

FACTORS LEADING TO ALCOHOL USE BY UNDERGRADUATE STUDENTS:

A CASE STUDY OF UNIVERSITY OF NAIROBI

Grace Kimeli¹, Daystar University, Kenya.

Bernard Boyo², Daystar University, Kenya.

Lincoln Khasakhala³, Daystar University, Kenya.

Alice Munene⁴, Daystar University, Kenya.

CITATION: Kimeli, G., Boyo, B., Khasakhala, L., & Munene, A. (2014), Factors leading to alcohol use by undergraduate students: a case study of university of Nairobi. *International Journal of Business, Social Sciences and Education (IJBSSE)*. Issue 5 Vol 6.

Abstract

The purpose of this study was to find out the factors leading to alcohol use among university undergraduate students. The objectives of the study sought to establish the underlying psychological, Sociocultural and situational factors to the phenomenon. The study was carried out at the University of Nairobi's Main campus, School of Architecture and Engineering. Stratified random sampling technique was used in the study to select a sample size. Data was collected from the students of the faculty of Engineering, Administration staff/Counselors and Lecturers. The research tools used in data collection were questionnaires, interviews (IDI) and Focus Group Discussion (FGD). Data analysis was done using SPSS and its outcome was presented by use of charts, graphs, and frequency tables. The study found out that university students view alcohol use as wrong for it affects their academic performance. It further revealed the significant relationship that exists between stress and alcohol consumption. It emerged from the study that peer influence, parenting, University environment and availability of financial resources are contributors to use of alcohol among university students. The study recommended that midstream interventions should involve the development of programs across universities in the country. The findings of the study recommends that future research is needed in the area of media on alcohol advertising and its effects on consumption, particularly, as it relates to university students. Conclusions drawn from the study showed that psychological, Sociocultural, and situational factors indeed contribute to alcohol use by University students.

Keywords: *Alcohol use, undergraduate students, psychological, Sociocultural and situational factors.*

Background of the Study

Alcohol is routinely cited by researchers, college administrators and staff, and also by students themselves, as the most pervasively misused substance on college campuses (Humphrey et al 2000). Alcohol is a type of a psychoactive drug that acts to depress the central nervous system, it has a high potential of psychological dependence and leads to irreversible tissue damage (Ramalingam, 1991). College is a period of transition; and as such students live away from home and parental authority, this enable them gain autonomy to own choices and thus end up engaging in new as well as risky behaviors through the influences of their peers and the environment. Studies have shown that the rate of drinking among college students after high school surmounts the alcohol use among their non-college peers (Johnston et al, 2000). Alcohol consumption among university undergraduate students is a global health issue attracting attention from different stakeholders. It is a global issue taking place in various universities and institutions all over the world (NSDHW, 2012).

Alcohol use in the society has become a major concern in today's social atmosphere (Bray et al 2000). However the debate on whether alcohol is a drug or a beverage goes, the effects and impact of its use among undergraduate students is a fact that cannot be left to a debate. Alcohol (ethyl alcohol, ethanol) is a drug but technically it can be classified as beverage because it provides energy of about 7 Kcal/g. One drink of alcohol is considered to be an amount typically found in 340 ml of beer, 14 ml

of wine or 35 ml of 40% (80% proof) spirits Chan and Kessler (2002).

Alcohol use and dependence is a major problem among university undergraduate students in the United States of America (Bawkin, 2002). A report on alcohol drinking problem at most Canadian University campuses, (Tamburri, 2012) indicated that alcohol drinking had come as a rite of passage among students. Each year along with the start of classes, are the inevitable pub crawls, keg parties and excessive drinking that often accompanying frosh week events. According to Tamburri,(2012) 90 percent of Canadian University students drink alcohol, with 32 percent reported to be drinking heavily at least once a month at Fanshawe University Ontario, the percentage was seen to be higher in Acadia University, Nova Scotia where it is estimated that about 51 percent of the students are involved in consumption of alcohol. (NSDHW, 2010)

NSDHW,(2010) observed that the students in the above colleges have adopted a practice of mixing alcohol with caffeinated beverages that is believed to exacerbate health risks associated with drinking. The above report further indicates that students often continue drinking at the next level of studies there by making drunkenness increasingly becoming the norm for most of them, among universities in the region.

In the United Kingdom, a study by (Cheryl, 2006) of Leeds Institute of Health Sciences, on drinking behavior of undergraduate students of the Leeds Metropolitan University, concluded that students who consume alcohol are commonly drinking daily and weekly alcohol levels in excess of national sensible drinking guidelines. According

to the World Drug Report 2005, in recent years, the use of alcohol has increased throughout the world among students; it further states that a major world trend is the increasing availability of many brands of alcohol to an ever widening socio - economic spectrum of consumers.

Africa was initially not among the continents affected by drugs and alcohol abuse, but with time, the trend has mutated. Today, many African countries have numerous cases of drug abuse, a trend that is fast growing. According to David .S (2001) says that alcohol is the main abused drug in South Africa with the legal age of drinking being 18years. Even though the legal age is above 18 years, many young people start drinking alcohol early. A national survey carried out in South Africa in 2004 showed that 49% of all the young people in this country drink which translated to about three teenagers in every four.

In Nigeria, alcohol is commonly used during burials, child dedication, thanksgiving, birthdays, political rallies, initiation ceremonies, weddings, festivals and other social gatherings. In the universities and other institutions of higher learning, students consume alcohol during matriculation, convocation and initiation ceremonies to clubs and societies. The types of alcohol frequently used in Nigeria are similar to other parts of Africa. The most commonly used substance in Africa is alcohol (Odejide, 2006) and it's the same for Nigeria (Eze, 2006, Nyamali, Morankinyo&Lawal, 2010).

It has also been noted that alcohol use is fast spreading to rural areas of Kenya especially Central, Western, Nyanza and

Eastern provinces, for a long time it had been predominant in the urban centers (Njonjo, 2010). Alcohol use among the undergraduate students in the universities is endangering their lives. This has caused a lot of concern as the vice has been identified as a major cause of problems experienced in Kenyan universities. (Gikonyo, 2005).

In response to global warnings on the dangers posed by alcohol use, the National Agency for Campaign against Alcohol and Drug Abuse (NACADA) is pushing for the establishment of a national drug control authority to enforce all alcohol consumption laws in Kenya (Kaguthi, 2006). According to (Kaguthi, 2006) , despite religious education having been instilled strongly in the university students, most of them still use alcohol, a vice that is likely to destroy their lives before they become adults.

From the above background it is evident that various studies have been done about the alcohol use by students. A few of these studies were done by local scholars; while the bulk was done by the western scholars. In Kenya some of the studies that was done include (Gikonyo, 2005) on Drug abuse and parental knowledge on factors predisposing the youth to drugs and substance abuse in Nairobi Province. Another study done by (Kiambuthi, 2005) looked at factors contributing to drug abuse in some selected public secondary schools of Kiambu District. The Kenyan studies did not address the issue of factors leading to alcohol use by university undergraduate students. It is against these gaps that the current study is to be undertaken. The findings will aid in evaluating strategies for intervention and coming up with a

more comprehensive programmes for addressing the problem in universities.

Statement of the Problem

The problem is that many university undergraduate students are using alcohol, and the studies done in the past did not address the underlying factors leading to its use by university students. Even though alcohol has been used throughout most generations of mankind; the context of use was limited to special occasions and age groups. However, it is alarming to note that the context has changed, currently the age of users has drastically gone down; more young people are indulging in alcohol use and more so university students (NSDHW, 2012).

Figures on the Kenyan situation from recent national report, states that 85% of university students surveyed admitted to having tried alcohol, with 40% reporting occasions of heavy drinking, while 48% indicated that they have been “drunk” in the past 60 days (NACADA, 2008). Of the alcohol related deaths, 5 are due to unintentional injury (e.g. falls, hypothermia, drowning etc) and over 3 due to motor vehicle accidents (G.O.K 2009). The existence of such a trend is worrying.

Alcohol use has also raised concerns to parents and employers who complain about alcohol use by the graduates they employ since most of them become underperformers (Obi et al 2013). The million dollar question is why are university students indulging in alcohol use? Studies have been done on other aspects of alcohol, such as the prevalence of alcohol use but a gap has been left concerning the underlying factors. It is against this gap that this study was undertaken, seeking to establish the

underlying factors leading to alcohol use by undergraduate students with a view to coming up with mitigating strategies and interventions to curb the vice.

Literature Review

“It is humbling for contemporary researchers to revisit the pioneering research of Straus and Bacon, published in 1953 on *Drinking in College*. Written almost a half century ago, it stands as a remarkable contribution that is difficult to match. It is equally humbling to realize that college drinking poses as serious a problem, perhaps even more serious a problem, today as it did 50 years ago” (Biden, 2000; Robert Wood Johnson Foundation, 2001). Drinking behavior is complex, and there is a need to broaden the range of issues studied, particularly extending analysis to the economic, political and ecological factors that have so far received far less study than the psychosocial issues. Such factors include; the alcohol environment on campus and in the surrounding community (Dowdall Wechsler, 2001).

The factors influencing underage and young adult drinking are similar in that the same mix of situational, predisposing and enabling factors appear to be present in each age group, although there are some unique factors; they vary in nature and degree (Donovan, 2000). For example, the major differences for beginning underage users versus overage alcohol users are the curiosity novelty of the alcohol experience, and the ‘psycho-developmental’ significance of alcohol consumption for younger people. That is, alcohol consumption is seen as an adult behavior and hence experimentation just as with smoking is part of adolescent

development (Crundall, 1995).

Many studies have identified personal characteristics that may increase the likelihood that a young people will engage in underage drinking. Impulsive or excitement-seeking youth and young adults are more likely to drink alcohol (Diemen et al., 2008). Rebellious young may also drink because they do not feel that they are part of society, thinking they are not bound by rules, and may not want success or responsibility. Additionally, young people with mental health issues, such as depression or attention deficit hyperactivity disorder, may be at higher risk for substance abuse (Alcoholism: Clinical and Experimental Research, 2007). Similarly, individuals who face mental health problems because of physical or sexual abuse may turn to alcohol and drugs as a solution to their trauma (Brannigan et al., 2004).

Psychological factors

A number of studies have looked at personality factors and their relation to adolescent alcohol consumption. Donovan et al (2000) reported that amongst the youth, there was some evidence that those who drink to excess more frequently are more likely to be assertive, outgoing, less conservative, more questioning of authority, more likely to be risk takers, and at least within some groups, more likely to be leaders than followers. Similarly, Crundall (1995) reported heavier drinking to be associated with impulsiveness, aggression, depression, and sensation seeking.

Lower social skills in dealing with everyday problem situations have been found to be associated with various

problems of behavior, low academic achievement, smoking, and alcohol use in Australia (Hover and Gaffney 2003). It has been suggested that the use of mood altering substances would be greater amongst such youth in an attempt to deal with feelings of failure and disappointment. It is also likely that lower social skills are related to lower self-efficacy in terms of resisting peer and situational influences and in planning ahead for moderate drinking.

Donovan et al (2000) reported that those with positive attitudes to college work with fairly firm post college aspirations tended to be less involved with alcohol. More importantly, positive college experiences and a focused career goal seemed to provide some protection against drinking on leaving university (Loveland-Cherry, Leech, Laetz and Dielman 1996).

Alcohol use by adolescents is also associated with abnormalities in the volume of the prefrontal cortex, the part of the brain that controls reasoning and impulse (Medina et al., 2008). In particular, females are vulnerable to the effects of alcohol on this part of the brain. Severe or chronic alcohol use among female adolescents may limit the development of their prefrontal cortex more than it does for males. Low prefrontal cortex development may lead to deficiencies in reasoning and impulsive behavior.

Alcohol can activate the pleasure-producing chemistry of the brain and release a pleasure-enhancing chemical called dopamine. Dopamine is released in the brain when an action satisfies a basic need or desire. With repeated alcohol

use, the brain's natural capacity to produce dopamine is reduced. This leads to feelings of depression, anger, boredom, anxiety, and frustration (O'Connell et al, 2004).

With the use of alcohol and other drugs over time, young people may fail to advance to more complex stages of thinking and social interaction. An individual with alcohol use disorders often perform worse on memory tests and have diminished abilities to plan, and the effects may also include hallucinations, psychotic episodes, changes in sleep patterns, and changes in the ability to concentrate (Bonnie and O'Connell, 2004).

Sociocultural factors

Parents' attitudes and behavior with respect to alcohol are a major influence on at least early drinking patterns, before peer influences become more influential. Children of heavy drinking parents through imitation/modeling, and children of strictly prohibitive parents through reactance and defiance of authority, appear to have a higher risk of drinking excessively (Sondhi & Turner, 2011). However these relationships are complex for example, some children of heavy drinking parents deliberately avoid alcohol because of the damage they see alcohol doing in their family (White & Hayman, 2006).

Parents and siblings can influence a youth's propensity to start drinking. For instance, studies have shown that youth are more likely to drink alcohol when at least one of their parents has a history of alcoholism and alcohol use (King and

Chassin, 2004; Essau and Hutchinson, 2008). If parents do not set clear behavioral expectations or monitor their children's behavior, children may be more likely to participate in underage drinking (Bonnie and O'Connell, 2004).

Research has found that family conflict is associated with increases in adolescent alcohol use (Bray et al., 2001). Young people may turn to alcohol, or to peer groups who consume alcohol in middle adolescence to cope with family conflict. Therefore, alcohol use should not be considered simply a normal stage of adolescent development. Instead, prevention and intervention workers should look deeper into the causes of initial alcohol use.

Among the most understudied areas in college drinking are the supply side factors. Most university undergraduate students are age around 21, for example in America, so consumption of alcohol often involves the violation of state laws by students and alcohol providers (Cleveland, Feinberg & Greenberg, 2010). The role of availability and context shapes behavior, but little is known about the issue, and even less about local alcohol markets, legal or otherwise. Wechsler et al. (2000a) found that availability, price and the use of beer were the strongest predictors of heavy episodic alcohol use in young students.

During the past decade there has been extensive growth in student living arrangements beyond the traditional dichotomy of dormitory or home. The rise of "resimuters," students who live near their institutions but are unsupervised by parents or colleges, needs to be more adequately studied

(Cleveland, 2010). Whether alcohol is permitted in the Halls of residence or the entire campus is related to the level of drinking, alcohol related problems and second hand effects experienced by non drinking students. Wechsler et al. (2001a, b) examined substance free hostels and campuses that ban alcohol, controlling for previous drinking behavior of these students in substance free environments.

Attention has been given to the question of the prevailing Social norms that surround college drinking. One school of thought (Haines, 1996; Haines and Spear, 1996) suggests that students misperceive the actual behavior of their peers, assuming much higher rates of substance use than in fact prevails. This has led some to suggest that correcting the misperception of norms might lower alcohol use, although empirical evidence seems to be conflicting with some universities reporting decreases and others reporting no change (Haines, 1996; Keeling, 2000). In addition, Wechsler and Kuo (2000) concluded that the potential role of social norms in influencing college students 'drinking may have been overstated. Research is needed on other types of student norms, such as supplying alcohol to underage drinkers and tolerating disruptive second hand effects, as well as on local community norms.

During adolescence, youth strive for acceptance by their peers. They want to fit in and often choose peer groups whose values and behaviors are similar to their own. If drinking is a typical activity for these groups, they are much more likely to drink. Students' drinking often occurs at social events that peer groups attend,

such as sports events, concerts, and parties (Henry, 2009).

Situational factors

Depending on the situation, individuals can engage in different alcohol consumption behaviours. Alcohol consumption levels can vary when individuals are playing different social roles (Hajema and Knibbe 1998; McMorris and Uggen 2000), when in different moods, and when drinking in different venues (Hajema et al. 1997). The drinking occasion is particularly relevant, with parties being strongly associated with alcohol use (Caldwell and Darling 2001; Smeaton et al. 2001), especially when drinking games are played (Engs and Hanson 1999). Sexual encounters involving new partners have been found to frequently involve the use of alcohol (Smith and Brown 2002).

In today's culture, young adults are bombarded with media and advertisements about drinking. Often, the media make drinking appear sexy and fun. Advertising may include items with alcohol brand names, and alcohol companies may sponsor popular events or give free products to young people (Jernigan and O'Hara, 2004). Few empirical studies have examined the effects of alcohol advertising in the media. However, some evidence suggests that alcohol advertising may influence the beliefs and behaviors of young people, causing them to drink illegally (Grube, 2004).

Conventional advertising and marketing practices including above and below the line activity, as well as alcohol portrayal

in broadcast and print media, for example product placement and depiction of alcohol use. This includes advertising appearing on television, radio, newspapers, billboards, posters etc. or depiction of alcohol use in movies, TV programmes, music videos and song lyrics. Promotional activities include giveaways such as t-shirts, and other items bearing alcohol brand logos (Villani, 2001).

Widespread concern exists about the potential effects that media portrayals of drinking, alcohol product placements, and alcohol advertising may have on alcohol consumption among young people (Bahk, 2001). Television, radio, film, and popular music are often identified as potential sources through which young people learn about alcohol and as potential influences on young people's drinking and drinking problems (Stockdale, 2001; Villani, 2001).

Not all merchants are vigilant about preventing underage youth from buying alcohol. Some youth use false identification to buy alcohol; persuade adults to buy it for them; or steal alcohol from parents, friends, and commercial establishments. Adults often purchase alcohol and provide it to underage drinkers at parties and events, sometimes with the permission and collusion of parents (Bonnie and O'Connell, 2004). Psychoactive substances such as alcohol produce pleasurable feelings and may diminish stress and emotional pain.

These chemicals can turn on the brain's reward system, which makes people want to repeat the use of substances to obtain the same feelings. Eventually, substance use can alter the structure and chemical

makeup of the brain, leading to brain disorders (Society for Neuroscience, 2008). In addition, adolescents have a diminished sensitivity to intoxication, making it possible for them to drink more alcohol without feeling very intoxicated. This may be because they have higher metabolic rates (winters, 2009).

Research Methodology

A mixed research design method was utilized for this study. It is a procedure for collecting both quantitative and qualitative data. The study was undertaken at University of Nairobi's main campus. The target population for the study was the undergraduate students at University of Nairobi's Main Campus which had a total population of 9,400 undergraduate students as at 2013 (<http://www.uonbi.ac.ke> 2013). Stratified random sampling technique was used in the study to select a sample size. Guided by the Gay rule (Gay, 1987) that the minimum acceptable sample size depends on the type of the research and that in a descriptive research 10% of the population can comprise a representative sample, the study computed 10% of 2,900 which the student population in the school of engineering constituted. The sample size therefore was 290 that were picked from each of the five faculties of the school. A questionnaire was administered to the students to collect demographic and factual data relating to the underlying factors leading to alcohol use among undergraduate students in university. Interview guides for the In-depth interview (IDI) and Focus group discussion (FGDs) was used for collecting data on key informants and participant's experiences and perceptions on alcohol use. Data was analyzed by

frequency tables and percentages. Associations between selected variables were tested using chi square. Quantitative data was evaluated, classified into logical thematic categories based on the objectives and then coded. The analysis of the structured items was done using the Statistical Package for Social Sciences (SPSS). Unstructured items were analyzed manually along major concepts and themes, and the results

presented using descriptive statistics. Conclusions were drawn from the analyzed data, leading to recommendations and suggestions for further improvement of the alcohol use and preventive measures to be put in place in various universities. Data analysis for qualitative data was done using deductive approach which involved grouping of the data and looking out for similarities and differences.

Findings

Results show that the relationship between gender and alcohol use is insignificant ($X^2=0.816$, $p=0.366$). The finding was also supported by an insignificant correlation coefficient ($R=-0.064$, $p=0.369$). Further results show that the relationship between age bracket and alcohol use is insignificant ($X^2=0.225$, $p=0.635$). The finding was also supported by an insignificant correlation coefficient ($R=-0.034$, $p=0.637$). Additional results show that the relationship between undergraduate program and alcohol use is insignificant ($X^2=4.385$, $p=0.356$). The finding was also supported by an insignificant correlation coefficient ($R=-0.098$, $p=0.169$). Results show that the relationship between undergraduate program and alcohol use is insignificant ($X^2=5.929$, $p=0.313$). The finding was also supported by an insignificant correlation coefficient ($R=-0.129$, $p=0.070$).

Table: Chi Square Statistics for Demographics against Alcohol Use

Demographic		No	Yes	Total	Chi Square	Correlation
Gender	Male	47	118	165	$X^2=0.816$ ($p=0.366$)	$R=-0.064$ ($p=0.369$)
	Female	12	21	33		
Total		59	139	198		
Age Bracket	18 to 25	34	75	109	$X^2=0.225$ ($p=0.635$)	$R=0.034$ ($p=0.637$)
	26 to 35	25	64	89		
Total		59	139	198		
Undergraduate Program	Civil	10	38	48	$X^2=4.385$ ($p=0.356$)	$R=-0.098$ ($p=0.169$)
	Electrical & Electronics	18	33	51		
	Mechanical	11	33	44		
	Structural Engineering	8	16	24		
	Environmenta l and Bio Systems	12	19	31		
Total		59	139	198		

Year of Study	1st year	4	18	22		
	2nd year	15	47	62		
	3rd Year	18	40	58		
	4th Year	15	20	35	$X^2=5.929$	$R=-0.129$
	5th Year	6	10	16	$(P=0.313)$	$(p=0.070)$
	6th Year	1	4	5		
Total		59	139	198		

Students’ Use of Alcohol

Majority of the respondents (70%) indicated that they take alcoholic beverages. Fifty one percent of the respondents consume wines and spirits and 53% consume beer. The results also indicate that majority, 77% of the students do not take traditional brews and 86% also indicated that they do not take all kinds of alcoholic drinks, which means they are specific about the alcohol type they consume. Additionally from the results, 33% of the students indicated that they consume alcohol at least once a week. These results imply that the most consumed beverage for those who take alcohol is beer given that it had majority users of 53%.

Responses from Interview Guide

Respondents indicated that the drinking trend is getting more popular. The following response presents the best response that was captured in the interview guide.

“Drinking trend of alcohol among youths in Kenya, especially those in universities and colleges is growing popular. Events, such as parties, elections period promote the drinking of alcohol. You find that in most parties such as wedding, birthday or graduation parties, alcohol is always included as a way of celebration”

Responses from Focus Group Discussion

The focus groups were divided into two and the responses of the two groups were merged to present a discussion that best addresses the objectives of the study. The groups indicated that the major contributions of alcohol use include; peer pressure, stress relief, events such as parties, parental or family influence, financial abilities and changes that an individual goes through to adopt to the environment.

Psychological Factors

One of the objectives of the study was to examine the psychological determinants leading to alcohol use among undergraduate students. The results shows that 56% of the respondents disagree that there are nothing wrong in taking alcohol. Thirty eight percent of the respondents agree that the intake of alcohol negatively affects their academic performance in school. Additional results indicate that students who use alcohol are more inclined to anti-social behavior as supported by an overall agreed responses of 42%. Further, the results show that 54% of the respondents agreed that certain personality types are highly susceptible to alcohol use and 52% agreed that alcohol use is influenced by what one expect to happen when

consumed for example a feel of relaxation, courage and sociability.

Responses from Interview Guide

On the question of factors that cause alcohol use among students, the answers that best informed the study objectives are shown below in its reported form;

“The factors that lead to alcohol use may include peer influence, family background of a student and stress related to family or academics.”

“The external environment has a high impact of promoting alcohol use in university students. For instance, Kenya Broadcasting Corporation sells its alcoholic drinks at subsidized prices, which increases the chances of students to purchase the same. Further, the content received from the media, tends to affect perceptions of some students towards alcohol.”

Focused Group Discussion on Psychological Factors

The results on the effects of perception, personality traits and cognition factors on alcohol use are contently analyzed from results of focused group discussion. It was noted that political affiliation, culture and association with a certain group of people are some of the elements that can trigger alcohol consumption. Additionally, some people are quickly addicted to alcohol over a very short period of time, thus it is the cognitive behavior that drives this response. Other factors such as taking stress such as sickness, financial constraints without re-evaluating alternative options may contribute to use of alcohol among

individuals with the thought that alcohol will generate a calm feeling

Psychological Determinants and Alcohol Use

One of the objectives of the study was to examine the psychological determinants leading to alcohol use among undergraduate students. Findings from the study show that students from the university view alcohol intake as a wrong decision which negatively affects performance of users in school. Results also led to the finding that anti-social students are more likely to succumb quickly to alcohol use. Certain personality types, perception, personality traits and cognition behavior are factors that contribute to the decision on whether to consume or not to consume alcohol. Focus group and interview guide responses found that peer pressure, family lifestyle or background and stress related issues are some of the psychological factors that influence alcohol use.

The relationship between stress and alcohol consumption has been studied extensively and the relationship between the two is significant, meaning that there is a relationship between stress and alcohol consumption. Therefore, the findings of this study support those of Pohorecky (1991) Pierce et al. (1994) and Seeman and Seeman (2002) who found that financial difficulties may be related to alcohol consumption. Pierce et al. (1994) were able to show the relationship between acute changes in marital and employment status recent divorce or death of a partner; job loss and chronic

status being divorced or widowed and unemployment.

Socio Cultural Factors that Lead to Alcohol Use

Another objective of the study was to establish the socio cultural factors that have led to the use of alcohol. The study found that majority of the respondents' fathers use alcohol more than their mothers. Family members and siblings of majority of the respondents were also found not to be much of alcohol users. Further, factors such as cultural beliefs and practices, religion, peer influence and university environment factors are some of the reasons why young people use alcohol more. The environmental factors such as rural to urban migration are also a factor that can lead to alcohol use. Findings also show that family background and lifestyle, parenting skills and desire to have a sense of belonging are some of the factors that lead to the increase in alcohol use among university students.

Beliefs about the effects of alcohol have been identified as a key component in explaining alcohol dependence. Therefore the findings of this study support those of (Cruz & Dunn, 2003; Fromm & Dunn, 1992; Goldman, 1999a; Rather & Goldman, 1994) who state that memories related to alcohol use can influence how an individual thinks about alcohol and its effects, and therefore indirectly influences how much an individual consumes and the pattern of drinking that is developed.

Further, the findings of the study support those of Dovan (2000) who state that the factors influencing underage and young

adult include; the curiosity novelty of the alcohol experience, and the 'psycho-developmental' significance of alcohol consumption for younger people. Many studies have identified personal characteristics that may increase the likelihood that a young people will engage in underage drinking. Impulsive or excitement-seeking youth and young adults are more likely to drink alcohol (Diemen et al., 2008). This finding supports those of the current study. Freedom given to majority of students by their parents is also one of reasons that promote alcohol use. This findings support those of White and Hayman (2006) who stated that parents' attitudes and behavior with respect to alcohol usage are a major influence on at least early drinking patterns, before peer influences become more influential. According to Sondhi and Turner (2011) children of heavy drinking parents through imitation/modeling, and children of strictly prohibitive parents through reactance and defiance of authority, appear to have a higher risk of drinking excessively.

Situational Factors Leading To Alcohol Use

Another objective of the study was to identify situational determinants on alcohol usage. The findings indicate that events such as birthday parties, cultural ceremonies, weddings create the chances for alcohol consumption. Further results indicate that availability of financial resources, loss of family member or friends, occasions such as romantic date, parties, life stresses and media advertisements and bill board advertisement are some of the major causes of alcohol use.

The findings of this study support those of Dovan (2000) who state that the factors influencing underage and young adult drinking are similar in that the same mix of situational factors such as exposure to alcohol drinking parties, weddings and funeral events. Further this results support those of (Hajema and Knibbe1998; McMorris and Uggen 2000) who view that alcohol consumption levels can vary when individuals are playing different social roles when in different moods, and when drinking in different venues. The drinking occasion is particularly relevant, with parties being strongly associated with alcohol use (Caldwell and Darling 2001; Smeaton et al. 2001), especially when drinking games are played (Engs and Hanson 1999). These studies support the findings of this study. Further findings from Villani (2001) support those of the current study as the researcher emphasizes that advertising and marketing practices in broadcast and print media promote use of alcohol take. Practices such as advertisement appearing on television, radio, newspapers, billboards, posters give way to alcohol use.

Strategies for Combating/Mitigating Alcohol Use

The final objective of the study was to identify how alcohol use can be mitigated. Results indicate that institutions are in the best position to take control of alcohol intake within the universities. This can be done through establishing strict rules which do not encourage alcohol intake among students residing within the university institution. Further mitigation measures derived from

the results are through awareness seminars on adverse effects of alcohol, guidance and counseling activities. Descriptive results shows that the most used remedial measures in mitigating alcohol use include; restricting the use of alcohol in the institution and health promotion of alcohol users among other students which can be done through health education talks and peer talks to the students. The findings of this results support those of Stewart et. al. (2009) who stated that through enforcement of existing laws and rules is one major step that could be taken to mitigate alcohol use consumption.

Conclusions

The aim of this study was to explore the factors leading to alcohol use by undergraduate students. Based on the findings, the conclusions were made and are presented according to the objectives of the study. Conclusions drawn from the study show that personality traits, perception and cognition behavior are factors that contribute to alcohol use. Based on these findings it can be concluded that the nature and magnitude of acculturation is a major contributor of behavioral tendencies that lead to alcoholism. Therefore, childhood socialization is important and related to adult hood behaviors. Conclusions also show that family background and lifestyle, parenting skills and desire to have a sense of belonging are some of the factors that lead to the increase in alcohol use among university students.

The natures of social cultural norms are a predictor of behavior patterns. Childhood socialization is therefore, linked to psychological development of children.

Decay of cultural and social norms loosens the outcomes of responsible parenting and has a high likelihood of leading to adverse behavioral tendencies among the youth. It can also be concluded that availability of financial resources, loss of family member or friends, occasions such as romantic dates, parties, life stresses and media advertisements and bill board advertisement are some of the major causes of alcohol use. The environment within which parenting is conducted influences the sensory mechanism of a child which leads to development of behaviors compatible with the surrounding. Just like the ICT buzzword 'Garbage in, Garbage Out' the environment is a major influence of behavior outcomes and manifestation.

Strategies for Combating/Mitigating Alcohol Use

The most used remedial measures in mitigating alcohol that can effectively reduce alcohol use include; restricting the use of alcohol in the institution and health promotion of alcohol users among other students which can be done through health education talks and peer talks to the students.

Recommendations

Psychological Determinants and Alcohol Use

It is recommended that awareness programs need to be conducted to sensitize the students about the negative effects of alcohol use on academic performance. This is because; students who agreed with the statement that alcohol affected academic performance

were less likely to be alcohol users. Awareness programs can be executed through the forms of media used by youths, such as twitter, face book, instagram among others. Counseling is encouraged for those students who feel that personality types affect alcohol drinking. Further, psycho-education can be used to enhance self-discovery of students whereby they will be encouragement on how to improve their weaknesses and enhance their strengths.

Socio Cultural Factors and Alcohol Use

It is recommended that counseling and psycho-education should be encouraged for students with a background where parents abuse alcohol. In addition, family awareness about the negative impacts of alcohol use on the self-esteem and attitudes of the children should be encouraged. This is because of the tendency of students from such backgrounds to be stigmatized. The university environment contributes to alcohol use. It is therefore recommended that institutions of higher learning should lobby the sellers and distributors of alcoholic products not to subsidize the price of alcohol.

Strategies for Combating/Mitigating Alcohol Use

It is recommended that student need to be educated on the dangers of alcohol use. This has to be done by all the stakeholders including psychologists and counselors. Alcohol use consequences spill over to the academic and possibly to

their participation in sports. It is also detrimental to their academic performance. Students need to be sensitized on their lifestyles which make them vulnerable to alcohol use.

Midstream interventions should involve the development of programs across multiple universities in the country. For example, universities may review or develop policies and procedures around fostering an environment and providing services and information that enhance the health and wellbeing of students, noting that while students are responsible for their own actions, the academic and social life of the university is a shared responsibility. In terms of this study, universities should work collectively to develop a set of principles to frame the shared responsibility of alcohol use among university students. By way of illustration, Universities in Kenya should

endorse a set of related principles through which universities provide on-campus students alcohol education and support programs.

Other potential initiatives that involve both midstream and downstream interventions may include developing online education and support program for young women at university, or shared education and support resources available across multiple universities. Similarly, shared education material about the role of alcohol price and susceptibility to retailer promotions distributed purposively at times of high alcohol use should be disallowed. Instead materials on the consequences of alcohol use and guides on responsible drinking targeted at the students should be distributed at such times. Parents should be more involved in guiding their university students by being more interactive.

References

- Abdool, R. Mettelle C (2004). United Nations Office of Drugs and Crime, 2nd African Union *Ministerial Conference on Drug Control in Africa: 14-17 December 2004*. Mauritius
- Adelekan, M, Lindsay (2006). *Rapid Situation Assessment of the Drug Situation at Ehin-Etiri*, Ijebu North Local Government, Ogun State Nigeria.
- Bawkin H. & R. Bawkin, (2002). *Behavior Disorders in Student*. London: W.B. Saunders.
BBC News. Monday II, September; 2000. Smoking Addiction Set sin Early.
- Blum, R. (1972). Horatio Alger's Studentren: *The Role of the Family in the Origin and Prevention of Drug Risk*. San Francisco
- Board on Behavioral, Cognitive, Sensory Sciences and Education (BCSSE). 2004. New Treatments for Addiction: *Behavioral, Ethical, Legal, and Social Questions*. The National Academic Press:
- Bogdan, R. & Biklen, S. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon, Inc.
- Bonnie, R.J., and O'Connell, M.E., eds. 2004. *Reducing Underage Drinking: A Collective Responsibility*. Washington, DC: The National Academies Press.
- Brannigan Mathea, F, Linda, D, and William B. (2004) *Teen Treatment: Addressing Alcohol Problems among Adolescents*. The national academies press
- Cookson, H. (1995). Alcohol Use and Offence Type in Young Offenders. *British Journal of Criminology*, 32(3): 352-360.
- Creswell, L. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education
- Creswell, L. and Plano, C. (2011) *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications, Inc.
- David .A. Seidman (2001). *Teens in South Africa*. Capstone publications
- Dickson N, Datta, A. (2003). *Education and Society: Sociology of African Education*. Macmillan Publishers: London.
- Doll, R. (2004) *Morality in Relation to Smoking: 50 years' Observations on Male British Doctors*. *Br Med J*. 1976 Dec 25; 2(6051):1525-1536. [PMC free article] [PubMed]
- Eisenstein, E. (2005). *Youth and Drugs in Brazil: Social Imbalance and Health Risks in Obot*, I. (2005). *Substance Use among Young People in Urban Environment*. W.H.O. Geneva.

- Gay, L.R (1987). *Educational Research: Competencies for Analysis and Applications*.
- Gikonyo, M. (2005). *Alcohol and substance abusers and Parental Knowledge on Factors Predisposing the Youth to Drugs and Substance Abuse in Nairobi Province, Kenya. Unpublished M.ED Thesis, Kenyatta University.*
- Gillis, H. (1996). *Counseling Young People*. Sigma Press, KoendoePoort. Pretoria
- Githinji, J. and Njoroge, S. eds. (2004): *The Church Speaks Against Drugs. The Effects of Drugs on Your Body*. Access Code Communication: Nairobi.
- Government of Kenya (2009) Ministry of Higher Education, Government Printer: Nairobi.
- Government of Kenya (1976) *Report on the National Committee on Educational Objectives and Policies*, Government Printer: Nairobi.
- Humphrey, J.A. and White, J.W (2000) Women's vulnerability to sexual assault from adolescence to young adulthood. *J. Adolesc. Hlth* 27: 419-424
- Imbosa, M. (2002). *An Investigation into Strategies Used in Addressing Alcohol and substance abuse Problems: A Case Study of Nairobi Universities. M.ED Research Project Report: Kenyatta University.*
- International Narcotics Control Board (INCB, 2003) *Report: United Nations Organization Report February*, www.beckleyfoundation.org/pdf/Report_07.pdf.
- Jacob, G, Johnson, S (1997) .Socio-Psychiatric Problems of Cannabis in Nigeria. *Bulletin on Narcotics*, 16(2): 17
- Johnston, T. (2000). *Adolescent Alcohol and substance abuse in Kenya: Impact on Reproductive Health*. Pathfinder International, New World Printers: Nairobi. . Kenya.
- Karechio, B. (1996). *Alcohol and substance abuse in Kenya*. Uzima Press, Nairobi.
- Kariuki, D. (1998). *Levels, Trends and Patterns of Drug Addiction in Nairobi Universities. Unpublished M.ED Thesis: Kenyatta University.*
- Kariuki, J. Oteyo G (2006). *Alcohol and substance abuse in Nairobi Province and nationally, with Specific Reference to Educational Institutions*. Nairobi, Kenya. UNDCP
- Karugu, D. and Olela, A. (1993). *Family Life Education Programme of Egerton and Kenyatta University: An Audience Research Report*. Nairobi. Pathfinder Fund
- Kathuri, N. & Pals, D. (2004). *Introduction to Educational Research*, Nakuru. Egerton Educational Media Centre.

- Kendel, D. (2003). *Adolescent Marijuana Use: Role of Parents and Peers*. Science 181:1067-1081
- Kenkel, W. (1980). *Society in Action: An Introduction to Sociology*. Harper and Row Publishers: New York.
- Kenyan Insight September 11, 2012
- Kiiru, D. (2004). *Youth in Peril: Alcohol and Alcohol and substance abuse in Kenya*. NACADA 2004.
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Paulines publications.
- Lapham T & Khanyisile, T. (2005). *Evaluation of Primary Prevention of Substance Abuse Program amongst Young People at Tembiso*. *Master of Arts Dissertation: Faculty of Arts*. University of Johannesburg: South Africa.
- Lofland, J. & Lofland, L. (1984). *Analyzing Social Settings*. Belmont, CA: Wadsworth Publishing Company, Inc.
- Maithya, R. (1995). *Factors Influencing the Choice of Social Education and Ethics among Form Three Students in Central Division of Machakos District*. *Unpublished M.ED Thesis*. Kenyatta University
- Martens, D. (2005). *Research Methods in Education and Psychology: Integrating Diversity with Quantitative Approaches*. (2nd Ed). Thousand Oaks: Sage.
- Masita, M. (2004). *Initiatives in Counteracting Alcohol and substance abuse*. *Journal on Social and Religious Concern*, Volume 17, No 3-2004. Substance Abuse: Causes and Cures.
- Mentzer, P, Carlini, E. (2008). *The Use of Psychotropic Drugs among the High University Students of the State Public Universities in 10 Brazilian Capitals*. <http://www.science.gov/topicpages/f/face-to-face+household+survey.html>.
- Ministerial Council on Drug Strategy (2005), *alcohol and substance abuse: Taking control of the economy*. Government printers. Nairobi
- Mugenda, O. & A. Mugenda (2003). *Research Methods: Quantitative and Qualitative Approaches*. NRB - ACTS.
- Mutai, B. K. (2001). *How to write a standard dissertation: A systematic and simplified approach*. New Delhi: Thelley publications.

- Muthigani, A. (1995). Alcohol and substance abuse: A Rising Concern among Youth in Universities in Nairobi. *Unpublished M.A. Thesis*, Catholic University of East Africa: Nairobi.
- NACADA (2007). Alcohol and Alcohol and substance abuse in Kenya. *Final National Baseline Survey*, on Substance Abuse in Kenya. Government Printer Nairobi: Kenya.
- Nonaka and Konno, (2009), Psychosocial Correlates of Substance Use among Undergraduates in Ilorin University, Nigeria. *East African Medical Journal* 73 (8): 541 – 547
- Nwankwo, D. O. (2010). Alcohol and Violence in Nigeria, being a Paper presented during the Orientation Ceremony of Fresh Students of Anambra State University, Unpublished Paper.
- Obot, I. and Shekhar, S. (2005). Substance Use among Young People in Urban Environment. W.H.O. Geneva. *Monitoring the Future: National Survey Results on Drug Use. 1975-2005 Volume 1: University Students* NIH Publication No 4924,
- Odejide, A O. (2006) Status of drug use/abuse in Africa; A review. *Journal of Mental Health and addiction*, 4(2), 87-102.
- Ominde, J. (1976). Abuse of Stimulant Drugs in Nigeria. A Review of 491 Cases. *British Journal of Addictions*: 51-63.
- Peele, (1977). Preventing Substance Abuse among Students and Adolescents. New York. Pergamon Press.
- Presley T. Ebie, J. & A. Pela (1996). Some Socio-cultural Aspects of the Problem of Alcohol and substance abuse in Nigeria. *Drug and Alcohol Dependence*, 8:302 - 306.
- Ramalingam, P. (1991). Dictionary of Psychology, India: Academic Publishers.
- Rice, P. (1981). The Adolescent: *Development Relationships and Culture*. Allyn and Bacon Inc. Boston, London.
- Richman, N. (1991). Helping Students in Difficult Circumstances: *A Teachers' Manual: Save the Students*, Mary Datchelor House.
- Schaefer, P. (1996). Choices and Consequences: *What to do When a Teenager Uses Alcohol/Drugs*. Johnson Institute. USA.
- Siringi S (2003), Alarm Over Drugs: *Nacada Study Cites Rampant Drug Abuse*. Daily nation (Kenya) Monday, 27th. October 2003

Barnow, S., Schuckit, M., Smith, T.L., Preuss, U. & Danko, G. (2002). The relationship between the family density of alcoholism and externalizing symptoms among 146 children. *Alcohol and Alcoholism*, 37(4 (Print)), 383-387.

The National Center on Addiction and Substance Abuse at Columbia University (1994)

U.S. Department of Health and Human Services (1994). Preventing Tobacco Use among Young People: *A report of the Surgeon General*. Washington, D.C: Public Health Services.

Uba, A. (1990). Counseling Hints. Claverianum Press. Ibadan. United Nations Drug Control Programme (UNDCP): *Bulletin on Narcotics*. Vol. XLV11, Nos. 1 and 2, 1995

United Nations (1992). The United Nations and Alcohol and substance abuse Control, (1992). *UN Publication*, Vienna.

United Nations Office of Drugs and Crime (2003): Bulletin on Narcotics VOL LV, Nos 1 and 2, 2003. *The Practice of Alcohol and substance abuse Epidemiology*. UN. New York 2003.

United Nations Office of Drugs and Crime (UNODC). Global Illicit Drug Trends 2003, United Nations. New York 2003.

United Nations: Office of Drugs and Crime (UNODC). W.H.O. Expert Committee on Dependence Producing Drugs: *Fourteenth Report*. August 2005.

W.H.O. Publication (2003). *The Health of Young People: A Challenge and a Promise*

Weeks, F. (2000). Behavior Problems in the Classroom: A Model for Teachers to Assist Students with Unmet Emotional Needs. *Unpublished D. Ed Thesis*, UNISA.

WHO (2005), *World Drug Report*. United Nations Office on Drugs and Crime (UNODC). Executive Summary, United Nations Publication.

WHO (2005). Student, Substance Use and Health: Monitoring and Evaluation of Street Studentren Projects. Document No. WHO/PSA/95:13. Geneva 18.

WHO (2007). Primary Prevention of Substance Abuse: *A Workbook for Project Operators*. W.H.O. Geneva.

Williams, L., Corrigan, D. (2003). Alcohol and substance abuse in the Republic of Ireland: *An Overview*, *Bulletin on Narcotics* 38 (1-2): 91-97.

WWW.uonbi.ac.ke

Yamaguchi, K. & Kandel, D. (1984). Patterns of Drug Use from Adolescence to Young Adulthood. 111. Predictors of Progression, *American Journal of Public Health*, 74, 673-681.