



PERSPECTIVE OF TEACHERS ON SUBSTANCE ABUSE AMONG HIGH SCHOOL STUDENTS AT TIKUR ANBESSA SECONDARY SCHOOL, ADDIS ABABA, ETHIOPIA: A QUALITATIVE STUDY

A final research report submitted to the department of psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, in Partial fulfillment of the requirement for the Specialty certificate in Psychiatry.

By: Wudasie Eshetu (MD, Year-III Psychiatry Resident)

Advisors:

Dr. Biruh Alemayehu, MD, Assistant Professor of Psychiatry

Professor Solomon Teferra, MD, PhD, Addiction Psychiatrist

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ABSTRACT

Background

Substance abuse is a patterned, harmful and hazardous use of psychoactive substance (drug) including alcohol and illicit drugs in which the user consumes the substance in amounts or with methods which are harmful to them or others. Globally, drugs and substance abuse continue to be a challenge, especially among the youth in school and out of school. It negatively impacts the academic, social, psychological and physical development among the abusers. Schools may will be able to influence drug use behavior and the primary role of the school is to teach skills, to impart knowledge and establish a sound value base in relation to health and drug use.

Objectives

The objective of this study is to explore the perspective of teachers on substance abuse among Tikur Anbessa secondary school students.

Method

A qualitative research design was used. Target population of this study were teachers in Tikur Anbessa Secondary school. Participants were recruited using purposive sampling technique. Sampling continued until theoretical saturation was achieved and twelve in depth interviews were done. The interviews were audio recorded, transcribed in Amharic and translated into English. The data were coded using Open code software 4.03. Thematic analysis was used to identify key themes.

Results

This study showed teachers had good understanding about adolescent substance use. The study identified respondents had knowledge on the possible factors that led to substance use. All of the teachers mentioned the possible consequences of drug use on the student's life. The teachers mentioned themselves as responsible on mitigation of drug besides other responsible bodies like families, other school community, neighbors, governmental and non-governmental bodies and religious institutions; they also said prevention of drug use is everyone's responsibility, but still some teachers mentioned having knowledge gap on drugs.

Recommendation

Schools are the best places to teach students about the harms associated with substance misuse. If the Ethiopian Ministry of Education applies organized school-based prevention programs, it will prevent harm associated with using substance. It is recommended this school-based prevention program includes providing adequate training to teachers, integration into curriculum, involvement of parents and collaboration with other stakeholders. Regulating school environment and its surroundings is also recommended to limit access to substances.

Punitive measures such as expulsion of students who are found using substances from school should be done in a less psychologically traumatic way.

Title of the study

**PERSPECTIVE OF TEACHERS ON SUBSTANCE ABUSE AMONG HIGH SCHOOL STUDENTS AT TIKUR ANBESSA SECONDARY SCHOOL, ADDIS ABABA, ETHIOPIA:
A QUALITATIVE STUDY**

ACRONYMS

ADHD Attention-Deficit/Hyperactivity Disorder

FAS Fetal alcohol Syndrome

FDREME Federal democratic republic of Ethiopia ministry of Education

MOE Ministry of education

NCDAS National Center for Drug Abuse Statistics

NDCMP National drug control master plan

NIDA National institute on drug abuse

UNDCP United nations drug control program

WHO World health organization

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1.Introduction

1.1 Background of the study

The history of the human race has also been the history of drug abuse. The use of psychoactive drug has spread to the young population in every part of the world starting from 1980's (WHO, 2004).

Substance abuse is a patterned, harmful and hazardous use of psychoactive substance (drug) including alcohol and illicit drugs in which the user consumes the substance in amounts or with methods which are harmful to them or others (WHO, 2021 and Chan et al., 2016).

Substance abuse affects many more people than just the addicted individual, including their family members, neighbors, employers, and friends. It exacerbates or worsen mental health issues, lead to premature deaths, increase violent crimes, destroy families, and prevent addicted individuals from living productive lives (Smith, 2020).

Globally, drugs and substance abuse continue to be a challenge, especially among the youth in school and out of school. It impacts negatively on the academic, social, psychological, and physical development among the abusers (Quinter et al., 2019).

Prevalence of adolescent substance use remains a significant public health concern, largely due to the consequences of this use and the especially vulnerable window of neurodevelopment during this period. Specifically, adolescent drug exposure may contribute to increased risk for the development of cognitive deficits, psychopathology, or subsequent substance use disorders that may be related to the structural and functional changes in the brain (Hamidullah et al., 2020). Adolescence is the age amid rapid biopsychosocial development, this group of people are more prone than children or adults to initiating substance use and suffering lasting substance-related adverse consequences (Gray & Squeglia, 2018).

Many factors influence whether an adolescent tries drugs, including the availability of drugs within the neighborhood, community, and school and whether the adolescent's friends are using them. The family environment is also important: violence, physical abuse, mental illness, or drug use in the household increases the likelihood of drug usage by an adolescent. Personality traits like poor impulse

control or a high need of excitement, mental health conditions such as depression, anxiety or ADHD; and beliefs such as that drugs are “cool” or harmless are other factors to start drug use (NIDA, 2012).

Recent estimates are that in 2008, 155 to 250 million people, or 3.5% to 5.7% of the world’s population aged 15-64, used other psychoactive substances, such as cannabis, amphetamines, cocaine, opioids, and non-prescribed psychoactive prescription medication. The use of psychoactive substances causes significant health and social problems for the people who use them, and also for others in their families and communities (WHO, 2021).

Due to the rapid pace of change in the economic and social sphere and prevailing political instability in many African countries, alcohol and other psychoactive substance use and related problems are becoming major public health concerns (WHO/ UNDCP, 2003).

In Ethiopia the prevalence of substance use amongst adolescents was high for the three substances namely alcohol, cigarette and khat with alcohol being the most common (Birhanu et al.,2014). It is true that alcoholic beverages are widely taken both among urban and rural dwellers in Ethiopia. Butajira and Addis Ababa study showed alcohol and Khat were most commonly taken substances among school students (Kassaye et al., 2017). Another Ethiopian data showed the magnitude of cannabis use disorder among young adults using cannabis was high (Tullu et al., 2016).

Ethiopian education statistics stated there are around 180,226 secondary school students in Addis Ababa from age 15-18. There are 127,741 secondary school teachers in which majority of which work in government schools, representing about 94.7%. In Addis Ababa the proportion of teachers in Non-Government is the highest of all regions, with 50.4% (FDREME, 2020).

Schools may well be able to influence drug use behavior and the primary role of the school is to teach skills, to impart knowledge and establish a sound value base in relation to health and drug use (Maria & Robert, 2007). On the Ethiopia national drug control master plan, Ministry of Education (MOE) is mentioned as responsible body for educating and preventing the use of drugs. It is also mentioned Drug use prevention has been infused in the school curriculum, especially in the life orientation learning area, with a view to provide young people with the necessary skills to make the right choice in risky situations (NDCMP, 2017).

Tikur Anbessa secondary school was established in 1972 E.C by the Ministry of Education with 399 ninth grade students and 9 teachers. The school got its name for the remembrance of Ethiopian patriots who struggled for freedom for 5 years in west and southwest of Ethiopia during Italian occupation. Before it was converted into a public school, it was part of Lycee Guebre-Mariam French school and then as France teachers training collage (Weldehanna,2005).

In 2013 E.C the school has enrolled 1081 students with a total of 98 teachers. From the total of 98 teachers, 84 are males and 14 are females. The school has students from grade 9-10. Grade 9 has 11 sections and grade 10 has 15 sections with a total of 26 sections. The school also has special needs classes: 3 sections for grade 9 and 2 sections for grade 10.

This research was intended to assess the perspective of teachers on substance abuse among Tikur Anbessa high school students.

1.2 Statement of the problem

Due to the rapid pace of change in the economic and social sphere and prevailing political instability in many African countries, alcohol and other psychoactive substance use and related problems are becoming major public health concerns (WHO/UNDCP, 2003).

According to NIDA, people are most likely to begin abusing drugs including tobacco, alcohol and illegal and prescription drugs during adolescence and young adulthood. The teenage years are a critical window of vulnerability to substance use disorder, because the brain is still developing and malleable (NIDA, 2012).

Researches in Africa also show the increase in usage of psychoactive substances like Cigarettes, Alcohol, Marijuana, Cocaine, Aerosols, and Cannabis. A study conducted among primary and secondary students and among university students in Tanzania showed the increase in the usage of psychoactive substances (Masibo et al., 2013 and Felix & Takalani, 2014).

Both studies focused on assessing the knowledge, attitude and practice of primary and secondary school students regarding psychoactive substances but missed and didn't give an emphasis on the perspective and the role of teachers regarding the usage of psychoactive substances. So, the researcher will focus on the perspective of teachers on substance abuse among students because assessing the perspective and the role of teachers is important to promote a better school environment.

There are also researches that are done in many parts of Africa and Ethiopia on the view of teachers regarding substance abuse. A Study in Northern Namibia aimed at exploring the views of secondary school teachers and hostel matrons on the landscape of substance abuse amongst the youth aimed in identifying the types of substance used by the youth and easy accessibility of substances but the study is not general to youths and didn't focus on the role and measurements taken by teachers during substance abuse (Janet et al., 2019).

Positive school climates have been found to have favorable effect on adolescent health risk behaviors and mental health outcomes. However, the mechanisms by which teacher behavior may promote such effects in high school have not been extensively studied Teachers can help built respectful school climates that encourage healthy norms of behavior (Maria & Robert, 2007).

Globally, including Ethiopia substance abuse continuous to be a challenge, especially among the youth in school and out of school and it impacts negatively on the academic, social, psychological and physical development among the abusers so it is timely to study about substance abuse among students by focusing on the perspective of teachers.

1.3 Rationale of the study

Teenage years are a critical window of vulnerability to substance use disorder, because the brain is still developing and malleable and substance abuse continuous to be a challenge, especially among the youth in school and out of school and it impacts negatively on the academic, social, psychological and physical development among the abusers (Quinter et al., 2019 and NIDA, 2020). Early initiation of substance use increases the possibility that addiction will develop (Jordan et.al., 2017). Study conducted in Ethiopia, Bale Zone fifteen years of age of the respondents is the critical age at which they started to use substance (Dida et al., 2014).

A study by Center for Child, Youth and Family studies explains about the need to increase the relationship between educators and adolescents involved in drug use. Educators are often in a position to notice changes in behavior of learners and are able to provide support and assistance (Karen et al., 2016).

Substance abuse is becoming an international problem or becoming a total societal problem which affects every country in the world.

Due much of Ethiopian population are young and become economically active citizens and it is the responsibility of everyone tackle the problem; it is important and timely to assess the perspective of teachers on substance abuse among high school students.

1.4 Research Questions

1. What are the perspectives of teachers on factors responsible for substance abuse among students?
2. What are the perspectives of teachers on impacts of substance abuse in the lives of students?
3. What is the perceived role of teachers in mitigating substance abuse in school?

1.5 Literature Review

A drug is any natural or artificial chemical that cause changes in the body or mind or both when taken into the body. Drug use is old as man. History tells that the Chinese used opium as a cure for dysentery before the 18th c (Selpher, 2013).

The history of the human race has also been the history of drug abuse. Before 1980's the use of psychoactive substances was limited to the elders when they performed special community functions like rituals, and other ceremonies. However, after 1980's the use of psychoactive drug has spread to the young population in every part of the world (WHO, 2004).

Substance abuse is a patterned, harmful and hazardous use of psychoactive substance (drug) including alcohol and illicit drugs in which the user consumes the substance in amounts or with methods which are harmful to them or others (WHO, 2021 and Chan et al., 2016).

Substance use in adolescent is common in both low and high income countries (Karl et al., 2009). Recent nationwide data showed 2.08 million or 8.33% of 12- to 17-year-old adolescents use drugs in the last month. Youth drug abuse is a high-profile public health concern, with at least 1-in-8 teenagers abusing an illicit substance in the last year and around 50% of teenagers have misused a drug at least once. Alcohol is by far the most commonly abused substance among teens and young adults (NCDAS, 2021).

1.5.1 Substance use in Low Income Countries

Addiction among adolescents is a major public health issue in developing countries. Use of cigarettes, alcohol and illicit drug by adolescents is a matter of concern world-wide. Drug use in this age group is associated with increased risk of accidents, violence and high risk of sexual behavior, HIV, interpersonal problems, decrease in academic performance and failure to complete education. Researches done in the Sub-Saharan countries showed there is a high use of psychoactive substances and drugs among adolescents. The overall prevalence of 'any substance use' is 41.6%. The use of caffeine containing products being the most predominant at 41.2% followed by alcohol at 32.8%, tobacco products 23.5%, khat 22.0% and cannabis 15.9% (Olawole-Isaac et al., 2018).

According to a mixed study done in Botswana prevalence of adolescent substance use is 17.4%. The study also investigated the perceptions of school-going adolescents and stated knowledge of the

association of substance use and abuse is high with mental health, traffic accidents and with heart diseases (Garechaba et al., 2017).

1.5.2 A case from Ethiopia

A School-based cross-sectional survey done in Ethiopia Rural and Urban area to determine the magnitude of drug use among high school students and identify factors associated with drug use among high school showed Alcohol and khat were the most commonly used drugs in all schools. On the other hand, cigarette and cannabis were consumed more in the private school than in government schools (Kassaye et al., 2017). The lifetime prevalence of substance use in Ethiopian high school students is 41.4 percent for alcohol, 22.5 percent for khat, and 12.9 percent for cigarette. Analysis showed that significant percent of high school students have exposed to substance (Hirbo et al., 2019). Another study done on magnitude of substance use among young people in Ethiopia showed lifetime prevalence of any psychoactive substance use among the youth in Ethiopia ranges from 2.7% to 65.4% and up to 45.7% in the past 12 months (Amanuel & Getacheew, 2019).

In Ethiopia one-third of the high school and higher education students used different psychoactive substances. The overall prevalence of psychoactive substance abuse among high School students is approximately 30%. Peer pressure is accountable for substance abuse among students in more than 27.95% of the time. The lifetime prevalence of more than two substance abuse was approximately 40% (Abate et al., 2021). Over a quarter of school adolescents and youths consume alcohol in Ethiopia (Ali & Worku, 2020).

A cross-sectional study which is conducted among secondary school students in Ambo town puts factors like male gender, poor parent child relationship, living through high level of family conflict, peer pressure, readily availability of drugs, pocket money, psychological factors, influence of mass media and living environment were significantly associated with substance abuse (Mekuria et al., 2018). In addition, community norms favorable to substance use, family history of alcohol and substance use, siblings' substance use, poor academic performance, low perceived risk of substance and friend's use of substance had positive association with adolescent substance use (Birhanu et al., 2014).

There are some protective factors against substance use among adolescent and it includes prosocial peer, home support, school support and bonding, self-awareness, peer caring relationship, & community support (Rebecca et.al. 2016).

A review of the literature done among high school and college students in Ethiopia recommended immediate actions need to be taken to mitigate/prevent existing substance use problem like educating students about the health problems of harmful substance use, offering community education on the use harmful substances (involving parents, relatives and teachers and community leaders), providing coping mechanisms to help victims of substance use, minimizing the factors that contribute to or encourage such substance use, and establishing novel and more relevant drug/substance use policies at institutional and/or governmental levels (Abebe, 2013).

1.5.3 Substance use in Middle Income Countries

Research done in Kenya Rural secondary school reported Alcohol, tobacco, khat (*Catha edulis*) and bhang (cannabis) are the most commonly reported substance use with prevalence rate of 5.2%, 3.8%, 3.2%, and 1.7%, respectively (Ndetei et al., 2010).

Study done on the prevalence and correlates of substance use among school children in six African countries (Kenya, Namibia, Swaziland, Uganda, Zambia, Zimbabwe) concluded that tobacco use, risky drinking and illicit drug use were common, clustered together and were associated with school truancy, mental distress, and lack of parental and peer support among adolescent African school children (Peltzer, 2009).

A study done in Brazil on Teachers' perception, difficulties, and actions facing drugs at the school environment which involved 19 public high school teachers showed some teachers did not consider the discussion on the use of alcohol and other drugs as their function, understanding that their action is restricted only to the identification of students who use them and to inform those in charge, especially the family's considered as the main responsible to such occurrences. The report also showed that, at the school environment, dialogues and open discussions on the topic do not arise very often. Such issue is commonly approached in a specific and individual way, with punitive nature. On the other hand, some teachers consider the school as a privileged environment to discuss, in an educational and transformative way, the issue of drug use among teenagers. The study concluded most teachers work in isolated and specific way with the theme. Perception of some of these educators when

discussing on the use of alcohol and drug is not seen as part of the school responsibility (da Silva et al., 2018).

Student teachers' relationships have protective and predictive effect on social, behavioral and academic outcomes from an early age (Ekstrand et al., 2015). A Qualitative study done in Morocco surveyed teachers mentioned that messages and education from schools were not sufficiently addressing drug awareness or promoting positive beliefs; teachers mentioned drug prevention in adolescents can greatly benefit from the incorporation of substance use education into school curriculum and having extracurricular activities in schools and encouraging the intense participation of adolescents in these activities have been shown to reduce substance use in adolescents (El Kazdough et al., 2018). Counselling program in each school to provide support and refer such students to an appropriate institution for rehabilitation are put as management strategy (Tshitangano & Tosin, 2016).

1.5.4 Substance use in High Income Countries

Among Americans aged adolescents, 31.9 million are current illegal drug users and from this Marijuana is the common one. Around 19.4% of adolescents used illegal drugs or misused prescription drugs within the last year. The number increases to 60.2% if alcohol and tobacco are included (NCDAS, 2021).

A qualitative study which is done in Ireland to explore teachers' perspective on student substance use highlighted the need for information and teachers specific training in order to recognize the warning signs of adolescent problematic substance use. Some teachers also reported not feeling comfortable with the delivery of drug educational materials within their class time due to lack of appropriate training and time. Several teachers also felt that it was not in their job description to give drug education (Van Hout & Connor, 2008).

School-based prevention programs have demonstrated clear evidence of short and long-term effects on substance use behavior. It has been tested and proven effective on building drug resistance skills, general self-regulation and social skills, and/or changing normative expectations regarding inaccurate beliefs about the high prevalence of substance use (Griffin & Botvin, 2010). Among the interventions targeting combined substance abuse, school-based primary prevention programs that include antidrug information combined with refusal skills, self-management skills, and social skills training are effective in reducing adolescents' substance use. School-based delivery platforms are the most highly

evaluated platforms for targeting adolescents for substance abuse (Das et al., 2016). Teachers and coaches help adolescents to develop a healthy sense of self and avoid risky health behaviors. Connecting teens with supportive adults may positively shape how adolescents see themselves, which might help reduce adolescent substance use (Dudovitz et al., 2017).

1.5.5 The overall impact of substance use

When we see the consequences of substance use include legal, academic, and mental health problems; engagement in other risky behaviors; increased rates of injury; and death (Skidmore et al., 2016). The consequences of alcohol use in adolescents' brain include alterations in attention, verbal learning, visuospatial processing and memory, along with altered development of grey and white matter volumes and disrupted white matter integrity (Spear, 2018). Cannabis Use in Adolescence put as a risk factor for Depression, Anxiety, and Suicidality. Studies in Young Adulthood showed high prevalence of adolescents consuming cannabis generates a large number of young people develop depression and suicidality which is attributable to cannabis (Gobbi et al., 2019). Substance use, including binge drinking and tobacco use, has a negative impact on learners' academic performance being linked to academic difficulties, absenteeism and school drop-out (Gubbels et al., 2019).

South Africa has one of the highest rates of Fetal Alcohol Syndrome (FAS) in the world, leading to birth defects and developmental disabilities. Injecting drug users also have an increased risk of contracting HIV and hepatitis through the sharing of needles (Department of Basic Education, 2013). In addition, alcohol and abuse has been linked with various physical and mental health problems, including heart disease, cancer, respiratory diseases, depression and schizophrenia. Beside this drug use puts adolescents to high risk of suffering from conduct and mood disorder (Prakash et al., 2009).

The youths who take drugs lose their productivity (Sebsibie, 2018). Ethiopian data also showed students who used khat, alcohol and tobacco displayed violent behaviors towards women and enhanced sexual activity without precautionary measures for STD and other negative consequence (Abebe, 2013). Substance use among high school and preparatory students causes social impact such as violence, crime and poor school performance and medical impact such as unprotected sex and mental problem (Mohammed, 2014). The drug uses behavioral problems, drunken driving, delinquency, and adolescence pregnancy threatened the stability of the educational system, family as

an institution and society at large. The researchers concluded that teachers have an added burden of playing an active role in guidance and counseling the survivors of drug abuse (David et al., 2010).

1.6 Significance of the study

The finding of the study will elicit perspectives of teachers on substance use among the students in the school, and this will help to identify the perceived scope of the problem and their practices further develop strategies to help their students in a professional manner, and helps to develop a prevention strategy since the prevention measures need to be done carefully, as substance use will affect the academic performance of students, and destroy their future.

The finding of the study helps for government especially for the Ministry of Education and policy makers in understanding the perspective of teachers regarding substance use since the role of teachers and the way in which the teachers handle students with substance use is crucial.

The study will also likely to add the general body of knowledge in the area of substance misuse among high school students and generate important hypotheses for further studies.

2. Objective

2.1 General objective

1. To explore the perspective of teachers on substance abuse among *TikurAnbessa* high school students.

2. 2 Specific objective

1. To explore the perspectives of teachers the factors that affects the use of substance in a school
2. To explore the perspectives of teachers on impacts of substance abuse among students
3. To explain the perspective of teachers on the role of teachers in mitigating substance abuse in a school

3. Materials and Methods

3.1 Study setting

The study was conducted in Tikur Anbessa secondary school. It is located in the Arada Sub-city of Addis Ababa region in Ethiopia. Tikur Anbessa secondary school ownership is listed as Government (educateethiopia.org). In 2013 E.C, the school has enrolled 1081 students with a total of 98 teachers. From the total of 98 teachers, 84 are males and 14 are females. The school has students from grade 9-10. Grade 9 has 11 sections and grade 10 has 15 sections with a total of 26 sections. The school also has special need classes 3 section for grade 9 and 2 sections for grade 10.

3.2 Study design

The study tried to understand Teachers' perception on substance abuse among high school students. Exploratory qualitative design was used. Exploratory research is most useful in situation where information is limited. Even though there are data available on the substance use among secondary school students and a few on the public's perception but there isn't much on teachers' perspective.

3.3 Study Population

The target population of this study were teachers in Tikur Anbessa Secondary school.

3.4 Sampling techniques

Purposive sampling technique was used. Purposive sampling refers to a process where participants are selected because they meet criteria that have been predetermined by the researcher as relevant to addressing the research question (Given, 2008).

3.5 Inclusion Criteria

School principal

Guidance and counselor

Teachers who were directly involved in teaching students

3.6 Exclusion criteria

Teachers who were absent during the study, not able to speak Amharic and refuse to participate in this study

3.7 Sampling size

Sampling continued until theoretical saturation was reached, and twelve teachers were interviewed.

3.8 Data collection

All of the interview were conducted at Tikur Anbessa secondary school in a quite class room. Teachers who were available at school were initially contacted and explained about the study and arranged time for the interview. All participants were given information sheet and written informed consent to read, and after they understood the purpose of the study and agreed to participate then they signed on the consent form.

The topic guide questions were translated in Amharic and all interviews were conducted by the researcher in Amharic. Nobody opted out of audio record. The interview began after asking participants basic demographic characteristics and followed by semi-structured in-depth interview using the topic guide questions to gather Qualitative Data. Questions were asked in a way that could be easy to understand and explanations were provided at times as the participants weren't familiar with the topic. Leading or directive questions were avoided. The interviews lasted from 30 to 50 minutes.

3.9 Operational Definition

Addiction: Addiction implies psychological dependence, physical dependence, and the presence of a withdrawal syndrome if the substance or behavior is not available.

Drug: refers to any natural or synthetic, licit or illicit substance that is used to produce physiological or psychological effects in human beings (Selpher, 2013). Drugs of abuse include alcohol, cigarettes, cocaine, khat, opioids like heroin, psychotropic drugs like cannabis and inhalants abuse.

Drug Abuse: Drug abuse is the non-medical use of drugs that destroys health and productive life of an individual (Stellamaris, 2014).

Psychoactive substance: can also refers to drug use, substance use or substance abuse (WHO, 2021).

Psychoactive drugs: are substances that, when taken in or administered into one's system, affect mental process like perception, consciousness, cognition or mood and emotions. Psychoactive drugs belong to a broad category of psychoactive substances (WHO, 2021).

Substance Abuse: is a patterned, harmful and hazardous use of psychoactive substance (drug) including alcohol and illicit drugs in which the user consumes the substance in amounts or with methods which are harmful to them or others (WHO, 2021 and Chan et al., 2016).

Substance addiction: is a neuropsychiatric disorder characterized by a recurring desire to continue taking the drug despite harmful consequences (Zhiling et al., 2017).

Substance use: is use of substance for a purpose not consistent with legal or medical guidelines, as in the non-medical use of prescription medications (WHO, 2004).

Teacher: a person who has knowledge, skills and special trainings in teaching, explaining and educating (Mbise, 2008; cited by Zombwe,2008).

3.10 Data analysis

All the recorded interviews were transcribed into Amharic and translated in to English. All English translations were checked for accuracy through listening to recordings while reading the original Amharic transcriptions. Then coding was started using Open code software 4.03. Open Code 4.03 is a tool for coding and categorizing qualitative data generated from interviews or observations. It is useful for classifying and sorting any kind of qualitative information (Sahlén, 2014).

Then patterns were looked for and codes were sorted into potential themes. Important themes were generated by inductive thematic analysis. A thematic analysis is one that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views which is collected (Patton, 2002). It is also a method for identifying, analyzing and reporting patterns (themes) within data. Inductive analysis is a process of coding the data without trying to fit it into a preexisting coding frame, or the analytic preconceptions rather the theme is data-driven (Braun and Clarke, 2006). Afterwards the themes were defined and refined and findings were tested back against the original data.

3.11 Ethical considerations

Ethical clearance was obtained from AAU Psychiatry Department, College of Health Sciences, Addis Ababa University, and permission obtained from Tikur Anbessa secondary school. The purpose and aim of the study were explained to all participants. All respondents' right of free choice was respected. Any harm form participating in the study was unlikely. Interview was carried out after informed consent was obtained using informed consent sheet. Every caution was taken to ensure that all participants felt comfortable and felt freedom to take a rest from the interview, reschedule the interview or withdraw from the study if they felt the need to without any negative effect on any component of their work. Confidentiality was ensured by collecting the information using anonymous data collection tool and by giving code for a participant.

3.12 Dissemination and utilization of the results

The results of the study will be presented to the Department of Psychiatry as a part of Postgraduate thesis. It will also be presented in different scientific forums and to different stakeholders and will be submitted for publication in a peer-reviewed scientific journal.

4. Result

4.1 Socio-demographic characteristics of the Respondents

Code number	Age	Sex	Educational level	Teaching subject	Teaching grade	Year of service
001	31	M	Master's in biology	Biology	Grade 10 only	8 years
002	53	M	Bachelor's degree in Geography	Geography	Grade 9 & 10	36 years
003	27	F	Bachelor's degree in history	History	Grade 9 & 10	5 years
004	37	M	Master's degree in history	History	Grade 9 & 10	13 years
005	29	F	Bachelor's degree in physics	Physics	Grade 9 & 10	6 years
006	37	M	Bachelor's degree in math	Math	Grade 9 & 10	14 years
007	34	M	Master's degree in leadership	Leadership	-	5 years
008	34	F	Master's degree in Amharic	Amharic	Grade 9 & 10	10 years
009	32	M	Bachelor's degree in civics and ethical education	Civics and ethical education	Grade 10 only	8 years
010	32	M	Bachelor's degree in biology	Biology	Grade 9 & 10	10 years
011	34	M	Bachelor's degree in Amharic	Amharic	Grade 9 & 10	10 years
012	40	M	Master's degree in chemistry	Chemistry	Grade 9 & 10	21 years

The sociodemographic data showed all of the respondents had been teaching for more than 5 years with the range of 5 years to thirty-six years. Except two teachers all the others involved in different clubs in the school like anti-drug, girls, HIV, mini media and other clubs, and others were also involved in parents teachers association and so on. Most of the teachers teach in both grades 9 and 10.

The findings are presented in three themes and sub themes:

- Factors that affect the use of substance in a school
- Impacts of substance abuse among students
- The role of teachers in mitigating substance use in a school

4.2 Factors responsible for the use of substance in a school

During the interviews respondents (teachers) mentioned they found both male and female students who uses drugs in the school with some of them even trying to cultivate drugs in the school yard. One of the respondents stated *'They poured the drug over the garden area, washed their hands and ate their lunches. They look like washing their hands, but those drugs are growing there.'* (4th respondent, Male, 37 years of age). Others also bring drug into school in different ways. *'Girls smuggled drugs under the Injera in their lunch box and they use it on lunch time. I have encountered a situation like that.'* (9th respondent, Male, 32 years of age).

Substances like cannabis which were mentioned by respondent as *'hashish' and 'weed'*, cigarettes, alcohol, and khat are reported by the respondents used in the school by both male and female students. There are pull factors why students are involved in using substances and among them family factors, perceived attitude and perception of students about substances, peer pressure, availability and accessibility of drugs in their living area, teaching environment and medias have been described during the interview.

4.2.1 Family Factor

According to the respondents' perspective, the mother and the father were the first to be morally responsible to properly control and guide their own family and create good image to their children. The families also should advise and encourage the child to be morally strong, not by punishing them or not in the form of hatred.

Families and teachers were reported as a primary responsible bodies regarding substance use by all respondents. Students with relationship problem with their families had high probability to engage in substance uses. Students with relationship problem with their families include and refer to either parents who do not pay attention for their children or parents who cannot control their children at all. Laissez-faire families do not pay attention and are not able to follow their children properly. Students from this kind of families can get money easily. Since the families do not control the amount of pocket money they gave and do not follow the day-to-day activity of the students they get freedom to do what they want including involved in using substances. It was reported that there are parents who give a lot of money for their children for no apparent reason which allows students to try things including using drugs. *'They do not go to home after school, especially if they have a lot of money. 'Let's do this, let's go to a bar, let's eat and let's go to a woman.'* (2nd respondent, Male ,53 years of age). On the contrary, students from low-income families desperately may engage into criminal activities where it paved a way to engage them to use substances.

Most of the respondents stated students can also learn to use substances from their parents who use drugs in their homes. The students model their parents and also think using substance as a good thing. *'Children will do what they see so, the family should be careful about they say or do in front of their child.'* (10th respondent, Male,32 years old).

Having no families, unsupervised children, families with low income, poor or no monitoring of children were also reported by teachers as factors leading students to use substances.

4.2.2 Perceived attitudes and perceptions

Curiosity to try new things, including trying and using substances, during adolescent age were also another factor mentioned by respondents why students get involved in using substances. This were compounded by lack of proper awareness about drugs and lack of knowledge about the effect of drug. Some of the respondent described that; students use substances as escape from negative emotional state. There was a perceived benefit of substance use among substance users. Majority of the teachers mentioned the perceived beliefs and advantage of using substances around students includes a belief that substances like khat can stimulate, making someone less tired, makes happy, helps to read more, make them strong and energetic when they plan to involve in criminal activities like stealing, robbery and theft.

4.2.3 Peer pressure

Almost all teachers mentioned peer pressure as a factor to start substance use. The respondents describe students see their peers as a model, students also become curious to try what their peers using. Students started using substance change perspective and attitude of their peers about substance. Beside these adolescents are more inclined to hear what their peers told than anyone.

‘In my opinion, the students are young and have friends who they spend time with. There is what we call peer, they have peer group. For example, if one kid is a user then the other kids would like to try it practically; they want to test how it feels. While they do that, they start to have the urge to use it without noticing and knowing because they have become addicts.’ (12th respondent, Male, 40 years old).

Some teachers also mentioned it as main cause *‘Even if their environment doesn’t cause influence, students in the school, out of the school or in other area will have pressure by their peers to use drugs.’* Another teacher also said *‘Clearly, at this age, it is known and highly possible to falling in friend’s pressure because they are age mates, and they are close to their friends than they are with their parents. More than their parents they share secrets with their friends. Even though their friends are good or bad to them, this is the age which leads them to listen to their friends, do whatever their friends are doing, they are motivated to try everything their friends are doing, including trying and experimenting new thing [such as drugs].’* (7th respondent, Male, 34 years old).

Having friends who use drugs were reported to be the main factor that triggers students to use drugs by another respondent. *'It is green, Hashish and he preaches to other female and male students and he gave them to use it. Students also use codes when they need to use drugs and while they are using it.'* (2nd respondent, Male, 53 years old).

4.2.4 Environment

Living environment

The place where students spend their time were also reported by some of the respondents as one factor that can pull students to start using drugs. The unavailability of enough libraries, sport centers and such youth recreational centers throughout the country and even in a school yard maximize the probability to spend students in other areas and to involve in using drugs. The respondents added that, lack of recreational facilities leads students to spend their much time on video house where it makes them exposed to use drugs like khat. During the interview, the teachers recommended the building of soccer play grounds where students can be trained to play soccer on Saturday, Sunday and break time during school, and other youth and recreational centers which helps students to stay free from drug use and not to have time to think of using drugs.

Teaching environment

In addition to their living environment, the availability of substances around their school and on the way to their home were mentioned as another pull factor for student to try and use drugs.

There are 'khat rooms' [near the school] such as Ambassador, Piassa and Gola area and Teklehaimanot, and those areas are more likely to be seen by students.' (2nd respondent, Male, 53 years old).

The school residential areas and availability of drugs around the school were also mentioned by few respondents as environmental factor *'There are different things around our Tikur Anbessa School. Before there was a drug control activity around the area, Hashish and things like that were available. But they were sold secretly. They used to sell to the students those drugs through the school gate. And it was this kind of environment. That's why our surrounding is a major influencer.'* (7th respondent, Male, 43 years old).

Lack of strong social interaction and community cohesions were reported by teachers during the interview. Most of the time students in this age try to spend their time far from their home and village that weakens their social interaction where they can get protection and guidance. The impact of COVID-19 pandemic was also reported during the interview as a factor. During the COVID-19 pandemic, students were staying in their house [because schools were closed] with leisure time and had free time which allowed students to try different things including drugs.

4.2.5 Media

Adolescents who see substance use as normal on Television, movies and other social media want to try what they saw, and this were mentioned by some of the teachers as a factor which plays another role in the substance use. *'They see different things on media, when they see film there is smoking scenes, youths by their nature want to try. So that media has the influence [on their behavior].'* (1st respondent, Male, 31 years old).

4.3 Impacts of substance abuse among students

4.3.1 Low academic performance

Most of the respondents stated substance use can cause decrease in thinking ability, difficulty to focus in classes, and absence from the class. Students can have loss of interest to read and learn; they cannot be able to focus in the class at all, this all leads to low academic performance. *'The students who are addicted, it makes them want to take the drug at the specific time they're used to taking it. And if they couldn't take the drug, it makes them want to sleep, they start yawning and they can't focus on their class.'* (7th respondent, Male, 34 years old).

Some of the teachers also described that when students use drugs, they misbehave in the class room and this leads the students to get into conflict with their teachers.

'There are students who sleep in the class. That means either they are tired or they are numb [from the effect of drugs]. So, when the teacher says something like, " get up," there will be conflict with the teacher. Again, the drug gives them some courage and they involve in conflict with the teachers.' (5th respondent, Female, 29 years old).

Lack of motivation was another impact of substance use mentioned by respondents. Students who use substances do not want to learn in the class room and lose interests to read, do homework, assignments and even exams. Because they are distracted, they do not remember what they have learned. Difficulty to focus in the class and loss of interests eventually leads to decrease in academic performance of a student which later leads to low grades and eventually failure in their academic progress.

Most of the respondents described students who use substances do not wear uniform or bring school materials. They snatch pen and exercise books from other students. They also became a bully when a teacher is not around; they do not care about their school and for other students in the class room. Later on, mostly they get expelled from school due to misconduct.

4.3.2 Physical health effect

Majority of the respondents mentioned substance use has immediate effect on the physical appearance; substance makes the skin and lip dry, and their eyes become red. Also, substance makes a student weak; they become dizzy and tired. In the long run, it decreases appetite, causes weight loss and impaired physical development. Other physical health consequences mentioned by the teachers about the physical health problems related to substance use were respiratory problems (which leads to breathing problem), cancer, heart problem, high blood pressure and stroke.

Some teacher said the use of drug leads to risky behaviors, especially girls may involve in unsafe sex which leads to pregnancy, and the continued use of substance also affects the new born child.

4.3.3 Mental health effect

Respondents mentioned mental factor consists of forgetting things to do or loss of memory and cognitive problem. They also stated students may not able to think right and have wrong perception. Insanity explained by teachers as going naked, eating trash, talking to oneself, injuring own body, illusion and hallucination are reported during the interview as the possible mental health impact of using substances on students. Substance use also results in decrease for self-care including inappropriate dressing and feeding.

'It leads them to insanity. There are students who are sent to Amanuel Hospital because they became insane. That happened because they took drugs for too long, and they started to neglect themselves, pass out and they couldn't be their usual self.' (12th respondent, Male, 40 years old).

Some of the teachers also reported even if the substances give happiness for the time and students use it to get relieve of stress but in the long term it makes them to be more stressed, feel anxious, they start to develop low self-esteem and isolate themselves and even attempt suicide. *'They start to see themselves lower than the others [develop low self-esteem]. And that has adverse impact on their lives. If a person starts to undermine himself or if he feels inferior, it could lead to suicide.'* (6th respondent, Male, 37 years old).

Behavioral effect

Teachers reported change in conduct – involving in risky and criminal activities, stubborn behavior, showing unusual behavior, participating in bullying others especially girls, stealing, robbery, drug trafficking, engaging in conflicts, doing crimes like rape without thinking about the risk are behaviors seen in students who use substance. Generally, they harm themselves and others- physically, and sexually.

'When we see this in more detail, it's not just about having sex with [other] students; they can use substances to steal money with the energy they get. They might create something bad on a person. They can organize robbery and steal money.' (2nd respondent, Male, 53 years old).

Social effect

The respondents were mentioned students who use drugs can act out of societal values, beliefs and norms and religious morals. They insult people and do not show honor and respect for others including for elders. Students who use drugs are mostly unable to communicate effectively with others including with their families, teachers and with the community. Other than this some of the respondents mentioned students who use substance loses their social ties and prefer to be alone or their relationship become with other students or peers uses substance.

'They tend to avoid social life, they only choose their own friends, they distance themselves from the society and has social isolation.' (8th respondent, Female, 34 years old).

4.4 The role of teachers in mitigating substance use in a school

All respondents mentioned teachers should create a good rapport with their students particularly with students who use substances. The teachers reported that advising, providing guidance and counseling students who use drugs are the first step they take when they found students using substances. Then the teachers try to get them back on track by studying the family background of the students in order to help them. After this, if they didn't show any change or continued using, the school has a disciplinary action that ranges from suspension to expulsion of students from the school.

'Sometimes there is suspension and then expulsion. Because they don't listen to advice and they don't change, I believe it's better to suspend them for a year than [let them] spoil other students. I think the school takes the same measure. But first they are advised, they are treated by professionals and if that doesn't bring any change, and if it's beyond our ability, then we suspend them for a year.' (12th respondent, Male, 40 years old).

Giving awareness for both students and teachers were reported to be the first step. School Mini media, school clubs, each subject teachers, and guests like health professionals play great role in filling the information gap, as mentioned by most of the teachers as first thing which is being done in the school.

'The first thing is that there needs to be enough awareness about the realities of using a drug, and they need to know and understand it because you cannot force somebody to do something even if it is for their own sake, they have to believe in it themselves first.' (1st respondent, Male, 31 years old)

But some of the teachers reported not feeling comfortable with the delivery of drug education because of lack of detailed knowledge on substance. *'I do not have enough information on the drugs because there is no training given [to me] on that.'* (3rd respondent, Female, 27 years old).

The respondents mentioned on giving information and creating awareness the club called 'anti-drug club' works a lot. It involves teachers and students. The club mainly teaches students about substance, discipline & morals, advising and counseling, preparing and presenting testimonies and experiences of students who had a history of substance use. It tries to create awareness about substances by educating students using media and giving trainings regarding drugs.

Some of the respondents mentioned another mitigation measure taken by the teachers and school were selection. Even if the students are not found or caught using drugs, the teachers and the school detect students who use substance, for instance, there are students who ask permission frequently to go to bathroom. When the teachers catch a student using substance, most mentioned they tried creating a good rapport with the students, they try to understand his/her reasons to start substance and some mentioned directly advising the student not to use, and telling the effects of drug is the main thing they do. Teachers mentioned their job do not end here and following and seeing the progress, and even when they are not able and become busy to follow the student, they will refer to the school guidance and counselor.

'There is a guidance in our school, so I have to keep an eye on the process so that he can follow and see what is going on with him. With this service, I do not want to throw that student into the law or to the wrong place. With this counseling, I think I will facilitate a way for him to extricate or get[him]out of that situation.' (6th respondent, Male, 37 years old).

Some of the respondents mentioned the school uses guidance and counseling as one method before punishing or taking a disciplinary action. *'There a Guidance and Counseling[service]and has its own office. Its job is to give advise to the students.'* (7th respondent, Male ,34 years old). Putting them in counseling and guidance service, communicating with their parents and giving verbal and written warning were part of the mitigation measures. If they could not change their behavior, the next step taken by the school were suspension. Suspension time ranges from days to two years. Some teachers mentioned suspension makes students to reflect on their behavior and the effect of substance on their life.

'Suspension will make them feel as though their peers are getting ahead without them so this method is what we use.... Overall, the majors we take are in the hope that the students decide which is better for them to return after understanding what they are missing. We try to keep away from punishments that will ruin the students' lives even more than the drug will.' (1st respondent, Male, 31 years old).

The respondents mentioned the last resort were expulsion from the school mostly performed in front of all students: they inform the other students that the students have been removed from school because they were found using drugs. The school has a disciplinary actions and rules in which it treats students

who engage in misconduct in the school including students who use drugs. The respondents described verbal warning to the students and their families is the first step. Then after, the school gets the student sign on a warning letter if the student is found using for a second time. Calling their families and telling them about the case is the third step. After all these steps are taken, and if the student doesn't show behavior change or continues using the substance, the student will be expelled from the school.

Some of the teachers mentioned some rare things happened in the school which was arrest of the student but this measure didn't apply by school mostly rather occurred with the students having connection with outside illegal drug dealers. Two respondents mentioned legal action could be taken especially if the students caught using illegal drugs like cannabis inside the school compound. *'There were students who were caught using hashish and handed over to the police.'* (4th respondent, Male, 37 years old).

The final thing the respondents emphasized was about the responsibility of parents as first one, then the school community and the whole community outside the school including neighbors, governmental and non-governmental institution and religious institutions to save the students and the whole generation. One of the respondents summed the consequences of drugs as *'Drug totally causes failure to a country. It destroys a generation.'* (3rd respondent, Female, 27 years old). They said what they are doing at the school become meaningless if the whole community do not become responsible and do not work in unison. When the communities see bad things, they should not refrain from correcting that. The community should not pass by when they see young generation using drugs in different places, and they also should inform to the local legal bodies. They said, in Ethiopia, in the past care of a child was not only the responsibility of the family, but also his neighbor's.

'The society has responsibility too. The old times were good, for example, all the neighbors used to take care of the children. Even though the current situation is difficult, if the neighbors and people in the neighborhood advise the children when they see bad [behavior] in them and see them in wrong places or if they tell to their parents, I think the children will change. So, I believe that way the burden can be corrected, even though it's impossible to eliminate [such behaviors] it totally.' (12th respondent, Male, 40 years old).

Family intervention like creating good environment, giving time to their children, being close, spending time with them and following their behavior, making them morally strong, controlling the type of media the kids watch and giving proper pocket money are some of the given suggestions concerning family intervention. Receiving trainings from professionals about the whole concept of substance use for both students and teachers, strengthening the guidance and counseling unit, revising school curriculum are things should be done in school. Improving the environment around schools, building recreational centers and libraries and strengthening control on drug trafficking are some of the mentioned interventions by the teachers to protect this young generation.

5. Discussion

In this qualitative study the perspectives of teachers on substance abuse among secondary school students was explored. In this study most of the participants have been teaching long enough, have encounter with both grade students and involved in other areas in school beside teaching which led them to know the students well and to understand the problems. The study identified three major themes which are factors that affect the use of substance in a school, impacts of substance abuse among students and the role of teachers in mitigating substance use in a school. Under two themes, there were subthemes.

Most participants in the study had mentioned about the factors that contribute to the use of substance in a school such us poor parent child relationship, family conflict, peer pressure, easy access to drugs, pocket money, psychological factors, influence of media and living environment, and these factors were reported as significantly related with other quantitative study on substance abuse which was done in Ethiopia (Mekuria et al., 2018). And other studies mentioned low perceived risk of substance (Birhanu et al., 2014) and current COVID-19 pandemic (Dubey et al., 2020) had association with adolescent substance use. Some respondents mentioned about COVID- 19 and they put it as a risk factor because during COVID-19 pandemic students got excess free time and were spend their time using substance. There are researches related with this finding and showed the increase use of adolescent substance use especially alcohol and cannabis after COVID-19 but, the researchers concluded the association as coping mechanism from negative emotions caused by COVID- 19 fear and social distancing (Dumas et al., 2020).

Consequences of substance use include legal, academic, and mental health problems; engagement in other risky behaviors; increased rates of injury; and death (Skidmore et al., 2016). Majority of the respondents in this research mentioned all this as consequences which can be caused by substance use. Systemic review on the effects of adolescents' cannabis use reported marijuana was associated with reduced cognitive function in teens and regular use of marijuana led to loss of an average of 5.8 IQ points by the time they reached adulthood (Kaliszewski, 2021). The other review mentioned a clear psychiatric comorbidity and cognitive decline in cannabis use and also a person ever exposed to cannabis in his/her lifetime was found to be at a higher risk to develop schizophrenia (Patel et al., 2020). When it comes to the impact of drug use on adolescents' respondent raised all the things which is consistent with the report of the above studies and said that the consequences of drug use

are low academic performance, decreased ability of thinking, lack of motivation, immediate and long-term physical illness. Mental illnesses, which they described as insanity and symptoms of other mental illness and suicide, relationship problems including conduct problems and impulsivity, were also mentioned. Systemic review done in Ethiopia showed that significant percent of high school students have exposed to substance. It also showed alcohol, khat, and cigarette as the three top substances based on prevalence (Hirbo et al., 2019). Even if data from Ethiopia doesn't put cannabis within the top three widely used substance list, in another study it was reported that cigarette and cannabis were consumed more in the private schools than in government schools (Kassaye et al., 2017). But this research was done in one of the government schools, and almost all respondents mentioned their encounter were with students who use cannabis and cigarette more than other drugs. When we came to the impact of substance on students' life the respondents' perception on the consequence of drugs most of the things, they mentioned is aligned with the cannabis use which they commonly found.

When it comes to perceived role of teachers, all of the teachers reported involving in school clubs, teaching about substance, advising and following the students as prevention before going to other punishment methods or informing directly to those who are responsible as their responsibility. A study done in Brazil public high school on teachers' perception, difficulties, and actions facing drugs at the school environment showed some teachers consider the school as a privileged environment to discuss, in an educational and transformative way, the issue of drug use among teenagers. On the other hand, some teachers did not consider the discussion on the use of alcohol and other drugs as their function, understanding that their action were restricted only to the identification of students who use them and to inform those in charge. The report also showed that, at the school environment, dialogues and open discussions on the topic did not arise very often. Such issue is commonly approached in a specific and individual way, with punitive nature. The study concluded most teachers work in isolated and specific way with the theme. Perception of some of these educators when discussing on the use of alcohol and drug was not seen as part of the school responsibility (da Silva et al., 2018).

Even if all teachers mentioned prevention of substance as their responsibility some of the teachers stated they lack enough knowledge to deliver this information to their students. Some teachers said even if in few subjects talks about substance, they said it lacks detail and there are also subjects do not talk about substance which is problem seen in curriculum which is the same finding with the qualitative study done in Morocco (El Kazdough et al., 2018).

School-based prevention program includes providing adequate training to teachers, integration into curriculum, involvement of parents and collaboration with other stakeholders is applied in deferent countries including Canada (Griffin & Botvin 2010). The participant mentioned lack of organized prevention programs. Majority of the teachers described punishment like suspension, expulsion and legal measures are taken as a last resort.

Some of the respondents mentioned expulsion from the school mostly performed in front of all students: to inform the other students that the students have been removed from school because they were found using drugs. The school has a disciplinary actions and rules in which it treats students who engage in misconduct in the school including students who use drugs. Researches showed expulsion from school is a big life change and create bad emotion on the students (Nagaratnam & Yeo, 2018).

6. Limitations of the study

One of the limitations of the study was not finding the key informant like guidance and counseling which would add more perspectives to the finding.

Another limitation was whether the respondents use drug or not was not assessed. If the respondents used drug, it might create some bias on their perspective on substance use.

7. Conclusion

Given the purpose of this study to explore the perspective of teachers on substance abuse among *Tikur Ambessa* high school students and based on the qualitative analysis conveyed, the study identified respondents had knowledge on the possible factors that led to substance use. From the factors commonly mentioned were family factors which includes family substance use, unsupervised children, families with low income, poor or no monitoring of children. The other main points mentioned were perceived attitudes and perceptions, peer pressure, media, living environment, and school residency. The current COVID-19 pandemic was also one of the factor and respondents related it with getting free time.

Based on this research finding the possible impacts of substance use in adolescents were Low academic performance, impact on physical and mental health which include behavioral and social impacts.

The teachers mentioned themselves as responsible on prevention and mitigation of drug besides other responsible bodies like families, other school community, neighbors, governmental and non-governmental bodies and religious institutions; they also said prevention of drug use is everyone's responsibility, but still some teachers mentioned having knowledge gap on drugs even if it is their responsibility to teach students about drug.

The respondents emphasize on trying to understand the students' reason to start using substance. The teachers also mentioned teaching students about drug were the strategy which worked a lot for them. Advising and linking to guidance and counseling were the first measures and the role of suspension, expulsion and legal action mentioned as a rare and last resort for mitigation of substances use. Even if it was last resort expulsion was occurred in front of all students.

8. Recommendation

Schools are the best places to teach students about the harms associated with substance misuse. If the Ethiopian Ministry of Education applies organized school-based prevention programs, it will prevent harm associated with using substance. It is recommended this school-based prevention program includes providing adequate training to teachers, integration into curriculum, involvement of parents and collaboration with other stakeholders. Regulating school environment and its surroundings is also recommended to limit access to substances.

Punitive measures such as expulsion of students who are found using substances from school should be done in a less psychologically traumatic way.

This study assesses teachers in governmental school but assessing perspective of teachers who teach in private schools and who teach in rural areas might give a different perspective on the issue. So, further studies in these settings are recommended.

Future research is recommended on assessing and revising the most prevalent drugs used in schools because illegal drugs like cannabis are becoming widely used drugs with known long-term effect on developing brain and having higher risk for mental illness.

Qualitative researches are lacked in the area of students' perspective on substance use if this kind of research is done it will give a clear information and direction for preventive strategies.

Related to the current COVID-19, assessing the relationship and impact of COVID -19 pandemic on adolescents' substance use will be important especially in our set up since there are few studies in this area.

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ANNEX

1. Information Sheet and Consent Form (English and Amharic)
2. Interview Questionnaire (general socio-demographic) and Topic Guides

Annex I: Information Sheet and Consent Form

1.1 Participants' information Sheet

This information sheet is prepared to explain the research project you are asked to join. The information sheet explains the purpose, procedure, risk, benefit and confidentiality of the study. Please take time to read the following information carefully. You can ask questions if anything you read is not clear or if you would like more information.

Purpose: The purpose of this study is to explore perspective of teachers on substance abuse among high school students in Addis Ababa

Procedure: The study will consist one-time interview session which will take 30-60 minutes on average. The interview will be recorded by using audio recorder.

Risk: There is no risk you will face by participating in this study

Benefit: The Study will add the general body of knowledge in the area of substance use among high school students and the finding of the study helps for government and policy makers in understanding the perspective of teachers

Incentives: There is no incentives or payment for taking part in this research.

Confidentiality: Confidentiality will be maintained at all levels throughout the research. Confidentiality will be ensured by collecting the information by using anonymous data collection tool.

Advisors: Dr. Biruh Alemayehu

Professor Solomon Teferra

Investigator: Dr. Wudasie Eshetu +251 9 13 31 09 41

1.2 Consent Form

Dear Respondents,

After understanding the above explanation and purpose of the study, I would like to ask for your consent to participate in this study.

Participating in this study only depend on your decision and participation is voluntary. You have the right to refuse to answer to any question that is asked of you, decline or withdraw from participation and it will have no risk on you.

Your honest answers to these questions help us to explore perspective of teachers on substance abuse among high school students in Addis Ababa.

If you agree to participate in this study, please confirm your agreement by your signature.

Signature of participant.....

date.....

Signature of data collector

date.....

የጥናቱ ተሳታፊዎች መረጃ ቅፅ

ይህ ቅፅ እንዲሳተፉ የተጠየቁበትን ጥናት ምንነት ለመግለፅ የተዘጋጀ ነው። ቅፁ የጥናቱን አላማ፣ የጥናቱን ሂደት፣ በጥናቱ የመሳተፎን ጥቅም እና ጉዳት እንዲሁም የሚሰጡን መረጃ ሚስጥራዊነት የሚገልፅ ነው። እባክዎ ሰነት ወስደው የሚከተሉትን መረጃዎች በጥንቃቄ ያንብቡ። ሲያነቡ ግልፅ ያልሆነልዎት ነገር ካለ ወይም ተጨማሪ ክፍለ-ጉዳይ ጥያቄ መጠየቅ ይችላሉ ።

የጥናቱ አላማ: የዚህ ጥናት አላማ በአዲስ አበባ ሁለተኛ ደረጃ ትምህርት ቤት በሚገኙ ተማሪዎች ዕድል አጠቃቀም ላይ የአስተማሪዎችን አመለካከት ለመዳሰስ እና የተሻለ መረጃ ለማግኘት ነው።

የጥናቱ ሂደት: ጥናቱ የአንድ ክፍለ ጊዜ ቃለ-መጠይቅ ሲያካትት፣ ቃለ-መጠይቁ በአማካይ ከሰላሳ አስከ ስልሳ ደቂቃ ይፈጃል። ቃለ-መጠይቁ በድምጽ መቅጃ የሚቀዳ ይሆናል።

የጥናቱ ጉዳት: በጥናቱ በመሳተፎት የሚያጋጥሙት ጉዳት የለም።

የጥናቱ ጥቅም: ጥናቱ በሁለተኛ ደረጃ ተማሪዎች መካከል ስላለ የእፅ አጠቃቀም የአስተማሪዎችን ጠቅላላ እውቀት ያክላል። ጥናቱ መንግስት እንዲሁም የህግ አውጪ አካላት የአስተማሪዎችን ሃሳብ እንዲረዱ ያግዛል።

ማበረታቻ: በጥናቱ ላይ በመሳተፍዎ የሚያገኙት ማበረታቻ ወይም ክፍያ የለም።

የጥናቱ ሚስጥራዊነት: በሁሉም የጥናት ደረጃ እና የጥናት ጊዜ የሚሰጡት መረጃ በሚስጥር

ይጠበቃል። ስም አልባ የመረጃ ቅጾች በመጠቀም የጥናቱ ሚስጥራዊነት ዋስትና እንዲኖረው ይደረጋል።

የጥናቱ አማካሪዎች: ዶ/ር ብሩህ አለማየሁ

ፕ/ሮ ሰለሞን ተፈራ

አጥኚ: ዶ/ር ውዳሴ እሸቱ +251913 31 09 41

የተሳታፊዎች ፈቃደኝነት መግለጫ ቅፅ

የተከበራቹ የጥናቱ ተሳታፊዎች፡-

በጥናቱ ተሳታፊዎች መረጃ-ቅፅ ላይ የተዘረዘሩትን መረጃዎች ከተረዱ በኋላ በእርሶ ፈቃደኝነት በጥናቱ ላይ እንዲሳተፉ ስል ለመጠየቅ እወዳለሁ።

በጥናቱ ሲሳተፉ ጥያቄዎችን ያለመመለስ ፣ ጥናቱን መተው ወይም ተሳትፎውን ማቆም ይችላሉ። ይህን በማድረግ ምንም አይነት ጉዳት በእርሶ ላይ አይኖርም። ለመጠይቁ የሚሰጡት እውነተኛ ምላሽ በአዲስ አበባ ሁለተኛ ደረጃ ትምህርት ቤት የሚገኙ ተማሪዎች ዕድል አጠቃቀም ላይ የአስተማሪዎችን አመለካከት ለመዳሰስ እና የተሻለ መሰሪያ ለማግኘት ይረዳል።

በጥናቱ ለመሳተፍ ከተስማሙ የስምምነት ፊርማዎን ከዚህ በታች እንዲያሰፍሩ በአክብሮት እጠይቃለሁ።

የተሳታፊ ፊርማ.....

ቀን.....

የመረጃ ሰብሳቢ ፊርማ.....

ቀን.....

ANNEX II: Interview Questionnaire (general socio-demographic) and Topic Guides

2.1 General socio-demographic details

Age: Sex:

Education level:

Teaching subject:

What grade do you teach:

Years of service as teacher:

Role other than teaching:

2.2 Questionnaire for Interview Guide

1. Do you have any encounters with students who engage in substance use in your school?
2. What substances are commonly used by students in your school?
3. In your opinion, what are the factors that push adolescents to start using substance?
4. What are the impacts of substance use on students' academic, physical health, mental health & other areas of life?
5. If you encounter a student at school while using substance, what steps do you take? Are there any written disciplinary guidelines in the school? What are the penalties? Any other action besides penalty?
6. Please mention the actions that should be taken to prevent students from using substances?
7. In your opinion, who do you think is responsible to prevent substance use among students?
8. Do you have any substance use prevention program in your school? If yes, please tell me more about it.
9. What do you think your role should be to prevent substance use?
10. Do you have any recommendation to prevent substance use in high school students? What should the government do? What about families? And the society in general?

የተሳታፊዎች መረጃ

እድሜ: ጾታ:

የትምህርት ደረጃ:

ምታስተምረው/ ሪው የትምህርት አይነት:

የስንተኛ ክፍል አስተማሪ ነህ/ነሽ:

በማስተማር የቆየህበት/ ሽበት አመት:

ከማስተማር በዘለለ ያለህ/ሽ የስራ ድርሻ:

መጠይቅ

1. በትምህርት ቤታችሁ ውስጥ ከሚማሩ ተማሪዎች መካከል የተለያዩ ዕዎችን የሚጠቀሙ ተማሪዎች አጋጥሞህ/ሽያውቃል?
2. በትምህርት ቤታችሁ ውስጥ ተማሪዎች አዘውትረው የሚጠቀሙአቸው ዕዎች ምን ምን ናቸው?
3. በአንተ/ቺ አመለካከት ዕዎችን እንዲጠቀሙ/መጠቀም እንዲጀምሩ የሚገፋፉአቸው ምክንያቶች ምን ምን ይመስሉሃል/ሻል?
4. ዕዎችን መጠቀም በተማሪዎች ትምህርት፣ አካላዊጤና፣ የአዕምሮ ጤና እና በሌሎች የህይወት መስኮቻቸው ላይ የሚያመጡአቸው ተፅዕኖ/ ጉዳዮች ምን ምን ይመስሉሃል/ሻል?
5. በትምህርት ቤታችሁ ውስጥ ከሚማሩ ተማሪዎች መካከል አንዱ/ዲ ተማሪ ዕዕ እየተጠቀመ/አየተጠቀመች ብታገኘው/ኒው ምን አይነት እርምጃዎች ትወስዳለህ/ጃለሽ?

ሀ/ በትምህርት ቤታችሁ ውስጥ ይህን በተመለከተ የሚወሰዱ የዲ.ሲ.ፕሊ.ን/የተግሣጽ እርምጃዎች አሉ?

ለ/ ከቅጣት ወይም ከዲ.ሲ.ፕሊ.ን እርምጃዎች ባለፈ ሌላ የሚወሰዱ እርምጃች/የሚሰሩ ስራዎች አሉ?

6. በትምህርት ቤታችሁ ውስጥ በተማሪዎች ዕዕ እንዳይጠቀሙ ለመከላከል ምን አይነት ስራዎች መሰራት እንዳለባቸው ልትጠቅሱልኝ/ ሺልኝ ትችላለሁ/ትችያለሽ?
7. በአንተ/ቺ አመለካከት ተማሪዎች ዕዕ እንዳይጠቀሙ የመከላከል ሃላፊነት የማንነው ብለህ/ሽ ታስባለህ/ታስቢያለሽ?
8. በትምህርት ቤታችሁ ውስጥ ተማሪዎች ዕዕ እንዳይጠቀሙ ለመከላከል የሚሰሩ ስራዎች አሉ? መልስህ/ሽ አዎ ከሆነ ስለሚሰሩ ስራዎች የበለጠ ልታብራራልኝ/ሪልኝ ትችላለህ/ትችያለሽ?
9. የዕዕ ተጠቃሚነትን ለመከላከል የአንተ/ቺ ድርሻ/አስተዋፅኦ ምን መሆን አለበት ብለህ/ሽ ታስባለህ/ታስቢያለሽ?
10. የሁለተኛ ደረጃ ተማሪዎች ዕዕ እንዳይጠቀሙ ለመከላከል ይረዳል ብለህ/ሽ የምትሰጠው/ጩው ሀሳብ አለ? መንግስት ምን ምን ስራዎች መሰራት አለበት ትችላለህ/ትችያለሽ? ቤተሰብህ? እና እንደ አጠቃላይ ማህበረሰቡስ?