United Nations Publication, Sales No. E.14. X17,Vienna.
Austria.