ANALYSIS OF THE RELATIONSHIP BETWEEN DEPRESSION, DRUG AND SUBSTANCE USE AMONG THE UNIVERSITY OF ELDORET STUDENTS

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FEBRUARY 2024

DECLARATION

I declare that this document and the research thesis that it describes are my original work and that they have not been presented in any other university for academic work.

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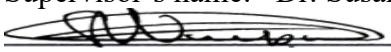


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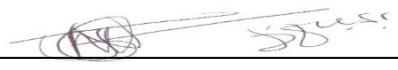
This research thesis was conducted under our supervision and is submitted with our approval as university supervisors.

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DEDICATION

I would like to dedicate this thesis to my family for their support and encouragement they accorded me; my loving wife Mary J. Rotich and my four beautiful daughters; Faith Jebet, Christa Jeptum, Blessing Jepkurui, Karen Jerotich and Deborah Jemaiwa.

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ABSTRACT

Drug and substance use among university students is becoming common and can result in a range of academic, physical, mental, and social challenges The relationship between depression, drugs and substance use among undergraduate students is complex and multifaceted, and more research is needed to understand the nature of this relationship fully. Therefore, this study sought to analyse the relationship between depression, drug and substance use among the University of Eldoret undergraduate students. The objectives of the study were to: determine the depression levels among undergraduate students using drugs and substances, examine the levels of drugs and substance use among the undergraduate students, and analyse the relationship between depression, drug, and substance use among the University of Eldoret students. This study used a mixed-methods approach, adopting descriptive survey research design and correlational research design. The study targeted 14,000 students enrolled at the University of Eldoret and 7 departmental heads. Snowballing approach was used to select the students who use drugs and substances, and all the 7 departmental heads were selected. Data were collected using a structured questionnaire and an interview schedule. Undergraduate students who use drugs and substances were given these two data collection tools. The qualitative data from interview schedules were analysed using a thematic method and presented in the form of verbatims and reports. The quantitative data from questionnaires were analysed using descriptive and inferential statistics using Scientific Package for Social Sciences (SPSS) version 24.0. Descriptive statistics included frequency, mean, standard deviation, and percentages. Inferential statistics included chi-square. The study findings revealed that most respondents (71.1%) reported experiencing symptoms of depression and mental distress before they started using drugs and substances. A considerable proportion of respondents (94.5%) reported having someone express concern about their drinking habits or advise them to reduce consumption. There was a significant association between drug substance usage and depression, with the higher frequency of drug use being associated with a higher percentage of individuals reporting depression ($\chi 2 = 33.471$, $df = 12$, $p = .001$). The study concluded that most students (71.1%) experience depression before engaging in drug and substance use, emphasizing the need for early detection and intervention strategies. The study recommended that universities should prioritize Mental Health and Psychosocial Support (MHPSS) initiatives to address depression symptoms among students. Universities should foster a supportive environment, promoting well-being and academic success through support groups and policies to promote the students' mental health and psychosocial well-being. This study contributes to knowledge by highlighting the relationship between depression and drug use among students. It emphasizes the importance of early detection and intervention strategies, as well as the need for universities to prioritize mental health support initiatives.

OPERATIONAL DEFINITION OF TERMS

Depression: Depression is a common mental illness that shows itself as a depressed mood, an absence of interest or enjoyment, diminished energy, remorse or feelings of poor self-worth, disturbed sleep or eating, and trouble concentrating. This study considers the presence of the aforementioned symptoms when considering student using drugs and substance and checking levels of depression.

Drugs: Substances that, when ingested by a person, make them intoxicated.

Substance abuse: Substance abuse refers to a pattern of hazardous use of any substance for mood-altering objectives, in techniques and doses that harm the consumer. It occurs when a user consumes the drug in amounts or ways that are damaging to them or others. Using alcohol, marijuana, and other psychostimulants in a hazardous way is referred to in this study as substance misuse.

Substance use: This is a pattern of abusing any substance to change one's mood. Alcohol, other drugs (legal or not), and certain substances that are not even drugs can all be considered as "Substances." This study focuses on intoxication caused by the use of drugs like alcohol, marijuana, and nicotine.

ABBREVIATIONS AND ACRONYMS

AIDS: Acquired Immunodeficiency Syndrome

CBT: Cognitive behavioral therapy

HIV: Human Immunodeficiency Virus

MHPSS: Mental Health and Psychosocial Support

SPSS: Scientific Package for Social Scientists

UK: United Kingdom

CHAPTER ONE

INTRODUCTION AND BACKROUND OF THE STUDY

1.1 Introduction

The first chapter of a research paper introduces the research problem, outlines an initial review of the literature on the study topic, and articulates the purpose of the study. It also presents the research questions and theoretical or conceptual foundation. The background of the study discusses the problem statement, rationale, and research questions, and it establishes the context of the study and its significance. It links the introduction to the research topic and ensures a logical flow of ideas.

1.2 Background of the Study

Drug and substance use, particularly among young people, is one of the largest problems the nation is currently confronting. Over the past few years, there has been a significant rise in drug and substance use as well as the related antisocial behaviour. The government, parents, educators, non-governmental groups, and all other pertinent entities are now concerned about this. Studies show that drug and substance use occurs more frequently than parents think (Rose, Peter & Samwel, 2019). Drug and substance use are not only a problem among young people in specific geographic locations or with specific socioeconomic backgrounds. All across the globe, it has an effect on both rural and urban areas. People are not merely poor and miserable in slum or low-income areas, the issue cuts across all social classes.

Focusing on global perspective, research was conducted in relation to depression, drug and substance use in a German university. The results were 47.3% of its first-year students in good mental health. In the second year of their studies, this dropped to 36.9%, and in the fifth year, 17.6%. 17.6% in the fifth year and a rise in the

number of students who are at risk of burning out. When students pay attention to their conduct, substance use suggests a need for preventive and health promotion interventions (Wiehn, Hornberg & Fischer, 2018). Perceived stress is the perception that a person has of their level of stress at a particular moment in time or throughout a specific period (Dehghani & Zareei Mahmoodabadi, 2018). Students' psychological discomfort may affect their academic performance, quality of life, as well as their use of alcohol and other drugs, lack of compassion, and academic dishonesty.

Between 2009 and 2012, marijuana was the drug that university students most frequently used in Bolivia, Colombia, Ecuador, and Peru. In comparison to the data from 2008, the prevalence rates in Colombia, Ecuador, Peru, and Bolivia were 7.4%, 3.6%, 1.0%, 1.68%, and 0.76%, respectively. By way of comparison, the respective percentages of a particular variable in Peru, Ecuador, Colombia, and Bolivia in the year 2008 were 5.27%, 1.0%, 1.68%, and 0.76% (Omran, Gaulier & Allorge, 2020).

The use of medicines for medical treatment predates the current era of Substance use and drug misuse. For instance, morphine and codeine, two opium constituents, have been used to treat pain and were even present in baby's syrup at one point. During the American Civil War, injectable morphine was frequently used to treat wounded soldiers, as a result, war veterans' addiction to.

Along with their use of alcohol and other drugs, lack of empathy, and academic dishonesty, students' psychological distress can have a negative impact on their quality of life and academic performance. Given the risks and effects of psychological morbidity on students as well as the dramatic rise in the number of university students in Sub-Saharan Africa over the past 30 years, it is important to understand the

prevalence and antecedents of prevalent mental disorders among university students (Kavutha & Mwania, 2017).

Research conducted in Kenya has indicated a notable prevalence of substance use among students enrolled in universities. According to a study conducted by the National Association for Alcoholism and Drug Abuse Counsellors (NACADA) in 2020, approximately 60% of college students have engaged in alcohol consumption. Furthermore, half of these students have experienced negative consequences associated with alcohol use disorder. These findings suggest that college students are particularly vulnerable to substance abuse.

Despite the prevalence of depression as a significant health issue, there is a dearth of research in Kenya that specifically examines the mental health challenges faced by students in Kenyan universities. According to Ferrari et al. (2013), mental, neurological, and substance use disorders contribute to approximately 13% of the overall global burden of disease. Furthermore, it has been observed that depression alone constitutes more than 40% of the mental disabilities. In addition, individuals diagnosed with depression face a heightened risk of premature mortality, with a probability ranging from 40% to 60% higher than that of the overall population. The incidence of depression exhibits significant variation across diverse cultural contexts, with developed nations reporting higher rates compared to developing nations (Kessler & Bromet, 2013).

The prevalence of depression among undergraduate students at universities in Kenya is a significant concern, as evidenced by several research studies. The prevalence of moderate depressive symptoms was found to be 35.7% in the overall population. Specifically, the prevalence was 33.5% among males and 39.0% among females.

Furthermore, a study conducted by Othieno et al. (2014) revealed that 5.6% of the student population experienced symptoms indicative of severe depression. This underscores the significant prevalence of depression among university students in Kenya.

According to Wangila and Oseko (2023) depression is one of the most prevalent psychological issues, emphasizing the importance of understanding and addressing mental health challenges among young individuals. Shah et al. (2021) highlighted the prevalence of depression and its associated factors, shedding light on the mental health challenges faced by individuals in the medical education and training environment. Osborn et al. (2020) indicated that 17.53% of the students exhibited emotional and behavioral problems, further underscoring the significance of mental health issues among young individuals in the Kenyan educational system. The prevalence of depression among students underscores the importance of implementing mental health support services, promoting awareness, and developing interventions to address the mental well-being of university students in Kenya.

The largest referral psychiatric hospital in Kenya admitted patients who had significant depressive disorder, panic disorder, and alcohol misuse, according to studies (Ndegwa, Munene, & Oladipo, 2017). Although numerous pieces of research have supported the correlation between alcohol use disorders and depression, it has been challenging to pinpoint how the two disorders are related. The prevalence of this co-occurrence ranges from 16% to 68%. Studies have attempted to discriminate between non-depressed and depressed alcohol dependent people by focusing on the participant's degree of alcohol dependency, demographic parameters, or illness-related variables. Depression has been proven to be more linked to the current drug and substance use

episodes among university going students and this qualifies why this is a researchable topic.

According to a study conducted by Atwoli et al. (2021), a significant prevalence rate of 68% was observed among public universities in Uasin Gishu County. A massive portion of individuals who consume alcohol have reported experiencing severe negative consequences. This highlights the need for specific interventions aimed at mitigating the risk of developing substance dependence and other harmful outcomes. Ngure and Omulemba (2019) highlighted the high prevalence of alcohol, tobacco, cannabis, and emerging substances such as shisha among university students in Kenya. Additionally, the public universities tend to have higher prevalence rates of substance use compared to private universities (Musyoka et al., 2020). The findings from these studies underscore the importance of addressing drug and substance use among university students in Kenya and support the need for further research and interventions in this area. The effectiveness of prevention programs in reducing risk at all levels has not been investigated, even though substance use has detrimental consequences.

1.3 Statement of the Problem

In Kenya there are a range of commonly abused substances by university students, including alcohol, marijuana, miraa (Khat), and tobacco. However, the most abused drug and substance by students is alcohol which has been associated with negative impacts on the health, social, and economic well-being of students, leading to poor academic performance, school dropout, and other detrimental effects (Salam & Suominen, 2020).

Drug and substance use is not a solitary or standard issue, claim Skrzynski and Creswell (2020). According to research, drug and substance use dependence may

instead be influenced by underlying psychological issues. The temptation to use substance or drugs to alleviate depression symptoms can be strong. People with clinical depression are more likely to abuse drugs or substance as a form of self-medication to deal with feelings of hopelessness, low self-esteem, and despair. Additionally, they are more susceptible to low energy, diminished functioning, lower levels of self-efficacy, and lower levels of self-esteem. Given that drug and substance use have a negative impact on social, educational, health, and other pertinent sectors, educators, healthcare workers, parents, and members of the public. Alcohol is a depressant, so if someone who is depressed drinks it, it could make their symptoms worse, such as low energy and impaired functioning. As a result, universities have to deal with problems like student aggression, poor exam performance, and a high rate of college dropouts. The user of drugs as well as the rest of society are both severely harmed by drug use. Determining whether drug and substance use among University of Eldoret students is associated with depression was key to finding suggested recommendations to enable various stakeholders including parents, educators, institution to mitigate the effects of drug and substance use.

1.4 Purpose of the Study

Main goal of this study was to analyse the relationship between depression, drug and substance use among undergraduate students at University of Eldoret.

1.5 Objectives of the Study

The study was guided by the following objectives:

1. Determine the depression levels among undergraduate students using drugs and substance from the University of Eldoret

2. Examine the levels of drugs and substance use among the undergraduate University of Eldoret students.
3. Analyse the relationship between depression, drug and substance use among the University of Eldoret students.

1.6 Research Questions

1. What are the depression levels among the undergraduate University of Eldoret students?
2. What are the levels of drugs and substance use among the undergraduate University of Eldoret students?
3. Is there a relationship between depression and drug abuse among the University of Eldoret students?

1.7 Significance of the Study

Teachers, healthcare professionals, parents, religious leaders, and the public need to pay attention to teenage drug and substance use, due to negative impact on the social, educational, health, and other relevant sectors. Conducting this study among college students is crucial since they represent the most vulnerable demographic in society because they are young people. Based on the results, significant recommendations would be made regarding drug problems and how to deal with depression before it causes young people to consume drugs and other substances. The results of this study are expected to help the government, university administration, parents, and other interested parties to develop effective intervention techniques and policies that would aid in reducing the drug and substance use. Additionally, it is beneficial for adding to the corpus of general knowledge in the field of mental health and psychosocial well-being of students.

1.8 Scope of the Study

The aim of this study is to investigate how drug and substance use among University of Eldoret students is impacted by depressed worry, physical symptoms, and cognitive discomfort. The study only included students who are currently using drugs and substances. The study only included University of Eldoret students who are actively abusing substance or drugs because of depression. All other factors that may have contributed to this behaviour was held constant under the assumption that depression is one of the primary contributing causes to students using substances and drugs. The study was conducted from the month June 2023 to August 2023.

This study relied on the students' perceptions to establish whether the students' substance and drug abuse was a result of depression. It might not be feasible to corroborate this because there is no evident means to track the beginnings of substance addiction among the respondents.

1.9 Delimitations of the Study

In this study, the researcher only studied undergraduate students at University of Eldoret because students tend to use drugs and Substance use. The researcher also through a key informant collected data from the departmental heads. The research topic centered on examining the correlation between depression and drug and substance use among undergraduate students enrolled at the University of Eldoret. This study investigated the correlation between depression and drug and substance use among undergraduate students. The research employed self-administered questionnaires as a means of data collection pertaining to depression, drug, and substance use within the undergraduate student population.

1.10 Limitations of the Study

The study did not include all the other universities in the nation due to time and financial constraints. The results of this study can only be cautiously generalized to other universities because it was only undertaken among students at University of Eldoret. This broad generalization is crucial because drug and substance addiction affects all other campuses in the nation.

1.11 Assumptions of the Study

This study was guided by the following assumptions:

1. It is assumed that during the study the participants would be honest and truthful when responding to the items in the instruments for collecting data.
2. This study assumes that respondents were willing to respond to all the sections of the research instrument without profiling others to be confidential.

1.12 Theoretical Framework

This investigation made use of the psychodynamic theory developed by Sigmund Freud in 1930s. The primary focus of psychodynamic therapy was on the subconscious mind as it appeared in the client's present behaviour. In psychodynamic therapy, the client was expected to comprehend both their own identity and how their conduct had evolved over time. In its most basic form, a psychodynamic method enabled the client to look at unresolved issues and symptoms from past dysfunctional relationships that showed up as a want or urge for drugs. This theory helped with the examination of the connection between the learners' current Substance use and their past history of depression.

Additionally, this study used cognitive behavioral treatment (CBT). This theory was created by Albert (1957), who noted that CBT was predicated on the notion that

our thoughts (cognition), feelings (emotion), and actions (behaviour) all interacted with one another. In other words, our feelings and actions were influenced by the thoughts we had. With the aid of this theory, the researcher was able to comprehend the respondents' motivations for engaging in drug and substance use.

1.13 Conceptual Framework

The conceptual framework includes the research question, the issue to be looked into, the questions to be asked, the literature review, the hypotheses to be applied, the methodology, the methods, processes, and tools, the evaluation and interpretation of the results of findings, the recommendations, and the conclusions to be drawn (Castleberry & Nolen, 2018). The conceptual framework thus represents the logic behind your entire research project. Given that it is an introspective, metacognitive, and operational component of the entire research process, a conceptual framework is a logical conceptualization.

A putative connection between substance and drug usage and depression is shown in Figure 2.1.

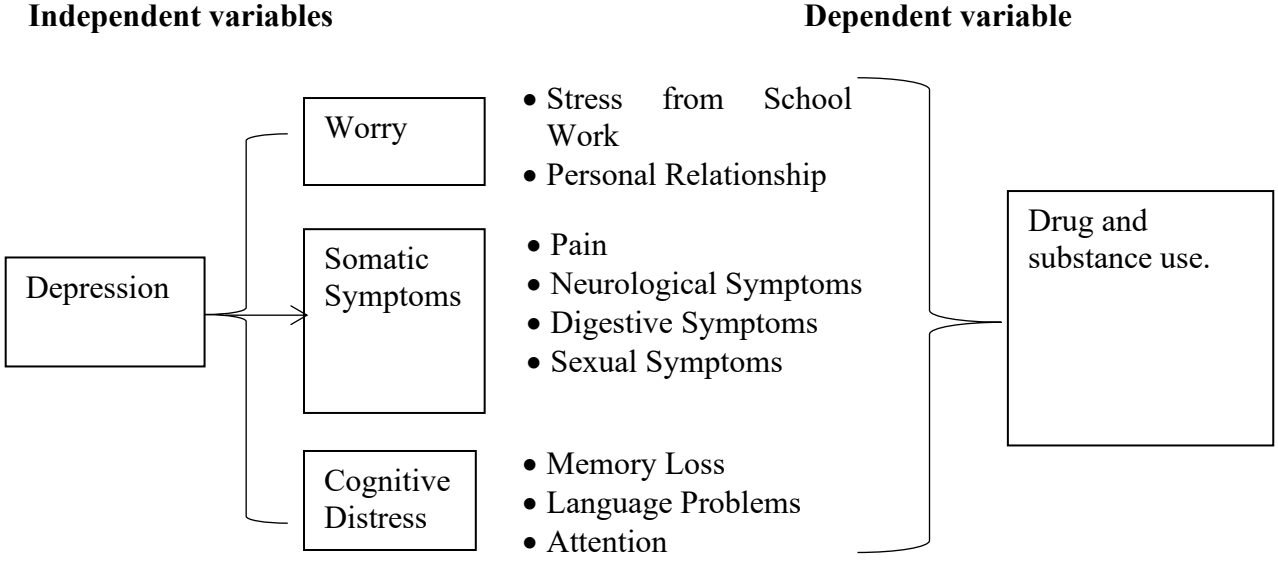


Figure 1.1 Conceptual Framework of the Relationship between Substance use and Depression.

This study examined three signs of depression among university students: concern, physical symptoms, and cognitive discomfort. Each symptom was evaluated based on four different indicators. These signs revealed whether someone experienced depression before beginning to use drug and substances.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviewed relevant literature on relationship between depression, drug and substance use among undergraduate students at University of Eldoret. The chapter looked at: depression among university students, drug and substance use among university students and relationship between depression levels and Substance use. The chapter also provides a summary of the literature and knowledge gaps.

2.2 Review of Literature

Depression is a complex illness that results from alterations in brain chemistry, faulty mood regulation by the brain, genetic vulnerability, and stressful life events (Hammen & Watkins, 2018). It is not simply a matter of one chemical being too low or too high, but rather many chemicals are involved, working both inside and outside nerve cells. Serotonin, norepinephrine, and dopamine are neurotransmitters that have been extensively studied in depression (Leonard, 2018). The monoamine-deficiency hypothesis posits that the underlying pathophysiological basis of depression is a deficiency in norepinephrine or dopamine in the central nervous system. Depression is a serious condition that negatively affects how a person thinks, feels, and behaves, and it is more than just a mood (Hari, 2019). Although mood swings are common in humans, persistent and chronic feelings of hopelessness, melancholy, and unworthiness can signal a health condition that needs to be addressed. Adolescent depressive symptoms are frequently disregarded and blamed on typical life stress related to their period of development. According to a study on depression among teenagers enrolled in secondary schools in Southeast Nigeria, 7.4% of these students had been identified with depressive symptoms (Koo et al., 2017).

Depression frequently co-occurs with other mood disorders, like bipolar, and disorders of Substance use. Depression is characterized by low energy and impaired functioning, including low self-esteem and self-efficacy. Persons with depression boost their mood to get out of toxic and stressful settings, this could lead to Substance use or addiction disorders. Alcohol is a depressive substance (Silveira et al., 2019), therefore someone who drinks it when having depressed moods can be aggravating their low mood, compromising their ability to operate, and lacking in energy. There are several ways to comprehend the link between depression, drug, and substance usage. Substance misuse and depression may share a common ethology, and both may inadvertently cause mild depression and low self-efficacy. The self-medication theory holds that drinking alcohol and curing depression go hand in hand. Stress among teenagers increases the chances of depression and substance use disorders, which both have a number of risk factors (Pascoe, Hetrick & Parker, 2020).

A study by Fatseas, Serre, Swendsen and Auriacombe (2018) among South Africans found a significant link between substance use, anxiety, and mood disorders, with cannabis usage having a particularly strong correlation with mental illness. The study also demonstrated a significant link between depression and substance use disorder. The findings went on to explain that some people who experience psychological discomfort from depression use drugs to ease it. When compared to people without depressive disorders, those with depression are twice as likely to develop substance use problems. It is known as reciprocal comorbidity, and it pertains to all users of drugs and substances of all types and classes.

According to Merikangas and Almasy (2020), teenagers who are at a high risk of developing depression are likely to have issues with their behaviour, their genes

based on family of origin if they are prone to mental illnesses their relationships with their parents, their academic performance, their health, or their use of drugs and other substances. Four areas of a person's life can show symptoms of depression. These include cognitive symptoms such as difficulty concentrating, memory loss, and delusion; physiological symptoms such as sadness, hopelessness, moodiness, irrational outbursts of anger; loss of interest in friends, family, and favourite activities; physical symptoms such as fatigue, weight loss, headaches, and sleep disorders; and behavioral symptoms such as Substance use, absenteeism, and fighting.

2.2.1 Depression among University Students

According to Veena and Shailaja (2016), stress has a detrimental effect on pupils' academic performance. This shows that pupils with low levels of stress outperformed their peers who have elevated levels of stress in terms of academic performance. The consequence is that stressed students who struggle to perform well in class may experience chronic stress because of their ongoing efforts to do so. These students' efforts to raise their academic performance will put them under more stress and lead to depression. Students are more likely to experience stress in higher educational institutions such as universities because of the workload placed on them and the pressure to perform well under pressure in tests or exams (Maajida Aafreen, Vishnu Priya & Gayathri, 2018).

Extreme and protracted stress can harm students' academic performance and general health. Students who believe they are under a lot of stress may frequently experience depression, and stress can also cause other mental health issues like binge drinking or careless use of other drugs (Yikealo, Tareke & Karvinen, 2018). More than half of college students surveyed in a study reported having at least one mental health

issue, with eating disorders and depression being the two most common (18%–19%) and 13%–15%. Long-term, intense stress can lead to psychiatric disorders like depression, mental anguish, burnout, and suicidal thoughts in university students.

Students face a variety of academic pressures, including the belief that they must perform well in their studies and uncertainty about the future. The belief among students that a high-grade point average, particularly in Malaysia, is crucial adds to the continued pressure on students and/or that grades are required to secure a better job in the future. Academic stress will eventually develop among university students because of the demands of university life in the form of emotional and mental pressure, tension, or stress. According to a study by Ramachandiran and Dhanapal (2018), 78% of respondents reported having moderate levels of stress, and 88% agreed that their studies were the primary source of their rising academic stress. Academic stress can have a number of serious physical and emotional negative effects if it is not addressed. Academic stress and students' sense of desire and competitiveness are often linked.

Individuals may experience challenges in their interpersonal relationships when engaging with peers, university personnel, professors, and roommates. The combination of academic demands and the psychological fatigue associated with adapting to the university environment often give rise to these issues. The intrapersonal, albeit broad, is typically the result of how the pupils felt they could manage the pressure. One of the primary reasons of stress is related to lecturers since they have elevated expectations for college students while oblivious to the fact that first-year students are still adjusting and unable to handle such demands (Stewart & Lowenthal, 2022). This circumstance could become worse if there is fierce competition among students to gain the favour of the professors. Also, when peer or relational pressures are less prevalent,

homophily and belongingness may create an environment where demotivated students are disengaged.

Individuals acquire the skills necessary to establish and engage in interpersonal connections throughout their collegiate experience; however, sustaining personal relationships proves to be a challenging endeavour. For university students who plan to become social workers after graduation, interpersonal skills are crucial. Despite individual differences, problems in relationships with friends, seniors, juniors, and professors can result in disillusionment, a loss of self-worth, and a fear of other people's opinions, which may make one avoid interpersonal interactions. Additionally, interpersonal relationship issues can lead to social incompatibility, despair, and communication issues that may lead to suicide (Kurth, 2017).

Several studies such as Tran et al. (2018); Kim and Chatterjee (2019); Nissen, Hayward and McManus (2019); Gravier (2021) suggest that there might be a link between student loan debt and issues with mental health. Higher debt levels have been associated with depression, drug, and substance addiction, according to a 2013 systematic review (Richardson, Elliott, Roberts & Jansen, 2017). In addition to the quantity of debt, a 2018 study of more than 3000 UK students found that 3 in 5 students were concerned about repaying their debts, 84% were concerned about having sufficient funds to live on, and 50% stated that financial troubles had a negative impact on their mental well-being (McCloud & Bann, 2019). Even in nations where postsecondary education is completely free, students incur significant debt throughout their studies, and they frequently worry about their economic state (Brzezinski, Millar & Tracey, 2018). More than 80% of UK students polled in 2018 expressed concern about not having enough money to cover living expenses and 3 out of 5 said they

concerned about paying their school loans, because students end up using more money in sustaining drug and substance use lifestyle (Savethestudent, 2018).

Financial restrictions are one factor that has been repeatedly demonstrated to influence students' poor psychological health. Numerous studies looking at learners in the UK have revealed a connection between monetary issues and mental health issues. According to Richardson et al. (2013)'s meta-analysis, 41.7% of people with mental health disorders report having debt, compared to 17.5% of people overall. Comparing to 8.9% of those who weren't in debt, 15.5% of those who were had a mental health issue (Kohls et al., 2021). A statistically significant link between debts and depressive problems, planned or successful suicides, alcohol problems, drug use, neurotic diseases, and psychotic disorders was also discovered by the study (Kuhn & Flanagan, 2017).

According to the item's description, a study found that among university students, a cognitive disturbance was the most common sign of psychological distress. Among the cognitive disruptions was the inability to focus and resolve issues. The inability to learn and retain information was the manifestation's second effect (Falvo & Holland, 2017). According to Salma, Ramandani and Yohanis (2017), item 1's cognitive manifestation of psychological distress was the concentration in particular. The outcome was strongly influenced by the academic setting that university students were in. Distress impedes students' capacity to concentrate on their tasks due to the high demands on academic success, which need a lot of concentration. Item 8, which includes behavioral and cognitive aspects of distress manifestation, was the second common symptom. The capacity to think analytically and weigh options was correlated with the capacity to overcome challenges.

In a study conducted by Ibrahim et al. (2022), a survey was administered to university students in Egypt. The survey utilized a self-report Arabic language version of the Hamilton Rating Scale. The findings revealed that 71% of the participants surpassed the established threshold for mild depression, while 37.6% exhibited symptoms indicative of moderate depression. According to Terasaki et al. (2019), a study conducted in Ethiopia revealed that 23.6% of the 1176 college students surveyed exhibited symptoms of depression as assessed by the Patient Health Questionnaire (PHQ-9). In contrast, Adewuya et al. (2022) reported significantly lower prevalence rates of depression in Nigeria, with only 8.3% of the student population meeting the diagnostic criteria for this mental health condition.

According to a study conducted by Ovuga et al. (2021), an examination of undergraduate students at Makerere University in Uganda utilizing the Beck Depression Inventory revealed that newly admitted students enrolling in the medicine course exhibited a lower prevalence of depressive symptoms in comparison to their counterparts enrolling in other general courses. Specifically, the prevalence of depressive symptoms was found to be 4% among medicine students, whereas it was 16.2% among students pursuing general courses. The prevalence of depression among university students was found to be comparable to that observed among secondary school students within the same country, but notably lower when compared to rates reported in other countries, such as Turkey (32.1%) (Bostanci et al., 2022).

The existing literature on depression among university students in Kenya lacks a comprehensive examination of the correlation between depression and drug and substance use specifically among undergraduate students. In the study conducted by Ndetei (2022), the examination of the correlation between anxiety and depression

among medical and paramedical students primarily centred on symptomatology rather than providing a comprehensive diagnosis. Consequently, the study does not specify the severity or level of depression experienced by the participants.

Additionally, Mofatteh (2021) in his study suggests that strenuous demands associated with university education and the expectation to achieve high academic standards can contribute to heightened levels of stress and anxiety. If these challenges are not effectively addressed, they may potentially manifest as symptoms of depression. The competitive environment within the realm of higher education has the potential to cultivate sentiments of inadequacy and self-doubt, particularly among students who have difficulties in meeting the elevated standards imposed by either themselves or other sources. Moreover, the absence of customary support systems, such as familial and social networks, might engender feelings of isolation among students, so exacerbating their vulnerability to depression.

Muscari and Fleming (2019) found that the societal disapproval associated with mental health concerns may serve as a deterrent for students in their pursuit of assistance. The apprehension of being evaluated or facing adverse outcomes can potentially result in the postponement of obtaining essential assistance and medical intervention. Universities assume a pivotal role in overcoming the aforementioned stigma by actively promoting awareness of mental health, facilitating the provision of easily available counselling services, and cultivating an environment that fosters open dialogues around mental well-being.

To effectively mitigate depression among university students, it is imperative to adopt a comprehensive approach. This encompasses the implementation of initiative-taking mental health initiatives, the augmentation of awareness regarding the

accessibility of support services, and the cultivation of a campus culture that places equal importance on mental well-being and academic achievement (Maykrantz & Houghton, 2020). Universities may play a significant role in fostering a conducive and caring atmosphere that facilitates the academic and personal growth of students by recognizing and tackling the distinctive obstacles they encounter during this period of transition. This entails identifying the challenges experienced by students and taking proactive measures to promote mental well-being, thereby enabling students to flourish in various aspects of their lives (Lattie et al., 2019).

Cassady, Pierson and Starling (2019) show that presence of depression within the university student population can significantly influence their academic performance, leading to a complex cycle in which difficulties in academics contribute to heightened depressed symptoms, and conversely, depressive symptoms exacerbate academic challenges. The various challenges associated with university life, such as demanding academic coursework, strict time constraints, and elevated performance standards, have the potential to intensify feelings of stress and worry, which frequently serve as precursors to the onset of depression. The cognitive deficits linked to depression, including challenges in concentration, memory problems, and reduced motivation, can impede a student's capacity to effectively participate in academic pursuits.

The manifestation of depression can give rise to many scholastic difficulties, encompassing diminished academic performance, unfinished assignments, and absences from courses. The prevalent feelings of despair and exhaustion commonly linked to depression can provide challenges for students in terms of their ability to engage in lectures, actively contribute to debates, and fulfil academic obligations

(Panzone, 2020). Consequently, a clear association exists between the intensity of depressed symptoms and a deterioration in academic achievement. In certain instances, individuals experiencing depression may disengage from their academic pursuits or discontinue their enrolment in university, thereby reinforcing feelings of failure and inadequacy.

The association between depression and academic performance is reciprocal, given that subpar academic achievements might exacerbate or facilitate the emergence of depressed symptoms. It is possible for students to encounter heightened levels of stress and self-doubt, which can initiate a detrimental cycle in which academic difficulties contribute to mental health issues, and subsequently, these mental health challenges impede further academic achievements (Spencer, Walsh & Lund, 2018). The recognition and mitigation of this cycle holds significant importance for universities in the establishment of nurturing atmospheres that promote both mental well-being and academic success.

2.2.2 Drug and substance use Among University Students

The findings of a study on depressed symptoms, negative urgency, and substance use beginning in adolescents blamed what the researchers called "negative urgency" for the substantial correlation between depression and drug addiction. They described negative urgency as a construct that represents a propensity to act hastily and carelessly in response to emotional or physical difficulties. People want things done quickly and in the simplest way possible in today's fast-paced world. Unfortunately, a lot of parents provide everything for their students, and some secondary school students have never had to face a challenge in their lives, so any demanding assignment throws them off balance and makes them look for an escape route. The ability to deal with

obstacles in life more wisely should be given to children. The researchers elaborated on that further. Drug abuse has wreaked havoc on society at large and the education system, thus efforts should be made to stop it and restrict its sources of it (Njogu, 2018).

If a chemical modifies perceptions, cognitions, emotions, behaviour, or other fundamental biological functions, it is considered a drug. Alcohol usage and abuse influence pupils' health in schools (Alexander & Ward, 2018). According to research by the National Institute on Drug Abuse, alcohol (77%), stimulants (69.2%), antibiotics (63.3%), and cigarettes (37.4%) were the substances that were used the most over the course of a lifetime, frequently. Cannabis, natural solvents, cocaine, opiate analgesics, and hallucinogens were all consumed at comparatively low rates. Mild stimulant (33.3%), liquor (13.6%), tobacco (3.2%) and sedatives (7.3%) were the most popular drugs at the period, according to a study of medical students attending a university in Nigeria. Approximately 97,000 college students acknowledged to consuming excessively to know the extent to which they consented to having sex, and about 97,000 reported experiencing alcohol-related sexual abuse or alcohol misuse. Peacock et al., (2018) found that their sample used alcohol more frequently (47.1%), cigarettes more frequently (43.8%), and marijuana more frequently (20%) than the general population.

There is a significant issue with college students abusing alcohol and other drugs. In instance, the use of addictive narcotics like heroin, where users frequently engage in illicit behaviour to earn money to buy the drug, may be associated with a deterioration in personal and social life (Ngugi & Nyamogoba, 2020). Young individuals experience alcohol-related problems that are distinct from those experienced by adults. Young people who abuse alcohol frequently experience changes in their relationships with their families, friends, and teachers, as well as poor academic

performance, aggressive behaviour, public disorder, crime, high-risk behaviours like driving after drinking, unprotected sexual activity, unintended pregnancy, and sexually transmitted diseases (Love & Durtschi, 2021). Students who don't use drug or other substance are also affected by it; a North American analysis revealed that 60.5% of college students had their studies or sleep interrupted by friends who drank, 53.6% had looked after a drunk friend, 29.3% had been disrespected or humiliated, 18.6% had a serious argument or tussle, 13.6% had property destroyed, and 9.5% had been shoved, hit, or assaulted (MacLean, 2016).

In Botswana, there is growing awareness of the issue of young drug and substance usage (Kabo & Keatlaretse, 2018). According to a study by Kimani, Tumuti and Ndambuki (2020) university students who receive additional pocket money from their parents and those who imitate their parents' drug-abusing behaviours are two factors that contribute to an increase in drug usage. Most young people mimic celebrities who use chemicals on television and in movies. Even though Kenya's legal drinking age has long been 18 years old, it is evident that alcohol is still sold to those who are underage (Mutai, Kiiyukia & Gitonga, 2016).

Ssewanyana et al., (2020) students at a private institution in Kenya had high levels of substance use, with rates of drug and substance intake reaching 84% and cigarette use reaching 54.7%. The use of drugs and other substances by young people in metropolitan Kenya has increased recently, according to (Ndetei, 2004). He further mentioned that the nation's youth have started using both legal and illegal substances to get over obstacles and issues they are facing. The high rates of drug use within this age group have contributed to an increase in crime and domestic violence incidents.

According to Yang, Walston and Kirk, (2020), between 68% and 88% of drug users who inject narcotics are infected with Human Immunodeficiency Virus (HIV) or acquired immunodeficiency syndrome (AIDS). Previous studies have revealed that the substance of preference for the majority of drug users in Kenya is Cannabis sativa (bhang). Other widely used drugs in the nation include amphetamine-like stimulants, inhalants, cocaine, heroin, Khat, and benzodiazepines. The overall community is affected by drug usage, but young people are the group most in danger. This is so that they will not be tempted to try alcohol and other drugs, which is inevitable for young people.

The prevalence of alcohol and substance use among university students is a ubiquitous concern that carries substantial consequences for both personal welfare and academic achievement (Forster, Grigsby, Rogers & Benjamin, 2018). The university setting frequently serves as a period of enhanced autonomy and discovery for students, which may encompass engaging in the consumption of alcohol and substances for experimental purposes. Rosenqvist (2018) suggests that the prevalence of substance use on college campuses can be influenced by various social factors, including but not limited to peer pressure and the aspiration for social approval. Moreover, the psychological strain and scholastic demands inherent in the university environment may compel certain students to adopt strategies for managing stress through the utilization of alcohol or substances.

Vu, Li, Haardörfer, Windle and Berg, (2019) asserts that the ramifications of alcohol and substance use among university students are diverse in nature. Health risks encompass a range of adverse outcomes, comprising immediate repercussions such as compromised cognitive abilities and heightened susceptibility to accidents, alongside

enduring ramifications such as addiction and mental health disorders. Substance use has a detrimental impact on academic performance, since it can result in diminished concentration, impaired memory, and a general decline in cognitive abilities. Moreover, the misuse of substances has the potential to exacerbate a range of societal issues within the academic community, such as conflicts between individuals, engagement in hazardous activities, and the imposition of strain on interpersonal connections.

Universities play a pivotal role in tackling the issue of alcohol and substance use among students by implementing comprehensive preventive and intervention strategies. Education and awareness initiatives have the potential to enhance students' understanding of the potential hazards linked to substance addiction and foster the development of responsible decision-making skills (Liu, Guo & Wang, 2023). Counselling programs and support groups have been identified as valuable resources for individuals grappling with addiction, offering substantial aid. Concurrently, the implementation of campus laws and regulations can play a pivotal role in cultivating an environment that actively inhibits the prevalence of excessive alcohol and substance consumption. The cultivation of a university environment that places a high value on the welfare of students and offers support systems to assist them in managing the difficulties connected with substance use is of utmost importance (Arria & DuPont, 2020).

According to Kim, Park, and Choi (2017), the consumption of alcohol and substances by university students can exert significant impacts on their academic performance, thereby establishing a multifaceted relationship between individual decisions and scholastic achievement. The social issue inside university settings frequently exposes students to novel social networks and influences, hence prompting

certain individuals to partake in alcohol and substance consumption as a mechanism for assimilation or stress management. This phenomenon has the potential to foster a cultural environment in which the consumption of substances becomes widely accepted and commonplace, so exerting a detrimental influence on the holistic welfare of students and impeding their capacity to effectively engage with academic obligations.

Furthermore, the physiological and cognitive consequences of alcohol and substance use can have a substantial negative impact on academic achievement. The utilization of substances has been found to be associated with disruptions in sleep patterns, impairments in memory capabilities, and a decline in cognitive performance (Bugbee, Beck, Fryer & Arria, 2019). These factors are of utmost importance in the context of achieving academic success and facilitating effective learning. Frequent or excessive utilization may lead to the absence of courses, incomplete assignments, and missed tests, so impeding the cultivation of essential academic competencies and the acquisition of knowledge.

Moreover, Limone and Toto (2022) show that the psychological and emotional ramifications of substance abuse might intensify pre-existing mental health issues among college students. The combination of academic demands and the repercussions of substance abuse can lead to heightened levels of stress, anxiety, and despair. These mental health conditions additionally undermine the capacity to focus, participate in efficient study practices, and achieve satisfactory performance in educational environments. The reciprocal relationship between substance uses and mental health difficulties can engender a self-perpetuating loop that has adverse effects on one's scholastic achievements.

2.2.3 Relationship Between Depression Levels and Substance use

According to Ndegwa, Munene and Oladipo (2017), depression is more common than previously thought, and Substance use among students in higher education institutions is on the rise in both Africa and Kenya. Due to the combined impacts of depression and substance use, an increasing percentage of students are unable to finish their coursework and earn a degree. It might be challenging to determine which of the two problems began or is a symptom of the other. In a symbiotic relationship, one of the illnesses typically survives on the other without the patient being aware of it. According to some estimates, one in three persons with drug or alcohol use disorders also has depression, depending on additional factors like the occurrence of drug use disorders and depression in the family and community. In the researcher discovered this strong connection (Mwanyika, Mseri Lawrian Lucas, 2019). Studies show that many college students have been striking, binge drinking, and having casual sex, which may be related to the stress and melancholy that they are experiencing. Another researcher agrees with this theory, suggesting that college students occasionally use alcohol to momentarily ease their own emotional and psychological suffering rather than taking pharmaceuticals for self-medication.

Many researchers believe that it is often for substance use disorders and depression to co-occur. In clinical samples, depression coexists with substance use disorders in 70–80% of young people (Richert, Anderberg & Dahlberg, 2020). Substance use is frequently reported to enhance the risk of depression in investigations of depression. Stressors increase the likelihood of both depression and substance use disorder in young people, and they also share numerous risk factors. Poor treatment results, treatment dropout, and quicker relapse are all risk factors for co-occurring depression and substance use disorder. Suicidal thoughts, attempts, and completed

suicide are more likely among adolescents who also have concomitant substance use disorders and depression (Esang & Ahmed, 2018).

Low energy, worn-out functioning, as well as low self-efficacy and self-esteem, are all signs of depression. When someone tries to lift their mood or utilize peer pressure to unwind from stressful and toxic circumstances, substance misuse or addiction disorders may develop (Rogers, Dittner, Rimes & Chalder, 2017). Alcohol is a depressive, therefore someone who drinks it when they are depressed can be aggravating their melancholy, compromising their ability to operate, and lacking in energy. There are several ways to comprehend the relationship between depression and substance usage. Substance misuse and depression may share a common ethology, and both may inadvertently cause low mood and low self-efficacy. According to the self-medication theory, alcohol use and treating depression go alongside one another. Stress among teenagers increases the chances of depression and Substance use problems, which have a number of common risks. Disorders of substance addiction frequently co-occur with depression and other mood disorders such as bipolar (Keski-Rahkonen & Mustelin, 2016). The literature reviewed of the past research have shown relevance of relationship of depression, drug and substance use among university students.

According to the findings of the study by Calarco and Lobo, (2021), a bidirectional link exists between depression and substance use. Individuals who experience greater levels of depression are more prone to participate in substance use, and substance use, in turn, can contribute to the onset or worsening of depressive symptoms. People who are afflicted with depression may engage in drug abuse as a method of self-medication to lessen the emotional pain they are experiencing or to escape from thoughts and feelings that are upsetting to them. Individuals who rely on

substances to cope with their emotional challenges can fall into a cycle of reliance on those substances, despite the fact that drugs and alcohol can bring momentary comfort. This behaviour of trying to treat oneself with drugs or alcohol might further contribute to the advancement of depression as well as substance use disorders (Crapanzano, Hammarlund, Ahmad, Hunsinger & Kullar, 2018).

Yang and Chang (2019) show that the regular substance abuse can cause changes in the structure and function of the brain, which can have an effect on the neurotransmitter systems that are involved in mood regulation. On the other hand, preexisting abnormalities in the neurotransmitters that are thought to be involved in depression may render persons more susceptible to developing a dependence on substances. This neurological interaction contributes to the nature of the relationship between depression and substance use, which is that it is a reinforcing relationship. In addition, environmental variables are a major contributor to the fact that depression and substance abuse frequently occur hand in hand. Both diseases can be caused by a variety of stressors, including traumatic experiences, grief, and social isolation. Protective factors against the development of these difficulties include the availability of a supportive social network as well as access to mental health resources. These factors can also be helpful in the rehabilitation process.

The consequences of treatment underscore how important it is to treat both depression and substance use at the same time in order to achieve successful outcomes. Integrated therapies, such as treatment programs for dual diagnoses, take into account the fact that these disorders are inextricably linked to one another and strive to deliver all-encompassing care. In many therapeutic techniques, addressing the underlying emotional issues that contribute to substance use while simultaneously applying

strategies to manage depressed symptoms is an integral part of the treatment process (Anderson, Hruska, Boros, Richardson & Delahanty, 2018). The connection between depressive symptoms and the consumption of substances is a complex one that works in both directions. It is influenced by a variety of psychological, neurological, and environmental factors. It is essential to have an understanding of this connection in order to design effective programs for prevention and intervention, as well as to be able to provide complete care for persons who are coping with both depression and substance use disorders (Wang, Burton & Pachankis, 2018).

2.3 Summary of the Reviewed Literature

Stress negatively impacts academic performance in university students, with low stress levels outperforming those with elevated stress levels (Veena and Shailaja, 2016). This can lead to chronic stress and depression, as students struggle to perform well in class and face increased pressure to perform well under pressure in tests or exams. Over half of college students report having at least one mental health issue, with eating disorders and depression being the most common. Long-term, intense stress can lead to psychiatric disorders like depression, mental anguish, burnout, and suicidal thoughts (Maajida Aafreen, Vishnu Priya & Gayathri, 2018).

Students face various academic pressures, including the belief that a high-grade point average is crucial for securing a better job in the future. Academic stress can have serious physical and emotional negative effects if not addressed. Interpersonal relationships can also be challenging, especially for students who plan to become social workers after graduation (Ramachandiran & Dhanapal, 2018). Problems in relationships can result in disillusionment, loss of self-worth, and fear of others'

opinions, leading to social incompatibility, despair, and communication issues that may lead to suicide.

Student loan debt may also be linked to mental health issues, with higher debt levels associated with depression, drug, and substance addiction (Kurth, 2017). Even in countries where postsecondary education is completely free, students incur significant debt throughout their studies, leading to concerns about their economic state. Societal disapproval of mental health concerns may deter students from seeking assistance. Universities play a pivotal role in overcoming this stigma by promoting awareness of mental health, providing easily available counseling services, and cultivating an environment that fosters open dialogues around mental well-being.

Drug abuse has wreaked havoc on society and the education system, and efforts should be made to stop and restrict its sources (Njogu, 2018). Alcohol usage and abuse significantly influence students' health in schools, with alcohol, stimulants, antibiotics, and cigarettes being the most frequently used substances. Young individuals who abuse alcohol often experience changes in relationships, poor academic performance, aggressive behavior, public disorder, crime, high-risk behaviors like driving after drinking, unprotected sexual activity, unintended pregnancy, and sexually transmitted diseases (Love & Durtschi, 2021).

The issue of alcohol and substance use among university students is a significant concern, impacting both personal welfare and academic achievement. The university setting often encourages students to engage in substance use for experimental purposes, which can be influenced by social factors like peer pressure and the need for social approval. The psychological strain and scholastic demands also contribute to substance use among students. The health risks of substance use include compromised cognitive

abilities, increased susceptibility to accidents, addiction, and mental health disorders. Substance use can also negatively affect academic performance, leading to diminished concentration, impaired memory, and cognitive decline. The misuse of substances can exacerbate societal issues within the academic community, such as conflicts and hazardous activities. Universities can address this issue by implementing preventive and intervention strategies, such as education, counseling programs, and campus laws. The physiological and cognitive consequences of substance use can also negatively affect academic achievement, leading to disruptions in sleep patterns, memory impairments, and cognitive decline. The psychological and emotional ramifications of substance abuse can intensify pre-existing mental health issues among students, affecting their ability to focus, participate in efficient study practices, and achieve satisfactory academic performance.

Depression is becoming more common among students in higher education institutions, particularly in Africa and Kenya (Ndegwa, Munene & Oladipo (2017). This combination of depression and substance use can lead to students struggling to complete their coursework and earn a degree. The relationship between depression and substance use is often symbiotic, with one in three individuals with drug or alcohol use disorders also having depression. Stressors, such as poor treatment results, treatment dropout, and quicker relapse, increase the likelihood of both depression and substance use disorders in young people.

Depression and substance misuse can co-occur, with low energy, worn-out functioning, low self-efficacy, and self-esteem being signs of depression. Alcohol consumption during depressive episodes can worsen melancholy, compromising an individual's ability to function, and lacking energy. The relationship between

depression and substance use is bidirectional, with individuals experiencing greater levels of depression more likely to engage in substance use. This can lead to a cycle of reliance on substances, further contributing to the development of depression and substance use disorders.

Research has shown that environmental factors, such as traumatic experiences, grief, and social isolation, contribute to the relationship between depression and substance abuse. Protective factors against these difficulties include a supportive social network and access to mental health resources. Treatment for both depression and substance use are crucial, with integrated therapies addressing underlying emotional issues while applying strategies to manage depressed symptoms. Understanding this connection is essential for designing effective prevention and intervention programs and providing comprehensive care for individuals coping with both depression and substance use disorders.

2.4 Research Gap

Depression is a common mental health problem among university students. It can be caused by a variety of factors, including academic stress, interpersonal difficulties, financial problems, and cognitive disturbances as revealed by Aafreen, Priya and Gayathri (2018); Brzezinski, Millar and Tracey, (2018); Falvo and Holland, (2017); Kohls, Richardson and Jansen (2021) and Stewart and Lowenthal (2022). Further investigation is warranted to gain a comprehensive understanding of the distinct elements that contribute to depression among university students within diverse cultural and contextual settings. Furthermore, further investigation is required to formulate efficacious interventions aimed at the prevention and treatment of depression within this specific demographic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered the research design, study area, study population, sample size and procedure, data collection tools, validity and reliability of tools, data collection, data analysis processes, and ethical considerations.

3.2 Research Design

This study used a mixed-methods approach that combines designs from correlational and descriptive survey research. Colorafi and Evans (2016) asserts that in a descriptive study, data is gathered all at once, without manipulating the environment. The quantitative data was used to identify the prevalence of depression and drug and substance use among students, as well as the factors associated with these problems. The qualitative data was used to explore the students' experiences with depression and drug and substance use in more depth, and to understand how these problems are related to each other.

A descriptive study in human research can reveal details on university students' innate health status, behaviour, attitudes, or other traits. The researcher chose to utilize a descriptive design to provide preliminary evidence for a causal relationship and association between different entities or phenomena. Gathering information about events was the first step in descriptive design. The information was organized, tabulated, depicted, and described. Both quantitative and qualitative research procedures were used in the descriptive design. This type of study was said to benefit from descriptive research because it helped identify an opinion, attitude, ideas, feelings, or behaviour shared by a group of people on a certain topic.

To vividly illustrate the connection between depression, drug and substance use among University of Eldoret students, the researcher conducted this study using a descriptive survey research design. The researcher was able to present the current scenario of the impact of students abusing drugs and substances and explain how this may have been affected by the upsetting circumstances in their lives. The plan also made it possible for the researcher to get enough data from a certain sample of the population in a little amount of time. According to Mugenda and Mugenda, descriptive surveys are appropriate because they allow information from the general public concerning the variables involved through the administration of questionnaires and interview guides to determine the status of the situation under study by asking questions about behaviour, thoughts, or attitudes (Mugenda and Mugenda, 2008).

Establishing associations between identical variables in two or more populations or the same variable within the same populations is the focus of the correlational study design (Curtis, Comiskey & Dempsey, 2016). Exploring the links between diverse variables is a key component of healthcare research in the fields of nursing, psychology, and other disciplines. All the social science disciplines have an ongoing motivation to study the linkages and relationships that exist among "human phenomena, and this motivation transcends even the most divisive paradigmatic distinctions between different research paradigms (Khoo-Lattimore, Mura & Yung, 2019).

For this investigation, a correlational study design was pertinent since it allowed researchers to determine the nature and magnitude of a relationship between drug and substance addiction and depression in college students. By using a correlation coefficient, it is simple to quantify the strength, and the direction may be established by

examining the data's trend on a graph. The test subjects are more likely to behave naturally, and the findings are more likely to apply to day-to-day life because the data for this study won't typically be obtained in a lab. Information can be gathered using questionnaires from a specific sample of individuals. A technique for examining connections between or among factors of interest in the lives of individuals with disabilities is correlational research designs (Akhtar, Dolan & Barlow, 2017).

3.3 Research Site

The investigation was conducted at the University of Eldoret. The University of Eldoret, which is one of the 22 public institutions in Kenya, is situated in Eldoret Town, Uasin Gishu County. It is positioned approximately 9 kilometres along the Eldoret-Ziwa route. The university was founded in 1946 as a training centre for large-scale farmers by the white settlers. The institution was transformed into a teachers' training college in 1984 and given the new name Moi Teachers' Training College. The College, which provided natural, basic, and applied science programs, was bought by Moi University in 1990 and given the new name Chepkoilel Campus because of the double intake conundrum. Through Legal Notice No. 125 of the 13th of August 2010, the University was upgraded into a University College with the name Chepkoilel University, a Constituent College of Moi University. On February 11, 2013, the President handed the University College a charter, and it transformed into the University of Eldoret.

The University, which was founded on the principles of science, agriculture, and technology, gradually grew from its original Schools of Forestry and Science to its current nine schools, which comprise 34 academic departments and have a student body of more than 14,000. The number of teaching and support staff members exceeds 1,300.

In addition, the institution operates two primary schools, a high school, and two nurseries.

The University of Eldoret was chosen for this study because the demographics and student body are typical of those at other public and private universities in Kenya. The researcher chose the university because the growing number of students abusing drugs and other substances alarmed local officials. The University of Eldoret was chosen for a study due to the growing number of students abusing drugs and other substances, which alarmed local officials. The prevalence of substance use among college and university students in Eldoret is high, with a lifetime prevalence rate of any substance use being 69.8% (Kinyanjui & Sum, 2023). Some common drugs of abuse among university students in Eldoret include tobacco, alcohol, marijuana, and khat. Problems associated with alcohol use included quarrelling and fights, loss and damage to property, problems with parents, medical problems, and unplanned unprotected sex.

It was discovered during the researcher's visit before selecting the region of study that the students are exposed to a lot of drugs and substance in Kimumu and Sogomo, where many Universities of Eldoret students' dwell. The student's use of drugs and substance is on the rise, and this poses a risk to the neighbourhood and young people, according to interactions with the community.

The selection of the University of Eldoret as a case study is based on the elevated incidence of substance use among college and university students in Eldoret, Kenya. According to a study conducted by Atwoli et al. (2021), a significant prevalence rate of 68% was observed among public universities in Uasin Gishu County. The occurrence of substance use among college and university students in Eldoret has been associated with notable physical and psychosocial challenges, encompassing

detrimental impacts on academic achievement, interpersonal connections, health concerns, property destruction, injuries, and various adverse outcomes. Furthermore, the implementation of an Alcohol and Drug Abuse Rehabilitation Unit at the Moi Teaching and Referral Hospital in Eldoret highlights the acknowledgment of substance abuse as a prominent concern within the local area.

3.4 Target Population

The study population comprised of 14000 undergraduate students enrolled at the University of Eldoret. It was not easy to settle on the specific number of students using drugs and substances including alcohol therefore saturation point determined the sampled population.

3.5 Study Sample

3.5.1 Study Sample Size

The sample size of 183 students arrived at using saturation point. The study also sampled 7 Departmental heads to participate as the key informants.

3.5.2 Sampling Procedure

Due to the difficulty in defining the study's study population, the researcher employed snowballing sampling technique A non-probability sampling technique called "snowball sampling" makes use of current research respondents to locate potential new study participants. The researcher found the first college student who was abusing drugs substance during the snowball sampling process. The researcher asked the previously interviewed subjects to suggest another student who was also taking drugs or substance after interviewing the first subject. Following that, the researcher made observations on the chosen subjects. This process continued until a sufficient number of participants had been attracted, or the study was stopped once the data had

reached saturation. This study adopted all three types of snowball sampling to enable the researcher to reach as many respondents as possible.

Linear Snowball Sampling: By starting with a specific topic and moving on to just one more subject and another, and so on, a sample group is established using this technique. This procedure is carried out up until the sample contains enough participants.

Exponential Non-Discriminative Snowball Sampling: With this approach, the first participant is chosen, who then offers linkage to the next participant. Each further participant provides more information for referral whenever there are sufficient participants the sample, and so forth.

Exponential Discriminative Snowball Sampling: Each subject offers multiple referrals in this manner, but only one subject is chosen from each referral.

The snowball sampling technique is commonly employed in qualitative research within various disciplines, including medicine and several social sciences such as political science, sociology, anthropology, and human geography (Kirchherr & Charles, 2018). People who are hard to find or contact, such as those who use illegal drugs, illegal immigrants, prostitutes, or the homeless, do not want to be located or reached. Researchers first employed snowball sampling to examine the composition of social networks. Snowball sampling was first used empirically in 1955, though it was first introduced in 1958. The approach is still used to examine the structure of social networks, even if its main objective has essentially evolved over the last few decades into a valuable tool for finding members of a hard-to-reach group (Nora, 2021).

3.6 Data Collection

3.6.1 Data Collection Instruments

The researcher used questionnaires and interview schedules as the key instruments for data collection.

To gather data from the students, a semi-structured questionnaire with both open- and closed-ended questions was employed. There were four sections to the closed-ended questions. Section 1 addressed questions about worry, including those about relationship tension, financial constraint, and emotional constraint. Questions about pain, neurological symptoms, digestive problems, and sexual symptoms were included in Section 2 on somatic symptoms. Section 3 covered cognitive distress issues and included inquiries on memory loss, language difficulty, attention, reason, and judgment. Drug and substance misuse were the subjects of Section 4's questions.

The questionnaire's open-ended part asked about the students' perceptions and emotions. The students' perceptions of how depression might have contributed to their abuse of drug or other substances were elicited in this questionnaire. The part also asked the students for their advice on how to help them overcome addictions and lessen their levels of sadness.

When conducting an interview, oral verbal stimuli are presented, and verbal responses are obtained (Buriro, Awan & Lanjwani, 2017). The researcher created an interview schedule to gather data from the university's departmental heads. The tool was used to get their feedback on how drug and substance usage had impacted their department's pupils. Additionally, it asked for their opinions on the likelihood of helping the students break their alcoholism or drug misuse habits. They also discussed

the methods the institution was using to assist the students in controlling their levels of depression.

3.6.2 Pilot Testing of Research Instruments

Pilot study was done in Moi University because they had similar characteristics.

3.6.4. Instruments Reliability

Reliability is the degree of consistency which a research tool produces after several trials (Mugenda and Mugenda, 2008). In a positivist paradigm, the rate at which the chosen research instruments produce consistent data or results devoid of discernible flaws is known as their reliability (Heavey, 2022). Healy and Perry (2000) add that the consistency and stability of the research-related measurements is the main reliability-related problem. Since the study was cross-sectional, the research was only tested for internal consistency rather than the test-retest approach, which examines the stability of the research instrument across time. The reliability of the internal consistency and its measurements inside the instrument determines the concern of the test components. It confirms the likelihood that some groups of objects can meet the test's requirements for providing a precise measurement of a specific attribute or behaviour. The research study also used the widely used coefficient alpha approach for internal consistency assessment in the sciences, particularly behavioral science, which was developed by Cronbach (1951). Acceptable Cronbach's alpha values are those that are > 0.7.

3.6.3. Instruments Validity

According to Asenahabi (2019) define validity as the degree of accuracy and importance of the conclusions derived from the findings of a study. The research supervisors chose the instruments' content and face validity. The researcher's

supervisors evaluated the instruments on their own and offered suggestions that were used to make the instruments better.

3.6.5 Data Collection Procedures

The researcher sought permission to collect data from the school of graduate studies of the Africa Nazarene University Ethics Research Council before collecting any data for the project (SGS). Then sought a research authorization from the Ministry of Education Science, and Technology (MOEST). The various groups received notices from the researcher inviting them to participate in the study. The university's research through its various departments helped the researcher to find the first participant in the project. The researcher then went out and gathered information from all the other respondents once more using the lead structure of the study.

The researcher identified himself, provided a brief overview of the project, and described how data would be gathered to the departmental heads of University of Eldoret before data collection. Students were given questionnaires to fill, and departmental heads participated in an interview. The interviews were conducted by the researcher in a booked room by asking questions and recording in the interview schedule. Tape recording was not used in the interviews hence there were no consenting.

3.7 Data Analysis

The present study employed a combination of quantitative and qualitative data. The inclusion of interview schedules in the qualitative data analysis process facilitated the description and interpretation of the gathered information. The achievement of this objective was attained through the process of engaging in discussions and interpreting the findings of the study. The quantitative analysis was performed on the numerical

data obtained from the field through the administration of questionnaires. The analysis of the quantitative data involved the utilization of descriptive and inferential statistics, facilitated by the Statistical Package for the Social Sciences (SPSS) version 24.0. The descriptive statistics employed in the analysis consisted of frequency and percentage calculations. The statistical method employed for inference in this study was the Chi-square test. Tables were used to exhibit the data and describe it in terms of frequencies, percentages, and means. The study's questionnaires yielded quantitative data, while the open-ended questions in the questionnaire's qualitative portion and the scheduled interviews with departmental heads yielded qualitative data.

The thematic method was used to analyze the qualitative data; the researcher organized data into a format that is easy to work with. This involved transcribing interviews and coding text. This involves assigning codes to segments of data, which were then used to identify patterns and themes. The researcher then identified themes involving looking for patterns and recurring ideas in the data. The researcher identified themes by coding and thematic analysis. The next step was to interpret the findings. This involves making sense of the findings and drawing conclusions. The researcher interpreted the findings through narrative analysis. Lastly the researcher writes up the results. This involves presenting the findings in a clear and concise way.

3.8 Legal and Ethical Considerations

To prevent respondents from suffering damage when participating in research projects, researchers should follow some basic ethical principles (Cohen, Manion & Morrison, 2017). This clarified how important ethical considerations were to this study. The rules or guidelines for behaviour that provided a distinction between right and wrong were known as ethics. This was accomplished by applying request letters to

gather data in their institution and telling the university administration about the research effort. The authorities received a complete disclosure of all study-related activity. The results of the study were not revealed to uninvited parties, and a high level of privacy and confidentiality was upheld.

The respondents were informed that they were free to decline to answer any questions or participate in discussions that might have made them uncomfortable or to decline to participate in the study entirely if they felt uncomfortable sharing their opinions or experiences about drug and substance use. The respondents were made aware that taking part in the study would not directly benefit them. However, they might have gained an indirect benefit from knowing that they took part in a study that could have helped organizations and programs working in local areas that ran drug and substance misuse treatments.

The researcher made sure that all respondents' data collected was kept private and was only used for this study's objectives. Respondents voluntarily, knowingly, and gladly participated in the study. Additionally, they had complete freedom to leave the survey at any moment and without repercussions.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter provides an overview of the study's main objective, which is to analyse the relationship between depression, drug, and substance use among undergraduate students at University of Eldoret.

4.2 Response Rate

The study arrived at saturation point with 183 (100%) students and 7(100%) departmental heads. The response rate of 100% was deemed high enough to support the data analysis for the study.

Table 4.1 Response Rate

Category	Sample Size	Response rate
Students	183	183(100%)
Departmental heads	7	7(100%)
Total	190	190(100%)

Source: Field Data (2023)

4.3 Demographic Information

In this section, the demographic information of the participants in the study was presented and discussed. The demographic data included key characteristics such as gender, age, and year of study among undergraduate students at University of Eldoret.

4.3.1 Gender Distribution of the Respondents

In this section the gender distribution of the respondents was examined. The study analysed the representation of different genders among the participants. Specific details regarding the number or percentage of male and female respondents were

provided in this section, illustrating the distribution of genders among the participants. The findings are as stipulated in Table 4.2.

Table 4.2 Gender of the Respondents

Gender	Frequency	Percentage
Male	114	62.3
Female	69	37.7
Total	**183**	**100**

Source: Field data (2023)

Study findings in Table 4.2 revealed that majority, 114(62.3%) of the respondents were identified as male, while 69(37.7%) of the respondents were identified as female. It was observed that the study included a larger proportion of male respondents compared to female respondents. This gender disparity may have implications for the analysis of the relationship between depression, drug, and substance use among undergraduate students at University of Eldoret.

4.3.2 Age Bracket of the Respondents

The study analysed the birthdates of the participants to gather information about their age distribution, which could potentially be relevant to understanding the relationship between depression, drug, and substance use among undergraduate students at University of Eldoret. The findings are presented in Table 4.3:

Table 4.3 Age Bracket of the Respondents

Education	Frequency	Percentage
17-19 years	18	9.8
20-22 years	95	51.9
23-24 years	70	38.3
Total	**183**	**100**

Source: Field data (2023)

According to Table 4.3, the Age Bracket of the respondents indicates the distribution of age groups among the participants. The findings reveal that 18(9.8%) of the respondents were between the ages of 17-19 years, 95(51.9%) were between 20-22 years, and 70(38.3%) were between 23-24 years.

4.3.3 Year of Study of the Respondents

The research focuses on the year of study of the respondents. In the research the education levels of the respondents in the study were examined to determine the educational qualifications of the participants. The findings are presented in Table 4.4:

Table 4.4 Year of Study of the Respondents

Education	Frequency	Percentage
1st year	15	8.2
2nd year	92	50.3
3rd year	42	23.0
4th year	34	18.6
Total	**187**	**100**

Source: Field data (2023)

The study findings in Table 4.4 showed that majority 92(50.3%) of the respondents were from second year while 42(23.0%) of the respondents were from third year. However,34(18.6%) of the respondents were found to be fourth years and 15(8.2%) were first years.

4.4 Presentation of Research Analysis and Findings

In this part, the research analysis was carefully laid out, including a thorough look at the collected data and how it all fits together. The results showed important

patterns that supported the main theories and shed new light on the thing that was studied.

4.4.1 Objective one: Depression Levels Among Students

The study evaluated depression levels among students and findings were presented in Table 4.5

Table 4.5 Depression Levels Among Students

Depression Levels Among Students		All the days	More than half the days	Several Days	Not at all
1. Little interest or pleasure in doing things?	F	38	45	84	16
	%	20.8	24.6	45.9	8.7
2. Feeling down, depressed, or hopeless?	F	53	54	55	21
	%	29.0	29.5	30.1	11.5
3. Trouble falling or staying asleep, or sleeping too much?	F	42	45	30	66
	%	23.0	24.6	16.4	36.1
4. Feeling tired or having little energy?	F	75	24	49	35
	%	41.0	13.1	26.8	19.1
5. Poor appetite or overeating?	F	27	23	40	93
	%	14.8	12.6	21.9	50.8
6. Feeling bad about yourself - or that you are a failure or have let yourself or your family down?	F	18	58	78	29
	%	9.8	31.7	42.6	15.8
7. Trouble concentrating on things, such as reading the newspaper or watching television?	F	38	41	86	18
	%	20.8	22.4	47.0	9.8
8. Moving or speaking so slowly that other people could have noticed? Or the opposite - being so fidgety or restless that you have been moving around a lot more than usual?	F	20	21	75	67
	%	10.9	11.5	41.0	36.6
9. Thoughts that you would be better off dead, or of hurting yourself in some way?	F	22	16	44	101
	%	12.0	8.7	24.0	55.2
Total number of Respondents=183					

Source: Field data (2023)

Study findings in Table 4.5 revealed that, Among the respondents, 38(20.8%) reported feeling little interest or pleasure in doing things before they started using drugs

and substances. Additionally, 45(24.6%) of the respondents experienced this feeling for several days, 84(45.9%) of them for more than half the days, and 16(8.7%) of the respondents experienced this feeling every day.

Regarding feeling down, depressed, or hopeless, 53(29.0%) of the respondents experienced this feeling before substance use for a few days, 54(29.5%) of the respondents for several days, 55(30.1%) for more than half the days, and 21(11.5%) of the respondents experienced this feeling every day.

In terms of difficulty falling or staying asleep, 42(23.0%) of the respondents faced this issue before substance use for a few days, 45(24.6%) of them for several days, 30(16.4%) of the respondents for more than half the days, and 66(36.1%) of the respondents experienced this problem every day.

Regarding feeling tired or having little energy, 75(41.0%) of the respondents reported experiencing this feeling before substance use for a few days, 24(13.1%) of the respondents for several days, 49(26.8%) of them for more than half the days, and 35 (19.1%) of them experienced this feeling every day.

Concerning poor appetite or overeating, 27 (14.8%) of the participants faced this issue for a few days, 23 (12.6%) of them for several days, 40(21.9%) for more than half the days, and 93(50.8%) of the respondents experienced this problem every day before they started using drugs and substances.

Among the respondents, 18(9.8%) of them reported feeling bad about themselves for a few days, 58(31.7%) of them for several days, 78(42.6%) of the respondents for more than half the days, and 29(15.8%) experienced this feeling every day before substance use.

In terms of trouble concentrating on things, 38(20.8%) of the respondents faced this issue for a few days, 41(22.4%) of them for several days, 86(47.0%) of the respondents for more than half the days, and 18(9.8%) of them experienced this problem every day before substance use.

Regarding moving or speaking slowly that others could have noticed or being fidgety or restless, 20(10.9%) of the respondents experienced this for a few days, 21(11.5%) of them for several days, 75(41.0%) for more than half the days, and 67(36.6%) of the respondents experienced this every day before they started using drugs and substances.

Finally, 22 (12.0%) of the respondents had thoughts of being better off dead or of hurting themselves for a few days, 16(8.7%) of the respondents for several days, 44(24.0%) of them for more than half the days, and 101(55.2%) of them experienced these thoughts every day before substance use.

The study findings from interviews revealed that the prevalence of substance use among undergraduate students at the University of Eldoret is high, with alcohol, tobacco products, cannabis, and khat being the most commonly used drugs. Some factors associated with drug use among university students include being male, scoring high neuroticism and low agreeableness personality traits, having a moderate stipend, being encouraged by peers, and living off-campus.

Head of department 2 noted that,

"The most commonly used substances among our students are alcohol, cigarettes, and cannabis."

It was further revealed from the interviews that factors such as living off-campus, being economically disadvantaged, and traumatic experiences have been associated with higher levels of depression among university students. Depression is highest in students who reside outside institution premises, those involved in substance abuse, and those who have been molested in childhood. These highlight the importance of addressing mental health issues among university students in Kenya.

4.4.2 Objective two: Drug and substance use among

The study established drug and substance use among students. Table 4.6 presents the findings.

Table 4.6 Drug and substance use among

Drug and substance use		Less than monthly	monthly	weekly	Daily of almost daily	Never
1. Has a relative or friend or a doctor or another health worker been concerned about your drinking or suggested you cut down?	F	49	31	63	30	10
	%	26.8	16.9	34.4	16.4	5.5
2. How often do you have six or more drinks on one occasion?	F	18	60	34	55	16
	%	9.8	32.8	18.6	30.1	8.7
3. How often during the last year have you found that you were not able to stop drinking or	F	27	52	41	47	16
	%	14.8	28.4	22.4	25.7	8.7

	using substances once you had started						
4.	How often during the last year have you failed to do what was normally expected from you because of using drugs substances?	F %	37 20.2	35 19.1	46 25.1	39 21.3	26 14.2
5.	How often during the last year have you needed a first drug and substance in the morning to get yourself going after a heavy drinking session?	F %	21 11.5	66 36.1	49 26.8	36 19.7	11 6.0
6.	How often during the last year have you had a feeling of guilt or remorse after using drugs and substance?	F %	17 9.3	33 18.0	74 40.4	39 21.3	20 10.9
7.	How often during the last year have you been unable to remember what happened the night before because you had been using drugs and substances	F %	44 24.0	49 26.8	57 31.1	21 11.5	12 6.6
8.	Have you or someone else been injured as a result of your using drugs and substances?	F %	24 13.1	90 49.2	44 24.0	17 9.3	8 4.4

Source: Field data (2023)

Study findings revealed that 49 (26.8%) of the respondents reported that they had a relative, friend, doctor, or health worker express concern about their drinking habits or advise them to reduce consumption less than monthly while 31 (16.9%) reported that they had a relative, friend, doctor, or health worker express concern about their drinking habits or advise them to reduce consumption monthly. Further, 63 (34.4%) reported that they had a relative, friend, doctor, or health worker express concern about their drinking habits or advise them to reduce consumption weekly and 30 (16.4%) reported that they had a relative, friend, doctor, or health worker express

concern about their drinking habits or advise them to reduce consumption daily or almost daily. Also, 10 (5.5%) reported that they had never had a relative, friend, doctor, or health worker express concern about their drinking habits or advise them to reduce consumption.

Head of department 1 said that,

> *"There are students involved in drug and substance use within my department, and during their studies, their behaviour often shows signs of decreased academic performance, erratic attendance, and a lack of focus. To help them overcome their substance use, I think providing counselling services, implementing peer support programs, and raising awareness about the consequences of Substance use are important steps to take."*

Additionally, 18 (9.8%) of the respondents reported consuming six or more drinks on a single occasion less than monthly. Among monthly users, this percentage increased to 60 (32.8%). However, 34 (18.6%) of the respondents reported consuming six or more drinks on a single occasion weekly while 55 (30.1%) of the respondents reported consuming six or more drinks on a single occasion daily or almost daily. Also,16 (8.7%) of the respondents reported they had never consumed six or more drinks on a single occasion.

On top of that finding, 27 (14.8%) of the respondents reported difficulty in stopping once they had started using drugs or substances less than monthly while 52 (28.4%) of the respondents reported difficulty in stopping once they had started using drugs or substances monthly. Also, 41 (22.4%) of the respondents reported difficulty in stopping once they had started using drugs or substances weekly and 47 (25.7%) of the respondents reported difficulty in stopping once they had started using drugs or substances daily or almost daily. Among respondents who never used drugs or substances, 16 (8.7%) reported encountering this issue.

Besides that, 37 (20.2%) of the respondents admitted to failing to meet expectations due to their use of drugs or substances less than monthly while 35 (19.1%) of the respondents admitted to failing to meet expectations due to their use of drugs or substances monthly. Also, 46 (25.1%) of the respondents admitted to failing to meet expectations due to their use of drugs or substances weekly. Also, 39 (21.3%) of the respondents admitted to failing to meet expectations due to their use of drugs or substances daily or almost daily. Among respondents who never used drugs or substances, 26 (14.2%) reported failing to meet expectations.

Also, the study findings revealed that 21 (11.5%) of the respondents reported needing a first drug or substance in the morning after a heavy drinking session on a monthly basis. However, 66 (36.1%) of the respondents reported needing a first drug or substance in the morning after a heavy drinking session weekly, while 49 (26.8%) of the respondents reported needing a first drug or substance in the morning after a heavy drinking session daily or almost daily. Additionally, 11 (6.0%) of the respondents reported that they never needed it.

Head of department 2 said that,

"There are no reports of students being involved in the use of drugs and substances within my department. Our students generally maintain a responsible and focused attitude towards their studies."

The study findings indicated that 17 (9.3%) of the respondents experienced feelings of guilt or remorse after using drugs and substances less than monthly. Also, 33 (18.0%) of the respondents experienced feelings of guilt or remorse after using drugs and substances monthly while 74(40.4%) of the respondents experienced feelings of guilt or remorse after using drugs and substances weekly. Further, (21.3%) of the respondents experienced feelings of guilt or remorse after using drugs and substances

daily or almost daily. Among respondents who never used drugs or substances, 20 (10.9%) reported experiencing guilt or remorse.

Moreover, a total of 44 respondents, accounting for 24.0% of the sample, indicated experiencing memory impairment as a result of sporadic drug and substance consumption, leading to an inability to recall events from the previous night. Nevertheless, a total of 49 respondents, accounting for 26.8% of the sample, indicated a monthly occurrence of impaired memory regarding events from the previous night as a result of drug and substance consumption. Similarly, 57 respondents, constituting 31.1% of the sample, reported a weekly incidence of memory loss due to drug and substance use. Furthermore, a total of 21 respondents, accounting for 11.5% of the sample, indicated that they experienced memory impairment as a result of daily or near-daily drug and substance consumption, rendering them unable to recall events from the previous night. Within the sample population, a subset of individuals who had not engaged in drug or substance use were identified. It was observed that 12 individuals, constituting 6.6% of this subgroup, reported experiencing memory loss.

Finally, study findings revealed that 21(11.5%) of the respondents revealed that often during the last year they needed a first drug and substance in the morning to get their self-going after a heavy drinking session monthly. However, 66(36.1%) of the respondents revealed they needed it weekly while 49(26.8%) of the respondents revealed they needed it daily or almost daily. Also 11(6.0%) of the respondents reported they never needed it.

Head of department 3 said that,

"There are students involved in drug and substance use within my department, and during their studies, they often display signs of decreased motivation, poor attendance, and difficulty concentrating. To help them overcome their substance use, I

believe implementing educational campaigns, providing counselling services, and fostering a supportive and non-judgmental environment are key steps."

4.4.2 Students Perception

The research findings indicated that several factors were identified by the respondents as potential influences leading to their use of drugs and substances. These factors included peer pressure, with many participants reporting that the influence of friends or social circles played a significant role in their decision to engage in drug and substance use. Curiosity was another prominent factor, with respondents expressing a desire to explore the effects of drugs and substances. Stress and emotional issues were also commonly mentioned, as participants indicated that they turned to drugs and substances as a coping mechanism. Lack of awareness about the risks associated with drug use emerged as another factor, with some participants indicating that they were not fully aware of the potential harm involved. Additionally, the availability and accessibility of drugs in their environment and the influence of media and popular culture were cited as contributing factors to their drug use.

When asked about ways to overcome their use of drugs and substances, respondents highlighted several potential strategies. Education and awareness programs were deemed crucial, with participants emphasizing the need for accurate information about the risks and consequences of drug use. Counselling and therapy were also recognized as important avenues for support, as respondents believed that addressing underlying issues and developing healthier coping mechanisms would be beneficial. Support groups and peer networks were mentioned as valuable resources, providing individuals with a sense of community, understanding, and encouragement. Access to professional treatment and rehabilitation services, such as detoxification programs and outpatient therapy, were seen as effective interventions. Respondents also emphasized

the importance of taking a holistic approach to recovery, which involves promoting healthy lifestyle choices, engaging in regular exercise, fostering healthy relationships, and addressing any co-occurring mental health conditions.

The research findings revealed that the use of drugs and substances had a significant impact on the studies of university students. Participants reported experiencing various negative effects as a result of their substance use. Academic performance decline was a common outcome, with respondents highlighting impaired cognitive functioning, memory difficulties, and reduced concentration as hindrances to their studies. This resulted in poor grades, challenges in completing assignments and exams, and an overall decline in academic achievement. Attendance and participation issues were also prevalent, as substance use led to frequent absenteeism from classes and reduced motivation to engage in academic activities. Time management challenges were reported, with participants struggling to effectively manage their schedules, leading to procrastination, missed deadlines, and a lack of productivity. Interpersonal difficulties emerged as another consequence, with strained relationships with peers, friends, and faculty members.

4.4.3 Objective Three: Depression and Drug Substance

In Objective 4.4.3, the objective was to investigate the relationship between depression and drug or substance use. This objective sought to understand if there was an association between these two critical factors. To achieve this, the research employed Chi-Square test as a statistical tool to examine potential connections and dependencies between depression and drug or substance use within the study population.

Table 4.8 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)

Pearson Chi-Square	33.471[a]	12	.001
Likelihood Ratio	31.637	12	.002
Linear-by-Linear Association	1.746	1	.186
N of Valid Cases	183		

The Chi-Square Tests in Table 4.8 were conducted to assess the association between two categorical variables, and the results indicate a statistically significant relationship ($\chi^2 = 33.471$, df = 12, p = .001). Both the Pearson Chi-Square and the Likelihood Ratio tests produced similar results, further validating the significance of the association. However, the Linear-by-Linear Association test did not show a significant linear trend between the variables ($\chi^2 = 1.746$, df = 1, p = .186). However, 55% of the cells had expected counts less than 5, with the lowest expected count being 0.33, suggesting a potential limitation in the analysis due to low expected cell frequencies.

Table 4.7 Depression and Drug Substance Crosstabulation

			Drug Substance use					**Total**
			Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
Depression	Not at all	f	5	8	9	12	4	38
		%	2.7%	4.4%	4.9%	6.6%	2.2%	20.8%
	Several days	f	1	18	58	38	1	116
		%	0.5%	9.8%	31.7%	20.8%	0.5%	63.4%
	More than half a day	f	0	2	9	6	0	17
		%	0.0%	1.1%	4.9%	3.3%	0.0%	9.3%
	All the days	f	1	0	4	7	0	12
		%	0.5%	0.0%	2.2%	3.8%	0.0%	6.6%
Total		f	7	28	80	63	5	183
		%	3.8%	15.3%	43.7%	34.4%	2.7%	100.0%

Source: Field data (2023)

The study findings in Table 4.7 indicated that most individuals in this sample did not report depression at all, with 38 out of 183 individuals falling into this group. This

finding suggested that a sizeable portion of the study sample did not report experiencing any level of depression. This observation was important as it indicated that, within this group of individuals, depression was not a prevalent issue.

Furthermore, the largest group of individuals in terms of drug substance usage was in the monthly category, with 80 out of 183 individuals. This finding highlighted the frequency of drug substance usage within the study sample. Specifically, it indicated that a substantial number of individuals in the sample used drugs monthly. This finding reveals that a considerable proportion of people in the study sample exhibited a recurring pattern of drug substance use, specifically monthly, highlighting the prevalence of this behavior in the population under consideration.

However, the most common level of depression among this sample was several days, with 116 out of 183 individuals reporting this level. This finding pointed to a significant proportion of the sample experiencing depression at the several days level. This finding indicates that a substantial portion of the sample experienced depression at the several days level, suggesting that this level of depressive symptoms was prevalent among the individuals included in the study.

There were very few individuals who reported more than half a day or all the days of depression, with 17 and 12 individuals, respectively. This observation was crucial as it indicated that severe levels of depression more than half a day and all the days were rare within the sample.

Further, the findings revealed that the higher the frequency of drug substance usage, the higher the percentage of individuals reported depression, suggesting a potential association between drug substance usage and depression. This was a significant finding that hinted at a potential relationship between drug substance usage and

depression. The data suggested that as the frequency of drug use increased, there was an increase in the percentage of individuals reporting depression.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The summary of the findings, discussions, conclusions, and recommendations are presented in this section. The summary of findings section provides a concise overview of the study's results, highlighting the key points. The discussions section provides an in-depth analysis of the study's findings, addressing the research questions and objectives. The conclusions section summarizes the study's main findings and their implications based on the objectives. The recommendations section provides suggestions for practical applications based on the study's findings.

5.2 Summary of Main Findings

5.2.1 Depression Levels Among Students

The study findings in Table 4.5 provide insight into the levels of depression among the student respondents. Prior to their use of drugs and substances, a considerable proportion (71.1%) of the students reported experiencing symptoms of depression. These symptoms included a lack of interest or pleasure in activities, with 20.8% reporting this feeling. Furthermore, varying degrees of depressive feelings, such as feeling down, depressed, or hopeless, were reported by 29.0% for a few days, 29.5% for several days, 30.1% for more than half the days, and 11.5% every day.

Sleep-related issues were also prevalent, with 23.0% experiencing difficulty falling or staying asleep for a few days, 24.6% for several days, 16.4% for more than half the days, and 36.1% every day. Similarly, feelings of fatigue or low energy were

reported by 41.0% for a few days, 13.1% for several days, 26.8% for more than half the days, and 19.1% every day.

Furthermore, the respondents indicated disrupted appetite patterns, with 14.8% experiencing poor appetite or overeating for a few days, 12.6% for several days, 21.9% for more than half the days, and 50.8% every day. Other depressive symptoms, such as low self-esteem, difficulty concentrating, restlessness, and thoughts of self-harm or suicide, were also prevalent among the students.

These findings underscore the considerable burden of depression symptoms experienced by students prior to their engagement in substance use. It is crucial to address the mental health challenges faced by students and provide appropriate interventions and support mechanisms. By promoting mental well-being and addressing the underlying factors contributing to depression, universities can help create a conducive environment for students' overall health and academic success.

5.2.2 Drug and substance use among

The study findings revealed several significant patterns related to depression levels, concerns about drinking habits, difficulty in stopping drug use, academic performance, guilt or remorse, memory loss, and dependence on substances.

Regarding depression levels, a considerable portion of the respondents reported experiencing symptoms such as lack of interest, feeling down, difficulty sleeping, fatigue, poor appetite, and thoughts of self-harm. These findings highlight the prevalence and severity of depression among the participants.

Concerns about drinking habits were expressed by relatives, friends, doctors, or health workers. A substantial number of respondents received advice or expressions of

concern about their drinking, ranging from monthly to daily frequencies. However, a small percentage reported never receiving such concerns.

Drug and substance use patterns showed that a sizeable portion of the respondents engaged in heavy drinking, with a substantial percentage consuming six or more drinks on a single occasion. Weekly and daily or almost daily consumption rates were also notable.

The study also shed light on the challenges associated with drug use. Many respondents reported difficulty in stopping drug or substance use once started, indicating potential addiction issues. Furthermore, drug use negatively impacted academic performance and contributed to feelings of guilt or remorse.

5.2.3 Students Perception

The research findings on students' perceptions of drug and substance use revealed several factors influencing their engagement in such behaviours. Peer pressure, curiosity, stress, emotional issues, lack of awareness, and the influence of media were identified as key factors. To overcome their substance use, participants suggested the implementation of education and awareness programs, counselling and therapy services, support groups, professional treatment options, and an integrated approach to recovery, focusing on lifestyle choices and mental health.

The impact of drug and substance use on university students' studies was significant. Participants reported negative effects on their academic performance, including impaired cognitive functioning, memory difficulties, and reduced concentration, resulting in poor grades, attendance problems, and challenges in completing assignments and exams. Time management issues and interpersonal

difficulties with peers and faculty members were also identified as consequences of substance use.

5.3 Discussions

The findings per the objectives which were discussed.

5.3.1 Depression Levels Among Students

The study reveals that a considerable number of students (71.1%), before substance use, experienced symptoms of depression. These included lack of interest in activities, sleep-related issues, fatigue, disrupted appetite patterns, low self-esteem, difficulty concentrating, restlessness, and thoughts of self-harm or suicide. These symptoms underscore the significant burden of depression experienced by students before substance use. Universities should address these mental health challenges, provide appropriate interventions, and support mechanisms to create a conducive environment for students' overall health and academic success. This finding correlates with study done by et al. (2020), who revealed that people who feel sad, depressed, or hopeless might use drugs to deal with their feelings. This gives background and support for the correlations found in this study. This is in line with Ingram et al. (2020) who found that there is a strong link between less involvement in social activities and using unhealthy ways to deal with problems, like using drugs. This supports the results of a study by Pando-Naude et al. (2021), who found that people who constantly feel tired or low on energy might be more likely to use drugs to self-medicate or briefly ease their emotional pain. This is similar with a study done by Rodriguez, (2020) who found that there is a strong link between poor eating and starting to use drug or other substance later. Their results suggest that people who have trouble eating or who eat too much might be more likely to use drugs to deal with their emotions or to help them feel better.

These results are like what Garcia-Romeu et al. (2020), in their study, found about the link between low self-esteem and the desire to use drugs. Their study found that people who have a bad opinion of themselves may turn to drug or other substance to deal with their feelings or briefly improve how they see themselves.

These findings align with a study by Servidio, (2021), who found that individuals who encounter trouble concentrating on tasks may be more susceptible to turning to substances as a means of improving their focus or managing their attention-related challenges. The above findings correspond to the results of a study by Rogers et al. (2020), which focused on the link between how a person looks and how soon after that they start using drugs. Their research found that people who move slowly, speak slowly, or are fidgety and restless might be more likely to use drugs to manage their physical complaints or find relief from their pain. These results are similar to those of a study by Hogarth, (2020), which shows the strong link between mental pain and starting to use drugs. Their findings found that people who have these kinds of upsetting thoughts may be more likely to turn to drugs to deal with their emotional pain or get brief relief from their psychological problems.

5.3.2 Drug and substance use among

The study found that factors such as peer pressure, curiosity, stress, emotional issues, lack of awareness about drug use, and media influence contributed to students' drug use. Respondents suggested education, counselling, therapy, support groups, professional treatment, and an integrated approach to recovery to overcome this. They also highlighted the negative effects of substance use on university students' academic performance, including impaired cognitive functioning, memory difficulties, and reduced concentration. Attendance and participation issues were also prevalent, as

substance use led to frequent absenteeism and reduced motivation. Time management challenges were also reported, leading to procrastination, and missed deadlines. Interpersonal difficulties emerged due to strained relationships with peers, friends, and faculty members. This finding aligns with the work of Martinez et al. (2017), who found that individuals respond differently to expressions of concern or advice from various sources, ranging from infrequent to regular frequencies.

This study concurs with an investigation by McTeague et al. (2020), who found that individuals exhibit a wide range of drinking behaviours, spanning from infrequent to more regular occurrences of consuming six or more drinks on a single occasion. This finding agrees with a study by Grant et al. (2019), who found that addictive behaviours related to substance use manifest along a continuum of intensity and difficulty to stopping. This aligns with the findings of a study by Schulenberg (2021), who found that substance use has a variable and individualized impact on an individual's capacity to fulfil their responsibilities. Study findings by Zolotov et al. (2020) agree with this finding. Their findings revealed that individuals who engage in heavy drinking might have diverse levels of dependency on substances the following morning, ranging from occasional to frequent occurrences. This finding aligns with insights from a study by Yehudai et al. (2020), which highlights the variable emotional impact of substance use on individuals. Their finding found that people's emotional responses to drug and substance use vary widely, ranging from infrequent or moderate guilt or remorse to more intense and frequent emotional reactions. This finding concurs with findings by Charles et al. (2022). Their results revealed that heavy drinking might trigger various responses in individuals, leading to varying degrees of reliance on substances the following morning.

5.3.3 Depression and Drug Substance

The study found that most individuals in the sample did not report depression, with 38 out of 183 individuals falling into this group. The largest group of individuals in terms of drug substance usage was in the monthly category, with 80 out of 183 individuals using drugs on a monthly basis. The most common level of depression was several days, with 116 out of 183 individuals reporting this level. Severe levels of depression more than half a day and all days were rare. The higher the frequency of drug substance usage, the higher the percentage of individuals reported depression. The Chi-Square Tests indicated a statistically significant relationship between drug substance usage and depression. Students with substance use disorders are at increased risk for depression and other mental health disorders, and depression is associated with concurrent drug and substance use. The study results agreed with Conner, Pinquart and Gamble (2019) showed that depression is associated with concurrent alcohol use and impairment and drug use and impairment. According to the findings of Simon, Snow, and Wakeman (2020), there is a significant comorbidity between substance use disorders and mental disorders, including depression and bipolar disorder. According to a study conducted by Abuse (2020), individuals diagnosed with mental, personality, and substance use disorders exhibited a heightened susceptibility to engage in nonmedical utilization of prescription opioids. According to the findings of Wang et al. (2023), a sizeable proportion of individuals undergoing substance use disorder (SUD) treatment for the nonmedical utilization of prescription painkillers exhibit indications or have been diagnosed with mental health disorders, specifically depression and anxiety. The study conducted by Mohamed et al. (2020) revealed a positive and statistically significant correlation between the Drug Use Disorder Identification Test (DUDIT) score and levels of anxiety and depression. According to Martinotti et al.

(2021), substance use disorder has been found to have a substantial impact on mental health, interpersonal relationships, and overall well-being. Moreover, it has the potential to pose a significant risk to one's life. The development of substance use disorder is a multifaceted process influenced by several factors, one of which includes the presence of mental health conditions like depression.

5.4 Conclusions

Based on the research findings, several conclusions can be drawn regarding the study's objectives. Firstly, it was evident that a considerable proportion of students experienced symptoms of depression prior to their engagement in drug and substance use. This highlights the need for early detection and intervention strategies to address mental health challenges among students. Additionally, concerns about drinking habits and the prevalence of drug and substance use indicate the importance of promoting responsible drinking behaviours and raising awareness about the risks associated with excessive drug and substance intake. The study also revealed the challenges faced by students in overcoming drug and substance use, emphasizing the need for comprehensive support services, including counselling, therapy, and peer networks. Finally, the negative impact of drug and substance use on academic performance and interpersonal relationships underscores the importance of integrating Substance use prevention and intervention programs within educational institutions.

5.5 Recommendations

Based on the study findings, several recommendations can be made to address the issues identified. The study found that a considerable proportion of students reported experiencing symptoms of depression prior to their use of drugs and substances. The study highlights the need for addressing the mental health challenges

faced by students and providing appropriate interventions and support mechanisms. This suggests a gap in the current support systems and interventions available to students in addressing their mental well-being and preventing substance use as a coping mechanism. Firstly, universities should prioritize Mental Health and Psychosocial Support (MHPSS) initiatives, such as counselling programs, peer support groups, social relational activities, psychoeducation, among MHPSS based activities to address the high prevalence of depression symptoms among students. This includes raising awareness about mental health, providing accessible resources, and implementing early intervention strategies.

The major finding of this study is the high prevalence and severity of depression among the participants. Additionally, concerns about drinking habits and difficulty in stopping drug use were identified as significant issues. The study also highlighted the negative impact of drug use on academic performance and the presence of guilt or remorse. However, a gap in the research is the lack of information on potential consequences of excessive drug and substance use. Therefore, educational campaigns should be developed to promote responsible drinking behaviours and inform students about the potential consequences of excessive drug and substance use.

The research findings highlight that drug and substance use significantly impacts university students' studies, leading to negative effects on academic performance, impaired cognitive functioning, memory difficulties, reduced concentration, poor grades, attendance problems, challenges in completing assignments and exams, time management issues, and interpersonal difficulties with peers and faculty members. The research identifies several factors influencing students' engagement in drug and substance use, such as peer pressure, curiosity, stress,

emotional issues, lack of awareness, and the influence of media. However, it does not explore the substance use prevention programs that address the underlying factors. Universities should also consider implementing substance use prevention programs that address the underlying factors contributing to drug and substance use, including peer pressure, curiosity, and stress. Such programs can incorporate educational sessions, peer support networks, and referral services to professional treatment options. Furthermore, universities should foster a supportive and non-judgmental environment that encourages open dialogue and reduces the stigma associated with substance use. This can be achieved through the establishment of support groups, student-led initiatives, and policies that promote the well-being and academic success of students.

5.6 Areas of Further Research

The current study sought to analyse the relationship between depression, drug and substance use among undergraduate students at University of Eldoret. The current study did not test any interventions. Intervention studies would allow researchers to evaluate the effectiveness of different approaches to preventing or treating depression, drug, and substance use among university students.

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APPENDIX I: CONSENT FORM

I am a master's student at Africa Nazarene University. As a course requirement I am conducting this study entitled: "analyse the relationship between depression, drug and substance use among undergraduate students at University of Eldoret." Please read this form carefully and ask any questions that you may have before agreeing to take part in this study. Your answers are voluntarily given, and confidentiality is a must.

In case of any questions: Contact **Augustine Kiptoo Lambert**: kiptoolambert@gmail.com or 0723864901. You will be given a copy of this form to keep for your records. Statement of Consent: I have read the above information and have received answers to all the questions 1 asked.

Your Signature_____ Date _____

This consent form will be kept by the researcher for at least three years beyond the end of the study.

APPENDIX II: STUDENTS QUESTIONNAIRE

Section A: Students Background

Gender

1. Male ☐
2. Female ☐

Date of Birth

17-19 years [ ]

20-22 years [ ]

23-24 years [ ]

Year of Study

Year 1 [ ]

Year 2 [ ]

Year 3 [ ]

Year 4 [ ]

Section B: Depression Levels Among Students

Before you started using drugs and substance, how often have you been bothered by any of the following problems in two weeks?	
1. Little interest or pleasure in doing things?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]
2. Feeling down, depressed, or hopeless?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]
3. Trouble falling or staying asleep, or sleeping too much?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]
4. Feeling tired or having little energy?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]
5. Poor appetite or overeating?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]

6. Feeling bad about yourself - or that you are a failure or have let yourself or your family down?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]
7. Trouble concentrating on things, such as reading the newspaper or watching television?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]
8. Moving or speaking so slowly that other people could have noticed? Or the opposite - being so fidgety or restless that you have been moving around a lot more than usual?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]
9. Thoughts that you would be better off dead, or of hurting yourself in some way?	Not at all [ ] Several Days [ ] More than half the days [ ] All the days [ ]

Section C: Drug and substance use among

Tick in the box where appropriate			√
1.	How often do you use drugs or other substances?	Never [Skip to Qs 9-10]	
		Monthly or less	
		2 to 4 times a month	
		2 to 3 times a week	
		4 or more times a week	
2.	How many drinks or use drug and substances containing alcohol or other recreational drugs do you use on a typical day?	1 or 2	
		3 or 4	
		5 or 6	
		7, 8, or 9	
		10 or more	
3.	How often do you have six or more drinks on one occasion?	Less than monthly	
		Monthly	
		Weekly	
		Daily or almost daily	
4.	How often during the last year have you found that you were not able to stop drinking or using substances once you had started	Never	
		Less than	
		monthly	
		Monthly	
		Weekly	
		Daily or almost daily	
5	How often during the last year have you failed to do what was normally	Never	
		Less than	

	expected from you because of using drugs substances?	monthly	
		Monthly	
		Weekly	
		Daily or almost daily	
6.	How often during the last year have you needed a first drug and substance in the morning to get yourself going after a heavy drinking session?	Never	
		Less than	
		monthly	
		Monthly	
		Weekly	
		Daily or almost daily	
7	How often during the last year have you had a feeling of guilt or remorse after using drugs and substance?	Never	
		Less than	
		monthly	
		Monthly	
		Weekly	
		Daily or almost daily	
8	How often during the last year have you been unable to remember what happened the night before because you had been using drugs and substances?	Never	
		Less than	
		monthly	
		Monthly	
		Weekly	
		Daily or almost daily	
9		Never	
		Less than	

	Have you or someone else been injured as a result of your using drugs and substances?	monthly	
		Monthly	
		Weekly	
		Daily or almost daily	
10	Has a relative or friend or a doctor or another health worker been concerned about your drinking or suggested you cut down?	Never	
		Less than	
		monthly	
		Monthly	
		Weekly	
		Daily or almost daily	

Section D: Students' Perception

1. What factors might lead you to the use of drugs and substances?

_____

_____

_____

_____

2. What do you think are the possible ways to help you walk out of use of drugs and substances?

_____

_____

_____

_____

_____

3. How has your use of drugs and substances affected your studies at the university?

_____

_____

_____

_____

_____

APPENDIX III: INTERVIEW GUIDE

Good morning/afternoon.

The information provided was used for the purpose of this study and no other purpose whatsoever and the information provided will remain confidential. Kindly I need your maximum co-operation in responding to this interview.

I would be grateful if you could spare some minutes for this interview.

Thank you.

1. What are the depression levels among the undergraduate University of Eldoret students?

   _____

   _____

   _____

   _____

2. What are the levels of drugs and substance use among the undergraduate University of Eldoret students?

   _____

   _____

   _____

   _____

3. Is there a relationship between depression and drug abuse among the University of Eldoret students?

   _____

   _____

   _____

   _____

APPENDIX IV: RESEARCH APPROVALS AND LETTERS

AFRICA NAZARENE
UNIVERSITY

12th June, 2023

RE: TO WHOM IT MAY CONCERN

Kiptoo Augustine Lambert (**18J03DMCP021**) is a bonafide student at Africa Nazarene University, in the School of Humanities and Social Sciences, Counseling Psychology Department. He has finished his course work and has defended his thesis proposal entitled: - ***"Assessment of the Relationship Between Depression, Drug and Substance Use Among University of Eldoret Students.".***

Any assistance accorded to him to facilitate data collection and finish his thesis is highly welcomed.

Dr. Simon Obwatho
Ag. DVC, Academic Affairs

APPENDIX V: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 362680

Date of Issue: 30/June/2023

RESEARCH LICENSE



This is to Certify that Mr.. Augustine Kiptoo Lambert of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: AN ANALYSIS OF THE RELATIONSHIP BETWEEN DEPRESSION, DRUG, AND SUBSTANCE USE AMONG THE UNIVERSITY OF ELDORET STUDENTS for the period ending : 30/June/2024.

License No: NACOSTI/P/23/27213

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Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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See overleaf for conditions

APPENDIX VII: LETTER FROM UNIVERSITY OF ELDORET

University of Eldoret
Flame of knowledge and innovation

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Tel: +254 788 232 004/ +254 740354966
E-mail: dvcpre@uoeld.ac.ke
Website: www.uoeld.ac.ke

OFFICE OF THE DEPUTY VICE-CHANCELLOR
(PLANNING, RESEARCH & EXTENSION)

REF: UoE/D/DVPRE/LOS/075 **13TH JULY, 2023**

Augustine Kiptoo Lambert,
P.O Box 594-30100,
Eldoret.

Dear Madam,

RE: REQUEST TO COLLECT RESEARCH DATA AT THE UNIVERSITY OF ELDORET

We refer to your application to carry out research on the topic: *'An Analysis of The Relationship Between Depression, Drug, And Substance Use Among The University of Eldoret Students''* and are pleased to inform you that your request has been approved.

You are advised to report to the Deputy Vice- Chancellor (PRE) on arrival at the University to commence your research. The permission is also granted on condition that you will share the findings with the University once you complete your studies.

Yours faithfully,

Deputy Vice Chancellor
Planning, Research & Extension
University Of Eldoret

PROF. P. O. RABURU
DEPUTY VICE-CHANCELLOR (PLANNING, RESEARCH & EXTENSION)

Cc. Ag. Vice-Chancellor

APPENDIX VIII: MAP OF UNIVERSITY OF ELDORET

