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Bett, Gladys; Wasyanju, Mary

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Role of Guidance and Counseling in Addressing Prevalence and Commonly Abused Drugs in University of Kabianga

Gladys Bett^{1*} and Dr. Mary Wosyanju²

^{1&2}*Student Affairs Department, University of Kabianga Po Box 2030-20200 Kericho Kenya*
Corresponding Author: Gladys Bett

Abstract: Drug abuse is becoming an increasing problem in Kenya. Several studies carried out in the country have shown that almost all young Kenyans have experimented on drugs. What causes concern is that a big proportion of these young people eventually get addicted which affects their health and safety, and at the same time affects their families and the society at large. The purpose of this study was, therefore, to investigate the role of guidance and counseling in addressing prevalence and commonly abused drugs. The study was guided by the following objectives: to find out prevalence rates of drug abuse and commonly abused drugs among university students and to investigate the role of guidance and counseling in addressing drugs and substance abuse. The theories guiding the study were Social Cognitive Theory by Bandura (1961). Quantitative data was collected through a structured questionnaire while qualitative data was collected through interviews. The population of the study consisted of 6073 students at University of Kabianga. The sample was identified using random sampling techniques. The sample used in the study was 176 and a pilot study of 20 participants was carried in Kisii University- Kericho Campus who were not included in the sample to test the reliability of the instruments. Content validity was ensured through intensive review of literature and comparison made with prior validated studies and through research peers and psychology experts. The data obtained was analyzed by use of descriptive using frequencies, means and standard deviations and inferential statistics using Pearson Correlation Coefficient. Guidance and counseling was shown not to have played a significant role in frequency of abusing drugs ($r=-0.004$, $p=0.481$, $p>0.05$), in addressing commonly abused drugs ($r=0.034$, $p=0.327$, $p>0.05$) and in addressing availability of drugs ($r=-0.061$, $p=0.212$, $p>0.05$). However, the relationship between the frequency of drug abuse and the commonly abused drug was significant (-0.426^{**} , $p=0.000$, $p<0.05$). In conclusion, it was found that the majority of students abused drugs because of their availability, access and peer influence. The study recommends that guidance and counseling services should be strengthened which includes interaction forums between students and the counseling officers. It also recommends that counseling workshops, symposia, and conferences should be organized regularly for students on the prevalence and effects of drugs and substance abuse.

Key Words: Guidance and counseling, Prevalence, Commonly Abused Drugs

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I. INTRODUCTION

Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly (Gatua, 2014). The need for guidance and counseling services in institutions of higher learning cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on university students. These students are faced with numerous personal, academic, social and emotional needs and problems when unattended could lead to host patterns of undesirable behaviors (Weiten, 2007). Guidance and counselling programs have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience (Gatua, 2014). In Kenya, guidance and counselling is an initiative that is aimed at providing information and skills to impart self-awareness and optimal use of students' potential for holistic growth and development (KIE, 2008).

The issue of drug abuse is a major issue in every society in the whole world. Adolescents, because of curiosity, are the most vulnerable in society with an increased risk of mental health problems and a risk of first exposure to substance use (WHO Mental Health Plan 2013-2020). It was revealed that more than 50% of mental health disorders that are witnessed in adults develop by the age of 14. These statistics are worrying if something is not done about it. Therefore there is need therefore to prevent and address drug and substance abuse by

putting in place strategies among adolescents in school to teach them about the risks related to substance use (WHO, 2013).

The World Drug Report of 2010 showed that Cannabis is the most widely produced and used illicit substance in the world. It is smoked by between one hundred and thirty and one hundred and ninety million people. Warner (2005-2008) found that the U.S. was leading in cocaine use with 16% of their citizens using it in their lifetime. Marijuana use was more also noted to be used worldwide, and the U.S. also had the highest rate of use at 42.4% followed by New Zealand with 41.9% of. Although the whole population is abusing the drugs, it has been noted that prevalence of drugs abuse among the youth is also increasing. For example Khattak, Iqbal and Ullah, (2012) observed that Pakistan had between 25 to 44% students in universities and colleges who used alcohol and/or other illicit drugs, and the prevalence rates were on the increase.

KADDO, (2009) found out that the problem of drugs and substance abuse was real and serious in Kenyan schools with more than 25% Kenyans secondary school students and university students being addicted. According to (NACADA 2011) drug and substance abuse in Kenya is prevalent and affects all social groups with the youth being most affected. With the social media being accessible to youths, they are able to network easily and access drugs easily. The study found the youth to be increasingly abusing imported illegal drugs and substances like heroin, opium, mandrax, cocaine and inhalants. However it was revealed that Kenyan youths aged between 10-24 years commonly abused alcohol, tobacco, cocaine and inhalants (NACADA, 2011). These youth could be using drugs as a means of solving their problems or escaping from the reality. If these youth are given proper guidance on how to deal with psychological problems they will not resort to drug use.

The People Communication Africa (2001), states that about 25.4% of Kenyan adolescent and young adults who experiment with drugs ever become regular abusers. For example when they see their friends using it, they also want to try out and experience it. Kenya has been shown to experience a rapid increase in production, distribution and consumption of multiple drugs of dependence. A survey conducted by NACADA (2011) on the extent of drug and substance abuse among students in tertiary institutions in Kenya, revealed that there was an increase drug and substance abuse and more students were found to be abusing. It was noted that learning institutions had become a hub for drug sale and consumption with both licit and illicit substance dealers targeting students for recruitment into the business. The Kenyan scene like any other country in Africa has been associated with the growing state of lawlessness among the young people. With the breakup of traditional systems that held the society together with a strong value system, the western culture has replaced the moral fabric of the society with values that are freer.

One factor that makes it easy for the youth to assess it is availability. In addition, most of the drugs that are abused are those that are locally manufactured or illegally imported into the country. Kenya has been identified as one of the countries that serve as transit point for international drugs traffickers from Latin America and Asia and so the rate of circulation of drugs in Kenya is high.

Otieno et al (2009) observed that the possibility of students in towns abusing drugs and other substances may be higher compared to those in the rural areas. But with industrialization and modernization, it is not a surprise that even students in rural areas can now access drugs easily. The youth may have tasted tobacco khat (miraa), bhang, alcohol, and inhalants. Due to exposure youth in towns have a different lifestyle compared to the youth in rural areas. Bus stops and schools within town centers are known to be of drug taking.

Many researchers have also shown that when a person is initiated to drug abuse early, there is a possibility of greater drug involvement in future whether with the same or different drugs (Nnaji, 2000). Many youths do not progress to abusing other drugs but for those who do, their drug abuse histories can vary by neighborhood drug availability and other characteristics of the abuser population. The pattern of abuse is related to social networking and approval, perceived risk involved and the availability of drugs in the community.

Elizabeth et al (2003) observed that as children enter high school, they are exposed to greater availability of drugs, drug abusers and social engagements involving drugs. These challenges increase the drug abuse risks. Kenyan youth face the greatest risk as they are easy targets for recruitment into the abuse of the drugs by drug barons because the youth are vulnerable as this a period of many challenges as they seek for peer identification and individualization from the family. It is clear that the youth experiment with drugs during the growing up processes

1.2 Statement of the Problem

The government of Kenya has been very concerned about drug and substance abuse among students in schools. Although they have increased campaigns against abuse, there exists an equivalent hastened rate of students who use drugs. Although, students are expected to be aware of the negative impact of drug abuse and avoid it so as to concentrate on academics, the habit still exists among university students. Although excessive use of illicit drugs is prevalent in all societies, students with no exception studies on prevalence in university of Kabianga youth and the commonly abused drugs and the role of guidance and counseling as a mitigation measure has yet been conducted.

II. LITERATURE REVIEW

2.1 Prevalence of alcohol and drug abuse

The problem of alcohol and illicit drug use on higher institutions of learning is significant. It does not only affect the individual but the family and the society at large. Researchers in Pakistan have identified an increasing prevalence of drinking and drug use among students in higher institutions, an increasing trend of alcohol-related consequences, including arrests (Lee & Nelson 2002). A student arrested affects the institution the student is, it affects the family through court fines and time, and it also is costly to the state. Guidance and counseling can help the student to develop certain problem-solving skills which will help them deal with particular issues surrounding their lives and avoid lawlessness.

A survey on patterns and prevalence of drug use in Brazil by Carlini, Noto, & Sanchez, (2010) revealed that 12 million Brazilians (22.8%) between 12 and 65 years old used a drug in their lifetime. It was found that among the students, 22.6% used a psychoactive substance in their lifetime, and alcohol was the most commonly used drug. In Brazil, the prevalence rates of the other drugs used include: Inhalants (8.1%), marijuana (5.8%), tranquilizers/sedatives (4.6%), cocaine (2.8%), amphetamine (2.1%), tobacco (1.9%), and crack (0.7%). This could be as a result of changing attitudes towards drugs and substance abuse. Many people find that using drugs occasionally as a recreation is normal and this results in addiction and increase in prevalence. Guidance and counseling plays an important role in shaping attitudes and behavior and also instill discipline.

In Colombia, a study by the ministry of education, justice and protection in 2011 revealed that alcohol is the most commonly used drug (63% life time, 56.7% past year, 39.8% past month) with an average onset of 12 years. Tobacco is the second most used substance (24% lifetime), followed by marijuana (7% lifetime). The study revealed that 12.1% of the students had used an illicit drug in their lives. Some of the youth see drug use as part of a social norm within the youth subculture; regard it as an alternative way of life. It may be seen as fashionable to use a drug. This coupled with youth unemployment may consider drugs as something to keep them busy without thinking of the consequences involved. Through guidance and counseling, students get comprehensive advice on careers and jobs, which enable them to make informed choices and understand what they can do after they are done with education and thus avoid idling.

In South Africa a study found an alcohol use prevalence rate of 39.1% and a cigarette use prevalence rate of 10.6% among high school adolescents. Other drugs that are commonly used in these settings include cannabis, inhalants, tranquilizers, heroin and cocaine, among others. The drug problem in South Africa is extremely serious, with drug usage reported as being at twice the world norm. Over 15% of their population has a drug problem. Studies show that people who start drinking before the age of 15 are four times more likely to become alcoholics.

Kenya is the leading country in East Africa with school going teenagers mainly using drug followed by Tanzania. The Drug Control Commission (DCC) Report (2011) of Tanzania showed that the actual number of drug addicts in general is between 150,000 and 500,000 nationwide. Statistics from Mirembe Hospital situated in Dodoma region showed that the number of young people who use drugs and attend clinics at the hospital rose from 290 in 2000 to 569 in 2005 which is a 96.2 % increase.

In public Universities in Kenya, high rates of substance use among students have been reported (Odek-Ogunde et al., 2004). Rates as high as 84% for alcohol use and 54.7% for tobacco have been registered which is a worrying trend because for every 100 people 84 may be abusing alcohol. These rates may continue to rise among students in universities because of its availability and the loosening of the moral fabric that held the community. In a study among students in Kenya, (Ogwell et al., 2003) found a lifetime cigarette smoking rate of 31%. Such students when they go out to the society become irresponsible and affect society negatively. This emphasized the need to do a research on intervention so as to prevent or curb drug abuse from increasing. Guidance and counseling is concerned with improving student ability to function in social, emotional and behavioral capabilities. This in turn helps them be useful members of the community.

2.2 Commonly Abused Drugs

To address substance abuse is a complex and challenging experience. Firstly, because substances abused are varied. According to the United States Department of Health and Human Services (2000) alcohol is the most abused psychoactive drug in the United States. It was shown that about 90% of the students use it before they leave high school. Alcohol may be the most commonly abused drug because it is legal it is sold in bars and the laws of not selling to minors are not followed well. In Kenya a report by NACADA (2008) indicated that alcohol is the most commonly abused drug by about 61% of the population. The same report indicated that 40.9% of the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. Perkinson (2002) explains that alcohol is basically a central nervous system depressant and dulls the brain making learning a difficult task. When students get to the behaviour of abusing alcohol their reasoning get impaired and education becomes of less priority in the student's life. These percentages indicate that a many students are abusing drugs and it is important to address this issue with the seriousness it deserves.

Tobacco was also found to be the most commonly abused drug in Kenya. A survey by NACADA (2004) indicates 35% of the students from Central Province were abusing tobacco related products. The availability of tobacco products is prevalent within the province only to be made readily available to the consumers. Carroll (2004) found that college students were using stimulant drugs as study aids as well as for recreational purposes. Due to poor management of time and ineffective study habits, students are forced to study very hard when exams are approaching. Of those surveyed 96.8% were using stimulants to study longer, 96.8% to stay awake, 83.9% to study better, and 27.6% to improve memory. The drugs cause them to stay up longer and so be able to catch up with what was lost. Teter et al (2002) revealed that 65.2% of their survey population used prescription stimulants to help with concentration, 59.8% to help study, and 47.5% to increase alertness. This may offer temporary relieve but guidance and counseling could help students develop study skills that help them revise effectively.

2.3 Theoretical Framework

This study was guided by Social Cognitive Learning Theory by Bandura (1961). It postulates that role modeling affects behaviors, thoughts and emotions. Students who get engaged in the behaviour of drugs and substance abuse, they have most likely learnt the behaviour from their environment. Adults and significant people are role models for students to emulate. Students can be socialized on what is right or what is wrong in the society. The Social Cognitive Theory also explains that the external influences affect the behaviour through cognitive processes. Human beings are capable of forming symbols which they can use to guide their future behaviour. Through this process a person is able to model observed behaviour. It is through understanding of the processes involved in one's construction of reality that will enable a human behaviour be understood, predicted and changed.

III. RESEARCH METHODOLOGY

This study intended to determine the role of guidance and counseling service in management of drug abuse among university students. The research used descriptive survey because it allowed the use of research questionnaire in order to determine the opinion of the respondents on the area of study (Kathuri & Pals, 1993). Descriptive survey design is used in preliminary and exploratory studies to allow the researcher gather information, summarize, present and interpret it for the purpose of clarification. It was used to describe, record, analyze and report conditions that exist or existed and the researcher had no control over them. The study was carried out in University of Kabianga Kericho County, Kenya. The target population of this study comprised of all the students at University of Kabianga with a population of 6073. Random sampling method was used to identify potential respondents. This method was effective for it ensured equal representation. The sample used in the study was 176 and a pilot study was carried in Kisii University- Kericho Campus to test the reliability of the instruments. A Cronbach's Reliability Coefficient of over 0.70 was found confirming the reliability of the instruments. Validity was ensured through expert opinion of professionals in guidance and counseling and in research. Quantitative data was coded, organized, and analyzed using percentages and frequencies. The data was then keyed in, and SPSS version 21.0 was used to analyze the results. Qualitative data was analyzed thematically.

IV. RESULTS AND DISCUSSION

This section presents the findings of the study based on the role of guidance and counselling services on students use of drugs and substance abuse.

4.1 Demographic Information of Respondents

Section A of the student's questionnaires sought information on their demographic characteristics. This information was crucial in getting the necessary data for describing the main respondents of the study and was also helpful in identifying factors that could intervene or confound substance abuse prevention. These include: gender, faculty, year of study and residence status of respondents. The study involved 176 students as respondents.

4.1.1 Gender of the Respondents

Gender percentages in every university seem to have taken a proportionate correlation with the number of gender representation in the clubs and schools from which respondents were drawn. This could indicate that female students were fewer in the respective schools.

Table 1: Gender of the Respondents

		Frequency	Percent
Valid	Male	118	67.0
	Female	58	33.0
	Total	176	100.0

4.1.2 Respondents Distribution per Schools

This study acknowledged the fact that universities have different faculties and schools with varying student populations and course attributes which could influence correlates of drug abuse. During data collection, representativeness of faculties was ensured through selecting respondents from all schools depending on student populations. This strategy was meant to ascertain randomness and reliability of the study. It was important to know the faculties of respondents for comparison of responses from various faculties on the use and abuse of substances and operations of prevention programs in their faculties.

Table 2: Respondents Distribution per School

	Frequency	Percent
School of Information Science	21	11.9
School of Arts and Social Science	25	14.2
School of Science and Technology	32	18.2
School of Agriculture and Biotechnology	27	15.3
School of Education	30	17.0
School of Business	41	23.3
Total	176	100.0

The majority of the respondents was from the School of Business (23.3%), followed by School of Science and Technology (18.2%) and then School of Education (17%). Research findings revealed that drug abuse habits were generally same across faculties except a few comments on the fact that faculties with heavy course work seemed to have many students abusing drugs.

4.1.3 Year of Study

Student respondents per the year of study were as follows

Table 3: Year of Study of Respondents

	Frequency	Percent
year 1	46	26.1
year 2	44	25.0
year 3	41	23.3
year 4	45	25.6
Total	176	100.0

Results in Table 3 revealed that there was no significant variation displayed between first to fourth year respondents in their perspective to questions. This uniformity in response to questions could be attributed to the fact that the unit system in the university shrinks the vast variation that would exist if students in different academic years had independent classes and experience. It also indicates common application of guidance and counseling methods to all the students irrespective of their year of study. Mora, (2005) argue that all the populations in a community of drug abuse prevention should be reached with appropriate programs

4.1.4 Respondents' Residence

It was found prudent to inquire whether respondents resided within or outside the university in case their experience with drug abuse varied. Table 4 summarized the respondents' place of residents:

Table 4: Respondents Place of Residents

	Frequency	Percent
resident	65	36.9
non resident	111	63.1
Total	176	100.0

Results indicated that majority of respondents were residing outside the University (63.1%) and a smaller percentage was residing within the university (36.9%). When a bigger number of students reside outside

the institution, it could provide an easy accessibility to drugs because freedom is high and rules e.g. on when to arrive and what to do may be lacking in private hostel and this could increase the use of drugs.

4.2 Prevalence and Commonly Abused Drugs

This study was intended to not only reveal prevalence and incidence of drug abuse but also the type of drugs being abused to form a good informational basis for establishment of efficient prevention programs. There are various drugs and substance that could be used by students. These include: Stimulants, Hallucinogens, Narcotics or Psychotropic drugs which have different effects on the user. In the current study, the researcher sought to establish the specific types of drugs and substances mostly abused by the students. Respondents were asked whether they had tasted any drug and their response is summarized in Table 5

Table 5: Drugs Tasted by Respondents

		Frequency	Percent
Valid	yes	134	76.1
	no	42	23.9
	Total	176	100.0

From the table it is evident that the majority have tasted drugs (76.1%). A small percentage has never tasted (23.9%). Ray & Ksir (2002) have shown that drug use is a factor in many accidents, injuries, vandalism, and crime on campuses and is frequently a key factor when students encounter problems with their coursework. It was important to know whether the taking of drugs begun before joining university or after they joined and Table 6 summarized the responses

Table 6: When drugs was Started

		Frequency	Percent
Valid	Not used	43	24.4
	Before joining	35	19.9
	After joining	98	55.7
	Total	176	100.0

From the table, it emerged that the majority of the respondents started using drugs after joining the university. Reasons why young people abuse drugs are varied. These range from the commonly known peer pressure to other ‘innovative’ reasons such as poor performance in schools as well as just having fun. Peer influence is at best a contributing factor near the time of drug use initiation (UNODC, 2009). This means that more students were able to access drugs once they enrolled in the university and as a result were more at risk of being influenced to using drugs. The study sought to know which drugs were frequently used. since the knowledge of the most frequently used drugs by students was regarded as important in recommending possible prevention and intervention measures and Table 7 presented the responses:

Table 7: Drugs Used

		Frequency	Percent
Valid	None	42	23.9
	Alcohol	83	47.2
	Tobacco	25	14.2
	Opium	8	4.5
	Heroin	7	4.0
	Bhang	5	2.8
	Cocaine	2	1.1
	Kuber	4	2.3
	Total	176	100.0

The findings indicate that alcohol was frequently used (47.2%) followed by tobacco (14.2%). This is attributed to availability, access, advertisement and the fact that the two are recognized as legal drugs. Opium, heroin, bhang, kuber and cocaine were less common among students. This was attributed to the fact that they are illegal and banned substances whose even possession alone attracts legal sanctions. Therefore, their access and availability was limited. The findings showed that drug and substance abuse in Kenya is widespread and cut across all social groups with the youths being most affected. On the type of drugs mostly abused by the youths, the findings of the studies concur with NACADA (2011) that the most commonly abused drugs among the

youths of the ages in question (15yrs-18yrs) are alcohol, tobacco, marijuana and cocaine and other inhalants (NACADA, 2011) and this can really affect the performance of the students since it affects concentration levels.

Table 8: Frequency of Use

	Frequency	Percent	Valid Percent	Cumulative Percent
Very frequent	40	29.9	29.9	29.9
Frequent	49	36.6	36.6	66.4
Rarely frequent	45	33.6	33.6	100.0
Total	134	100.0	100.0	

According to Table 8, majority reported that drugs are abused frequently (36.6%), followed by very frequently (29.9%) and only 33.6% of the respondents have never abused drugs. It is evident that the majority of the respondents were in their adolescence stage and during these years, the behaviour of the adolescents is very much influenced by the dynamics of transition from childhood to adulthood. According to Erickson's psychosocial theory of personality development, these years are characterized by identity versus role confusion as the adolescent develops a personal identity distinct from other people. This will in turn influence their behaviour, attitude and development of self-concept. There is a lot of experimentation as the adolescent struggles for personal identity. According to Gacicio (2003) and Kamonjo (1997), majority of the youth are lured into taking drugs during these teenage years. It is therefore a very critical stage of development where adolescents need maximum socialization, constant care, supervision, guidance and counseling in order for them to develop socially acceptable behaviors. The fact that majority of the students report that drugs are frequently and rarely abused as often as daily at school agrees are similar with the findings of a comparative study by Omollo (2005) whose findings showed that alcohol and tobacco were commonly used in both rural and urban areas and that the use is frequent.

4.3 Role of Guidance and Counseling

Guidance and counseling needs to address both prevention and treatment. Boutwell and Myrick (2006) contend that guidance and counseling plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services. The study sought to explore whether guidance and counseling had influenced the use of drugs and substance in the university and Table 9 summarized the findings:

Table 9: Role of Guidance and Counseling in Addressing Drugs and Substance Abuse

		Guidance Counseling	Frequency	Drug Used	Availability Of Drugs
Frequency of drug use	Pearson Correlation	-.004	1		
	Sig. (1-tailed)	.481			
Commonly used drug	Pearson Correlation	.034	-.426**	1	
	Sig. (1-tailed)	.327	.000		
Availability of drugs	Pearson Correlation	-.061	.032	.034	1
	Sig. (1-tailed)	.212	.338	.329	

** . Correlation is significant at the 0.01 level (1-tailed).

It is essential for any prevention strategy to address both risk and protective factors in order to be effective. From the table, it is evident that guidance and counseling has not played a significant role in frequency of abusing drugs ($r = -0.004$, $p = 0.481$, $p > 0.05$). It has not also played a significant role in addressing commonly abused drugs ($r = 0.034$, $p = 0.327$, $p > 0.05$). It has not played a role also in addressing availability of drugs ($r = -0.061$, $p = 0.212$, $p > 0.05$). However, the relationship between the frequency of drug abuse and the commonly abused drug was significant (-0.426^{**} , $p = 0.000$, $p < 0.05$). Most prevention programs need to focus on laws and creating of awareness on the dangers and consequences of drug abuse. A study done in University of Nairobi showed that several psychosocial and environmental factors combine to aggravate and sustain habitual drug and substance abuse at the university. These include personal independence, a lot of free time, a wide range of demands on individual student, psychosocial impact of interpersonal interactions, academic demands and societal transitions such as leaving home, developing autonomy, making new friends and peers. For effective prevention of drugs and substance abuse, there is need to engage students in useful activities like games, research and innovativeness and healthy interpersonal relations. Life skills also on how to cope with life challenges need to be taught to students so as to be able to address challenges they face on the way. Programs

that are designed to enable users avoid or decrease unhealthy drug use through focusing on different motivations individuals have for using and abusing specific drugs at different ages. It is also important to address underlying problems that could cause drugs and substance abuse, for example poor family organization, low commitment to school, less bonding to family, persistent behavior problems, and academic failure

V. CONCLUSION

In conclusion, the study found that the majority of students start using drugs after joining the university. It was also found that majority of the students' abuse drugs with majority citing alcohol and tobacco. On the frequency of using drugs, the study found that drugs are abused very frequently. This is attributed to availability, access and peer influence. There was need to strengthen the guidance and counseling division for both staff and students so as to be able to play a role in addressing drugs and substance abuse. In addition, a permanent multisectoral structure to deal with substance abuse in the learning institutions should also be established.

VI. RECOMMENDATIONS

1. Guidance and counseling services should be strengthened which includes interaction forums between students and the counseling officers.
2. The orientation program could be revised to make it more meaningful and functional for the first year students
3. Guidance and counseling personnel be trained on assessment, prevention and addressing of drugs and substance abuse to strengthen the department
4. Counseling, workshops, symposia, conferences should be organized regularly for students on the effects of drugs and substance abuse
5. Stricter measures be put in place that address the supply and use of drugs,
6. Provide more funds to fight and assist students who are addicts
7. A memorandum of understanding be signed with a rehabilitation Centre to help students who are already addicted to drugs and substance abuse

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