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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF SPECIAL NEEDS**

**PUSH & PULL FACTORS OF STUDENTS  
EXPOSED TO DRUG ABUSE & ITS  
CONSEQUENCES ; A CASE STUDY OF YEKATIT  
12 PREPARATORY SCHOOL GULELE SUB CITY  
ADDIS ABABA, CITY ADMINISTRATION**

**By: KASSAITU DESSIE**

June 28, 2019

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**A Thesis Submitted to The School of Graduate Studies of  
Addis Ababa University in Partial Fulfillment of the  
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Needs Education**

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## **DECLARATION**

I the undersigned, declare that this Thesis is my original work and has not been presented to any other Examining body/institution. And that all sources of material used for the thesis have been duly acknowledged.

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### **Declaration by Supervisor**

This thesis has been submitted to Department of Special Needs, Addis Ababa University Graduate Studies for examination with my approval as a university advisor.

NAME: DR. BELAY HAGOS

Signature ..... Date.....

## **Abstract**

The main purpose of this study was to assess the push and pull factors of drug abuse and its consequences on students of Yekatit 12 Preparatory School in Gullele Subcity, Woreda 2 Addis Ababa. Three research questions were addressed to meet the main purpose of the research; push and pull factors, the effects of drugs (on psychological well-being, social relations, health, teaching and learning etc.,) the roles of woreda, and sub city administration, and finally the study identified possible solutions. Mixed research methods were employed. Simple random sampling & representative sampling techniques were used. Instruments questionnaire, focus group discussion and interview were used to gather data. The major findings of the study showed that chat, shisha and cigarette were the main commonly consumed drugs by the students. Students faced different problems due to their drug abuse behavior which had negative impact on their education directly or indirectly.

Therefore, platforms need to be arranged where parents, teachers and peers should jointly deal with this issue. It also needs designing relevant projects to formally respond to the problem. Further laws should be in place or existing once need to be amended to control the drug abuse and to create a drug free school environment; raise awareness, about the nature and consequences of drug abuse through health and school media, recreational facilities of youth centers. There also need Individual and group counseling sessions on drug abuse, campaigns on drug abuse and further research should be conducted and disseminated for informed decisions by concerned bodies.

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## **ACRONYMS**

GO	Governmental Organization
NGO	Non-Governmental Organization
WHO	World Health Organization
NIDA	National Institute on Drug Abuse
AIDS	Acquired Immune Deficiency Syndrome
DACA	Drug Administration and Control Authority of Ethiopia
HIV	Human Immunodeficiency Virus
MOE	Ministry of Education
MOH	Ministry of Health
UN	United Nations
UNDCP	United Nations Drug Control Program
UNODCCP	United Nations Office for Drug Control and Crime prevention
EADIS/GAP:	Eastern Africa Drug Information System/Global Assessment Programmer

## **Operational Definition**

Chat:- the leaves and buds of a plant found in East Africa, which are chewed or brewed as a drink.

Shisha:- Water Pipe filled with tobacco

Adolescent:- refers to students between the age of 16 and 20 who are currently attending their education

Drug abuse:- Use of drugs for purposes other than medical reasons. It refers to misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically.

Preparatory school: School of grade 11 and 12

Parental influence: refers to father, mother, relatives or guardians who are able to affect the behavior of their children directly or indirectly.

Peer pressure: are group of people of the same age, status or interests which refers to an inclination to conform to the standard of students of the same status and age rank.

Students: refer to adolescents who are attending their education and that can influence one another certainly and easily.

Drug use: refers to the usefulness of drugs without harm to health.

Drug addiction: habitual repetition of excessive behavior that a person is unable or unwilling to stop despite its harmful consequences.



# CHAPTER – ONE

## 1. INTRODUCTION

In this chapter, background of the study, statement of the problem, significance of the study, and limitations of the study are presented.

### 1.1 Background Information of the Rresearch

According to literatures drug abuse refers to the use of certain chemicals for the purpose of creating pleasurable effects on the brain. Drugs are damaging by their nature. These substances produce changes in behavior function by altering the chemistry of the brain. Once brain function is altered, a person experiences physical, psychological, and behavioral changes as a direct result. Changes in physical and psychological functioning cause damage to the mind, and body.

The United Nations Office for Drug Control and Crime Prevention report, stated the use of substances such as alcohol, chat, and tobacco has become one of the rising major public health and socioeconomic problem worldwide. Today, Substance use and problems arising from it are increasing all over the world and currently together with HIV/AIDS epidemic, become one of the most threatening and challenging social and public health problems.

The World Drug Report by UNDCP (2001) reports that there are about 141 million drug abusers globally, including 8 million heroin addicts, 30 million amphetamine users and 13 million cocaine users. While the rates of drug use in Africa are low compared to industrialized countries, they are a cause for concern. It is said to be currently there are over 190 million drug users around the world and the problem has been increasing at alarming rates, especially among young adults under the age of 30. According to a UNDCP/WHO report (2000), more than 25 percent of students in Nigeria said it will be easy to obtain a wide variety of illegal drugs such as crack cocaine, which has entered the market in Lagos. In South Africa – the only substantially industrialized sub-Saharan country - prevalence rates were of similar magnitude, but included the smoking of a mixture of cannabis and methaqualone.

The study of Substance Abuse in Ethiopia Abebaw et. al (2017) states that Alcohol and chat are the most frequent substances of abuse followed by cannabis and solvents. According to this study Heroin and Cocaine are rarely used. The social, cultural and economic growth of a given society is greatly determined by the degree of intellectual development of its young generation. It is the young generation who is responsible to eradicate poverty and to enable people to lead a better and healthier life. Since, young generation is the foundation of political, economic, technical, and social development, its education is a supporting factor. Despite the great responsibilities of students, there are serious problems that throw their life at a danger. Young population is a vulnerable social group who is exposed to drug abuse practices and to all their disastrous effects.

Drug abuse among teens is the great problem that has speeded all over the world. Studies indicate that drug abuse among Ethiopian youth is considerably rising; in particular preparatory, college and university students are the most at risk of drug use. Ethiopia suffers with many problems; drug is one of the acute problems of the country. Drug abuse directly influences the economic and social aspects of a country. The students are mostly addicted to drugs due to various reasons such as peer pressure, family breakdown, and conflict with parents, stress at home, and availability of drugs at home, neighborhood and school environment. People are anxious about this problem. If this problem cannot be removed, it will be dangerous to individuals, families', communities and the country at large.

Drug abuse can be very detrimental for Academic Performance in preparatory schools. It can have far reaching effects on the society because the students are the future of any society or country. The problem of drug use is an emerging and serious problem in our country. However, studies on the use of drugs are rare. This research tries to identify factors associated with drug use among Yekatiti 12 Preparatory School students.

The former Etege Menen Girls School the later Yekatit 12 Preparatory School was established in Addis Ababa in 1924 Ethiopian Calendar (E.C) and it served as girls school till 1971. From 1972-1993 the school served both girls and boys being called Yekatit 12 Comprehensive Secondary School, from 1994-1999 it served as both Comprehensive Secondary School and Preparatory School. From 2000 - to date it has been called preparatory school; it prepares students to enter into universities.

## 1.2 Statement of the Problem

A study conducted by Drug Administration and Control Authority in different parts of Ethiopia show that there is a prevalence of drug use in high schools. The concern given by the government and non-governmental organizations and understanding of the general community is limited, hence a number institutions providing services for young people suffering from substance use is inadequate and insufficient.

The abuse of substances like chat and cigarette has been part of the country's tradition. Chat, which was some years back limited to some cultures and religions. It is currently spreading throughout the country at an alarming rate and abused especially by youth irrespective of culture, education, religion, etc. It is consumed everywhere by people and the prevalence of its consumption has been increasing rapidly over the last few years.

Almost every small kiosk in Addis Ababa openly sale chat, people openly chew it, including school boys and girls. Drugs indiscriminately affect all people but the youth are the most vulnerable one. Drug during adolescence (16- 25 years of age ) is common. On this particular age, adolescents become probing to try so many new things. The initial factor that seems to influence adolescents' experimentation with drug use seems to be curiosity.

As United Nation report states, teens use drugs for many reasons such as to feel good, to reduce stress, or to feel grown up. Using alcohol and tobacco at a young age increase the risk of using other drugs later. For some adolescents, drugs offer a relief from internal discomfort, such as feelings of depression. Others use as a way to deal with the stress of interpersonal conflict, to fit in a social group etc.

Substance use is recognized as a growing problem in Ethiopia and it appears to have greater impact on the younger generation, particularly in urban centers (Fekadu, et.al 2007; Alem & Kebede, 2006). Thus, the issue of substance use has become a serious concern of many professionals and individual citizens in Ethiopia. Accordingly, more recently increased efforts have been made to conduct studies assessing the use of mind-altering substances among various groups of the Ethiopian population.

Moreover, drug abuse among the teens and school students seem to have determinant effect on teaching and learning process. Therefore, it is important for the parents and students to learn the risk of the drug use and take action as soon as concerns are raised to avoid serious problems in school. This problem has also become the issue of Yekatit 12 Preparatory School as a case study. Hence the study tried to investigate the push and pull factors and its effect on academic performance.

### **1.3 Objective of the Study**

The overall objective of the study is to assess the push and pull factors of drug abuse on students and its consequences.

### **1.4 Research Question**

This study tried to answer the following Three questions

1. What are the major factors that are pushing and pulling students at Yekatit 12 Preparatory School to abuse drugs?
  - What student characteristics are related to drug abuse (parents background, academic background, emotional wellbeing...)
  - What are the facilitating environmental factors that attract student to abuse drug?
2. What are the effects of drug abuse among Yekatit 12 Preparatory School students in terms of:
  - Psychological well-being
  - Social relations/ responsibility
  - Health
  - Teaching and learning etc.
3. What are possible solutions to prevent students from drug abuse at Yekatit 12 Preparatory School?

## **1.5 The significance of the study**

Drug abuse needs the attention of teachers, health workers, parents, etc. because it is a significant issue in the social, educational, health, and other related sectors affecting the youth. Due to this, this finding is believed to give timely information about the push and pull factors and impacts of drugs of abuse among Yekatit 12 Preparatory School students in Addis Ababa. Beyond this, it is assumed to show the interconnection of drug abuse behavior with social, environmental and psychological factors. It may also serve as a reference for further study in this area.

## **1.6 Limitations of the Study**

While conducting the study, the limitation that has arisen and come crossed includes:

- Unwillingness from the side of some students to participate in the study to be interviewed.
- Difficulty of finding published and unpublished reference materials on the topic area in reference to Ethiopian context.
- Constraint of budget, time and human resource.
- Unwillingness of drug dealers and the community as well to give information.

## CHAPTER-TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 Overview of Literatures

According to Gay and Airasian, (2000), a literature review serves to identify a relevant theoretical or conceptual framework for a research problem, lays the foundation for a study, inspires new research ideas and determines any gaps or inconsistencies in a body of research.

Under this section, abuse of drugs were defined, theoretical and empirical frame works which guide the study were discussed.

Drug abuse is defined by different authors in different ways. Broadly speaking, a drug is any substance that, when absorbed into the body of a living organism, alters normal bodily function. It changes mood, perception or consciousness.

Substance abuse refers to injurious or harmful use of psychoactive substances that include alcohol and illegal drugs. The psychoactive substances abusers have always a strong desire to repeat the dose. They find difficulty to control the use of these substances or may suffer from withdrawal effects. There are many potential risk factors that escalate the risk of substances abuse. These include genetic factors, family environment, lack of parental attachment, outside environment and mental health. **(Amna Sulayiam, Hamed et.al 2018)**

Most of the time people abuse substances to improve their performances or to reduce problems like stress, depression and anxiety. Habit of substance abuse leads to various problems in people's daily life's activities towards family, school and work for example. It may leads to complications in their relationships such as; they may not fit with friends and family members.

Ignoring children, dropout in school or loss of job are also associated with substance abuse. **(Amna Sulayiam, Hamed et.al 2018)**

According to the World Drug Report (2005), the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world trend is the increasing

availability of many kinds of drugs to an ever widening socio-economic spectrum of consumers. The report argues that the main problem drugs at global level continue to be opiates (notably heroine) followed by cocaine. For example, for most of Europe and Asia, opiates continued to be the main problem drugs, accounting for 62 percent of all treatment in 2003. Reports from a total of 95 countries indicated that drug seizures increased four-fold in 2003, and more than half of these were of cannabis.( Joyce Ombere Abur 2014 )

The World Health Organization (WHO) defines substance abuse as:

“...the harmful or hazardous use of psychoactive substances, including alcohol and illicit/illegal drugs.”

According to the United Nations Office report on the practice of substance abuse, the problem of substance abuse became worsen by complex psycho-social challenges such as unemployment, poverty, crime, unwanted pregnancy and sexual assault. Despite challenges, drug dealers have exerted a profound influence on young people to take substances so that once they become addicted, they further influence their friends into taking substances. As a result these problems have been overwhelming many families and communities across nations. (UN; 2011)

Ray and Ksir (1999:4) defined drugs as any substance, natural or artificial, other than food that by its chemical nature alters structure of function in the living organism. Drug abuse refers the use of a substance in a manner, amounts or situations such that the drug use causes problems or greatly increases the chances of problems occurrence. The problems may be social, occupational, psychological or physical.

Another explanation about drug abuse is given by Buddy (2009, cited in Ojikutu & Adeleke, 2010) as It is ‘a pattern of harmful use of any substance for mood altering process’.

UNODC (2008) world drug report, defined substance abuse as “use of a drug by an individual when there is no legitimate medical need to do so”.

Substance abuse is not only affecting the adult people, it also seriously influencing the school going children. Adolescence is the developmental phase at serious risk for the onset of substance use related issue, and at this stage students are most likely to abuse substances for the first time in their life. The stage for onset of behaviors and conditions is flourished at adolescent, and this

phase of life is not only affecting health limited to that time but also lead to adulthood behaviors. In other words, early use of many substances such as alcohol, tobacco and illicit drugs use are the predisposing factors for misusing those substances in later life. For example, individuals who first use alcohol in adolescent years are vulnerable to subsequently extending alcohol abuse or alcohol dependence in their later life. Tobacco use is the most significant preventable cause of premature death worldwide and most adult smokers start smoking in adolescence. Not only that, adolescents who start smoking at younger age are also more prone to become habitual smokers and less likely to quit. (Amna Sulayiam, Hamed et.al 2018)

The use of drugs/ substances is a result of the interactions between the individual, the substance and the environment. Young people especially have particular characteristics that make them vulnerable to substance use. Some of the risk factors include: peer pressure, unemployment and redundancy, wanting to socialize, wanting to feel high, wanting to forget problems, wanting to establish independence from the family, the need to belong and to be accepted (e.g. smoking is a way of showing that one is mature), availability of substances, failure in school performance, etc. (WHO, 2000, p 43)

The United Nations International Drug Control Programme operates as the regulatory body for drug control all over the world, collecting data and setting standards. It defines the term ‘drug’ as any substance that when ingested modifies perception, mood or consciousness. (UNIDCP; 1997).

Drugs also become a means for a person to stop bad feeling and discomfort about himself/herself that last for short period unless the user continues using the drugs and this will result addiction. So the individual will continue to use drugs regularly to feel better about him/her.

Addiction is a physical or psychological craving for higher and higher doses of a drug that leads to bodily harm, social maladjustment, or economic hardship, dependence on a substance, habit, or behavior.

Encarta encyclopedia standard (2009) defined Addiction as “habitual repetition of excessive behavior that a person is unable or unwilling to stop, despite its harmful consequences”. People can be physically addicted to a drug, meaning they may suffer ill physical effects if they stop

taking the drug. They also can be psychologically addicted to drugs, feel overwhelmingly deprived if they attempt to stop. It explains that addiction is the physical and psychological habit or feeling of need, which comes from repeated use of a drug. People think they will never get addicted, but many end up addicted. Someone who is addicted loses control and judgment and when use of the drug is stopped, may suffer severe psychological or physical symptoms, such as anxiety, irritability, unhappiness and stress.

Similarly Yalisove defined addiction as a repetitive activity that produces a rapid, powerful, short-lived reward, followed by a longer-lasting dysphonic state, which initiates a new round of the addictive behavior, It includes loss of control over the habit and negative consequences attributable to the habit, (Yalisove, 1997; .9).

Both definitions emphasize that addiction creates long term pain and discomfort when not used, the person who suffers from addiction thinks about, plans, and looks forward to using. If the first experience was enjoyable then the person may want to repeat it again and again and this may eventually leads to addiction.

According to documents, some kinds of traits and behaviors that tend to accompany addiction are;

- Making impulsive/spontaneous choices
- Constantly seeking excitement and new sensations
- Feeling alienated from mainstream society valuing
- Valuing deviant or nonconformist behavior
- Lacking patience such as having trouble waiting for delayed gratification

Besides the above points, these individuals seem to have antisocial personality disorder or have no regard for either social norms or other peoples' feelings. The typical trait include:-

- Constantly breaking the law
- Acting deceitful, such as lying, using false names
- Falling to plan ahead
- Acting irritable or aggressive, and getting into physical fights
- Behavioral recklessly/irresponsibility or putting other people in danger
- Lacking regret for wrong-doing, including for hurting others

### 2.1.1 Pull & Push Factors for students' drug abuse

There are internal and external factors contributing to adolescents' substance abuse. External factors are derived from the environment; what they see or hear in their surroundings can serve as stimuli to their substance use. Internal factors are based on adolescents' emotions and cognitive Well-being. Both factors are as important to the adolescent substance use, although many times one can easily distinguish the external causes of use. These include family factors, peer influence, and media influence. (Stephanie Michelle Araiza Alma et.al 2014 )

#### **Family Factors and Influence**

According to some studies, siblings' substance use will increase the chance of an adolescent's likelihood to use the same substance as their sibling. The importance of parents and siblings influence because of their contribution to molding adolescents' environment; an adolescent will imitate learned behaviors. Additionally, if parents are using substances, it is more likely that the family will be undergoing other problems such as poor health care, unemployment, and scarcity of resources; these stressors can lead adolescents to feel helpless and engage in drug and alcohol use. Parent and siblings have a great contribution to adolescent substance use because they form part of the adolescent's environment. (Stephanie Michelle Araiza Alma et.al 2014 )

Parents exercising traditional family roles may be able to limit the influence of peer groups on children's attitudes towards drug use and therefore have a crucial influence on children's behavior.( UNDCP, March 1995)

Family and community have a major impact on adolescents of drug abuse. The family is often viewed as the basic source of strength, providing nurturance and support for its individual members as well as ensuring stability and generational continuity for the community and culture (1). In reality, the family is far more complex. At least four conceptual views of the family have been identified.

First, it may be seen as protecting and sustaining both strong and weak members, helping them to deal with stress and pathology while nurturing younger and more vulnerable members.

Secondly, the family may be a source of tension, problems and pathology, influencing weaker members in harmful ways, including destructive drug or alcohol use.

Thirdly, it may be viewed as a mechanism for family members to interact with broader social and community groups, such as peer groups, schools, work colleagues and supervisors and persons associated with religious institutions.

Fourthly, the family may be seen as an important point of intervention - a natural organizational unit for transferring and building social and community values. Rapid social, economic and technological change may, under certain circumstances, weaken the sense of family and reduce the sense of belonging to other people, groups and places. Stability of relationships, environment and expectations is a powerful force in helping people manage their lives, especially important for children and young adults. In some societies, the classical problem of balancing discipline and control of children with nurturing support to encourage their exploration, understanding of the world and self-realization may be complicated by substance abuse problems as well as a wide range of other conditions. (UNDCP, March 1995).

Similarly, parenting styles also have a fundamental impact on the adolescent substance abuse. Parenting styles greatly impact children; if there is less attachment (i.e. warmth, encouragement, support, and acceptance) the adolescent is more likely to use drugs. The wellbeing of the parent could also impact their parenting style. There are some parents who need to deal with their own mental health issues. Being so, the parent cannot connect or interact with his or her child. It becomes difficult to supervise the adolescent with mental health issues. It often occurs that the parent and child reverse roles, making many adolescents the caretaker of their parents. (Stephanie Michelle Araiza Alma et.al 2014).

On the other hand International Journal of Research on Internal Medicine & Public Health Vol. 4 No. 9 (2012), showed the cause of drug abuse is not fully known but likely includes genetic predisposition, co-occurring conditions and environmental circumstances. Drug use and experimentation is common in pre-adolescents and adolescents, but only a small percentage of those users will go on to abuse drugs.

Another external factors contributing to adolescent substance abuse is the media. Although there are many illegal drugs that adolescents engage in, the two that show the most media influence

are alcohol and tobacco. These two drugs are assumed to be the gateway to other illicit drugs. Alcohol and tobacco companies spend billions of dollars creating advertising, and it appears to have a great impact on the adolescent population. Negative Coping Strategy Internal factors also create a great impact on adolescent substance use. (Stephanie Michelle Araiza Alma et.al 2014 )

### **Environmental Causes of Drug Abuse**

There are certain life circumstances, particularly among younger users, that are contributing factors, rather than the direct cause of, drug abuse. Parental abuse and neglect are commonly seen as part of the cause of drug abuse. An adolescent or pre-adolescent may be trying to gain attention from an inattentive parent or escape an abusive one by using drugs; A drug user, or the presence of drugs in the home, can also be a major cause of drug abuse.

Additional risk factors contributing to the causes of drug abuse include:

- Unstable home environment, often due to drug abuse or mental illness of the parent
- A poor relationship with parents
- Use of drugs by friends / peers
- Permissive attitude towards their own drug use and the drug use of the adolescent
- Behavioral problems combined with poor parenting
- Poor achievement in school
- Apparent ambivalence or approval of drug use in the school, peer group or community
- Availability of drugs from friends

The United Nations International Drug Control Programme operates as the regulatory body for drug control all over the world, collecting data and setting Standards. It defines the term ‘drug’ as any substance that when ingested modifies perception, mood or consciousness. (UNIDCP; 1997)

Adolescence is a crucial time period of cognitive development in which, if altered by the use of drugs and alcohol, can have long-term effects on the individual such as cognitive impairment, physical agitation, and fatality. In today’s society, the use of drugs and alcohol is increasing in the adolescent population. This is due to several contributing factors, including peer influence,

substance use within the family, media portrayals of substance abuse, and the use of negative coping mechanisms. (Stephanie Michelle & Araiza Alma et.al 2014 ).

According to FDRE Drug Administration and Control Authority, although substance use is a common problem among high school and university students in Ethiopia, only limited information is available about the magnitude of substance use and factors contributing for its use in this segment of the population. Furthermore, despite the fact that the problem is serious among high school students, most of the research conducted in Ethiopia tends to focus primarily on university youth population. Even though there were similar studies made on this area. It is very important to measure the current magnitude of the problem at high school level in order to take effective intervention.

## **2.2 Theoretical Frame Work**

In this section, to support the objectives of the research, different theories such as psychological, structural functionalist and social learning are discussed related to drug abuse.

### **2.2.1 Psychological Theory**

The psychological theory explains that drug use and abuse begins because of the unconscious motivations within an individual. We are not aware of these motivations nor are we aware that those are the reasons we have chosen to turn to drugs. In this case the person may be weak or without self-esteem.

A psychological explanation of drug abuse includes one or more of the following: escape from reality, inability to cope with anxiety, destructive self-indulgence of the constantly desired intoxicants, blind compliance with drug abusing peers, self-destructiveness, conscious and unconscious ignorance regarding the negative effects of the drug abuse Hanson (as cited in Rahel, 2009:9).

### **2.2.2 Structural – functionalist perspective**

Structural functionalists argue that drug abuse is a response to weakening societal norms. As society becomes more complex and as rapid social change occurs, norms and values become

unclear and ambiguous, resulting in anomie (a state of normlessness). Anomie may exist at the societal level, resulting in social strains and inconsistencies that lead to drug use. Anomie produces inconsistencies in cultural norms regarding drug use. For example, although health care professionals warn the dangers of alcohol and tobacco use, advertisers glorify the use of alcohol and tobacco. Anomie may also exist at the individual level, as when a person suffers feelings of dissatisfaction, isolation, and confusion over appropriate and inappropriate behavior. An adolescent whose parents are experiencing a divorce, who is separated from friends and family as a consequence of moving, or who lacks parental supervision and discipline may be more vulnerable to drug use because of such conditions.

Thus, from a structural-functionalist perspective, drug use is a response to the absence of a perceived bond between the individual and society and to the weakening of a consensus regarding what is considered acceptable.

### **2.2.3 Sociological Perspective**

#### **Social Learning Theory**

According to Bandura (1977), the Social Learning Theory is also called the Social Cognitive Theory, provides a broad-band explanation for both desirable and undesirable behavioral outcomes. This theory focuses on the learning that occurs within the social context. According to this theory, to acquire a behavior, first it proposes that young people learn social behaviors through a process of observation and imitation of the role models or prototypes and the consequences of their behavior.

The social learning aspect of drug abuse can be related to parental modeling of drug related behaviors. A large body of literature has shown that parental use of alcohol and drugs is strongly related to misuse of substances. Parental drug use has been shown to predict initiation/startup of drug use by adolescents, frequency of adolescent marijuana use, and adolescent use of additional illegal drugs such as cocaine and barbiturates.

## 2.3 Consequences of Drug Abuse

### 2.3.1 Health Consequences

Drug abuse has many consequences, one is health consequence. Because the brains and bodies of adolescents are still developing, using drugs can have serious consequences. It has long-lasting effects that may not be evident until much later in adulthood. For example, cigarette smoking is clearly linked to increased risk of heart diseases, lung and other cancers, and stroke (Ray and Ksir ,1999;288). Another health problem associated with drug is mental health:- problems such as depression developmental lags, apathy, withdrawal, and other psychosocial dysfunctions frequently are linked to substance abuse among adolescents. Others include conduct problems, personality disorders, suicidal thoughts, attempted suicide, and suicide.

As Fekadu etal. (2007) explained the health impact of drug abuse has functional impairment with physical illness, injuries, sleep disorder, along with being under nutrition.

According to WHO 2005 report, drug use can lead to illness and even to death. Alcohol and substance misuse cause significant morbidity and mortality (particularly from injuries) and societal harm such as social disruption from crime, unemployment and marital disharmony. Drug abuse affects all aspects of abusers' life. It can cause serious health complications by affecting every organ of the body, including the main thinking system of the brain, it also damages one's emotional stability, finance and ability to build and sustain satisfying relationships with other people. But the problem doesn't stop here it continues crashing family, friends, and even the greater community one lives in.

Johnston (1999) also demonstrated health effect of a number of drugs; Marijuana and hashish results red eyes and possible weight loss; heroin causes loss of appetite and severe withdrawal symptom can reach up to death due to overdose; stimulants like cocaine and amphetamine bring hypertension, blackout, sleeplessness, lung as well as nasal damages, intends high followed by frequent dysphonia, death from overdose, comma excessive irritability and brain damage.

Similarly, Ethiopia's Ministry of Health (2003) stated that specifically those drugs such as chat, hashish and cannabis that are common in Ethiopia have health related effects like tooth decay,

loss of appetite, mental illness and possibility of getting HIV/AIDS and other sexually transmitted diseases.

Health problems impair family life and productive employment, diminish the quality of life and may threaten survival. A comprehensive picture of worldwide health implications of drug abuse is not available. The most widely used addictive substances, alcohol and tobacco, are harmful with extensive damage to the individual, family and the community. Disease, disability and dysfunction would certainly increase significantly any estimate of human costs due to substance abuse. (UNDCP, 1995)

In addition to these, physical functional capacity is also affected. Physical functional capacity is the assessment of an individual for the ability of performing work and everyday life activity by oneself. There are tests and activity tests which help to identify function and physical fitness. Drug abuse affects a person's activity as well as the proper functioning of the brain.(Gradishar (2012), as cited in Meseret & Ojenihun (2015).

### **2.3.2 Psychological Consequences**

Some studies show the Psychological problem of the drug abuse produces anxiety, depression, feelings of over confidence, reduction of concentration, memory loss, suicidal thoughts, and a glance of feelings of wellbeing (happiness, and love) poor self-image, Intense moods which change rapidly, and uncontrollable anger.

### **2.3.3 Behavioral and Social Consequences**

The personal cost of drug abuse and related behavioral activities including violent crimes have short term as well as long term implications for the individual in terms of physical, mental health, social and economic wellbeing. As Ray and Ksir (1999:32) explained drug use somehow changes the individual's personality in a lasting way, making him or her into a "criminal type." This people have also pattern of unstable social relationships with their family, friends, and with the community because they have a tendency to see people as either wonderful or awful.

Drugs of abuse further encompass one's social health and well-being. Social health refers to one's relationships and the ability to maintain healthy, rewarding connections. Social health and a healthy support system are related with individual's success, self-esteem, and happiness in life. Unfortunately, drugs of abuse and addiction can damage social health, all types of relationships – family, friendships, and romantic relationships – can be put under enormous strain when someone becomes addicted.

In most cases, the peers with whom the growing youth associates influence him or her to adopt drugs as part of their social behavior. However, the effect of drugs may not be to enhance social relationships and self-identity. Rather, the drugs may cause the growing girl or boy to become indifferent and emotionally detached and, consequently, to face problems of establishing social bonds, with the result that the youth becomes increasingly isolated emotionally and socially" Although many officials show concern about drug abuse, some also minimize the risks Cultures vary enormously with respect to their degree of stigmatizing persons with health or social problems.( UNDCP, March 1995)

Similarly,, Ethiopia's Ministry of Health (2003) and Fekadu et.al (2007) listed that chat, hashish, and cannabis expose the abuser to loss the desire to participate in all development activities, as well as in criminal acts, and to act on sexual harassment, abduction, rape and assaulting on female youths. As a result violent behavior might come into view with that of drug abuse.

## **CHAPTER-THREE**

### **3. RESEARCH METHOD**

#### **3.1 Research Design**

Mixed research designs were employed. The researcher used primarily quantitative methods; this is because a researcher is aiming at getting the statistical data about the pushing and pulling factors that contributes to drug abuse of students in Yekatit 12 Preparatory School.

On the other hand, the researcher used qualitative data to explore the personal experiences (“lived” or “felt” or “undergone” ) of those students who use drug in their natural setting as well as teachers’ experience as a result of student’s involvement in drug abuse

#### **3.2 Sampling Technique**

In this study random sampling and representative sampling technique were used.

#### **3.3 Data Collection Instruments**

Relevant data were collected by employing different data collection instruments were used. Additionally, literature is used to have basic knowledge on the area. Relevant data were collected by using questionnaire, focus group discussion and interview with teachers, students and key informants. Additionally, literature is used to have basic knowledge on the area.

##### **3.3.1 Primary Data**

In line with the objective of the study, primary data was gathered through field work. For generating primary data, questionnaire, observation, and interview with teachers, students and key informants were employed. Moreover, focus group discussions were conducted with those students who use different drugs, teachers and school administrators at the target school. Appropriate data gathering tools (structured and semi-structured questionnaire) were employed based on participants experience and the information needed for this research.

- **Questionnaires**

To collect both quantitative and qualitative data, questionnaire was designed by the researcher on the basis of theoretical and empirical grounds about the pushing and pulling factors, drug use behavior and its consequences. The questionnaire first was designed in English, and then translated into Amharic for students to make the items clear, simple and understandable. A total number of questionnaires were 112 and administered 25 for teachers and 87 for students.

The final questionnaire was distributed to Yekatit 12 Preparatory School students who consented to participate in the study on 10 December 2018. The questionnaire was distributed by the Investigator of this research. To assist students and improve the quality of data, the investigator provided a general orientation before the students filled questionnaires and in between of data collection session. After the student's had filled out the questionnaire, the researcher checked the questionnaire to make sure that all the items were filled out properly. The students were provided with adequate time to complete the questionnaire.

- **Focus Group Discussion (FGD) Guide**

Since the situation is difficult to collect information individually, focus group discussion was carried out at school among students as well as teachers and school administrators. The participants of the FGD were represented people who have common factors and included; female and male students, male and female teachers and school administrators including guidance and counseling personnel. The discussion was focused on the general situation of drug abuse in the area and the negative consequences.

- **Key informant Interview Guide(KIG)**

To substantiate the information gathered from different sources, key informant interviews were conducted with relevant offices and professionals. These people were those who experience and are knowledgeable on the area of drug abuse and school teachers and administrators, woreda and Sub city Leaders.

- **Student Interview Guide**

In this interview, both drug abuser and non-drug user students were included. Before the interview, the researcher first tried her best to establish good rapport with these students particularly with drug abuser students so that to build trust and to feel at ease during the conversation.

### **3.3.2 Secondary Data**

Survey of secondary sources was one of the approaches employed to meet the data needs of the study. Both published and unpublished literatures as well as trustworthy websites related to drug abuse were searched with the aim of developing different theoretical framework in literature review. And also to get background information about the current status of student's drug abuse worldwide and in Ethiopian context. In addition to that the school document such as reports, minutes, records were reviewed. Regards to legal frame work Ethiopian has Nov. 1993 National Drug Policy & 1993 Health Policy discourages drug abuse. Food & Medicine Administration Proclamation No. 1112/2019 also discourages the use of tobacco, cigarette, Shisha and alcohol under 18 years of age etc.

### **Data Analysis Techniques**

As stated above, both quantitative and qualitative data collection strategies were employed to gather vast amount of evidences through questionnaire, focus group discussion and interview with students, teachers and school administrators and a key informant interview. The major tasks during analysis were: organizing the data; generating categories, themes, and patterns, coding the data; reviewing the emergent ideas and searching for alternative explanations.

### **3.4 Ethical Considerations**

As per the professional and moral ethical requirement in any research, this study had primary responsibility and obligation to keep confidential the names of the interviewed for their safety. After establishing a proper rapport, the purpose and boundary of the research was discussed with participants. Upon the consent of the interviewee, the setting of time and place for interview was mutually arranged between the respondents and the interviewer. Subsequently, throughout the field work informed consent was used and the researcher acknowledged that the participants included in the research and the nature of the research was voluntary and they had the right to terminate or withdraw at any time. As much as possible, the researcher protected privacy by not discussing the subject's identity after gathering the information.

## CHAPTER FOUR

### 4. PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis and interpretation of the data collected by quantitative & qualitative methods. It begins with a description of the background information of the study participants and proceeds with the analysis and interpretation of the findings.

#### 4.1 Demographic Background of Students

**Table 1: Demographic Background of Student respondents**

Variables	Category	Preparatory School Students	%
Gender	Male	44	51%
	Female	43	49%
Total		87	-
Age	16-18	60	69%
	19-20	27	31%
Total		87	
Religion	Christian	50	57%
	Muslim	37	43%
	Other	-	-
Fathers' education level	Not Literate	27	31%
	Primary Education(1-6)	6	7%
	Upper Primary (7-8)	44	51%
	Secondary (9-12)	10	10%
	Postsecondary (12+years)	-	-
Mothers' education level	Not Literate	43	49%
	Primary Education(1-6)	21	24%
	Upper Primary (7-8)	15	19%
	Secondary (9-12)	8	10%
	Postsecondary (12+years)	-	-

*Source: Own Field Survey, 2019*

#### **4.1.1. Gender of the Respondents**

As we can see from the above table 1, the proportion of male and female student participants in Yekatit 12 preparatory school covers 44(51%) and 43 (49%), respectively. On the other hand, the result of students' & teachers FGD indicated that, gender had negative effect on students to drugs of abuse. Even if the number of female students in the above table is equivalent to male students, female students are more exposed to drugs of abuse. This is because female students have different gender needs, e.g., hair dressing, cosmetics, sanitation materials for menstruation etc. As a result, they need money to fulfill these needs and expose themselves to unnecessary relationship with drug abuser men. With this situation, they usually end up to drug addiction and this leads to unprotected sex, unwanted pregnancy and gradually to HIV and AIDS.

#### **4.1.2. Age of the Respondents**

Regarding the age structure of the student participants in Yekatit 12 Preparatory School, were categorized within 16-18 and 19-20 age groups. The age distribution of the respondents showed in the (table: 1) above indicated that, about 60(69%) respondents were 16-18 age groups followed by 27(31%) of respondents 19-20 age group.

#### **4.1.3. Religions of the Respondents**

Regards to religions of the student participants, they are Muslim and Christian religion followers. 50(57%) of the respondents' affiliates to Christian Religion and 37(43%) respondents affiliates to Muslim Religion.

#### **4.1.4. Parents Education level of the Respondents**

According to the finding, of the above table the proportion of father's educational level covers 44(51%) upper primary (7-8), 27(31%) not literate, 10(10%) preparatory school (11-12), 6(7%) primary education. Whereas, as to the result of mother's education level of respondents covers 43(49%) not literates, 21(24%) primary educational level, 15(19) upper primary (7-8), 8(10%) secondary school.

The study indicated that most of the mothers were not literates and also most of the fathers' educational level is upper primary (7-8). In both cases, families of student participants were from low educational level.

#### 4.1.5 Ways of living

**Table 2: Ways of living of the Students respondents**

<b>With whom are you living?</b>	<b>f</b>	<b>%</b>
Parents	78	90%
Guardians	3	3%
Relatives	6	7%
Total	87	100%

*Source: Own Field Survey, 2019*

As the result indicated in the above (Table 2), almost all participants of the study, 78(90%) of them were reported that they were living with their parents, only few number of students 6(7%) were mentioned they were living with their relatives and the rest 3(3%) live with their guardians.

#### 4.1.6 Main Source of Income

**Table 3. Main Source of Income of Students**

<b>Main source of Income</b>	<b>f</b>	<b>%</b>
<b>Parents</b>	78	90 %
<b>Guardians</b>	3	3 %
<b>Relatives</b>	6	7 %
<b>Any other</b>	-	-
<b>Total</b>	87	100%

Based on the above table 3, student's major source of income to buy substances is from their parents 78(90%). Relatives and guardians were the least source of income for students 6(7%), 3(3%) respectively.

## 4.2 Teacher Respondent's Background Information

**Table 4: Background Information of Teacher Respondent's**

Age	Gender			Qualification			
	Male	Female	Total	B.A		M.A	
				Male	Female	Male	Female
30 – 39	5	6	11	1	-	6	5
40 – 49	3	2	5	3	-		1
50 – 59	5	-	5	2	-		3
<b>Total</b>	<b>13</b>	<b>8</b>	<b>21</b>	<b>6</b>	<b>-</b>	<b>6</b>	<b>9</b>

*Source: Own Field Survey, 2019*

The total number of teachers in the school is 80(eighty) and out of this number, questionnaires were distributed for only 27 teachers (34%). Among the distributed questionnaires only 21(26%) of them (13 male and 8 female) questionnaires were collected.

In terms of educational background of the respondents, 6 male have 1<sup>st</sup> degree, whereas 6 male and 9 female have 2<sup>nd</sup> degree. With regard to age, 11 (5m & 6 f) were within the age range of 30-39, 5 of them (3m & 2f) were within the age range of 40-49 and the rest 5 male were within the age range of 50-59. This shows that most of the teachers (52%) who filled the questionnaire were in youth category.

### 4.3 Frequently Used Drug Type

**Table 5: Students' Response about Drug Type and Frequently Used Drugs**

No	Type of drug	Total (N)	Frequently 4		Sometimes 3		Rarely 2		Never 1	
			F	%	F	%	F	%	F	%
1	Cigarette	87	56	64%	-				31	36%
2	Shisha	72	40	45%					32	38%
3	Alcohol	87	-		60	69%			27	31%
4	chat	87	56	64%	-				31	36%
5	Asefaris	77	-		20	23%	20	23%	37	43%

*Source: Field Survey, 2019*

As the result showed from the above (Table 5), 56 (64%) student participants of Yekatit 12 Preparatory School responded that cigarette and chat were frequently used among drug abuse students. The next frequently used drug was shisha that 40 (45%) participants mentioned and 32 (38%) of the participants responded that students never used shisha. Whereas, 60(69%) participants said that student use alcohol sometimes and 27(31%) of them said never used alcohol.

As the study revealed in general, commonly abused substances among students were cigarette and chat which act as gateways to the use of other drugs. The study discovered that students who use more than one substance showed that there was a trend of abusing the same drugs among their friends. On the other hand, those drugs described as socially acceptable and non-acceptable drugs were abused and seems to initiating students to take drugs. The case of chat is clear: in the country there are no regulations governing sell & purchase of chat and other drugs respectively. The other phenomenon in this study is that, the cheapest and easily found drugs in the area are cigarette, chat and alcohol.

#### 4.4 Push and Pull Factors

**Table 6. Students response about situations that influence abuse of drugs**

No	Factors	Very influential		Influential		Somewhat Influential		Not influential	
		f	%	F	%	f	%	f	%
1	Peer pressure	66	76%	6	7%	-	---	15	%
2	Family background e.g. father also smokes	69	79%	9	10%	-	-	9	10%
3	Availability of the drugs e.g. money to buy	30	34%	27	31%	24	%	-	-
4	School failure	27	31%	30	34%	-	-	24	28%
5	Frustrations at home e.g. family breakdown, conflict with parents	72	82%	6	7%	3	3%	3	3%
6	Stress at home e.g. lack of school fees	42	48%	-	-	-	-	28	%
7	To be awake so as to read more	30	34%	6	7%	3	3%	18	21%
8	Influence by mass media	27	31%	-	-	-	-	-	-

*Source: Field Survey, 2019*

The sampled group of student respondents in Yekatit 12 Preparatory School regards to questions about the very influential, influential, somewhat influential and not influential factors to use drugs were listed in the above table 6.

As the result indicated in the above (Table 6), the highest percentage of students i.e. out of 87 student respondents 72(82%) identified the very influential factors for drug use among students was due to frustrations at home, preceded by family background 69(79%), peer pressure 66(76%) , stress at home 42(48%), availability of drugs 30(34%), and media influence 27(31%).

Following this, the influential factors were; availability of the drugs 27(31%) and 30(34%) school failure to control the situation.

The results of FGD and KII also confirmed that, parents were the primary responsible body to shape the conduct ( behavior) of their children( students) and peer pressure were one of influential factor that push students to be engaged in these behaviors.

As per the availability of substances is concerned, students had easy access to chat, cigarettes and shisha. Therefore, availability of drugs had an impact to the users and to those who were initiated to experiment it.

**Table 7. Teachers response about Influential Factors on students to abuse drugs.**

S/N	Factors	Very influential (4)		Influential (3)		Somewhat Influential(2)		Not Influential(1)	
		F	%	f	%	f	%	F	%
1	Peer pressure	12	57%	2	10%	1	5%	2	10%
2	Family background e.g. father also smokes	18	86%	2	10%	1	5%	-	
3	Availability of the drugs e.g. money to buy	10	48%	5	24%	1	5%	5	24%
4	School failure	6	29%	6	29%	6	29%	3	14%
5	Frustrations at home (e.g. family breakdown, conflict with parents	18	86%	2	10%	1	5%		
6	To be awake so as to read more	4	19%	7	33%	6	29%	4	19%
7	Influence by mass media	7	33%	4	19%	6	29%	4	19%

*Source: Own Field Survey, 2019*

Teachers response to the very influential, influential, somewhat influential and not influential factors that push students to be exposed to drug abuse' in Yekatit 12 Preparatory School were listed in the above table 7.

Accordingly, the highest percentage identified as very influential factors for drug use by 18(86%) teacher respondents were frustrations at home and family background each. Next 12(57%) respondents mentioned as a push and pull factor was peer pressure, 10 (48%) teachers said availability of the drugs , 7 (33%) teachers said influences by mass media, 6(29%) respondents mentioned school failure and the rest 4(19%) said that student used drugs to get energy so as to read more.

When we see the findings from both student and teacher study participants regarding to pull and push factors, in both cases the most influential factors were frustrations at home and family background and peer pressure. This indicates that mostly students develop drug abuse behavior due to the family situation at home and characteristics as a role model. In addition to this, young people of the same age groups as a student, family member or friend could influence each other negatively or positively.

Table: 8. Teachers Responses regards to students conducts.

S/No	Item Total  (N)	Yes		No		Total (N)
		f	%	f	%	
1	I know about drugs from my friends	9	42.9	12	57%	21
2	Some of my friends take drugs	7	33.3%	14	66.7%	21
3	I use drugs because of home problems	2	9.5%	19	90.5%	21
4	I take drugs to belong to my friends	3	14.3	18	85.7%	21
5	I take drugs to gain strength	2	9.5%	19	90.5%	21
6	I take drugs because my parents also take	2	9.5%	19	90.5%	21
7	Many students are involved on one drug or another	6	28.5	15	71.5%	21
8	I use drugs to cope with stress	2	9.5%	19	90.5%	21

*Source: Own Field Survey, 2019*

As see from the above (Table 9) teachers responses in regards to the students conducts indicated that, the highest percentages of students to know the drug from their friends 9(42.9%) , some of their friends take drugs 7(33.3%), many students involved on the drugs 6(28.5%) ,students drugs belongs to their friends 3(14.3%), and 2(9.5%) from the pressure of home problem, take drugs it gain strength, in the case of his/her parents take drugs, and in the case of cope with stress respectively confirmed.

In addition to this, as seen from the above( Table 9) results of teaches responses in the case of no answers question from the highest percentages were 19(90.5%) this pressure not from home problem in the case of gain strength, to use drugs not to cope with stress and the rest of them not in the case of to take drugs belongs to his/her friends18(85.7%), many of the students don't involve on drugs 15(71.5%) and some of the students don't know the drugs from their friends were 12(57%) had been confirmed from the teachers responds.

The results of FGD with teachers respondents and KII with woreda and sub city leaders confirmed that, large number of students were more affected due to accessibility of the social media in the country, weak family follow up of their children, lack of counseling service existed from parents, and lack of involvements of civil society and non-governmental institution in social issues especially in educational sectors in order to bring and tackle in proper conducts in our country.

Table 9. Students response whether or not school factor contributes to drug abuse

S/No.	Item	Yes		No		Total
		F	%	F	%	N
1	Ineffective classroom teaching?	67	77%	20	23%	87
2	Conflict between students and teachers?	12	14%	75	86%	87
3	Failure in school academic performance?	76	87%	11	13%	87
4	Poor communication between students and the school administration?	72	83%	15	17%	87
5	Peer approval of drug using behavior?	45	52%	42	48%	87
6	Poor role modeling by teachers?	57	66%	30	34%	87

*Source: Own Field Survey, 2019*

As revealed in the above (Table 9), regards to students response school factors contribute students to use drug abuse were from the largest to lowest results Yes answer confirmed that, in the case of familiarity of school academics performance 76(87%), poor communication among students and school administration 72(83%), ineffective class room teaching 67(77%), poor role modeling of their teachers 57(66%), peer approval of drug using behavior 45(52%) and conflict among students and their teachers were 12(14%) of them confirmed.

Table 10: Teachers' response whether or not school factor contribute to drug abuse

S/No	Item	Yes		No		Total
		F	%	f	%	N
1	Ineffective classroom teaching?	17	81%	4	19 %	21
2	Conflict between students and teachers?	16	76.2%	5	23.8%	21
3	Failure in school academic performance	9	42.8%	11	57.7%	21
4	Poor communication between students and the school administration?	8	38.1%	13	61.9%	21
5	Peer approval of drug using behavior?	15	71.4%	6	28.6%	21
6	Poor role modeling by teachers?	13	61.9%	8	38.1%	21

*Source: Own Field Survey, 2019*

As revealed in the above (Table 10) showed that, in regards to teachers response school factors contribute students to use drug abuse were from the largest to lowest results confirmed that, in the case of in effective class room teaching 17(81%), conflicts among students and teachers 16(76.2%), peer approval of drugs using behavior 15(71.45), poor role modeling of their teachers 13(61.9%), failures of school academics performance 9(42.8%), poor communication among students and school administration 8(38.1%) confirmed by teachers .

According to the survey result in the (Table 10) showed that, 13(61.9%) replied that not in the case of poor communication between students and school administration, 11(57.7%) not in the case of failure of school academic performance, and 8(38.15) not in the case of poor modeling of their teachers.

#### 4.5 Consequences of drug abuse

**Table 11. Students response about the extent of the effects of drug abuse on learning**

S/No	Effects	Severely		Moderately		Not affected		Don't know		Total (N)
		(4)	(3)	(2)	(1)					
.		f	%	f	%	f	%	f	%	
1	Declining grades	33	38 %	24	28 %	15	17 %	9	10%	81
2	School drop out	30	34 %	21	24 %	9	10 %	21	24%	70
3	Low concentration span	24	28 %	21	24 %	33	38%	3	3%	81
4	Lack of interest in studying	30	34%	21	31 %	-	-	15	17 %	56
5	Lack of interest in extra curriculum activities	30	34%	27	31%	6	7%	18	21%	81
6	Strained relationship with other students	30	34%	-	-	6	7 %	-	-	36
7	Theft	60	69%	-	-	-	-	-	-	60

*Source: Own Field Survey, 2019*

As the result confirmed in the above (Table 13), the severe effects of drugs 60(69%) participants confirmed theft is the major consequence, next is declining of grades 33(38%) participants mention , then, lack of interest in studying 30( 34%), strained relationship with other students 30 (34%), lack of interest in extra curriculum activities 30(34%) , school dropout accounts 30(34%) and low concentration span 24(28%). Followed this, the mentioned results moderate effect of drugs are lack of interest in extra curriculum activities21 (31%), declining grades24 (28%), low concentration span 21(24%), school dropout 21(24%), and lack of interest in studying 21 (31).

As the result of students' FGD and KII confirmed that, theft by students for drug use severely increased and its financial strain on the family, and its related conflicts between the parents.

**Table 12. Teachers’ response the extent of drug abuse effects on students**

S/No	Effects	High		Moderate		-Low		Total
		f	%	f	%	f	%	
1	Declining grades	9	43%	10	48%	2	10%	21
2	School drop out	9	43%	10	48%	2	10%	21
3	Low concentration span	13	62%	6	29%	2	10%	21
4	Lack of interest in studying	9	43%	4	19%	8	38%	21
5	Lack of interest in extra curriculum activities	15	71%	5	24%	1	5%	21
6	Strained relationship with other students	10	48%	8	38%	3	14%	21
7	Theft	11	41%	8	38%	2	10%	21

*Source: Own Field Survey, 2019*

As we seen from the above (Table 13), the high effects of drugs confirmed by the teachers were 15(71%) lack of interest in extra curriculum activities, 13(62%) low concentration span, 10(48%) strained relationship with other students, 9(43% declining grades, school dropout, lack of interest in studying and 11(41%) were theft results confirmed by the teacher responses.

In addition to this, teachers responses in regards to moderate results were the highest percentages 10(48%), declining grades and school dropout, 8(38%) were lack of interest in extra curriculum activities and Strained relationship with other students, 6(29%) low concentration span, 5(24%) and 4(19%) lack of interest in studying were confirmed respectively.

The result of teachers FGD and KII confirmed that, in the case of students involvement on drug abuse were due to lack of counseling service in the school, research and development, awareness creation, lack of regularly assessment in students conducts in and out of school lack of collaboration of school with students’ parents and nongovernmental organization and civil society involvements were the major ones.

**Table 13: The Students response on the extent of the effects of drugs of abuse on participation in learning**

S/No.	Effects	Severe(4)		Serious(3)		Moderate(2)		Mild(1)		Never(0)	
		f	%	F	%	F	%	F	%	f	%
1	Anxiety	-	-	60	69%	15	17%	-	-	6	7%
2	Vomiting	12	14%	60	69%	-	%	-	-	9	10 %
3	Nervousness	60	69%	15	17%	6	7%	-	-	-	-
4	Red eyes	60	69%	15	17%	6	7%	-	-	-	-
5	Sleepy	12	14%	15	17%	54	62%	-	-	-	-
6	Tired	18	21%	-	-	-	-	-	-	-	-
7	Confused	6	7%	-	-	-	-	-	-	-	-
8	Lack of co-ordination	12	14%	-	-	-	-	-	-	9	10 %
9	Unable to sleep	12	14%	-	-	-	-	-	-	-	-
10	Apatite loss	18	21%	-	-	-	-	-	-	-	-

*Source: Own Field Survey, 2019*

As seen from the (Table 13) above showed that, student participants response on the question asked about the effects of drugs of abuse on participation in learning, the extent of severe, serious, moderate, mild and never results of the students mentioned on the effect were 60(69%) Nervousness, 60(69%) Red eye, 18(21%) tired, 18(21%) apatite loss, 12(14%) vomiting, lack of coordination and unable to sleep results were confirmed.

In addition to this the (Table 13) above showed that, in relation to serious results on the question asked about the effects of drugs of abuse on participation in learning were 60(69%) anxiety, 60(69%) vomiting, and 15(17%) were tired, sleepy and red eyes were agreed on the problem in the study area respectively.

## **Students' Awareness Level about the Negative Impact of Drug Abuse**

During focus group discussion of students, the researcher tried to assess the Informants' awareness level of the consequences of drug abuse. Accordingly, the informants' awareness level in the consequences of drug abuse is at different level. Few students had comprehensive knowledge on the negative consequences, however, they said they abused drug to get relief from stress. Some of them raised issue of chewing kchat to study longer hours and to be active during class sessions. Whereas, others mentioned that while they started to abuse drugs simply they lack of basic knowledge about the effects and dangers of consuming drugs/ addictive substances.

Once the drug is taken, the user is always amenable to further drug intake, which becomes a part of his/her habit.

## **Drug Abuse Students Experience**

Most of students who abused drugs have more or less common life experience. As indicated above in push and pull factors, since they are in their youth age, they are easily influenced by their peer groups, some of them mentioned that their role model were their parents and sometimes teachers are their models.

Regarding their life experience, they commonly used to have more concern about financial access to buy drugs rather than their education. If they miss the drug when they want, they said they become nervous and lose concentration, become dizzy and even easily fight each other or with other normal students, guards or teachers. They say even if they enter class, they prefer to seat at the back corner and sleep.

During focus group discussion drug abused students shared their life experience as follows; while they started the drug it was like a joke or as a sign of modernization, however, day after day they become addicted and once they addicted with the drug which was difficult to quit. Then, their whole life became complicated and this had a great impact on their school life, home life, in general with their social life as a whole. They conclude that as a young student unless they try hard to escape from their drug addiction, they believed that it will affect the rest of their life.”

11<sup>th</sup> grade student aged 20 shared his experience by saying;

*“ While I was 15 years old my mother had died and my father immediately married another women. My stepmother hates Me and also burdened me with household chores and she didn't. give me enough food. In addition, my father also neglects me and there is no one by my side. So I badly feel loneliness and started to use drug. Due to this I had started to steal money from home and from other people to buy drugs. As a result I had sent to juvenile delinquents center for 2 years. I was really felt miserable, but now I quit drugs and continued my education ”*

Interview result with teachers FGD, KII with woreda and sub city leaders confirmed there exists very clear, explicit laws on drug abuse in many nations. Some nations have very hard laws and sentences e.g in China one can spend a lifetime in jail, or will be punished with death sentence. In our country there are no laws regarding drugs one can find elsewhere, that is why drug abuse behavior is increasing day to day.

A girl student who used to smoke cigarette shared her experience as follows:

*“ In grade 9<sup>th</sup> I was in love with a 10<sup>th</sup> grade student who smoke cigarette. Then I started to share smoke with him as a joke, but Time to time I became addicted. After being with him for a year and half we quarreled. Since he was the source of the cigarette, I was desperate and started to be with sugar dad as a means to get money to buy smoke. Now I feel shame and no way out from this life.”*

### **Teachers experience as a result of students involvement in drug abuse**

Most of the teachers agreed that those students who abused drug share common characteristics. Some of the common characteristics they mentioned were that they have less interest in learning, restless, negligence and lack of concentration, prone to conflict and usually negatively affect other students (non-drug users).

In addition to this, some teacher respondents explained that drug abuse students are not properly dressed the school uniform as well as they are not neat. Particularly students who used to chew ‘Chat’, if their shift is on the afternoon, mostly they will be absent or come late.

Generally, as most teachers shared their experiences about those students who involve in drug abuse, they are not happy to teach these students because these students negatively influence other students who come to school purely for education. As to their experiences, the drug abuse students usually disrespect teachers, guards including other staff and students. While they try to advice and control them they are unwilling and sometimes started to fight. In addition to this, the smell of cigarette, chat, shisha also disturbs the class environment. They believed that this situation affect the teaching- learning process. As a result they prefer to teach drug free students.

One teacher explained his experience as follows:

*“ In my class where I am a homeroom teacher, there is one student who used Drugs (cigarette and chat). He usually comes late to school and not properly dress his uniform and even have no purse for his exercise book, books and other educational material. To the extent he does not come with adequate educational materials. As a homeroom teacher, I tried my best to advise him frequently and to discuss with his parents, however, there is no progress at all. Therefore, it is decided next year to fire him from our school. I am really sorry for him and his family.”*

## Key Informants Interview (KII)

Key informant interview was conducted with two woreda and two sub city leaders. Both leaders know about drug abuse cases including students. Drug abuse among students is a serious problem in their community. Drugs in this community were used in disguised way. The magnitude of drug abuse among students was estimated to be 5%, it influences teaching and learning process it also influences drug free students who are engage in sports.

The drugs more used in this community were chat, shisha, and cigarette. Woreda and sub city by collaborating with the police tried to handle the problem taking measures such as financial penalty, counseling students, giving trainings to students and to the community collaborating with non-government organization (World Vision). They give warning; they also close drug shops for some time and they also burn drug materials. The problem is that there is no clearly defined rules and regulations to take strong measures. They also answered the family is the primary responsible body to shape students positively and secondly others like schools, community, government organizations, stakeholders, key informants, religious bodies are all responsible accordingly. They also recommended the following possible solutions:

- Clear and strong rules must be established by the government
- The police, the community, and other stakeholder should work intensively
- Strong measures must be taken on those who distribute and sell drugs illegally
- Awareness should be created among teachers, students, parents, and the community at large.
- Healthy recreational amenities and youth centers like public libraries by concerned body should be given due attention. It helps the youth to spend their free time in a constructive manner and to draw their attention away from drug abuse.
- The media should work hard on advertising prevention strategies
- Selling chat and other drugs should be prohibited by law
- Anti-drug statement should be included in the educational curriculum
- There should be sustainable awareness creation among teachers, students and the community at large.
- The community, eders, religious institutions should condemn drug abuse

## 4.6. Discussions of findings

### 4.6.1 Push and pull factors

According to Stephanie Michelle Araiza Alma et.al 2014 ) there are internal and external factors contributing to adolescents' substance abuse. Internal factors are based on adolescents' emotions and cognitive well-being whereas external factors are derived from the environment; what they see or hear in their surroundings. These are family factors, peer influence, and media influence.

All the study findings revealed that the very influential factors for drug abuse of students of Yekatit 12 Preparatory School were; frustrations at home preceded by family background, peer pressure and stress at home. This agrees with Oketch (2008) who observed that the period of adolescence is characterized by many challenges which they believe are understood by their peers. In all this disorder come a socially classic, adult idealized, commonly available, and mood altering drugs. Thus, he said, many adolescents try alcohol, cigarettes and cannabis. This was also supported by NACADA (2006) who reported that Peer pressure accounts for 21 – 42% influence in all types of drugs and substances consumed. The peer subculture also facilitates the behavior by making the substances available and by providing an appropriate social setting and instructions.

According to teachers, family background (role model) and frustration are the largest contributing factor to drug abuse as represented by 86%. Other factors included peer pressure, mass media to be awake so as to read more accounts 57%, 33% and 19% respectively. These findings imply that peer pressure and mass media are major factors contributing to drug abuse among students. In this case, students are drawn into consuming drugs by virtue of being enticed and introduced by their friends.

This study indicated that most of the interviewed drug abuse students are within the age range of 16-18 age groups, which are categorized as child in Ethiopian Law. These children need role model who should influence them positively According to psychological theory; the maladaptive psychological coping mechanisms of drug abuse students are low. Due to this, students who have frustration at home usually prone to drug abuse to escape from reality.

The findings of the students indicated the sever effects of drug abuse were nervousness 69% and red eyes 69% and the serious effects were anxiety 69% vomiting 69% and moderate effects were sleepy 62% . This study agrees with Psychological theory that focus on the tendency of certain personality types to be more susceptible to drug use. Individuals who are particularly prone to anxiety may be more likely to use drugs as a way to relax, gain self-confidence, or ease tension.

Similarly, (UN,2011) report revealed psychosocial challenges are the major effects of drug abuse. This is also the same as Ray & Ksir(1999;4) stated that the effect of drug abuse could be psychological or physical.

Structural functionalists argue that drug abuse is a response to weakening societal norms. As society becomes more complex and as rapid social change occurs, norms and values become unclear and ambiguous, resulting in anomie (a state of normlessness). This theory agrees with this findings in that easy accessibility of drugs around the school pushes students to engage in drug abuse. In earlier times, it was unusual to chew chat in Addis Ababa except in few villages like “Merkato” where most Muslims reside for religious ceremony among elders. However, time to time there is the weakening of the societal norm i.e. the attitude, beliefs and experience of the society changing drastically within few decades which allows chewing chat as normal across all age group and religions. In addition, in earlier times it was not normal to get ‘chat’, Shisha and other stimulates in every corner of the city. Mainly drugs were found in restricted areas like around night clubs and slum areas and it was used underground. But now a days, one can find drug shops especially around high schools and universities as well as in every corner of resident areas.

The major push and pull factors in this finding was discussed below:

### ***Family Factor***

All findings in this study ascertained the main push factor of preparatory students taking drug is family factor. Students findings revealed family background, e.g father also smokes (79%), frustrations at home i.e family breakdown , conflict with parents 82%, stress at home (48%.) Similarly (WHO,2000) report mentioned the reasons why students smoke or abuse drugs include peer pressure, wanting to forget problems , wanting to establish independence from the family or the need to belong or to be accepted.

This study also agrees with Stephen(2014) he stated a combination of risk factors such as genetic, environmental and psychiatric are causes of drug abuse. If a person has a genetic predisposition to drug abuse, that likely indicates one of the parents abuse drugs. This may create unstable home life and possibility of emotional and psychological problems.

Similarly, Amna Sulayiam, Hamed et.al (2018) stated that most of the time people abuse substances to improve their performances or to reduce problems like stress, depression and anxiety. Habit of substance abuse leads to various problems in people's daily life's activities towards family and school. It may lead to complications in their relationships such as; they may not fit with friends and family members. They also added ignoring children, dropout in school are also associated with substance abuse.

On the social-learning theory, socialization have great impact to establish basic behavior of children and also the role model matters a lot in shaping their behavior. In the family where the father smokes, there is high possibility of the child to smoke.

Stephen Michelle et.al (2014) also mentioned the push factors as family, peer pressure and media. Family factors are learned behaviors from family members such as siblings, parents. Thus, adolescents were characterized by high stress, low parental support, and low academic competence. He also mentioned parental abuse and neglect are commonly seen as part of the cause of drug abuse. An adolescent or pre-adolescent may be trying to gain attention from an inattentive parent or escape an abusive one by using drugs;

## **Peer Pressure**

Peers can be in school or out of school friends that can influence students positively or negatively. Teachers' study findings revealed peer pressure is largely contributing factor to drug abuse as represented by 57%. Starting to abuse a drug may lead to affiliation with more drug-abusing peers which, in turn, exposes the individual to other drugs. This study agrees with Njeru Alice Njeri1et .al, (2014) the study conducted on the Secondary School Students in Kenya noted that one of the major contributing factors to students' abuse of drugs was peer pressure among

school children represented by 18%. WHO,(2000) report also states that peer pressure is one of the risk factors of drug abuse.

### **Availability of Drugs**

Availability of drugs were also risk factors that can influence young people to start to abuse drugs. Teacher's findings revealed that availability of drugs, mass media influence, and school failure, to be aware so as to read more accounts 48%, 33%, 29% and 19% respectively. This study is similar to Stephanie et. al (2014) mentioned that media influence is one of the factors of drug abuse.

### **School factor**

Students findings show that school factors contribute to drug abuse include ineffective class room teaching 77%, failure in academic performance 87%, poor communication between students and the school administration 83% , poor role modeling by teachers 66% and peer approval of drug using behavior 52%. On the other hand teachers findings indicated that ineffective class room teaching 77% conflict between students & teachers 76% peer approval of drug using behavior 71% and poor role modeling by teachers 62% .

### **Types of Drugs**

The finding of students indicated that frequently used drugs were chat (64%), shisha (45%) and cigarette (64%) This study is the same to Abebaw Fekadu et. el (2017) the study of The Substance Abuse in Ethiopia states that Alcohol and chat are the most frequent substances of abuse in Ethiopia. Another study (Worku 2013), on Prevalence Consequences of Substance Use in High School and College Students in Ethiopia: performed in central Ethiopia it was revealed that the prevalence of violent behavior among undergraduate college students increased by 67%, 33% and 67% due to chat, alcohol and cigarettes consumption, respectively.(as cited in Worku (2013).

### **Effects of drug abuse on students' education**

The Students study findings indicate that students believed that the sever effect of substance abuse on students education was theft which accounts 69 %,the other drug abuse causes include declining grades , school dropout ,lack of interest in studying, lack of interest extra curriculum

activity, strained relationship with other students low concentration span, which accounts 38%, 34%, 34% 34%, 34%, 28% respectively.

This study agrees with Njeru Alice Njeri1 et. al ,(2014) the study conducted On Secondary Schools Students in Dagoreti Division, Kenya , Nairobi, noted that to the students learning behavior which is essential element in educational practice. 10% of the students believed that drug abuse contributes to withdrawal syndrome as they do not interact with them while 8% believed that drug users are ever violent. The results imply that drug abuse to students is tantamount to poor performance as the objectives of education to students are over run by aggressive behavior, violence and withdrawal. It becomes impossible for such students to concentrate on studies or even interact with fellow students or teachers.

### **Health effect**

Drug abuse has many health effects. It changes mood, perception or consciousness. Student's study finding indicated the sever health effects include nervousness 69% red eyes 69%,tired 21% ,appetite loss 21% vomiting ,14% sleepy 14% , unable to sleep and 14%, and confusion accounts 7%.

Ray and Ksir , (1999;288) agrees with this study. They stated that because brains and bodies of adolescents are still developing, using drugs can have serious consequences. It has long-lasting effects that may not be evident until much later in adulthood. For example, Cigarette smoking is clearly linked to increased risk of heart diseases, lung and other cancers, and stroke. Sulayiam, Hamed et.al 2018) also agrees tobacco use is the most significant preventable cause of premature death worldwide and most adult smoker's start smoking in adolescence.

Similarly, Fekadu etal. (2007) explained the health impact of drug abuse has functional impairment with physical illness, injuries, sleep disorder, along with being under nutrition. Meseret et.al (2015) also agrees that drug abuse affects a person's activity as well as the proper functioning of the brain.

### **4.6.2 Consequences of drug abuse**

The study finding indicates that 60% of students believed that drug abuse causes theft to get money to buy drug as 38% their grades declined due to drug abuse. The findings seem to agree

with Bland ford (1998) who noted that drug abuse has become a stumbling block to the students learning behavior which is essential element in educational practice. 34% students believed that drug abuse had effect on school dropout, lack of interest in studying and to involve in extra curriculum activities and strained relationship with other students or develop aggressive behavior. The results imply that drug abuse to students is tantamount to poor performance as the objectives of education to students are over run by aggressive behaviour, violence and withdrawal. It becomes impossible for such students to concentrate on studies or even interact with fellow students or teachers.

### **4.6.3 Prevention and Protection**

Prevention of drug problems can employ knowledge about family dynamics to address personal and social concerns of family members that otherwise would lead to drug abuse, both with respect to dysfunctional as well as intact families. In this regard, it is important to avoid assuming "... either that parents are invariably responsible for the problems experienced by their children or that substance users can be blamed for all the problems experienced by the families in which they live." Family factors that may lead to or intensify drug use are thought to include prolonged or traumatic parental absence, harsh discipline, failure to communicate on an emotional level, chaotic or disturbed members and Parental use of drugs, which provides a negative role model for children. Lack of household stability, income or employment for a parent may increase stress on the family and its vulnerability, pushing marginal individuals to find "solutions" or solace in alcohol or drugs. ( UNDCP, March 1995)

According to Stephen (2014), there are protective factors that can suppress the escalation to drug abuse. These factors include self-control, which tends to hinder problem behavior and often increases naturally as children mature during adolescence.

While the family group can, under certain circumstances, be the origin of drug problems, it can also be a strong force for treatment. Family therapy has gained increased acceptance, with the defining characteristic being the simultaneous involvement of more than one member of the family in therapeutic sessions. Many families are supported and cared for by women. They frequently have the key role in abusing men. The problems of male partners may affect women in the form of difficulties in interpersonal relationships, instability, violence, child abuse,

economic insecurity, deprivation of schooling and risk of sexually transmitted disease, including HIV infection. (UNDCP, March 1995)

Teachers' FGD suggest that there need support for students living with drug abuse. Support can be both emotional and informational support provided by family, teachers, friends and concerned bodies in their social interaction. Emotional support comprises empathy, caring listening to, showing love and respect for the abuser. While informational support is to give different kinds of advice and information.

#### **4.7 Educational implications**

Education has been regarded as a vehicle for economic, social and political development. There has also been a growing commitment to education by government, individual communities and missionary bodies (Bettinger and Slonim 2007). This commitment on the part of government and other non-state actors has extended to ensure that students are properly groomed and tutored on how best to effectively manage themselves in an ever-changing world. These changes have tempted some students to believe that, for them to be able to maintain academic expectations they need to involve in the use of hard drugs (Brook et al. 2009).

One of the most common consequences of drug use is keeping up with academic responsibilities. According to, National Institute on Alcohol and Alcoholism (2005) in United State of America about 25% of students experience difficulty in academics due to drug use. Such difficulties include earning low grades, doing poorly on test, missing class and falling behind in academic performance. Even students who don't use drugs may suffer academically as a result of their peers taking drugs. The so called secondary effects of drugs include taking care of friends on drugs and being victims of assault which can affect school work of students who don't use drug.

Good academic performance calls for a healthy mind and body. It is important therefore that the brain be in good working condition all the time. Drugs especially addictive ones affect the brain and nervous system as a whole. According to, Holister (1971) Bhang interferes with learning by impairing thinking, reading, and comprehension, verbal and Mathematic skills. It also leads to shrinking of the brain and permanent loss of information and knowledge.

Drugs lead to failure to do assignments due to laziness, low productivity, and inability to work effectively which lower student academic performance. Many drug users are forgetful and can

hardly concentrate; it can also lead to loss of short term memory. When drug users take exams their performance is average or below average because they do not remember what they have learned when they were drunk. According to, Wechsler (1995) drug use contributes to students missing class, failing in test and dropping out of school due to poor grades. Drug use may impair memory by slowing down the coordination of information and may reduce student's ability to remember information that was learned prior to using drugs. A study carried out by, Oteyo and Kariuki (2009) indicate gross impairment and decline in academic performance as a result of drug use. Drugs reduce number of hours spend studying ,Wechsler (1995) was of the opinion that poor academic performance among secondary school students has several indicators such as students failing in test , being absent in class ,dropping out of school and poor grades . Oteyo and Kariuki (2009) reported that prevalence of drug use has caused the concern that the student may not reach full potential and may use drug later in life. Students who use drugs are likely to perform poorly.

Drug abuse is likely to create chaotic situation in education system because of its cancerous spread among the students. The students' thought is drifted away from academic work as they concentrate more on where and how to engage in drug abuse. This creates physical and psychological dependency on drugs. They become uneasy and uncomfortable even in classrooms.

## CHAPTER FIVE

### 5. CONCLUSION & Recommendations

In this section, based on the findings conclusions and recommendations were drawn under the framework of the basic research question.

#### 5.1 Conclusion

Based on the findings the following conclusions were drawn:

Adolescents are faced with the complex and emotionally charged task of developing a personal identity. They are highly prone to drug use behavior during this period; and drugs that when taken by a person alters perception, mood, thinking behavior, etc. Therefore, it is advisable to save the youth from abusing drugs. Drug use like other adolescent behavioral issues involves a number of factors, some of which interact or operate jointly. In this study the three major pull and push factors are as follows:

Firstly, family has an important role in providing protection for children when they are involved in activities outside the family. However; in this study most of students were heavily affected by dysfunction families due to unstable family condition (e.g. poor marital relationship, family crisis, divorce, parental death), low income and long working hours of family members (e.g. limited family time, little attention to young people, poor attachment with parents, ineffective communication between children and his/her family), lack of parental/guardians involvement in students' life, and family history of drug abuse.

Secondly, having drug using peers is largely contributing factor to drug abuse. Peers can be in school or out of school friends that can influence students positively or negatively.

Thirdly, availability of drugs had major contribution for students' drug abuse behavior. Students abuse drugs at chat/shisha store, near to their school compound, at a party and at bar.

In addition to this, drug abuse has social, health, and cognitive effects on students. Social may be reflected in an individual's enhanced tendency to engage in conflicts with parents, friends, teachers, and school authorities. Cognitive effects relate to the individual's lack of concentration on academic work and memory loss and health effects could be depression, anxiety, vomiting, nervousness red eyes, and appetite loss and the like.

In general, the pattern of abuse is associated with dysfunction of Parents, bad role models of friends, teachers and the family. And the availability of drugs around the school and in the community. Therefore, all parents, teachers, the school, drug sellers, woreda & sub city leaders and the community at large are responsible & accountable for student's drug using behavior.

## 5.2 Recommendations

Based on the findings of the study, the following recommendations were suggested by study participants:

- As abuse of drug starts at the early stages, the government should take immediate action to enforce legislation already in place to control the sale of chat, shisha and other addictive substances.
- Since availability drugs is one of influential factor on preparatory school students to drugs of abuse, controlling the accessibility of abused substances around homes, schools and in the community at large is highly recommended.
- Attempt has to be made to better understand the extent of drug abuse among preparatory school students in all sub cities in Addis Ababa and in other big cities in Ethiopia and design programs to prevent/control drug abuse.
- In depth research and survey has to be conducted on the subject to better understand the level of the problem and to suggest a pragmatic and effective solution.
- Community based massive awareness raising program on the negative impact of Substance use through mass media, posters and all sorts of communication facilities which are accessible to preparatory school students is also recommended.

Finally the researcher also has put the following recommendations to tackle the problem arose in Yekatiti 12 Preparatory School:

- Parents should protect their marriage from conflict & divorce and take care of themselves from being bad model. Parents also should show love and communicate with their children patiently. They should advice their children on the implications of taking drugs.
- There need emotional & informational support for students living with drug abuse so as to make them free from drug abuse.

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## List of Appendices

### Appendix A QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am kassaitu Dessie graduate student at the department of Special Needs Education at Addis Ababa University. This questionnaire is designed to gather information on the effects of drug abuse in teaching and learning process among Yekatit 12 Preparatory School students in Gullele Kfle Ketema the city of Addis Ababa. This research will try to identify the current status of drug abuse among students and recommend preventive strategies from drug abuse among preparatory school students.

The information you provide me will be treated with confidentiality, therefore, you will not be required to indicate your names anywhere on this questionnaire. The information provided will be used for the purpose of this study. I kindly request you to fill the questionnaire. Your responses will be highly appreciated.

#### Section A: Demographic details(Tick X ) appropriatels )

1. Please indicate your age \_\_\_\_\_
2. State your gender
  - a) Male
  - b) Female
3. Do you live with your parents?
  - a) Yes
  - b) No
4. If No, whom do you live with?
  - a) Gardians
  - b) Relatives
  - c) Any other (specify) \_\_\_\_\_
5. What is your religion?
  - a) Christian
  - b) Muslim
  - c) others (specify) \_\_\_\_\_

6. What is your father's education level?
- a) Not literate
  - b) Primary education(1-6)
  - c) Upper primary (7-8)
  - d) Secondary (9-12)
  - e) Postsecondary (12+years)
7. What is your mother's level of education?
- a) Not literate
  - b) Primary education(1-6)
  - c) Upper primary (7-8)
  - d) Secondary (9-12)
  - e) Postsecondary (12+years)

**Section B: Drug abuse among students**

1. Indicate how frequently these drugs are used in your school by students.

No.	Type of drug	Frequently 4	Sometimes 3	Rarely 2	Never 1
1	Cigarette				
2	Shisha				
3	Alcohol				
4	chat				
5	Asefaris				
6	Other? Please specify _____				

2. Indicate the extent to which the factors /situations listed below influence students to abuse drugs (tick the appropriate column)

No.	Factors	Very influential 4	Influentia 3	Somewhat 2	Not influential 1
1	Peer preasure				
2	Family background e.g father also smokes				
3	Availability of the drugs e.g money to buy				
4	School failure				
5	Frustrations at home e.g family breakdown, conflict with parents				
6	Stress at home e.g lack of school fees				
7	To be awake so as to read more				
8	Influence by mass media				

3. To what extent have you noticed the effects of drug abuse on participation in learning among students in your school from the list given below :

No.	Effects	Severely 4	Moderately 3	Not affected 2	Don't know 1
1	Declining grades				
2	School drop out				
3	Low concentration span				
4	Lack of interest in studying				
5	Lack of interest in extra curriculum activities				
6	Strained relationship with other students				
7	Theft				

4. Indicate the frequency of drug abuse in your school(Tick where appropriate). Abuse of drugs in my school is:

a) Very frequent

b) Some times

c) Frequent

d) Not frequent

e) Do not know

5. Indicate which of the following drugs you took recently? (You may choose as applicable)

a) Cigaret

b) alcohol

c) Chat

6. After taking drugs, which of the following effects have you experienced? (If you did not Use any drug skip it)

No.	Effects	Severe 5	Serious 4	Moderate 3	Mild 2	Never 1
1	Anxiety					
2	Vomiting					
3	Nervousness					
4	Red eyes					
5	Sleepy					
6	Tired					
7	Confused					
8	Lack of co-ordination					
9	Unable to sleep					
10	Loss of apitate					
11	Headache					
12	An other (specify)_____					

7. Choose Yes or no for the following Statements.

No.	Item	Yes	No
1	I know about drugs from my friends		
2	Some of my friends take drugs		
3	I use drugs because of home problems		
4	I take drugs to belong to my friends		
5	I take drugs to gain strength		
6	I take drugs because my parents also take		
7	Many students are involved on one drug or another		
8	I use drugs to cope with stress		

8. Have you received counseling due to drug problems?

a) Yes

b) No

If Yes, what was the effect like? \_\_\_\_\_

If No, what were your reasons for not seeing a counselor? \_\_\_\_\_

9.. Do the following school factors contribute to drug abuse?

No.	Item	YES	NO
1	Ineffective classroom teaching?		
2	Conflict between students and teachers?		
3	Failure in school academic performance ?		
4	Poor communication between students and the the school administration?		
5	Peer approval of drug using behavior ?		
6	Poor role modeling by teachers?		

10. Are there some factors in your community that lead or enhance the taking of drugs by students in your school? If yes explain

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11. What are recommendations you give to minimize drug abuse in school?

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Thank you,

## Appendix B

### አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

#### የልዩ ፍላጎት የትምህርት ክፍል

#### በተማሪዎች የሚሞላ

ይህ መጠይቅ የተዘጋጀው የአደንዛዥ ዕጾች ተጠቃሚነት በየካቲት 12 የመሰናዶ ትምህርት ቤት ተማሪዎች የሚያስከትሉትን አሉታዊ ተጽእኖ እና ተዛማጅ ጉዳዮች ዙሪያ ጥናት ለማጥናት መረጃ ለመስጠት ነው፡፡ ጥናቱ የተሳካ ይሆን ዘንድ የርስዎ ቀናና እውነተኛ ምላሽ ዋነኛ ስለሆነ በታማኝነትና በቅንነት ይህን መጠይቅ እንዲሞሉ በትህትና እጠይቃሁ፡፡

#### መመሪያ

- ስምዎን መጻፍ አያስፈልገውም
- ለእያንዳንዱ ጥያቄ መመሪያውን በሚገባ ያንብቡ

ለግንዛቤ : - አደንዛዥ ዕጾች የሚለው ሀረግ የአልኮል መጠቀሚያ (አረቄ) የመሳሰሉትን (ጭነት ሲጋራ፣ አጼ ፋሪስ፣ ሺሻ፣ )

የሚሰጡት መልስ ሁሉ ማስጠንቀቂያ ተጠባብቆ የተጠበቀና ከላይ ለተጠቀሰው አላማብቻ የሚሆን ይሆናል፡፡

መመሪያ : - ለእያንዳንዱ ጥያቄ ትክክለኛ መልስ ከጉኑ በሚገኘው ሃሳብ ውስጥ (✓) ምልክት ያስገቡ

8. ጾታ : - ሀ. ወንድ  ለ. ሴት

9. እድሜ : -

10. ከማን ጋር ነው የሚኖሩት ሀ. ከወላጅ ጋር  ለ. ከአሳዳጊ ጋር

ሐ. ከዘመድ ጋር

11. ሀይማኖት ሀ. ክርስቲያን  ለ. እስላም  ሐ. ሌላ

12. የአባት የትምህርት ደረጃ

ሀ. አልተማሩም

ለ. የመጀመሪያ ደረጃ ትምህርት /1-6/

ሐ. መለስተኛ ሁለተኛ ደረጃ /7-8/

መ. ሁለተኛ ደረጃ ትምህርት /9-12/

ሠ. ከሁለተኛ ደረጃ በላይ 12ኛ በላይ

13. የእናት የትምህርት ደረጃ

ሀ. አልተማሩም

ለ. የመጀመሪያ ደረጃ ትምህርት /1-6/

ሐ. መለስተኛ ሁለተኛ ደረጃ /7-8/

መ. ሁለተኛ ደረጃ ትምህርት /9-12/

ሠ. ከሁለተኛ ደረጃ በላይ 12ኛ በላይ

14. እርስዎ በቀላሉ ነት ገንዘብ የማይገኙት ከየት ነው  ለ.ወላጅ

ሐ. አሳዳጊ  መ. ዘመድ  ሠ. ሌላ ካለ ይግለጹ

**ክፍል ሁለት** በተማሪዎች ያ አደንዛዥ እጽ አጠቃቀም

1. ከዚህ በታች ባለው ስንጠረዥ የተቀመጡት የአደንዛዥ እጾች በትምህርት ቤቱም በምን ያህል እንደሚጠቀሙ ይግለጹ

ቁ	የዕጽዳይነት	በተከታታይ 4	አንዳንድ ጊዜ 3	በጣም አልፎ አልፎ 2	ምንም አልጠቀምም 1
1	ሲጋራ				
2	ሺሻ				
3	አልኮል				
4	ጫት				
5	አጺ ፋሪስ				
6	ሌላ ካለ ይግለጹ				

2. ከዚህ በታች የተዘረዘሩት ምን ያህል ተማሪዎችን ለአደንዥ ዕጽ እንደሚያጋልጡላቸው ይግለጹ።

ተራ ቁጥር	ዝርዝር ጥያቄ	በጣም ተጽእኖ አለው	ተጽእኖ አለው	መጠነኛ ተጽእኖ አለው	ተጽእኖ የለውም
1	የአቻ ጓደኛ ግፊት				
2	የቤተሰብ ሁኔታ ለምሳሌ አባት ያጨለል				
3	የአደንዥ ዕጽ በቀላሉ መገኘት				
4	ከትምህርት መውደቅ				
5	በቤተሰብ ያለ ጭንቀት ለምሳሌ የወላጆች ፍቺ፣ ፀብ ወዘተ..				
6	የቤተሰብ ችግር ለምሳሌ የትምርት ቤት ክፍያ መክፈል አለመቻል				
7	ለጥናት ያነቃቃል በማለት				
8	የሚዲያ ተጽእኖ				

3. የአደንዛዥ እጽ መወሰድ በትምህርት ላይ የሚያደርሰው ተጽእኖ ከዚህ በታች በተዘረዘሩት ላይ ምን ያህል ነው?

ተራ ቁጥር	ምክንያት	በጣም ከፍተኛ	መካከለኛ	ተጽእኖ የለውም	አላውቅም
1	የትምህርት ወጠት መቀነስ				
2	ትምህርት ማቋረጥ				
3	አነስተኛ ትኩረት				
4	የጥናት ፍላጎት ማጣት				
5	በትምህርት ቤት ባሉ እንቅስቃሴዎች ላይ ፍላጎት ማጣት				
6	ከሌሎች ተማሪዎች ጋር ያለ ጥሩ ያልሆነ ግንኙነት				
7	ሌብነት				

4 በትምህርት ቤትዎ የአደንዛዥ ዕጽ አጠቃቀም ምን ይመስላል?

- ሀ. በጣም በተከታታይ ይወሰዳል
- ለ. በተከታታይ ይወሰዳል
- ሐ. አንዳንድ ጊዜ ይወሰዳል
- መ. ተከታታይነት የለውም
- ሠ. አላውቅም

5. አደንጻኝ ዕጽ ከወሰዱ በኋላ ከዚህ በታች ከተዘረዘሩት ያሳደረብዎት መጠነ ስፋት ምን ያህል እንደሆነ ይግለጹ

ቁ	ወጤት	በጣም ከፍተኛ 4	ከፍተኛ 3	መካከለኛ 2	ምንም 1
1	ጭንቀት				
2	ማስታወክ				
3	ብስጭት				
4	አይን መቅላት				
5	እንቅልፍ እንቅልፍ ማለት				
6	ድካም				
7	የሀሳብ መዘበራረቅ				
8	ራስን አለመቆጣጠር				
9	የምግብ ፍላጎት ማጣት				
10	እንቅልፍ ማጣት				
11	የራስ ምታት				
12	ሌላ ካለ				

6 አደንጻኝ ዕጽን በተመለከተ የምክር አገልግሎት ወስደው ያውቃሉ?

ሀ. አውቃለሁ

ለ. አላውቅም

7 መልሰዎ አዎ ከሆነ ወጤቱ ምን ነበር \_\_\_\_\_

8 መልሰዎ አይደለም ከሆነ የምክር አገልግሎት ላለ መወሰድ ምክንያታዎ ምን ድን ነው?

\_\_\_\_\_

9 ከዚህ በታች ከተዘረዘሩት ጥያቄዎች ተማሪዎች አደንዛዥ እጽ እንዲወስዱ አስተዋጽኦ ያላቸውና የሌላቸው የትኞቹ ናቸው?

ቁ	ዝርዝር ጥያቄ	አዎ	አይደለም
1	ስለ አደንዛዥ ዕጽ ከጓደኞቼ አውቃለሁ		
2	ጥቂት ጓደኞቼ አደንዛዥ ዕጽ ይጠቀማሉ		
3	እቤት ችግር ስላለብኝ አደንዛዥ ዕጽ እጠቀማለሁ		
4	ሀይል ለማግኘት ስል አደንዛዥ ዕጽ እጠቀማለሁ		
5	ጓደኞቼ አደንዛዥ ዕጽ ስለ ማጠቀሙ እኔም እጠቀማለሁ		
6	ወላጆቼ አደንዛዥ ዕጽ ስለ ማጠቀሙ እኔም እጠቀማለሁ		
7	ብዙ ተማሪዎች አንድ ዓይነት ወይም ከዛ በላይ አደንዛዥ ዕጽ ይጠቀማሉ፡፡		
8	ከጭንቀት ለመዳን ስል አደንዛዥ ዕጽ እጠቀማለሁ		

10. አደንዛዥ ዕጽ ለመወሰድ የትምህርት ቤት ምክንያቶች

ቁ	ዝርዝር ጥያቄ	አዎ	አይደለም
1	ወጤታማ ያልሆነ የአስተማሪ ሁኔታ		
2	በተማሪዎችና በአስተማሪዎች መካከል የሚከሰት ግጭት		
3	ከትምህርት መውደቅ		
4	በተማሪዎችና ከትምህርት ቤት አስተዳደር መካከል የሚከሰት ግጭት		
5	የአቻ ጓደኛ ግፊት		
6	የአስተማሪዎች መጥፎ ምሳሌ መሆን		

11. መሰናደት/ቤት ተማሪዎች ዘንድ የአደንዛዥ እጾች እንዲወስዱ የሚያደርግ ሁኔታ አለወይ?

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12. የአደንዛዥ እቃችን መጠቀም በመሰናዶ ትምህርት ተማሪዎች ላይ የሚያስከትለውን ችግር እንዲሁም በትምህርታቸው ላይ ያለውን አሉታዊ ተፅዕኖ በተመለከተ ያለዎትን ማንኛውም አስተያየት፤ አመለካከት፤ ልምድ ወይም ገጠመኝ ይጥቀሱ (ሰም መግለፅ አያስፈልግም)

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አመሰግናለሁ።

**Appendix C**

Participant Consent Form

Push & Pull factors of Students

Exposed to Drug Abuse and its Consequences

December 10, 2018

I have read the letter of information. I have had the nature of the study explained to me. I have had the opportunity to ask questions, and all of my questions have been answered to my satisfaction. I agree to participate in this study, and understand that I will receive a signed copy of this form.

\_\_\_\_\_

Name of Participant

\_\_\_\_\_

Signature of Participant Date \_\_\_\_\_

Consent form administered and explained in person by:

\_\_\_\_\_

Name and title

\_\_\_\_\_

Signature Date \_\_\_\_\_

Thank you

## Appendix D

### Students' Focus Group Discussion Guide

I am kassaitu Dessie graduate student at the department of Special Needs Education at Addis Ababa University. This interview guide questions was designed to gather information on the effects of drug abuse in teaching and learning process among Yekatit 12 Preparatory School students in Gullele Kfle Ketema the city of Addis Ababa.

The information you provide me will be treated with confidentiality, therefore, you will not be required to tell your name. The information provided will be used for the purpose of this study.

1. What do your parents engage in doing for their livelihood?
2. Do you think the drug you took benefit your life or harm your life?
3. What do you think the effect of drugs on you, on your friends, family, and the community at large?
4. Where do you use drugs (in school, outside school, in drug house)
5. Is it possible to stop drugs? If yes, what are the solutions you suggest?  
If no why?
6. Whose role do you think is to prevent this problem?
7. Whose role do you think is to prevent this problem?
8. What do you suggest for immediate intervention? Or prevention strategies for students?

## Appendix E

### Students' Interview Guide Questions

I am kassaitu Dessie graduate student at the department of Special Needs Education at Addis Ababa University. This interview guide questions was designed to gather information on the effects of drug abuse in teaching and learning process among Yekatit 12 Preparatory School students in Gullele Kfle Ketema the city of Addis Ababa.

The information you provide me will be treated with confidentiality, therefore, you will not be required to tell your name. The information provided will be used for the purpose of this study.

1. Would you please tell me your family background regarding drug use?
2. What is your childhood experience regarding drug abuse?
2. When do you start using drugs?
3. Where do you use drugs (in school, outside school, in drug house)
4. What kind of drug do use? (one kind or different kinds) ?
5. How do you take drugs? Do you take alone or with others?
6. Do you take drugs always or rarely?
7. What kind of friends do you have?
8. What is your source of income for taking drugs?
9. What do you do when you face shortage of drugs?
10. Whose role do you think is to prevent this problem?
11. What do you suggest for immediate intervention? Or prevention strategies for students?

Thank you

## Appendix F

### QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am kassaitu Dessie graduate student at the department of Special Needs Education at Addis Ababa University. This questionnaire is designed to gather information on the effects of drug abuse in teaching and learning process among Yekatit 12 Preparatory School students in Gullele Kfle Ketema the city of Addis Ababa. This research will try to identify the current status of drug abuse among students and recommend preventive strategies from drug abuse among preparatory school students.

The information you provide me will be treated with confidentiality, therefore, you will not be required to indicate your names anywhere on this questionnaire. The information provided will be used for the purpose of this study. I kindly request you to fill the questionnaire. Your responses will be highly appreciated.

#### Section A: Background Information

1. State your gender

b) Male

b) Female

2. Please indicate your age \_\_\_\_\_

3. Qualification

b) Certificate

b) Diploma

c) BA/BSC degree

d) MA/MSc degree

e) PhD degree

4. Area of Specification \_\_\_\_\_

c) Teacher

b) Unit Leader

c) Principal

d) Vice principal

( Choose as many as appropriate)

**Section B: Drug abuse among students**

1. Do you observe any cases of students engaged in drug abuse in your class? Or in the school compound? \_\_\_\_\_
2. What do you think are the reasons behind some students become addicted, while others don't \_\_\_\_\_  
\_\_\_\_\_

3. Indicate how frequently these drugs are used in your school by students.

No.	Type of drug	Frequently 4	Sometimes 3	Rarely 2	Never 1
1	Cigarette				
2	Shisha				
3	Alcohol				
4	chat				
5	Asefaris				
6	Other? Please specify _____				

4. Indicate the extent to which the factors /situations listed below influence students to abuse drugs (tick the appropriate column)

No.	Factors	Very influential 4	Influentia 3	Somewhat 2	Not influential 1
1	Peer pressure				
2	Family background e.g father also smokes				
3	Availability of the drugs e.g money to buy				
4	School failure				
5	Frustrations at home (e.g family breakdown, conflict with parents)				
6	To be awake so as to read more				
7	Influence by mass media				
8	Availability of the drugs e.g money to buy				

3. What are the consequences of drugs on student's motivation in learning?\_

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4. Do you keep records of those student engaged in drug abuse?

a) YES

b) ) No

5. What is the approximate number of students engaged in drug abuse in your school?

a)

b)

6. To what extent have you noticed the effects of drug abuse on participation in learning among students in your school from the list given below :

No.	Effects	Severely 4	Moderately 3	Not affected 2	Don't know 1
1	Declining grades				
2	School drop out				
3	Low concentration span				
4	Lack of interest in studying				
5	Lack of interest in extra curriculum activities				
6	Strained relationship with other students				
7	Theft				

7. Do you know any of your classmates who take the following ?

	Yes	No
a) Chat	<input type="checkbox"/>	<input type="checkbox"/>
b) Cigarate	<input type="checkbox"/>	<input type="checkbox"/>
c) Shisha	<input type="checkbox"/>	<input type="checkbox"/>

If yes, How many are they? \_\_\_\_\_

8. Indicate which of the following drugs you took recently? (you may choose as many as applicable)

a) Cigarette

b) alcohol

c) Chat

9. After taking drugs, which of the following effects have you experienced? (If you did not use any drug skip it)

No.	Effects	Severe 5	Serious 4	Moderate 3	Mild 2	Never 1
1	Anxiety					
2	Vomiting					
3	Nervousness					
4	Red eyes					
5	Sleepy					
6	Tired					
7	Confused					
8	Lack of co-ordination					
9	Unable to sleep					
10	Appetite Loss					
11	Headache					
12	An other (specify)					

10. Choose Yes or no for the following Statements.

No.	Item	Yes	No
1	I know about drugs from my friends		
2	Some of my friends take drugs		
3	I use drugs because of home problems		
4	I take drugs to belong to my friends		
5	I take drugs to gain strength		
6	I take drugs because my parents also take		
7	Many students are involved on one drug or another		
8	I use drugs to cope with stress		

11. Have you received counseling due to problems?

a) Yes  b) No

If YES, what was the effect like \_\_\_\_\_

12... Do the following school factors contribute to drug abuse?

No.	Item	Yes	No
1	Ineffective classroom teaching?		
2	Conflict between students and teachers?		
3	Failure in school academic performance ?		
4	Poor communication between students and the the school administration?		
5	Peer approval of drug using behavior ?		
6	Poor role modeling by teachers?		

15. Are there some factors in your community that lead or enhance the taking of drugs by students in your school? If yes explain

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## Appendix G

### Teachers' Interview Guide Questions

I am kassaitu Dessie graduate student at the department of Special Needs Education at Addis Ababa University. This interview guide questions was designed to gather information on the effects of drug abuse in teaching and learning process among Yekatit 12 Preparatory School students in Gullele Kfle Ketema the city of Addis Ababa.

The information you provide me will be treated with confidentiality, therefore, you will not be required to tell your name. The information provided will be used for the purpose of this study.

1. Is there any drug abuse problem on students in your school?
2. What is the magnitude of drug problem in your school? Why do you think students engage in drug abuse problem?
3. Where do students use drugs (in school, outside school, in drug house)
4. What do you think about their source of income for taking drugs?
5. What do you think about their source of income for taking drugs?
6. What do you think the effect of drugs on students' on their friends, family, and the community at large?
7. Are there bad role models of teachers in your school regarding drug abuse?
8. Is it possible to students to stop drugs? If yes, what are the solutions you suggest?  
If no why?
9. Whose role do you think is to prevent this problem?
10. What do you suggest for immediate intervention? Or prevention strategies for students?

## **Appendix H**

### **Teachers' Focus Group Discussion Guide**

I am kassaitu Dessie graduate student at the department of Special Needs Education at Addis Ababa University. This interview guide questions was designed to gather information on the effects of drug abuse in teaching and learning process among Yekatit 12 Preparatory School students in Gullele Kfle Ketema the city of Addis Ababa.

The information you provide me will be treated with confidentiality, therefore, you will not be required to tell your name. The information provided will be used for the purpose of this study.

1. Would you please tell me students' experience regarding drug abuse?
2. Do you know their family background regarding drug use?
3. When do you think they start using drugs?
4. Where do they use drugs (in school, outside school, in drug house)
5. What kind of drug do they use? (one kind or different kinds) ?
6. How do they take drugs? Do they take alone or with others?
7. Do they take drugs always or rarely?
8. Whose role do you think is to prevent this problem?
9. What do you suggest for immediate intervention? Or prevention strategies for students?

Thank you

## Appendix I

### Interview Guide Questions for Key Informants

I am kassaitu Dessie graduate student at the department of Special Needs Education at Addis Ababa University. This interview guide questions were designed to gather information on the effects of drug abuse in teaching and learning process among Yekatit 12 Preparatory School in Gullele Kfle Ketema the city of Addis Ababa.

The information you provide me will be treated with confidentiality, therefore, you will not be required to tell your name. The information provided will be used for the purpose of this study.

1. Do you know drug abuse problem in your community?
2. Do you think drug abuse among students is a serious problem in this community?
3. What is the magnitude of the problem?
4. How do you handle this problem with legal framework? Or What are the measures taken by your organization?
5. Who do you think is most responsible for the drug abuse problem?
6. What is your recommended solution for the problem? or What is to be done by the community, the police and other stakeholders?

Thank you