ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**ASSESSMENT OF THE INFLUENCE AVAILABILITY OF SUBSTANCES
AROUND SCHOOLS ON STUDENTS' BEHAVIOR AND LEARNING:
THE CASE OF BOLE COMMUNITY SECONDARY SCHOOL**

**BY
ASTER GIRMA
ID No. SGS/0657/2011A**

**JULY, 2020
ADDIS ABABA, ETHIOPIA**

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A THESIS SUBMITED TO ST. MARY'S UNIVERSITY, SCHOOL OF GRADUATE STUDIES IN THE PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS IN SOCIAL WORK

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APPROVED BY BOARD OF EXAMINERS

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Declaration

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Tilahun Tefera (PhD.), my thesis advisor. All sources of materials used for the thesis have been properly acknowledged, I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Name   **Signature& Date**

Aster Girma   _____

Endorsement

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

_____   _____

Tilahun Tefera (PhD.)   Signature & Date

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Table of Content

List of Tables

List of Figures

List of Charts

Acronyms

AAEB	Addis Ababa Education Beauro
DACA	Drug Administration and Contorl Authority, currently replaced by the Food, Medicine and Health Care Administration and Control Authority
EPHI	Ethiopian Public Health Institute
ESDP	THe Education Sector Developmebnt Program
FMHACA	The Food, Medicine and Healthcare Administration and Control Authority
WHOFC	The World Health Organization Framework Convention on Tobacco Control
IICBA	International Institute for Capacity Building in Africa
MOE	The Ministry of Education
MOH	The Ministry of Health
NPS	New Psychoactive Substances
NTCD	The National Tobacco Control Directive No. 28/2015
SIP	School Improvement Plan
UNCRC	The United Nations Convention on the Rights of the Child
UNDCP	The United Nations Drug Control Program
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNODC	The United Nations Office on Drugs and Crime
UNODCCP	United Nations Office for Drug Control and Crime Prevention

Abstract

This research is about how availability of substance around school affects students to abuse substance and how substance abuse affects their learning. It is conducted on Bole Community secondary school. The pupose of the reserach is to investigate the influence of the availability of substance around school on the behavior of students to abuse substance and how substance abuse affects learning. It is a descriptive and explorative research and adopts mixed research methods. Qualitative and quantitative methods are used concurrently suring data collection and analysis. The findings from the quantitative and qualitative data are presented as the quantitative reinforcing the qualitative results. Survey and interview methods are used to collect primary data. Secondary data and observation are also used to complement the survey and interview data. Sample for the survey is selected using stratified randmon sampling while sample for the interview is selected using purposive sampling. A total of 78 students (constituting 10%) are selected as survey respondents and 6 teachers &1 school counselor from the school and 2 supervisors from Bole sub-city Education Office are selected as interview informants. Semi-closed questionnaire and semi-structured interview checklists are used to collect survey and interview data consequetively. All survey respondents completed the questionnaire (100%), except for sporadic non-responses to specific questions of the questionnaire. To ensure validity of survey findings, non- responses having signifant numbers have been crosse-checked againt control questions. All interview informants also completed the interview sessions and shared their views. Findings are analyzed and presented using figures and texts. The findings of the research indicated a significant number of students at Bole Community secondary school using substance; khat, cigarette, cannabis, alcohol and shisha are the most abused substances and used in combination. Most students initiated substance at the age of 15 years. It is the development stages during which time adolescents' internal derive to define self and experiment their social environment hightens. The findings indicate that substances are easily available in and around the school through the businesses and social network having significant influence on the behavior of students to abuse substances. Also lack of school based leisure time social activities is indicated to push students to abuse substances. Substance abuse is indicated to affect learning (lowering grade achievements, compromising the interest to learn and facing difficulty to adapt to school behavior stadards. Finally, the research recommends policy, practice and research actions that enable to facilitate substance free school environment which promotes better learning outcomes.

Key words: substance, abuse, availability, learning, students

CHAPTER ONE: INTRODUCTION

This research is conducted to determine the extent of substance abuse by students and to investigate the influence of the availability of substance around school on the behavior of students to abuse substance and how substance abuse affects their learning. 'Substance abuse' is defined as the persisten or sporadic excessive use of substance despite its recurrent social and interpersonal problem (WHO, 1969); while 'learning'is the intellectual, psychological and social development needs of students (Marzano, 2012). As used in this research, the indicators for learning are academic achievement, participation in education activities (i.e., class participation &deliverying adssignments), participation in non-education school based social activites (i.e., participation in school clubs, participation in sports activities or competetions and others), school attendance andthe behavior of students to adapt to school regulations.

This chapter discusses about the background of the study, statement of the problem, research questions, objectives, significance, scope and limitation of the research. It also defines and operationalizes concepts as used in the research.

1.1. Background of the Study

The use of substance and its resulting negative effect on individuals and society has continued to be a growing problem of the world. In the year 2000, the United Nations Drug Control Agency estimated 180 million people to have used substance. This constituted 4.2% of the population aged 15 - 64 years (UNODCCP, 2001). Currently this number has increased to 271 million, constituting 5.5% of the population aged 15 – 64 years. These data reveal the fact that the number of people using substance is increasing from time to time (UNODC, 2019).

Substance is a natural or synthetic product that has dependence-producing properties and when taken can change an individual's consciousness, mood or thinking process (UNESCO, 2017; UNODCCP, 2000). In legal term, substance is categorized into two, i.e., substances the production, sale and use of which is prohibited except for medical and scientific purposes; and substance the production, sale and use of which is restricted by restricting availability, increasing

prices and taxes as well as restricting advertisements and sponsorships. Canabbis (marijuana and hashish), coccain and heroin fall in the former type of substances (prohibited susbtances) while alcohol, tobacco and khat fall under the types of substances on which restrictions are imposed on.

Adolescents are among the portion of the population increasingly being affected by substance. Adolescence includes persons within the age range of 15 - 24 years (UNODC, 2018). According to World Health Organization's report on adolescent drug abuse prevention, 4% of substance users were under 15 years old and 24.4% of the substance users started using substances between the ages of 15 – 19 years (WHO, 2005).

Alcohol and tobacco[1] (cigarette and shisha) are the most commonly abused substances among adolescents. Cannabis[2] (marijuana or hashish) also constitutes to be the most used substances other than alcohol and tobacco (UNESCO, UNODC & WHO, 2017). Cocaine and heroin, though not used as widely as alcohol, tobacco and cannabis; they are also growing to be the concern of the world. The use of Khat is widely prevalent in countries like Yemen, Keniya, Somalia, Ethiopian and Djibouti. There are also studies showing a growing problem of khat abuse in the United Kingdom and European countries, specifically among the migrant communities (WHO, 2017). The recent years have also witnessed a rapid growth in the use of new psychoactive substances or prescription drugs for non-medical use. One such substance that is widely abused in African is tramadol. It is a substance which has been used as painkiller for decades. For instance, 4.7% of the Nigerian population aged 15-65 years was reported to have used tramadol for non-medical use (UNESCO et al., 2017).

In Ethiopia, studies conducted two decades before show that khat, alcohol and tobacco were the most commonly abused substances (Kassay, Taha Sherif, Fissehaye & Teklu, 1999). Even currently the situation depicts similar scenario. According to the Ministry of Health [MOH] (2017), khat, alcohol, tobacco and cannabis are the most abused substances mainly among

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[1] Tobacco is a plant from the leaves and stems of which is processed a smoked product (eg. cigarette, cigar, eater pipe), as smokeless product (eg. sniffed, chewed), or as vaporized product (Assefa, 2015 & UNESCO, 2017)

[2] It is the generic name for the different preparations of marijuana plant which includes marijuana leaf, hashish (derived from the resin of the flowering heads of the plant) and hashish oil (UNODCCP, 2000)

adolescents.The country is also presenting huge opportunities for the world market of substances. For instance, in 2016, Japan has become major stakeholder in the country's tobacco market by acquiring 40% of the tobacco enterprise (Daniel & Eyasu, 2019). Also world prominent breweries like Heineken Beer, BGI Ethiopia and Diago-Meta Abo Brewery are becoming the big players in the beverage industry.

Substance abusers commonly abuse more than one type of substance. For example, a recent assessment on khat confirmed that 16% of the population aged 15 – 69 years abuse khat. Out of this, 58% use on daily basis, 16% smoke while using khat and 32% drink alcohol after using khat (Ethiopian Public Health Institute [EPHI], 2020).

There are policy and legal frameworks that regulate the production, sale and use of substances. The Single Convention on Narcotic Drugs (1961), as amended by the 1972 Protocol, prohibits the possession, use, trading and production of substances like cannabis, cocaine and heroin except for medical and scientific purposes. The 2004 World Health Organization Frameowork Convention on Tobacco prohibits the smoking of tobacco by children and bans the advertisements of tobacco products in vicinities where chidren are around. The World Health Organization general assembly has also adopted a global strategy to reduce harmful use of alcohol (WHO, 2010). The strategy requires countries to take restrictive measures in the accessibility of alcohol. Similarly, WHO categorized khat as stimulant substance and passed a resolution that requires countries to take measures that discourage the use of khat (WHO, 2017).

In Ethiopia, the Food and Medicine Administration Proclamation no. 1112/2019 prohibits the sale and provision of tobacco products and alcoholic drinks to persons under the age of 21 years. It also prohibits media advertisement of tobacco and alcohol products. Similarly, the Criminal Code of Ethiopia criminalizes the act of producing and distributing hazardous substances. If the production and distribution of the substances targets persons under the age of 18 years; the punishment will be aggravated, article 525. These legal frameworks are meant to mitigate the adverse effects of substance on individuals and society.

1.2. Statement of the Problem

Substance abuse among adolescents is becoming the increasing problem of the world. Adolesence is a development stage in life when the individual experiences major biological, cognitive, social, and emotional changes which influence his/her behavioral choices (Okech, 1977). Experimenting substance is one of the risky behavioral choices that adolescents make if the social environment fails to assist them to make healthy choice.

Secondary schools (schools with grade levels of 9, 10, 11 &12) are among the vital social institutions endowed with the responsibility of facilitating the intellectual, psychological and social development of adolescents. In Addis Ababa, an estimated 156,854 students have been attending their secondary school studies in the 2010 E.C. academic year (AAEB, 2011 E.C). According to the 1994 edcuation policy of Ethiopia, these students are mostly between the ages of 15 – 18 years of age (MOE, 2002). Hence, there are considerable number of adolescents who puruse their secondary school education in Addis Ababa.

Paradoxically however, secondary schools are increasingly being targeted as potential markets for the distribution of different kinds of substances (UNESCO, et al., 2017). The Addis Ababa Education Bureau, in its 2011 E.C annual evaluation report identified 230 bussiness enterprises undertaking different types of businesses around schools of Addis Ababa (AAEB, 2011 E.C).These businesses include bars, restaurants, khat houses and commodity shops or *'kiosks'*. The report recognizes the expansion of the business practices around schools as problem compromising the school safety.

Despite the increasing trend in the easy availability of substances around schools, research that studied the influence of the availability of substance around schools on the behavior of students to abuse substance is meager. Among few of the researches identified is the one conducted on secondary school students of Addis Ababa town and the rural of Butajira which focus on the magnitude of substance abuse among students (Kassaye, Teha Sherief, Fissehaye & Teklu, 2017). This study confirms alcohol, khat, cigarrette and cannabis to be the most abused

4

substances by secondary students. However, the research fails to investigate the effects of substance abuse on the learning of students.

Similarly, other fewly available reseraches also show discrepancies in results. For example, a study conducted on 494 secondary school students in Ambo town found a statistically significant association between the accessibility of substance around school and substance abuse by students (Mekuria, Girma, Birhanu, & Megersa, 2018). According to the study, students who have access to substance are 2.2 times more likely to abuse substance than those who have no access to substance. On the other hand, another study conducted on 118 Ayer Tena secondary school students in Addis Ababa identified the easy accessibility of substances around schools as problem, i.e., 21.2% of the study respondents responded to easily access substances in school neighborhoods (Assefa, 2015). However, the study established insignificant statistical association between accessibility of substance around school and students' behavior to abuse substance. According to the study, respondents who related their substance abusing habit to the availability of substance constituted only 2.5%. This shows discrepancy in the findings of the two studies. This justifies initating a research that investigate the influence of substance availability around school on students to abuse substance.

Moreover, substance abuse is proved to result in disorganized thinking and reduced problem-solving skills (Bakhshani, Dahmardei, Shahraki-Sanavi, Hosseinbor& Ansari-Moghaddam, 2014). If the problem of substance abuse persists, it would ultimately grow to be a psychiatric problem (Fekadu, Alem, & Hanlon, 2007). Furthermore, the desk review results of the education roadmap showed that learning outcomes of secondary students are very low. The majority of secondary students do not have the expected knowledge, attitudes and skills (MOE, 2018). Though, these evidences underline the importance of investigating the effect of substance abuse on learning, research that studied the influence of substance abuse on learning is scantly available. Among few of the researches identified is the one conducted on Ayer Tena secondary school students in Addis Ababa (Assefa, 2015). According to the study, students who abuse substace have increased tendency of absenteeism, have decreased education achievement, quarrel with students and teachers and become weak or sick physically and psychologically. But learning indicators investigated in the study are limited to the intellectual and psychological learning

needs of students. Grade achievement, absenteeism, adaptation to school regulations and the physical and psychological wellbeing of students are the learning indicators investigated by the study. It did not investigate the social learning needs of students like the enthusiam of students to participate in non-education school based social activities like participation in school clubs, participation in sport activities and other similar activities which are important in fostering the social development of students.

This research fills the gaps in knowledge in the areas of how availability of substance around schools influence students to abuse substance and how substance abuse ultimately affects learning. Preliminary assessment conducted by the researcher show that secondary schools in Addis Ababa are surrounded by different business undertakings being an indication about the possible existence of the problem in any onr of the secondary schools in Addis Ababa. Hence, Bole Community secondary school has been selected randomly.

1.3. Research Questions

The research aims to answer the following questions:

1. What is the extent of students' substance abuse at Bole Community Secondary school?

2. How the availability of substance around school exposes the students to abuse substance?

3. How substance abuse affects learning at Bole Community Secondary schoo?

1.4. Objectives of the Study

1.4.1 General Objective

The general objective of the research is to investigate the influence of substance availability around school on students to abuse substance and how substance abuse affects learning.

1.4.2. Specific Objectives

The research has the following specific objectives:

- To explore the extent of substance abuse by students.
- To investigate the influence of availability of substance around schools on students to abuse substance.
- To investigate the influence of substance abuse by students on their learning.

1.5. Scope of the Study

Thematically, the research is limited to describe the extent of substance abuse by secondary students, to explore the relationship between availability of substance and substance abuse by students and how substance abuse affects learning. It is also limited to study the problem from the perspective of one randomly selected secondary school of Addis Ababa; namely, Bole Community Secondary School.

1.6. Significance of the Study

The research is believed to inform government authorities in the education sector about the extent of the problem of substance abuse, how availability of substance around schools aggravate the problem of substance abuse by students and how substance abuse by students affect their learning. It is believed to assist the authorities to design appropriate policies and strategies that facilitate school environment free of substances as it facilitates the healthy development of students in intellect, attitude and skill.

It would also serve as guide for non-government actors to allocate fair resources and techniques that support the government in designing policies and strategies that facilitate school environment free of substances. Finally, it can be used to initiate studies that investigate the problem in broader and comprehensive manner to inform national policies and strategies in the prevention of adolescents' substance abuse.

1.7. Limitation of the Study

The research was initially designed to be conducted on two secondary schools of Addis Ababa, i.e., one with grades 9 & 10 and the other with grades 11 & 12 so that the findings would represent secondary school students. But, before completing the data collection, state of emergency[3] has been declared by the government of Ethiopia. The state of emergency has lockeddown several social activities including the closure of schools for undefined period of time. This challenged the continuation of data collection as was planned and necessitated the

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[3]Recognizing the rapid global spread of COVID-19 pandemic and the impossibility of curtailing its spread through the normal system; the government of Ethiopia has enforced legal framework to facilitate the implementation of special measures to counter and mitigate the social, economic and political damage which might be caused by the pandemic. Accordingly, schools have been closed for unlimited period of time; business undertakings like bars, clubs, khat houses, shishs houses have been banned from operation.

redesign of the research.The inability to continue the data collection as planned and the limited time given to complete the study made the research to limit its investigation to one school, i.e., Bole Community secondary school running grades 9 & 10.

There was also a plan to include school director as respondent. But due to busy schedule, it was difficult to access the director for interview. In the interest of time, the research proceeded with the other respondents/informants. Furthermore, the research did not include the views of the business communities around schools although their influence on students has been investigated.This is mainly due to the state of emergency which locked down businesses like bars and khat houses making it difficult for the researcher to access them.

Despite the limitations, the researcher exerted reasonable effort to ensure the findings of the research are representative and realiable by including variety of respondents/informants, i.e., students, teachers, school counselor (from the school) and supervisors (from Education Office).

1.8. Operational Definitions of Concepts and Terms

Terms defined herein under only represent the meanings as is used in this research.

Adolescence:	It includes people within the age range of 15 -24 years (UNODC, 2018). This research focuses on secondary schools of grades 9 and 10 students and according to the Education and Training Policy of Ethiopia (1994), students are assumed to join grade 9 at the age of 15 years, unless they started their education at later age than 7 years or interruptions or discontinuation occurs before they reach grade 9.
Easy availability of substance:	It refers to substances being easily accessible of substances in business undertakings and social networks around and in schools .It also refers to the price of substances (Aklog et al., 2013; Assefa, 2015). In this research, easy availability of substance is investigated from the perspective of whether or not the business undertaking around the school and the social networks in and around the school provide the students with substances of different kinds and with what price.

Learning: Learning includes the intellectual, psychological and social development needs of students (Marzano, 2012). As used in this research, intellectual needs include students' enthusiasm to participate in education related activities like school attendance, class participation and scores in grades; while the psychological aspect include students' positive adaptation to school code of conduct. The social aspect also includes students' enthusiasm to participate in non-curriculum school based activities like the participation in school clubs, sports and other social activities

Substance: Natural or synthetic product that has dependence-producing properties and when taken, can have the ability to change an individual's consciousness, mood or thinking process (UNESCO, 2017; UNODCCP, 2000). This includes substance the use, production and distribution of which is prohited by law like cannabis, coccain & heroin; and substance the use, production and distribution of which is restricted by law like tobacco, alchohol and khat.

Substance abuse: It is the persisten or sporadic excessive use of substance despite recurrent social, interpersonal, psychological or physical problem caused or exceberrated by the effect of substance (WHO, 1969). The term used in this research is used in different manner than substance use. Before abusing substance, adolescents pass through a stage of experimenting substance during which time they are not committed to continued use and substance has not yet become a regular part of their live. This is what is called experimenting substance use (ESU) (Petraitis, Flay & Miller, 1995). So, substance use, when used in this research, refers to the early stage of experimenting substance without being committed to continued use or as part of regular life while substance abuse refers to the habitual use and/or excessive random use of substance as part of life. Substance abuse is what

comes after substance use. Hence, the theoretical reviews included in this research focus on why and how students/adolescents decide to experiement or use substance which ultimately leads them to abusing substances. The data collection and analysis will be focusing on substance abuse as being the consequent result of substance use.

Secondary school: Is the school level that include grade levels from 9 -12 (MOE, 1994; MOE, 2018). For this study, secodardy school includes the school with grade levels of 9 and 10. Specifically, the research is on Bole Community secondary school which is a school with grades 9 & 10.

1.9. Thesis Structure

The research has been organized in five chapters. Chapter one includes background of the study, statement of the problem, research questions, objectives, significance, scope and limitation of the study.It also defines terms and concepts as used in the study.

Chapter two reviews related theories and empirical literatures that discuss about the prevalence of substance abuse among secondary school students, the relationship between availability of substances and substance abuse and how substance abuse affects learning.

The third chapter describes the study area, data sources and the target population of the study. It also defines the methodological approach of the research and discusses the sampling techniques, data collection and data analysis methods of the study.

The fourth chapter analyzes the results of the study using figures and narrations and interpretes results against litratures and theories.

Chapter five is conclusion and recommendation. In the conclusion, the results of the research are reviewed against the objectives and methodologies and present the findings. It also interpretes the results against litratures and theories reviewed under this research. Finally, the recommendation winds-up by forwarding strategies that addresses the problems identified by the research.

CHAPTER TWO: REVIEW OF LITERATURES

This chapter reviews related literatures in two ways. The first part reviews relevant theories that relate to the issue of substance use and/or substance abuse by adolescents while the second part reviews relevant empirical literatures.

2.1. Review of Theories

This section discusses three theories in relation to the developmental factors that make adolescents vulnerable to developing risky behavior of abusing substance and how availability of substances (both physical and social availability) affect adolescents to initiate using and/or abusing substances.

2.1.1. Psychosocial Development Theory

A psychodynamic approach to psychosocial problems seeks to explain the interrelation between social and psychological variables in producing adaptive and maladaptive behavior. Erikson's psychosocial development theory (1950) bases its premise on the fact that people's growth and development are mainly guided by internal drives or biological blueprint but also influenced by the social environment. According to the theory, the human development passes through different stages of development. Adolescence is one of the stages of development during which time adolescents develop the internal derive of exploring and defining self. This age specific internal drive of defining self makes adolescents ambitious to try or experiment their social environment. Adolescence is also an age range characterized by a transition from parental network to wider social networks. This evolving experience of the social environment together with the psychological developmental drive of defining self expose them to develop either adaptive or maladaptive behavior.Viewing this from the perspective of substance abuse, adolescents who are exposed to social environment where substances are either easily available and/or are used by social networks, the risk of adolescents to abuse substances is high.

The research used the theory as framework to design data collection instruments by incorporating questions about how the school environment influence students to abuse substance. This also helps to analyze as to why and how the school social enviornemnt influenced students

abuse substances. Ultimately, the theory is also used to recommend interventions that facilitate school environment free from substance availability.

2.1.2. Availability – Proneness Theory

Availability-proneness theory developed by Smart (1980) states that substance use occurs when a prone individual is exposed to availability of substances. According to the theory, adolescents start using substances because they get them in their everyday lives and they are prone to use substance. Proness may consist of an attitude of curiosity or a desire to experiment.This theory when used together with the psychosocial development theory as discussed above, confirm easy availability of substances around the place where adolescents reside increasing their vulnerability to develop maladptive behavior of experimenting substance and ultimately abusing substance. Like, psychosocial development theory, this theory is also used to design data collection instruments by incorporating questions about how the school environment influences students to abuse substance. This also helps to analyze as to why and how the school social enviornemnt influenced students abuse substances. Ultimately, the theory is also used to recommend interventions that facilitate school environment free from substance availability.

2.1.3. Peer Cluster Theory

Oetting & Beauvais's peer cluster theory (1986) suggest that when adolescents associate with peers who share social definitions favourable to the performance of certain activities (including those which contradict with social norms), they are likely to engage in those activities, including the use of substances that are disapproved by adult socializing agencies. The significance of the theory can be seen in the area of treatment of substance using adolescents. If the peer cluster is not changed or if the adolescents' relation to that cluster is not changed, the peer cluster will continue to encourage and maintain substance use. Hence, the theory is used collect and analyze data as to how the social networks in and around schools affect students to abuse substance and what interventions need to be taken in order to change the social network or the relation of adolescents to the social network in such a way that it helps adolescents to reject substances.

2.2. Empirical Literatures

This section reviews relevant literatures in relation to the extent of substance abuse by secondary school students, how substance abuse is influenced by availability of substance around school

and how it affects learning.The review identifies the strengths and gaps in existing literatures with a view to derive learning for the present study and to show gap that justifies the research.

2.2.1. The Extent of Substance Abuse among Adolescents

Substance abuse among adolescents is becoming an alarming problem of the world.What is even worrying is that the majority of adolescents who start using substance at their early age continue to abuse substance during their adulthood (Bakhshani, et al, 2014). Also, the younger an individual is at the onset of the substance abuse, the higher the risk to develop substance use disorders during adulthood.Over 90% of adults diagnosed with substance use disorders have experienced drug use before age 18 and half of them before age 15 (Mohammadpoorasl et al., 2012). Substance abuse among adolescents has also been the cause of death at early ages. For example, according to WHO (2011), three hundred twenty thousand young people between the ages of 15 and 29 die from alcohol-related causes each year.

There are a number of researches conducted in the different parts of the world that establish the prevalence of substance abuse among secondary school students. The Center on Addiction and Substance Abuse (CASA) in United States (2009) reported that at least three out of four secondary school students in America (75.6%) have used one or more addictive substances. Nearly three-quarters (72.5%) have drunk alcohol, nearly half (46.3%) have smoked cigarettes; more than a third (36.8%) have used marijuana and 6.4 percent have used cocaine. In Britain, a study conducted on a sample of 1460 secondary school students aged 15 and 16 years found 40% of the respondents using substance (Millar & Plan, 2006). Although, the manner and type of substance use in the Middle East countries is different from that of Western countires due to social, religious and cultural reasons; studies show that the problem is significantly affecting the adolescents. For example, the results of the study conducted by Mohammadpoorasl, Fakhari, Rostami & Vahidi (2007) on a sample of 1785 secondary school students in Iran show that 10.1% of the respondents abuse substance.The mean age for initiating substance is 16 years. Regarding the sex disaggregation in the use of substance, the study shows difference in the types of substances used. The most abused substance is alcohol among boys (11.4%) and stimulant substances prepared in the form of tablets among girls (12.2%). It argues that the use of licit substances like alcohol and tobacco increases the risk of adolescents to initiating illicit substances like cannabis.

Viewing the problem from the perspective of Africa, substance abuse by adolescents is a serious problem. For example, a study conducted using a representative sample of Nigerian adolescents reported that a high proportion (58%) use alcohol, followed by tobacco (17%), stimulant prescription substance (14%), cannabis (3%), while other substances constituted the remaining 8 % (Gureje et al., 2007). Oshodi, Aina, & Onajole (2010) also gave a similar report about the recent increasing rate of substance abuse among Nigerian adolescents. Still another recently conducted cross sectional study on senior secondary school students confirmed the age of substance initation to be the early ages of adolesce (Adje, Oyita & Eniojukan, 2015). The increasing rate of substance abuse among the adolescents has been said to be a strong determinant of moral decadence and loss of societal values and ideals (Fareo, 2012). Another study conducted on a sample of 146 students of 12 secondary schools in Kenya showed 22% using substance (Edwin, 2014).

In Ethiopia as well the problem of substance abuse by adolescents is a problem affecting significant number of adolescents. Khat and locally brewed alcoholic beverages, like 'tella[4]', 'tej'[5], 'arekie'[6]and others, have been part of the country's tradition. Khat was used to be mostly consumed in the Eastern part of the country. But its use has spread throughout the country, adolescent being the most users. Tobacco and cannabis are also the other substance cultivated in the country and increasingly in use (DACA, 2005). Another study is the one conducted on secondary school students of Addis Ababa town and the rural of Butajira which focus on the magnitude of substance abuse among students (Kassaye, Teha Sherief, Fissehaye & Teklu, 2017). Alcohol and khat were the most commonly used drugs in all schools. On the other hand, cigarrete and cannabis were consumed more in the private school (48% and 31%, respectively), than in government schools (5% and 1% in Addis Ababa and 6% and 3% in Butajira, respectively). It also analyzes the magnitude of the problem by comparing urban abd rural local contexts. However, the research fails to investigate the causes and effects of substance abuse on learning.

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[4]Alcoholic beverage beer made from germinated barely and *gesho* (an ever green shrub)leaves and stems
[5] Alcoholic beverage made from fermented honey and *gesho*
[6] Alcoholic beverage distilled from fermented cereals drink prepared through

Also a recent rapid assessment conducted on khat confirmed that using khat to constitute 16% among the Addis Ababa population aged 15 – 69 years. Out those who abuse khat, 58% use on daily basis, 16% smoke while using khat and 32% drink alcohol after using khat (Ethiopian Public Health Institute [EPHI], 2019). Another study conducted on 118 randomly selected respondents of Ayer Tena secondary school in Addis Ababa indicated the overall prevalence of substance abuse to be 24.6%; the most commonly abused substances being cannabis, khat, alcohol and cigarettes. The same study confirmed most students to abuse more than one type of substance. Concerning the rate of recurrence of substance abuse, 1.7% use substances daily, 5.9% twice a week, 1.7% three times a week and 15.3% use substance as needed or when they feel like using. It shows that most of the students do not use substance on program but whenever they have the impulse to use. With regard to the manner of use of substance, most students have accompany when using substance, i.e. 20.3 % take with friends, 1.7% with siblings and only 2.5 % use alone (Assefa, 2015). A study among 508 secondary school students in Ambo town confirmed 16% prevalence of substance abuse. Out of these, 10.5% abused khat, 2.6% alcohol and 4.8% tobacco (cigarette and shisha) (Mekuria et al, 2018). Another survey study conducted on 423 randomly selected Debre Markos Poly Technique College students confirmed an overall distil substance abuse of 14.1%. The commonly abused substances being alcohol 13.4%, khat 7.8% and cigarette 5.4% (Aklog et al., 2013).

The reviewed literatures confirm two things. On the one hand, they confirm substance abuse to be a problem affecting significant number of adolescents and specifically of secondary school students. On the other hand, unlike other countries, updated researches on the problem, i.e., the extent of substance abuse by secondary school students is limited for the case of Ethiopia which this research tries to address the gap by building updated empirical evidence on the extent of substance abuse by secondary school students.

2.2.2. The Influence of School Environment on Substance Abuse

Adolescence is a period of life filled with changes, difficulties and special problems. It is a time when the quest for self-discovery and self-assertion is at peak (Okech, 1977). A particularly challenging situation in adolescence is the moving away from parental network to a wider social networks and values. What takes place in the social environment is fundamentally important to the well-being of adolescents (Eric et al., 2018). Furthermore, Atoyebi & Atoyebi (2013)

confirmed that most of the adolescents who abuse substance have the awareness about the negative effects of using substance. These literatures show the fact that, for adolescents, the decision to initation substance and latter abuse substance is influenced more by the social environment than the lack of knowledge about the adverse effects of substance.

Social environment influencing the behavior of adolescents to abuse substance has not been assessed as it should have been, especially in relation to secondary school students. Very few studies have tried to investigate the problem. Among those few researches include a study conducted on 652 secondary school students in Iran. It confirmed that the first reason for students to decide using substance was socializing (29.4%) followed by domestic problems (21.4%) (Nakhaee, Ziaaddini & Karimzadeh, 2009). Still another survey study conducted on Malaysian secondary schools in 2007, Edwin (2014), confirmed that substance abuse behavior of students is influenced by easy availability of substance.

In Africa, a study conducted on 224 survey sample and 16 interview samples of secondary school students in Kenya foundout that students abuse substance mainly due to peer pressure, easy availability and curiosity of students to try (Minishi, Josephine & Kyalo, 2017). Another study conducted on the prevalence and pattern of use of alcohol among 456 senior secondary students in Nigeria confirmed socio-cultural environment to have a major influence on students' to develop substance abusing behavior (Adje, Oyita & Eniojukan, 2015). According to the study, 24% of the students drink alcohol because they feel it was a sociable thing to do.

In the Ethiopian context, empirical evidence that build the relationship between school environment and substance abuse is scarce. Fekadu, Alem & Hanlon (2007) highlighted on the increased possibility of adolescents' substance abuse to be influenced by socio-econimic environment. Another study conducted on 494 secondary school students in Ambo town found a statistically significant association between substance accessibility and substance abuse by students (Mekuria et al, 2018). According to the study, students who had access to substance were 2.2 times more likely to abuse substance than those who were not. Another survey study conducted on 118 secondary school studentsatAyer Tena secondary school in Addis Ababa identified easy availability of substances around schools to be a problem prevailing in the school, i.e., 21.2% of the study respondents responded to easily access substances in their school

neighborhoods (Assefa, 2015).On the other hand however, the study found a statistically insignificant association between easy availability of substance and students' substance abuse, i.e., respondents who related their substance abuse habit to the availability of substance constituted only 2.5%. Although the finding seems to minimize the influence of substance availability on substance abuse; another data of the study confirmed the reasons for using substance to be curiosity to test new things, constituting 93% of the respondents. This indirectly shows the increased need by secondary school students to explore their environment putting them at heightened risk of initiating substance when the latter is easily accessible in their social environment. A community based cross sectional study conducted on 406 adolescents of Nazereth town (Eastern Shoa of Ethiopia) asserted 70% of the respondents to have used khat, alcohol and tobacco mainly to socialize (Sebsibie, 2018).

The literatures show that adolescence is a development stage which is significantly influenced by the social environment. Noenethless, secondary schools being the core social institutions having significant role in assisting the healthy development of adolescents, the academic realm seem less proactive in initating research on how school environment influence students to abuse substance so that policies and programs would be informed to be redesigned in such a way that they facilitate learning environment from from susbtances. This research tries to fill the gap in this respect by building empirical evidence that shows the influence of school environment on the behavior of students, i.e., specifically of the availability of substance around schools influencing the behavior of students to abuse substance.

2.2.3. Substance Abuse and its Effect on Learning

Substance alters the function of the brain and affects the physical wellness and social relationships. Its intake is capable of affecting the state of the body and mind by depressing or stimulating the central nervous system (Eric et al., 2018). It can cause the brain to lose the ability to index, store and interpret information, become limited in its response and lose the ability to perceive relationships. If the problem of substance use is prolonged, it grows to be a psychiatric problem. For example, according to Fekadu et al. (2007), among the in-patients of Emanuel Psychiatric Hospital of Addis Ababa, 20.7% have been confirmed to have used khat, 13% alcohol and 1.6% heroin.

Literatures that show the effect of substance abuse on learning is very limited. A study conducted on 1000 secondary school students of Iran concluded that adolescents who abuse substance are with heightened risk of failing in education (Bakhshani, et al, 2014). Another study conducted on 224 survey samples students and 16 interview samples of secondary school in Kenya also underlined the high possibility of substance use to impede the learning process by lowering the enthusiasm to learn (Minishi, et al, 2017). Students who abuse substance face difficulty to concentrate on their studies, to interact with fellow students or teachers and to grow to contribute to the community, family and economy. Another survey study conducted on 300 secodnray students of Nigeria confirmed the existence of poor academic performance among students who use substance (Eric et al, 2018). Substance abuse made students lessserious and concerned about their academics. They tend to stay away from classes and lessons because substance debilitates their strength and will power to study and engage in academic activities.

In the case of Ethiopia, the researcher has been able to identify very few researches. One is the study conducted on 406 adolescents of Nazereth town.It established learning achievementto be negatively affected by substance use (Sebsibie, 2018). But the study did not establish statistical data to show the relationship. Another is a study conducted on Ayer Tena secondary school students of Addis Ababa which revealed the existence of significant association between the practice of substance use and academic performance. According to the study, 2.50% face problem of absenteeism, 5.10% decrease in academic performance, 5.10% face difficulty in learning, 5.10% quarrel with parents and teachers, and the remaining 6.80% report a problem of physical and psychological difficulties (Assefa, 2015). These litratures show the influence of substance abuse on learning, though very few they are which this research adds updated evidence on the influence of substance abuse on learning.

In relation to efforts exerted to mitigate the effect of substance on learning, the reseracher has been able to identify some litratures. Creating safe, orderly and inviting school environment is critical to ensure that schools meet their objective of assisting students develop intellectually, psychologically and socially. According to the guiding framework on safe school environment of the American National Association of Psychologists underlines the importance of establishing strong school leadership that facilitates the integration of available services and resources (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). The guideline also underlines the importance of

developing effective crisis prevention and response strategies to facilitate safe learning environment.

Also a policy and practice guideline developed by UNESCO (2017) requires the education sector to take a lead in organizing and coordinating a range of in and out of school protective opportunities. The guideline further underlines on the need of developing school based strategies that ensure the prevention of substance abuse. According to the guideline, what is more required is proactive leadership since the work only requires committement which can be implemented with limited resources. It may only require reallocating existing resources and using them more effectively by doing things differently.

In this regard, what has been implemented in some European secondary schools could be cited as example. One is the *"Be Smart – Don't Start"* program. It is a low-cost program with potential to shift the school environment in relation to smoking. Rather than using fear tactics to motivate students not to smoke, the program used positive reinforcement. Students commit themselves by signing contracts to stay smoke-free for up-to six months. This commitment of students would be followed up with teachers. At the end of the six month, successful students who comply with their contractual commitment win prizes. This has proved to significantly shift cultures in the schools; a culture that encouraged non-smoking. Another is the *"Good Behavior Game* [GBG]" program. Teams consisting students who share similar behavior are formed. The teacher posts basic classroom behavior standards like reading during free periods, not disturbing in class rooms, participating actively in classes, etc. Teams who have greater number of members who comply with the behavior standard would be rewarded after a certain period of time, like at the end of every month. The initiatives have proved to be cost efficient and effective in preventing substance use (UNESCO, 2017).

The drug prevention guideline of UNODC (2013) lists possible susbstance prevention strategies that countries could adopt. It includes the enactment and enforcement of policy, building capacities, establishing data management systems and strengthening coordination and accountability. It also require the development of learning culture that is adaptive, innovative and supportive by taking into account the contributions of every member of the school and the community.
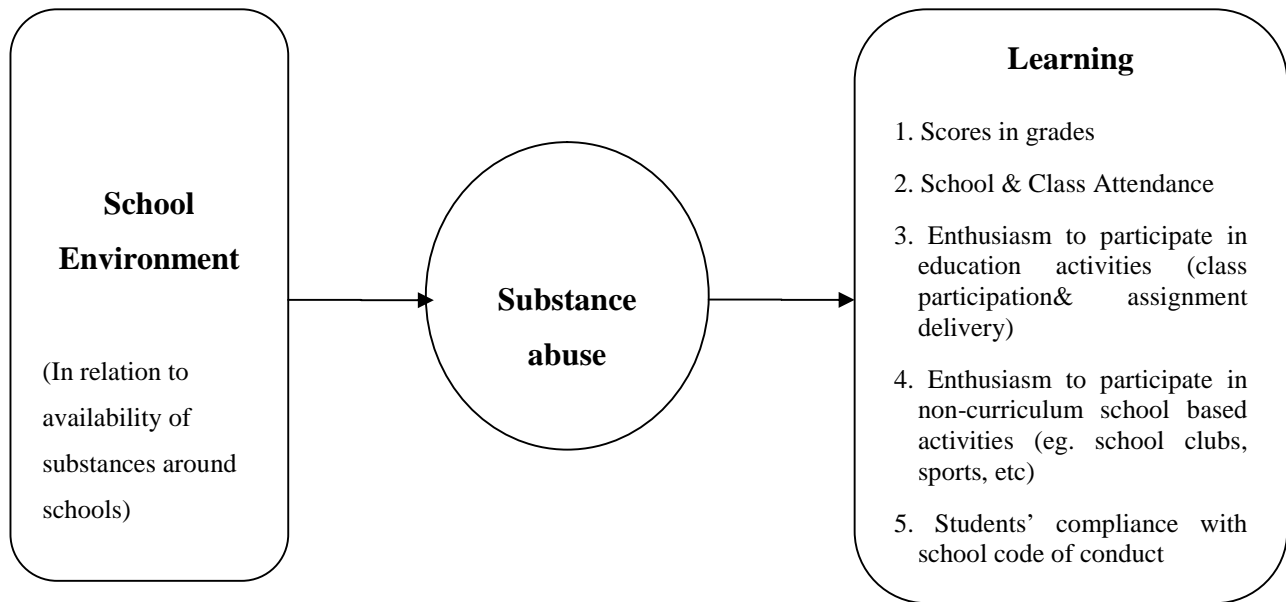
Ethiopia has been implementing five consequative five years Education Sector Development Programs (ESDP). The fourth (2010/11 – 2014/15) and the fifth (2015/16 - 2019/20) ESDPs are the program frameworks that have specifically integrated substance abuse as cross-cutting issue. The prioritized programs on substance abuse include strengthening services for students and raising awareness of students about the adverse effects of substances. Following this, structures that facilitate the provision of services and raising awareness have been integrated into schools and government offices. But the program framework has not been attached to a system of accountability which monitors and streghten based on the feed back from monitoring. Furthermore, it does not integrate actions that facilitate substance free learning environment.On the other hand;the Ministry of Education [MOE] in its School Improvement Program (SIP) encourages schools to facilitate safe learning environment by providing additional financial support.However, the indicators for safe learning environment do not include the facilitation of substance free learning environment. It rather focuses on facilitating gender segregated sanitation facilities, increasing the access to potable drinking water, fencing schools, facilitating play spaces, etc (MOE, 2015).

The literatures show the experience of other countries in implementing multiple strategies to prevent substance abuse while the experience in Ethiopia show a gap when compared to the experience of other countries. This research therefore uses the experiences as lessons to recommend strategies that streghten safe learning environment.

2.3. Conceptual Framework of the Research

The researcher has developed the following conceptual framework to guide the process of data collection and analysis.The framework is supported by the psychosocial and availability-proneness theories according to which the school environment has influence on substance abusing behavior of students.

Figure 1: Conceptual Framework


```
┌──────────────────┐                    ┌──────────────────────────┐
│ School           │      ╭────────╮    │        Learning          │
│ Environment      │─────▶│Substance│──▶│ 1. Scores in grades      │
│                  │      │ abuse   │    │ 2. School & Class        │
│ (In relation to  │      ╰────────╯    │    Attendance            │
│ availability of  │                    │ 3. Enthusiasm to         │
│ substances around│                    │    participate...        │
│ schools)         │                    │ ...                      │
└──────────────────┘                    └──────────────────────────┘
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Availability of substance around schools, if not monitored, exposes students to use and ultimately abuse substance. Students nearly spend 5 hours of their time in schools on every week days, i.e., from Monday to Friday. These students, while coming to school or going from school or even during school times, interact with the school environment in different ways. For instance, they may buy commodities or snacks from the kiosks or snack houses around schools, drink tea or coffee in the coffee houses around schools, buy stationeries from the kiosks, etc. When the students find out that substances are also available in those schools nearby places, they will be tempted to try. The temptation to try substance is influenced by many factors like the internal development drive of adolescents to explore self, the need to socialize with social groups and/or the price of substance being cheap. Students who use substance around schools, because they use it in a way that the schools do not discover them, they usually consume excess amount at once.

This practice leads to developing substance abusing behavior. Hence, the arrow going from the box on school environment to the box on substance abuse shows the influence of school environment on the behavior of students to abuse substance.

Students, who continue abusing substance, will have decreased ability to index, store and interpret information and lose the ability to perceive relationships (Eric et al., 2018).This tells the possibility of students who abuse substance to have decreased achievement in learning. Learning, as investigated in this research, include grade achievements of students, attendance, participation in education activities like assignments and class works, the participation of students in non-education school based social activities like sports and clubs and the behavior of students to adapt to school behavior standard. Hence, the arrow that goes from the box on substance abuse to the box on learning shows learning being influenced by substance abuse.

CHAPTER THREE: RESEARCH METHODOLOGY

This part describes the study area and discusses the methodological approach which the study uses to investigate the research questions as it aligns to the objective of the study. It also describes the specific methods used for collecting and analyzing data and explains the ethical considerations used in the study.

3.1. Description of the Study Area

The research is conducted on Bole Community secondary school. It is located in Addis Ababa, Bole sub-city, woreda 13 in a locality that is popularly known as 'Bole Homes' in the vicinity of Bole International Airport.

It is one of the oldest government schools in Addis Ababa functioning since 1964. It was initially established as community school by which the local community was the lead in the ownership and management of the school with support from the government. But, currently it is functioning as one of the government schools, i.e., under the lead ownership and management of the government.

The school has two grade levels (grades 9 & 10). There are 10 sections for grade 9 and 6 sections for grade 10. There are a total of 784 students (523 in grade 9 & 261 in grade 10). The average teacher student ratio is 1: 49. There are 43 academic staffs and 35 administrative staffs.

Regarding the physical characteristics of the school, as observed by the researcher, there are petty trade activities like traditional coffee houses, kiosks, parking lots and khat houses in the adjacent surroundings of the school. There is also an outside plain field at the back side of the school where a lot of people from the community use it for chewing khat. The fences of the school are with height limits which seem easy for students to skip out.

3.2. Research Design

Research design is the conceptual structure within which research is conducted as is relevant to the nature and purpose of a research. Certain Types of research problems call for specific approaches. If the problem is to identify factors that influence an outcome, then quantitative

approach is the best. On the other hand, if a situation needs to be understood because little research has been done on it, then qualitative method is more relevant. On the other hand, a mixed research methods design is useful to capture the best of the quantitative and qualitative methods (Creswell, 2009; Kothari, 2004).

This research aims to investigate the extent of substance abuse by secondary school students, how substance abuse by students is influenced by availability of substances around school and how substance abuse affects learning. This requires describing the influence of the availability of substances around schools on substance abuse and learning. On the other hand, little research is identified in the area. This calls for using method that enables to explore the problem. Hence, the research adopts mixed research methods in which both quantitative and qualitative methods are combined to describe and explain the problem.

Quantitative and qualitative data are collected concurrently, i.e., happening in one phase of the research.The results of the two data are integrated and compared.This is the triangulation model of concurrent mixed methods. It enables to establish comprehensive evidence in which results from the qualitiative data are reinforced or complemented by results from the quantitative data (Creswell, 2009; Gray, 2014).

The quantitative method uses survey strategy to generate numeric and representative data. The qualitative method uses interview strategy to generate in-depth data that explains the problem (Creswell, 2009). Survey samples are selected using probability sampling technique to enable to establish representative data. On the other hand, interview samples are selected using non-probability sampling technique to be able to establish rich data. Survey data is analyzed using statistics as it describes the problem while interview data is analyzed using text as it explains the problem.

Figure 2 gives visual explanation of the mixed research methods as explained above.

Figure 2:Mixed Research Methods

(Adapted from Creswell, 2009)
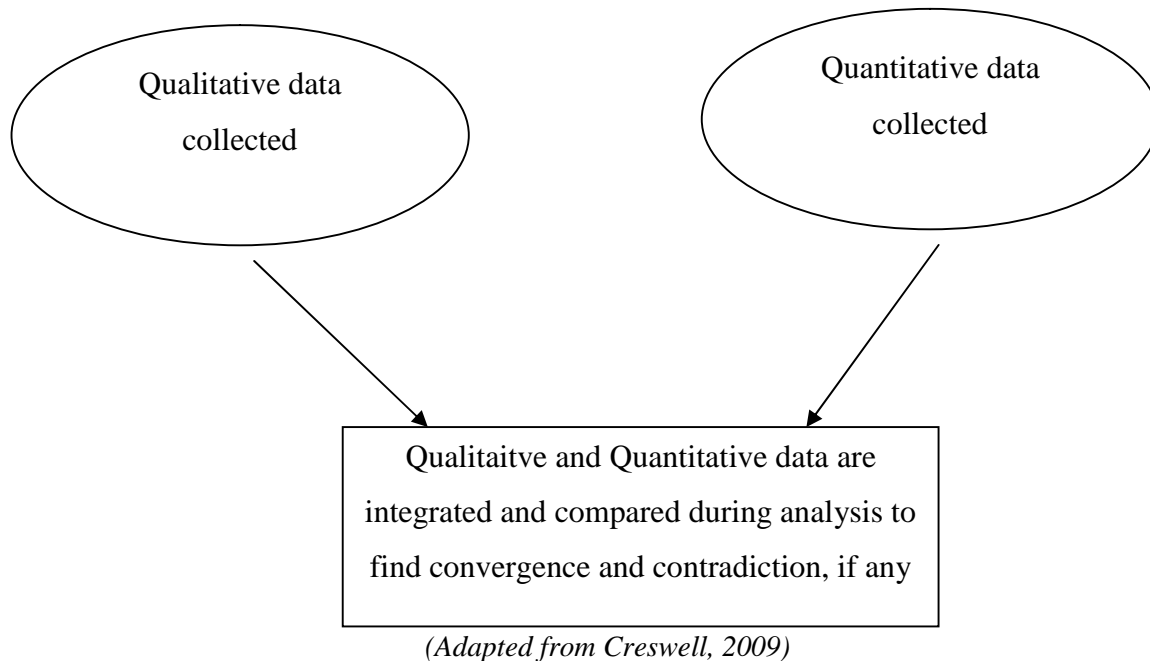
3.3. Sampling Method

3.3.1 Sample Frame

Samples for the quantitative and qualitative methods are selected as follows:

- **Sample Frame for Survey**

Grade 9 and 10 students of Bole Community secondary school pursuing their education during the 2012 E.C academic year are used as the sample frame for the survey. Their total number is 784, constituting 377 boys & 407 girls (52% girls and 48% boys).

- **Sample Frame for Interview**

Grade 9 and 10 teachers and counselor at Bole Community secondary school are used as sample frame for interview. There are 43 teachers (11 females & 32 males) and one counselor responsible to counsel and support students at risk.

The sample frame also includes supervisors from Bole sub-city Education Office responsible to monitor and support schools in Bole sub-city. Their total number is 14 (5 females and 9 males).

3.3.2. Sampling Procedures

- **Sampling Procedure for Survey**

Sample for the survey is selected using probability sampling. Probability sampling is chosen because sample selected using this technique is presumed to have similar composition and characteristics to the population from which sample is drawn (Kothari, 2004). Since the sample frame include two sexes (girls and boys), stratified random sampling is used to ensure fair representation of boys and girls in the sample.

A total of 78 survey sample has been determined as respondents. It constitutes 10% of the survey sample frame.Gay and Airasian (2000), confirm the appropriateness of a sample of 10 to 20% for a descriptive research. Also, according to the rule of the thumb, smaller sample size is justifiable when the constituency of the research population is homogenous (Teddlie, 2007). Moreover, smaller sample size for homogeneous population is justifiable since the magnitude of sampling errors is less (Kothari, 2004). Accordingly, the sample frame, i.e., grade 9 and 10 students of Bole Community secondary school, share similar characteristics in age, i.e., according to the Education and Training Policy (1994) grade 9 and 10 students are within the age range of 15 and 16 years being age range that fall within the age range of adolescence. The students also share similar local context in relation to their school environment. A characteristic that differentiates them is sex (male and female students). Hence, the sample frame can be said to be homogeneous which justifies smaller sample size of 10%.

The sample size is then distributed across the 16 section (78/16=4.8). This made the number of sample students to be selected from each section to be 5. Next, the sample number in each section was stratified into two strata based on sex (5/2). To ensure similar number of boys and girsl are represented, 2 girls and 3 boys are sampled from the first 8 sections while 3 girls and 2 boys are sampled from the other 8 sections.

After determining the total number of girls and boys to be sampled from each section, the selection of samples from the sample frame was done in the following steps. The total number of students in each section is computed to be 49 (=784/16). This further is divided into two (49/2). Accordingly, in each section, 25 girls and 24 boys were considered for sampling. Two different

colored papers were prepared representing the two sexes (red for girls and green for boys). On the red papers, numbers from 1 – 25 were written; while numbers from 1 -24 were written on the green papers.These were prepared in 16 copies. The papers were rolled and students in each section were asked to pick one, i.e., the girls picked the red papers while the boys picked the green ones. For the first 8 sections, girls who picked numbers 1 & 2 are selected and for the other 8 sections, girls who picked numbers 1, 2 & 3 are selected. This makes the total number of girls selected to be 40 [=(8*2)+(8*3)]. Similar procedure is applied to select boys as sample and a total number of 40 [=(8*3)+(8*2)] boys were selected.These result in 80 respondents (40 girls &40 boys). To make theselected respondents correspond to the sample size determined above (i.e., 78), second step of random sampling is conducted among the boys. Numbers from 1- 40 are written and rolled and the boys picked one. Then, those boys who picked numbers from 1-38 were taken as samples. Finally, the total number of students selected as respondents constituted 78 (i.e., 40 girls and 38 boys). This is done in line with the total proportion of girls and boys in the school, being 52% girls and 48% boys.

- **Sampling Procedure for Interview**

Sample for the interview is selected using non-probability sampling and specifically of purposive sampling. This sampling provides the opportunity to explore the situation under investigation since it gives the researcher a free hand to select informants who have wealth of information about the situation (Kothari, 2004).

The process of selecting the interview sample is undertaken as follows. Criteria have been developed to make sure that interview informants provide reliable and rich data. The criteria include relevance of the job responsibility and the year of service as relates to the issue under investigation. Accordingly, teachers are responsible to teach and follow up students. This makes them in a better position to observe the students and the school environment and construct their meanings. Similarly, the school counselor is responsible to monitor and support students. This responsibility provides the counselor with the opportunity to closely observe the students and the school environment. Finally, the supervisors in education office are also responsible to monitor and support schools. This responsibility provides them with the opportunity to observe and to gather information about the problem from students, teachers and the school administration. To further ensure that the data from interview are rich and reliable, only those respondents having

more than two years of experience are sampled. In addition, one of the supervisors sampled for interview, before being a supervisor, he had worked as secondary school director at Bole Comprehensive secondary school for more than 20 years.

Finally, based on the above criteria and justification, a total of 6 teachers and one counselor from Bole Community secondary school and 2 supervisors from Bole sub-city Education Office have been identified as interview informants.

3.4. Source of Data
The research use both primary and secondary data.

3.4.1. Primary Data
Primary data are collected using questionnaire, interview and observation.

Questionnaire: it is the popular data collection methods for survey studies. It is cost effective, free from bias and can be applied on large samples making the result representative and reliable. Not being able to control response rates and its inflexibility are the main weaknesses of questionnaire (Kothari, 2004). The questionnaire used in this research has been adapted from previously tested and used questionnaires by Assefa (2015) and UNODC (2003) which enabled the collection of reliable data.To allow flexibility, the questionnaire is developed to include closed and open questions. The questions include questions that enable the collection of data on the magnitude of the use of substances, on the availability of substance around the school, how availability affected students to abuse substance and how substance abuse affects learning. Also to enhance response rates, the purpose of the research has been included at the beginning of the questionnaire and consent form prepared to be checked by respondents before proceeding to fill out the questionnaire.

Interview: it is particularly suitable to make intensive investigation of the problem. It could be done face-to-face or when it is not possible to directly contact the person concerned, interview could also be done through telephone. Interview is advantageous since it enables to get detailed information about the situation under investigation, the process is flexible and non-response rate is low. On the other hand, interview has the main weaknesses of being time consuming,

expensive and remains with the possibility of bias (Kothari, 2004). In this research interview is used to collect detailed data about the problem. To minimize bias, without compromising flexibility, semi-structured questions were used. Similar questions were included as that of the questionnaire. This also helped to make efficient use of time and resources. Furthermore, to make efficient use of the interview methods, informants were selected on the basis of criteria that enabled to select those with rich information.

Though focus group is the most used method in qualitative research, it is not used in this research since it is a method not recommended for studies on sensitive issues like substance abuse. According to UNODC (2003), in cultures where openness is not encouraged, focus groups are the least preferred data collection method for studies on sensitive issues like substance abuse.

Observation: it is a method of collecting data without asking respondents. It could be done in structured or unstructured way. It simply reflects the current reality without being related to past behavior or future intentions or attitudes. But the information provided by this method is very limited (Kothari, 2004).The researcher used it as one source of data to complement the data obtained from survey and interview and to be able to get a spontaneous picture of the situation and as a way of triangulating the findings.It was done spontaneously while collecting primary data.

3.4.2. Secondary Data

It is data that is already available either in published or unpublished form. The researcher has made reasonable effort to collect available documents at the school record. But due to the school closure resulting from the state of emergency; accessing staffs in the school became difficult. The only document the researcher was able to collect was the grade records of students in the first quarter of the first semester (September – November, 2019) and data that show the profile of students. These have been used to complement and reinforce the primary data.

3.5. Data Collection Instruments

3.5.1. Data Collection Instrument for Survey

Questionnaire with closed and open questions is used to collect survey data. Closed questions are used because they are easy to manage and quicker to interpret. Most of the closed questions

provided the respondents with multiple alternatives for response like 'yes'/'no' or 'cigarette'/'shisha'/'beer'/'wine'/'hashish'/'marijuana', etc. The questionnaire also included some control questions to check correctness of data collected. For example, question designed to determine the extent of substance use by students ask about the type of substance used, the manner of use of substance and the accessibility of substance.Though very few, the questionnaire also included open questions which asks respondents to write their responses in their own languae. The inclusion of these types of questions enabled respondents to give information on issues not anticipated by the researcher which help to minimize bias (Gray, 2014; Kothari, 2004). The questionnaire, which was originally developed in English by the reseracher, was also translated into Amharic by the researcher. This enabled the translation to maintain its original meaning.

The researcher adapted the questionnaire from previously tested and used instrument (Assefa, 2015). She also consulted the guideline developed by the UN agency that works on drug control, i.e., the United Nations Office on Drugs and Crime [UNODC] (2003) which include the step by step procedures in the development of questionnaire to conduct survey study on substance abuse. The guideline also includes sample questionnaire for adaptation. This process in the development of the questionnaire ensured to develop an instrument that enabled the collection of relevant, unbiased and valid data about the problem.

3.5.2. Data Collection Instrument for Interview

Semi-structure interview checklist is designed to include predetermined structured questions with probing questions.The structured questions ensure the collection of reliable data; i.e., it enabled the researcher to present similar questions to all respondents. On the other hand, the probing enables the researcher to explore more which allowed the collection of expanded data about the problem. Moreover, the interview checklist included similar set of questions with that of the questionnaire to enable the collection of data that can easily be merged during analysis. Two different sets of checklists are developed (one for teachers &counselor and another for supervisors) by taking into consideration the specific roles of the respondents. Like the case in the questionnaire, interview questions are translated into Amharic by the researcher. Hence, these considerations in the development of the interview checklist enabled the collection of rich and reliable data (Creswell, 2009, Gray, 2014).

3.6. Data Collection Procedure

3.6.2. Data Collection Procedure for Survey

The Questionnare was administered by the reseracher with supported from the school counselor.

The sampled students are brought together in one room. The sitting arrangement is made in such a way that students avoid side talks while filling the questionnaire. The researcher provided brief orientation about the purpose of the research and how to fill the questionnaire. They are also told that their participation is voluntary.

While students are filling the questionnaires, the researcher sat in the front desk, a position which did not enable to notice the responses of the students. Students who have questionsabout the questionnaire are told to come forward to researcher. When the students finished filling the questionnaire, they are told to put their filled out questionnaires at one corner of the room with face of the questionnaire turned down. This process facilitated the response rates since the process increased the confidence of the students about the confidentiality of responses. .

3.6.3. Data Collection Procedure for Interview

Interview data is collected through face-to-face and telephone. Interview with teachers, the counselor and one of the supervisors was conductedface-to-face. Each interview took a maximum of 30 minutes.

Interview with the other supervisoris conducted through telephone. The discussion took about 15 minutes.

Before commencing the interview, the researcher briefed the informants about the purpose of the research. They are told that their participation is voluntary. The researcher also confirmed to the informants that the information they provided would only be used to build the research findings; but for no other purposes.

3.7. Data Analysis

3.7.1. Analysis of Survey Data

Raw survey data is manually cleaned and coded according to which responses are categorized to correspond to the research questions.The coded data is further classified into homogenous group based on responses. This process enabled to display the data in meaningful way for analysis.

Cleaned and coded survey data are then analyzed using Excel to generate results that describe the problem. The descriptive data are presented using frequency and percentage and displayed through tables, charts and figures.

3.7.2. Analysis of Interview Data

Interview data recorded in audio are first transcribed and combined with data recorded in notes. The combined interview data are coded and grouped into themes corresponding to the research questions. The grouped data are then analyzed in narration and presented in text and quotes.

3.7.3. Concurrent Mixing of Results

The results of the survey and interview data are are analysed and presented in such a way that the survey data reinforces or complements the interview data. Data from observation and documents (secondary data) are also integrated to complement the results from the two data (survey and interview). Finally, emerging results, if any, are analyzed and presented together with the other results.

3.8. Validity, Reliability and Trustworthiness

To ensure that reliable and trustworthy quantitative and qualitative data are collected and analyzed, the research employed different mechanisms. Details of the mechanisms employed by the research are presented in different parts of this research while discussing methodology and methods. This part summarizes it as follows. Triangulating methods and data sources are among the mechanisms used to overcome the problem of bias (Gray, 2014). The research used mixed research methods, i.e., qualitative and qualitative methods. Data collected using qualitative and quantitative methods were put together as one source of data from which analysis was done as the results from the quantitative data reinforcing the results from the qualitative data. These

ensured the collection of reliable and trustworthy data. Furthermore, the use of survey method (for the quantitative) and interview (for the qualitative) helped to collect wide and rich data that sufficiently describe and explain the problem investigated under the research. Using multiple sources of data also guaranteed the findings of the research to credibly reflect the situation. In this regard, the research used primary and secondary data as sources to analyze the problem.

In terms of selecting samples, the research used stratified random sampling (for the quantitative) and purposive sampling (for the qualitative) to ensure that reliable and credible samples are selected that sufficiently describes and explains the problem. Semi-closed questionnaire (for the survey) and semi-structured checklist (for the interview) were used to ensure the collection of data that reflect the situation. Furthermore, to ensure the relevance of the questions included in the questionnaire and the interview checklists, previously tested and used instruments Assefa (2015) & UNODC (2003) and internationally developed guideline UNODC (2003) were consulted while developing the data collection instruments. The process of data collection also ensured the collection of reliable and trustworthy data. Both survey respondents and interview informants were briefed about the purpose of the research, the voluntariness of their participation and the confidentiality of the information they provide for the research, except using it to inform the findings of the research. Only those respondents and informants who consented to provide information were made to participate in the survey and interview.

3.9. Ethical Consideration

Data collection was conducted after ensuring the consent of research respondents/informants. Explanation about the purpose of the research was given before asking for consent.Respondents were also informed to have the right to withdraw at anytime during the data collection. Confidentiality was ensured through the use of unanimous data collection tools. Coffee and tea was facilitated during interview but not during survey data collection since data from the latter group were collected during class time and in class room.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter analyzes and presents the the results or findings of the research as it describes and explains the problem, i.e., the extent of substance abuse by students, the influence of the availability of substance around school on the behavior of student to abuse substance and how substance abuse by students affects their learning.The chapter also interpretes the results in relation to the literatures and theoretical perspectives reviewed in chapter two of this research.

4.1. Socio-Demographic Characterstics

Table 1: Socio-Demographic Characterstics of Survey Respondents

Profile of respondents		Number of respondents	Respondents in Percent
Sex	Male	38	48.7%
	Female	40	51.3%
Total Number		**78**	**100.0%**
Grade Level	Grade 9	49	62.8%
	Grade 10	29	37.2%
Total Number		**78**	**100.0%**

Source: Compiled from survey data March, 2020

Table 1 describes propotionally equal numbers of boys and girls have participated in the survey, i.e. 48.7% male and 51.3% female. In relation to grade level of the survey respondents, the majority of the students who participated in the research are grade 9 students, i.e., 62.8% are grade 9 students while 37.2% are grade10 students. This is so because, in the school, there are greater numbers of grade 9 students (523) than grade 10 students (261). But, one cannot argue that because grade 10 students have not been represented in proportionate number as grade 9 students, the findings of the research do not validly represent grade 10 students. The students in the two grade levels share common characteristics, i.e., in age they both fall within the age range of adolescence and they also share similar school environment. They are relatively homogenous

in characterstics. Hence, the findings of the research would validly represent both grade 9 and 10 students.

Table 2: Socio-Characterstics of Interview Informants

Type of Informants	Number of Informants	Gender		Responsibility	Year of service
		Male	Female		
Teachers	6	4	2	Grade 9 and 10 teachers	>2 years
Counselor	1		1	School guidance and counseling expert	>2 years
Supervisor	2	1	1	Bole sub-city Education Office[7]	>2 years
Total	**9**	**5**	**4**		

Source: Compiled from interview data March & May, 2020

Table 2 shows the number of interview informants to have proportionally equal number of female and male informants. This helps the research to integrate the perceptions of both genders about the problem. In addition, the year of service and responsibility of interview informants show that the informants have relevant experience and rich information about the problem which would help to get rich and trustworthy qualitative data.

4.2. Extent of Substance Abuse

The results presented under this section include the behavior of students in the use of substance, the manner of substance use, the types of substance used by students and the age of substance initiation.

4.2.1. Substance Abusing Behavior of Students

Interview informants said that there are students who abuse substance in the school. Though there is consensus among interview informants on this, each of them has observed the problem from different perspective.

According to the teachers, their confirmation in the existence of students who abuse substance is based on their observation of the behavior of students in class. There are some students who

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[7]One of the supervisors, before being assigned as supervisor since 2019, he used to work as secondary school director at Bole comprehensive secondary school for more than 20 years.

display restless behavior in classes when they are in need of susbtance. These students try to find a way to quarrel with students or teachers so that they are pushed out of class and find the time to use substance. The other observation of the teachers is linked with students who come to class after using substance. These students are either hyper active or inactive. In both cases, the students fail to properly attend their studies. Moreover, according to the teachers, students who abuse substance show repeated fluctuation in behavior.

The observation by the counselor relates to some students who sneak out of classes and hide in the compound of the school either in group or alone. These students are cautious of not to be discovered. Whenever they think that they are being followed, they disperse before being noticed or even leap out of the school through the back fence. This is the observed reality of the counselor while she sometimes monitors the school compound.

Those students who sneak out of classes find a place in the school compound to hide so that they take substance without being noticed. Because the students take the substance in such a way that they will not be discovered while abusing substance, they take in haste according to which they will be forced to take excessive amount at a time (The School Counselor).

Finally, the supervisors' confirmation on the existence of students who abuse substance relates to their experience in handling complaints brought to their office in relation to students on whom the school took disciplinary measure. One of the supervisors, W/rt Meaza, narrated one specific case of a student who was dispelled from the school as a result of being caught using substance and having serious behavioral problems as follows:

The student was dispelled from the school after being given repeated warnings and repeated disciplinary measures have been taken on him. The student was substance abuser. He was also red-handed while distributing substances to the students in the school. Compalint was lodged to the Education Office of Bole sub-city where I was working stating that the school needs to give him one last chance before expelling him. When, the office investigated the problem, it came to find out that the student was always fighting with teachers, school directors and students. He

even carried sharp weapons to frighten teachers and students. He had become nuisance to the school disturbing the learning process. After making intensice discussion with the school and the care givers of the students, he was given one chance to rejoin the school provided he follows up with the school counsellor.

The results as presented above show the extent of substance abuse by students, i.e., a number of students abuse substance.

Similarly, when the survey respondents were asked whether or not subtance abuse is a problem, the result reinforces that of the interview results as follows.

Table 3: Substance Abusing Behavior of Survey Respondents

Question	Response options	Sex of respondents	Number of response	Response in Percent
Do you abuse substance?	Yes	girls	9	12%
		boys	15	19%
	Sub-total		**24**	**31%**
	No	girls	29	37%
		boys	22	28%
	Sub-total		**51**	**65%**
	no response		3	4%
		Total	**78**	**100%**
Do you know students in your class room or school who abuse substance?	Yes		30	38%
	No		43	55%
	non response		5	6%
	Total		**78**	**100%**

Source: Compiled from survey data March, 2020

The result as displayed in Table 3 shows two things. On the one hand, it shows that there are students who abuse substance, i.e., 31% of the respondents use substance while 65% do not use substance. Similarly, the table also shows 38% of the respondents know students in the school who use substance while 55% do not to know students who use substance. In this regard, the researcher can site one example which she came across while cleaning survey data which shows the existence of students abusing substances. It is an additional remark written by one respondent on the questionnaire. It reads as: "ሱስ የህይወት ዘይቤ ነው። ሱስ ህይወት ነው።" literally means: *"Addiction is life style. It is life."*On the other hand, the result also shows the number of students abusing substance in the school is less as compared to those students who do not abuse substance.

Regarding the disaggregation of substance abuse by sex, Table 3 also shows more boys using substance than girls (12% girls and the 19% boys). This result is also in agreement with the

results of the interview as presented herein above. But, the survey result specifically signals the problem of substance abuse by girls as problem that calls for focused action since the number of girls using substance (12%) is not a negligible number.

In general, the qualitative and quantitative findings indicate that there are a number of students who abuse substance. The result even shows that the numbers of students who abuse substance at Bole Community secondary school are more as compared to the number of students who abuse substance at another school in Addis Ababa, i.e., Ayer Tena secondary school students as studied by Assefa (2015).This may mean that substance abuse among secondary school students in Addis Ababa is a problem that is increasing from time to time. It may also mean that the prevalence of substance abuse among Bole Community secondary school students is higher than the prevalence of substance abuse among Ayer Tena secondary school students because of the difference in socio-economic situations of the two local contexts, i.e., Bole and Addis Kema sub-cities of Addis Ababa. This different connotation in the interpretation of the findings calls for the initiation of other research that investigates the problem at a broader level among secondary school students in Addis Ababa.

Furthermore, when comparing the findings of this research with the findings of the researches conducted by Mekuria et al. (2018) among Ambo town secondary school students and Aklog et al. (2013) among Debre Markos Poly Technique College students; it can be interpreted to mean that the prevalence of substance abuse is higher in Addis Ababa as compared to Ambo and Debre Markos which this also require initiation of additional research that makes comparative investigation on the trends of substance abuse among the different regions of Ethiopia.

4.2.2. Types of Substance Abused by Students

Interview Informants agreed on the possibility of the existence of students who try different kinds of substance mostly of khat, cigarette and shisha. But their observation in this regard is related to the easy availability of substances in the surroundings of the school, khat, cigarette and shisha are available in the business around the school. This, according to the interview informants, is an indication that they are the most used substances by students.

The survey finding also reinforces the above interview results as indicated in Chart 1.

Chart 1: Types of Substance Abused by Students
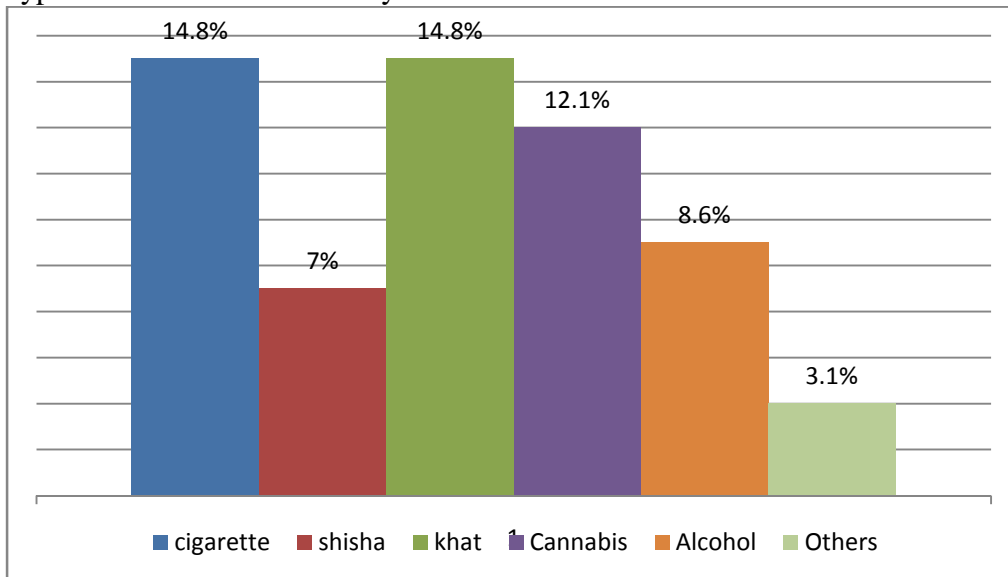
Source: Compiled from survey data March, 2020

As indicated in Chart 1, the frequently abused substances are cigarette, khat, cannabis, alcohol and shisha, constituting 14.8%, 14.8%, 12.1%, 8.6% and 7% respectively. The finding shows that khat and cigarette are the most abused substances followed by cannabis, alcohol and shisha. From the Chart, it can also be inferred that students take more than one type of susbstance since the sum of the different types of substances abused by students constitute 52.6%. This cumulative number is greater than the total number of students who abuse substance, i.e., 34% as indicated in Table 3. It therefore indicates that those students who abuse substance (34%) abuse more than one type of substance as a result of which the cumulative number of students who abuse different types of substance counted to be 52.6%. This finding, i.e., the finding which shows that students taken more than one type of substance, is in congruent with the argument by Mohammadpoorasl, et al. (2007) which says that the use of substances like alcohol and tobacco increase the risk of adolescents to initiate other hard substances like cannabis.

4.2.3. Manner of Substance Abuse

Manner of use of substance as investigated below consider two perspectives, i.e., how frequent the respondents abuse substance and with whom they abuse substance.

- **Frequency of Substance Abuse**

The teachers and the counselor indicated the existence of students who abuse substance more than once a day and during school time. The teachers said that there are very few students who abuse substance on repeated manner.These students usually display deviant behavior in class and in the school, i.e., most of the time these students fail to comply with school behavior standards and fight with teachers and students. The school takes repeated disciplinary measures on these students. The counselor also said to have observed students who abuse substance, i.e., use substance repeatedly in a day. As a counselor, she follows up on students who have been referred for counseling. Among these students, there are some students who are struggling to quit abusing substance.

The quantitative result complements the above result as follows.

Table 4: Frequency of Substance Abuse

Frequency in use	Response options	Response in Percent
How frequent substance is used?	Daily	3%
	Once in a week	0%
	More than once in a week	14%
	Whenever I get	9%
	I don't use	65%
	no response	9%
	Total	**100%**

Source: Compiled from survey data March, 2020

As indicated in Table 4, students use substancein repeated manner which means that that they abuse substance, i.e., 14% use more than once in a week, 9% use whenever they get and 3% use on daily basis.

Hence, the finding indicates that students abuse substance in either of the two ways, i.e., they either use in repeated manner (mostly more than once in a week) or they use sporadically but

with high amount of intake at a time. This is in line with findings of Assefa (2015) which indicates that significant number of students abuse substance whenever they get access to while there are also students who abuse substance on daily basis, twice a week, three times a week.

- **With Whom Students Abuse Substance**

The interview result from the counselor and the supervisor indicate that students use substances usuallyin group. According to the interview informants, using in group is related to the following two reasons. On the one hand, students may not have enough money to buy substance when they are in need. To compensate this, they go for sharing what one has. On the other hand, it is the way that they strengthen their friendship by providing protection to one another. They consult each other in finding ways of using substance in a way and manner they will not be discovered by teachers or school administration.

Furthermore, when students (surevy respondents) were asked with whom they usually use substance, their response as presented below in Table show that their preference is using in group than alone.

Table 5: With Whom Students Use Substance

Accompany in using substance	Response options	Response in percent
With whom do you usually use substances?	By myself	6.4%
	With friends	19.2%
	With girl/boy friend	5.1%
	With any person	0.0%
	No response	69.2%
	Total	**100%**

Source: Compiled from survey data March, 2020

The result in Table 5 shows that the majority of the students who abuse substance prefer using with friends, i.e., 19.2% use substance with friends, 5.1% with boy friends or girl friends and 6.4% alone.

Hence, the research established a finding which indicates that students who use substance prefer using it in group than alone. The main reason for the students to prefer using substance in group is to share the economic cost of substance (i.e., when one student does not have the money to

buy, another student will buy him/her and this continues in turn) and give protection to one another (i.e., to find a way of using substance in a manner that they will not be discovered while using).This finding is in line with the fidning of Assefa (2015) except for the fact that the latter fails to explore the reasons as to why students prefer using substance in group than alone. The reasons indicated in this research are in line with the peer cluster theory (Quetting & Beauvais, 1986) according to which social network established by the students who abuse substance nurture the behavior of substance abuse among students. Hence, this requires the design and implementation of strategies that weaken the social network that facilitate the behavior of substance abuse.

4.2.4. Age of Substance Initiation

In terms of defining the age when the students started using substance, no definite data was available from interview informants.But most of the informants confirmed students of both grade levels (grades 9 and 10) to use substance. On the other hand, teachers confirmed the numbers of students who abuse substance to be more in grade 10 than in grade 9. According to the teachers, most of the students who disturb in class in relation to the use of substance (as described under section 4.1.2.1 above) are in grade 10. This information from the teachers can be interpreted to mean, initiating substance may begin at earlier age but its prolonged use lead to abusing substances which also negatively influence the benavior of students.

This interpretation is reinforced by what the supervisors explained about the issue. They expressed their concern about grade 9 students being at increased risk of initiating substance. Their concern relates to the new transition the students experience when joining grade 9. Grade 9 is a grade level where secondary school education starts. This transition from elementary school to secondary school develops a sense of being grown up in the minds of the students. This pushes the students to explore new things around them. Hence, the interview results show that both grade 9 and 10 students abuse substance and the age of initiating substance mostly begins at grade 9.

The survey results regarding the age of initiation of substance is similar to that of the interview result.

Table 6: Age of Substance Initiation

Age of initiation	Response options	Percentage of response
In which age range did you first start using substance?	Before the age of 14 years	21%
	After the age of 14 year	79%
	Total	**100%**

Source: Compiled from survey data March, 2020

As indicated in Table 6, 79% of the respondents stated to have initiated substance after the age of 14 years. Only 21% said to have initiated before the age of 14 years. According to the education policy of Ethiopia, the year of enrolment for grade 1 is 7 years (MOE, 2002). A student, who succeeds his/her education without interruption or repetition, reaches grade 9 at the age of 15. When the results indicated in Table 6 is analyzed against the age standard of the government, most of the respondents (79%) initiated substance when they are in grade 9 while only few of them (21%) initiated before grade 10.

In general, the research established the first age which most students initiate substance is 15 years. This is in congruent with previous research by Assefa (2015) and psychosocial development (Erikson, 1950) according to which adolescents are at development stage which put them at increased risk of developing substance sbusing behavior unless provided with opportunities that diverts their energy towards activities that facilitate their healthy development. students at increased risk to initiatie substance when the latter is easily available. With regard to the disaggregation of substance use by sex, as is the case with other studies, boys are at increased risk of abusing substance than girls. But, unlike the research by Asseffa (2015), this research signals the number of girls abusing substance not being negligible being a problem that requires attention.

4.3. Availability of Substance and Its Impact on Students

The result of the research in relation to availability of substance around schools is analyzed from two perspectives, i.e., availability in terms of proximity of substances to school and availability in terms of price of substance.

4.3.1. Proximity of Substance to School

All interview informants agree on the availability of different type substance around the school. According to the counselor and the supervisors, there is a plain yard outside of the school compound that is situated at the back of the school. During the day, this yard is used by people in the community to spend their time by chewing khat. A lot of cars are parked there and inside the cars people chew khat and smoke cigarette. This attracts many students to skip out of school and join them in using substance. These people even bribe some students by offering them money or substance in return to connecting them with girl students for sexual purposes. The supervisors have observed the problem while doing their supervision. One of the supervisors also recalls the school raising the issue to the concerned government office for remedial action. When law enforcements are assigned to monitor the area, the practice discontinues. But since the monitoring by law enforcement is not done on consistent basis, the problem persists.

The business undertakings around the school seem to have the main target of attracting students to buy or make use of substances. For me, they are very much interested in the substance bussiess. The business for which liscence is secured seem to serve as cover for distributing substances like khat, cannabis, etc. Though there is a need to establish sustainable monitoring mechanism on the businesses around schools, the monitoring mechanism by the government seem linient. (Meaza, the supervisor)

On the other hand, all interview informants underlined the concern of the small business activities surrounding the school.These business activities provide the students with licit substance like tobacco, khat and alcohol as well as of illicit substances, doing it secretely under

the cover of the bussiness. These business activities also provide the space to chew khat and smoke shisha. Therefore, students get easy access to substances in their school surroundings.

Another place which put the student at risk of abusing substance is the taxi station near the school. It is a place where the students establish social network with out of school adolescents who are in the business of taxi driving.This networking exposes the students in two ways. On the one hand, students are inspired to use substance by looking into the practice of the social group. On the other hand; students could even bemotivated to engage in distributing substances since they get money out of it. Hence, according to the interview result, there are bussiness activities and social networks around the school that influence students to abuse substance.

The survey result in relation to the availability of substance to students shows the following.

Table 7: Proximity of Substance to Students

Place or Person	Response options	Frequency of response	Response in percent
If you want to buy substance, where do you usually get?	In school	7	9%
	Near school	25	32%
	Far from school	7	9%
	I don't know	12	15%
	No response	27	35%
	Total	**78**	**100%**
From which specific place or person can one get substance?	Friends in school	7	9%
	Khat house	18	23%
	Street venders	3	4%
	Bars/restaurants	5	6%
	Others	0	0%
	No response	45	58%
	Total	**78**	**100%**

Source: Compiled from survey data March, 2020

Table 7 presents the availability of substance around the school and from which specific places the studentsaccess substance. Regarding the availability of substance around schools, 32% of the respondents stated to access substance near their school, 9% to access in the school. When these

results are combined, it confirms that 41% (=32%+9%) can easily access substance. Moreover, in relation to the specific places where the students can access substances, Table 7 shows that students get substance from khat house friends in the school, bars/restaurants and street venders. Therefore, it can be concluded that substance is easily accessible from the business undertakings and the social networks around the school.

But, there are also respondents who responded that they do not know where they access substance (15%) and thosewho did not give any response (35%). Putting these results together, itgives 50% (= 15%+35%) which means that 50% said '*Idon't know*' or skipped the question *(non-response)*. This seems to put question to the result of the study. But, when it is read in conjunction with the result in Table 3, which shows 65% of respondent not using substance;'*I don't know*' and '*non-response*'in Table 7 could be interpreted to represent the responses of those students who do not use substance.

4.3.2. Price of Substance

Most of the interview informants responded not to have sufficient information about the price of substances around the school. But one of the supervisors shared one story of a grade 10 student who was caught red handed while smoking cannabis in the school compound. The supervisor shared the story while discussing about the price of substance. According to him, i.e., the supervisor, most of the substances that the students use can easily be accessed with affordable prices. To support his statement, he shared the following story.

Story of grade 10 student (as narrated the supervisor)[8]

I am the elder son in my family. My mother engages in labour intensive works like washing clothes, baking *injera*, etc to take care of the family. We live as five family members (my mother, me, two brothers and one sister). Being the elder in the family, I had the moral obligation to support my mother. Accordingly, I started to look for jobs that enable me generate income. I managed to get one - shoe shining. While doing the shoe shining, some friends advised me to engage in another overnight work which involves looking after vehicles at night in one parking lot. The parking lot, where the vehicles are parked, is an open space which requires one to look after the vehicles all throughout the night. I accepted the offer because its payment is more than what I was getting from the shoe shining.

At the beginning, it looked interesting, i.e., being an overnight work, I was able to continue my education while being able to generate good money. I spend the night looking after the vehicles and in the morning I go to school. But as the days proceeded, I began tofeel dizzy in class and was not able to attentively follow my education. My friends, who were working with me, were not having the problem that I was having. They advised me to take marijuana so that I can feel awaken. At first, I hesitated in fear of my mother. But ultimately, I started smoking with them. It was helping me stay awakened throughout the night. This continued until I found myself wanting to smoke every now and then. I become dependent on it that I even started smoking during the day in school. In the school, I can easily find whenever I want either from other students who smoke like me or buy it for 10 birr in the nearby shops around the school.

This story shows two things. On the one hand, school environment would either be a pull factor for student to initiate substance or to aggravate previously developed substance abusing behavior. On the other hand, the story also indicates that illicit substance, the use of which is legally prohibited, is accessible to students around school and with affordable price.

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[8] This story of the student was shared by the supervisor who had served as secondary school director. The story happened last year (2018/19) while he was secondary school director.

The survey result in relation to the price of substance is presented in Table 8.

Table 8: Price of Substance

Price Estimation	Response options	Frequency of response	Response in percent
How do you estimate the price of substances?	cheap	11	14%
	Expensive	9	12%
	cheap & expensive	19	24%
	no response	39	50%
Total		78	100%

Source: Compiled from survey data March, 2020

As indicated in Table 8, 14% of the respondents responded the price of substance to be cheap, 12% said it is expensive while 24% said that there are substances which are cheap and substances which are expensive. From this, one can infer on the availability of substance with affordable price to the students, since saying 'cheap', from the perspective of the students, can be construed to mean that the price is within the purchasing capability of students.

Hence, the findings of the qualitative and quantitative data show that substance is accessible from the business undertakings and the social networks around the school and with affordable price to students. Also, the fact that substances are easily accessible in and around school has significantly influenced students to abuse substances. This result is supported by the pyschosocial development theory (Erikson, 1950) and availability-proneness theory (Smart, 1980). According to the psychosocial development theory, secondary school students, being in the age of adolescence, develop the internal derive of exploring and defining self. According to Samrt (1980), this age specific internal drive of adolescents to define self makes the students prone to experiment substance when the latter is easily available which increases risk of developing substance abusing behavior.

Furthermore, the finding which affirms the influence of school environment on the behavior of students to abuse susbtance is in harmony to findings by Atoyebi & Atoyebi (2013). According to Atoyebi & Atoyebi (2013), most of the adolescents who abuse substance have the awareness

about the negative effects of using substance; the decision to initation substance and latter abuse substance is influenced more by the social environment than the lack of knowledge about the adverse effects of substance. Fekadu, Alem & Hanlon (2007) have also highlighted on the increased possibility of adolescents substance abuse to be influenced by socio-econimic environment. Another study conducted on Ambo town secondary school students confirmed that students who have access to substance are 2.2 times more likely to abuse substance than those who were not (Mekuria et al, 2018).

On the other hand, the findings of this study challenge the finding by Assefa (2015) which the latter concluded on the association between easy availability of substance and student substance abuse to be statistically insignificant. The quantitative result of this research shows that 41% of the students can easily access substances near the school or in the school while the qualitative result explained in-depth the possibility of the school environment, i.e., the availability of businesses and social networks that avail substance to students, to motivate students to use substances.

4.4. Substance Abuse and its Effect on Learning

This section investigates the problem, i.e., the effect of substance abuse on learning, from the point of view of education achievement, attendance in school, participation in education activities, participation non-education school based social activities and the behavior of student to adapt to school regulations.

4.4.1. Substance Abuse and Education Achievement

The majority of the interview informants (the teachers and the counselor) admitted the influence of substance use on the grade performance of the students. Student who abuse substance are with the least interest to learn. They do not attend attentively in class since most of the time they engage in activities like making side talks, mimic behind teachers to make fun to the class, quarrel with students, etc.These activities not only divert them from attending the class, they also interupt other students from attending in class.

On the other hand, one of the supervisors reflected on the overall education performance of the students in the school to be good as compared to other secondary schools in Bole sub-city. But,

she also did not deny the existence of few students whose education achievement is the least for which, substance abuse has a share.

The results above show that substance using students are with increased risk of performing low in their education. Since these students become disinterested to learn, their achievement in education goes down. What is even worrying is the impact of substance abuse on other students. As presented above, students who abuse substance interrupt the teaching-learning process. Hence, substance abuse not only affects the achievement of the students who abuse substance but also of other students.This shows the problem of substance abuse by students being social problem thatcompromises learning requiring increased attention and intervention.

The quantitative results, as presented in Table 9, also show similarity with the qualitative results.

Table 9: Substance and Education Achievement

Grade achievement	Measuring Scale	Achievement in Percent
How do you rate your average academic grade performance of the total subjects in the last semester?	Excellent (above 90%)	9%
	Very Good (80%-89%)	15%
	Good (70% - 79%)	29%
	Satisfactory (60% - 69%)	35%
	Poor (Below 60%)	12%
	No response	0%
Total		**100%**
How do you rate the average academic performance of most of your classmates?	Excellent (above 90%)	10%
	Very Good (80%-89%)	18%
	Good (70% - 79%)	38%
	Satisfactory (60% - 69%)	26%
	Poor (Below 60%)	8%
	No response	**0%**
Total		**100%**

Source: Compiled from survey data March, 2020

According to Table 9, the majority of the students are good performers; while there are also students achiving satisfactory and below. This result is also in conformity with the secondary data which the researcher has refered to, i.e., grade record of students for the period September –

Novemebr, 2019 show similarity with the interview and survey results. According to the record, 54% of the students scored above 60%; while 46% of students scored below 60%.

Based on this result, the survey data has also explored on the reasons for low performance to find out is substance abuse has a role or not. Accordingly, the survey result is displayed in Table 10.

Table 10: Reasons for Low Achievement

Reasons for low achievement	Response options	Response in percent
What are the reasonsfor performing low in education	Using substance	34%
	The school environment	32%
	Others[9]	24%
	No response	10%
	Total	**100%**

Source: Compiled from survey data March, 2020

According to Table, 10, 34% of the students who perform low in education related their low performance tor substance abuse while 32% related it to the school environment. This result establishes the existence of relationship between substance abuse and education achievement. According to the result, substance has significant impact on the achievement of students.The school environment, as indicated in this result, is interpreted against section 4.1.3 above to mean the availability of substance around the school. So, when 32% of the respondents confirmed that the school environment has affected their education, it is construed to mean the easy availability of substance around school affect their education. Therefore, the results confirm that substance abuse has significant impact on low performenace in education.

Hence, this finding is in conformity with Eric et al. (2018) which asserts that substance abuse can cause the brain to lose the ability to index, store and interpret information. It also agrees with with findings of the study conducted on adolescents by Sebsibie (2018) which confirms learning achievement to be negatively affected by substance abuse. Another study conducted by Assefa

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[9] Under "others" the students have written the following: 'not having interest to study', 'relying on cheating'and'losing hope in education'.

(2015) also supports the finding of this reserach. It revealed the existence of association between the practice of substance abuse and academic performances.

4.4.2. Substance Abuse and School Attendance

Teachers confirmed the existence of few students who miss classes without being absent from school. These students know that absence recorded in the school record entails disciplinary measure. Hence, to avoid absence to be recorded in the school record, they come to school and after being recorded as present, they find a way to sneak out of the class or the school. This makes their class attendance to be 'on and off ', i.e., they attend one class session and find a way to sneak out in another class session.

The quantitative result also showsfew numbers of students being absence from school, as in Table 11.

Table 11: Absenteeism

Absense	Response options	Response in Percent
How do you rate your school attendance in the last month?	Regularly attended	67%
	Absent sometime	15%
	Absent most of the time	14%
	Non-response	4%
	Total	**100%**

Source: Compiled from survey data March, 2020

According to the result in Table 11, the numbers of students who are absent on regular basis constitute only 14%. Hence, absence is the least problem in the school. But, when this result is read in conjuction with the qualitative result indicated above; there are a number of students who miss classes while being registered present in the school record. Hence, it can be concluded that there are more than 14% students who miss classes.

Asked why the students get absent or miss class, the quantitative result shows the following in Chart 2 below.

Chart 2: Reason for Absenteeism
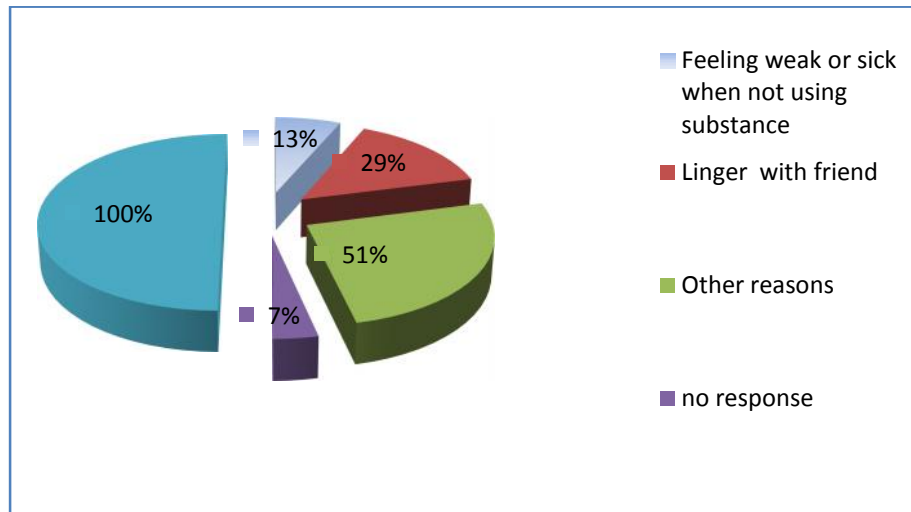
According to Chart 2, 13% of the respondents missed school because of the unhealthy feeling they experience as a result of not using substance, 29% missed to linger with friends and 51% for other reasons like getting sick or to handle some house or social responsibilities. 'Lingering with friends' can be interpreted to mean 'to use substance with friends' since students, as indicated in Table 5, prefer using substance with friends than alone, i.e., 24.3% responded to use substance with friends. Hence, substance abuse by students has significant influence on school absenteeism.

Generally, the findings show that there are a number of students who miss classes. In terms of the reason for absenteeism; substance abuse has significant influence on school absenteeism. The finding is in line with Eric et al. (2018) which confirm that students who abuse substance tend to stay away from classes and lessons because substance debilitates their strength and will power to study and engage in academic activities. It also agrees with the finding of Assefa (2015) which indicated the existence of significant association between the practice of substance abuse and academic performance of students, i.e., 2.5% of students who abuse substance face problem of absenteeism.

4.4.3. Substance Addiction and Students' Participation

The participation of students as discussed inhere include the participation of the students in education activities (class participation and delivering assignments) and their participation in non-education school based social activities (sports activities, participation in school clubs, etc).

Teachers are in consensus with regard to their observation on the participation of students who abuse substance. The students do not have the enthusiasm to make any participation in class. Rather, the students mostly disturb in the class both when they are in need of using substance and when they are in class after using substance. Regarding the participation of the students in non-education school based social activities; teachers and the counselor are in accord. Most students do not participate in non-education activities except for very few sport activities. Themain reason given is the absence of organized system in the school that motivates the students to participate. School clubs only exist in names with no concrete activity being carried out. .

The survey results, on the other hand, depict the following results.

Table 12: Participation in Education Activities

Participation and Reason	Response options	No. of responses	Response in Percent
How do you rate the participation of students in class?	Actively Participate	13	16.7%
	Participate sometime	47	60.3%
	Do not participate	13	16.7%
	No response	5	6.4%
	Total	**78**	**100%**
Do you think substance abuse affect class participation?	Yes	10	13%
	No	21	27%
	No response	47	60%
	Total	**78**	**100%**

Source: Compiled from survey data March, 2020

As Table 12 indicates that the majority of the respondents are average participants, i.e., participating sometime (60.3%). Though few in number, there are also students who do not participatein class (16.7%).

In relation to whether or not the participation in class is affected by substance abuse, the result shows that 13% admitted substance abuse to have affected participation; while 27% responded not to have effected. Here, a significant number of respondents (60%) did not make any response. The researcher has not been able to attach any meaning to the non-response since no result in the research complements is. So, the analysis of the data in Table 12, excluding non-responses, gives the meaning that substance abuse affects class participation but not significantly.

Another aspect of the students participation that is investigated in relation to substance abuse is the participation of students in non-education school based social activities. The result of the survey in this regard shows the following.

Table 13: Participation in Non-Education Activities

Participation and Reason	Response options	No. of responses	Response in Percent
How do you rate the participation of students in non-education school based social activities?	Actively participate	2	2.6%
	Participate rarely	33	42.3%
	Do not participate	43	55.1%
	No response	0	0.0%
Total		**78**	**100%**
What other activities do students engage in school?	Linger with friends	45	58%
	Use substance	8	10%
	Distribute substance	3	4%
	Others[10]	22	28%
Total		**78**	**100%**

Source: Compiled from survey data March, 2020

As indicated in Table 13, the majority of the respondents (55.1%) do not participate in any non-education social activities in the school. 42.3% rarely participate and only 2.6% participate actively.

Asked about what other activities do the students engage in; 58% responded not to engage in any activity but linger with friends, 10% admitted to spend the time by abusing substance, 4% to engage in distributing substance. 'Lingering with friends' as indicated in Table 13 above is interpreted to mean 'to use substance with friends' in line with the interpretation given in section

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[10] Under "others" the respondents indicated 'study with friends'

4.4.2 above. With this interpretation in mind, there are significant number of students who abuse substance during their free time in school.

Hence, the participation of students in non-education social activities in the school is almost none and most of the students spend most of their time in unproductive activities like lingering around with friends with no definite purpose or using substance or distributing substance except for few who study during their non-class hours. As to why students are not participating in non-education activities, the qualitative result underlined the failure of the school to take proactive measures to motivate students to participate.

In general, the findings show that the participation of students in education related activities is affected by substance use. Students who abuse substance are least interested to participate in class and deliver assignments. It is in agreement with the findings by Eric et al. (2018) and Assefa (2015) which both assert substance abuse to negatively affect learning by decreasing the interest to attend and participate in class. On the other hand, with regard to the participation of students in non-education social activities, the finding shows that most students spend their free time in unproductive activities among which substance abuse has its share. Though no literature is found that discusses the issues as is discussed in this research, the findings of the research is supported by the psychosocial development theory Erikson (1950) and svailability-prone theory (Smart, 1980) which state that adolescents are with increased internal drive to define self which make them enthusiastic to try out available role and in the instance where students are not provided with alternative and productive social roles, they resort to practicing roles which are easily available.

4.4.4. Substance Abuse and Students' Behavior

According to the teachers, there are students on whomthe school takesrepeated disciplinary measures in relation to substance using behavior of the students. These students, as stated in previous sections, show the behavior of disturbing in classes and quarrelling with teachers and students, achieving low in education, repeatedly missing classes and failing to deliver education assignments. Because of these behaviors of the students, the school takes repeated disciplinary measures or refers them to the counselor for counseling and support.

The investigation done using the quantitative method to establish the influence of substance use on the behavior of students is presented in Table 14 and Table 15 in two ways. On the one hand, the result establishes the incidence of disciplinary measure in the school to be able to get a general picture about the behavior of students in the school. On the other hand, the reasons for the disciplinary measures are presented to show whether or not substance use has contribution to misbehavior.

Table 14: Disciplinary Measures Taken on Students

Disciplinary Measure in six Months	Response options	Gender	Response in percent
Did the school ever taken disciplinary measure in the last six month?	Yes	Boys	23%
		girls	10%
		Sub-total	**33%**
	No		63%
	no response		4%
		Total	**100%**

Source: Compiled from survey data March, 2020

Table 14 shows that disciplinary action has been taken on 33% of the respondents (23% boys and 10% girls) in the last six months. On the other hand, 63% responded no disciplinary measure being taken on them. The results establish two things. The numbers of student with behavioral problems are few and fewer girls misbehave than boys**.**

Finally, disciplinary measures taken by the school have also been investigated from the perspective of the reasons for the disciplinary measures (Table 15).

Table 15: Reasons for Disciplinary Measures

Why Disciplinary Measures	Reasons	Response in percent
Which of the following actions or behavior subjected you to disciplinary measures?	Poor academic performance	4%
	Coming late to school	36%
	Being absent from school	4%
	Disturbing in class room	23%
	Quarreling/fighting with students	9%
	Quarrelling with teachers and school administrators	4%
	Substance use	11%
	Others	0%
	No response	9%
	Total	**100%**

Source: Compiled from survey data March, 2020

According to Table 15, disciplinary measures have been taken due to different reasons like coming to school late, disturbing in class, using substance, quarrelling with students, absenteeism and poor academic performance and quarrelling with teachers and school administration. The result shows that substance use accounts only 11% as reason for disciplinary measure. But, closer look into the other reasons enlisted above, i.e., the behavior of disturbing in class, quarrelling with students/teachers/school administrators and absenteeism, have relation with substance use. For example, the qualitative results discussed under section 4.1.4.4 above show that students who abuse substance disturb in class, quarrel with students and teachers, fail to deliver education assignments and repeatedly miss classes. Based on these results, it can therefore be concluded that substance abuse has significant impact on the misbehavior of students susbjecting them to disciplinary measures.

To conclude, the research investigated the influence of substance abuse on learning with respect to the behavior of students. Though the findings show that the number of students on whom the school takes disciplinary measure is few, substance abuse has its share for the misbehavior of students. According to the research, students who use substance usually disturb in class, quarrel with students and teachers and fail to deliver assignments. Disciplinary measures taken on students in relation to these reasons has been found to be quarrelling with students, poor academic performance and quarrelling with teachers and school administration. This finding is in line with Assefa (2015) which confirmed substance abuse to push students to misbehave, i.e., 5.1% of students who use substance has the behavior of quarreling with parents and teachers.The finding also aligns with what Fareo (2012) asserted, i.e., the increasing rate of substance abuse among adolescents has a strong determinant effect on moral decadence and loss of societal values and ideals.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The research was conducted with the objective ofdeterming the extent of substance abuse by secondary school students and investigating the influence of school environment on substance abuse and how substance abuse affects learning.In line with this objective, three research questions have been developed to guide the investigation. The study was conducted usingmixed research methods in which qualitative and quantitative methods have been usedwith equal weight. Survey and interview methodswerethe main data collection methods used supplemented by secondary data and observation. Samples were drawn randomly (for the quantitative) and purposively (for the qualitative). These methods enabled to collect wide and rich data that resulted in having representative and reliable finding that sufficiently describe and explain the problem. The research also used psychosocial development and social learning theories as framework to analyse data and to support the validation of findings.

Accordingly, the study establishes a significant number of students at Bole Community secondary school abusing substance. Khat, cigarette, cannabis, alcohol and shisha are the most abused substances and mostly used in combination. Age of initiating substance is mostly 15 years and above.

Availability of substance around the school is a problem which influences students to abuse substance which mostly are availed through the bussiness undertakings and the social networks around the school.

Finally, the findings also show that substance abuse negatively affects learning in different ways. Students who abuse substance lose interest to attend classes attentively, repeatedly miss classes and fail to comply with school regulations as a result of which repeated disciplinary measures are taken on them. All these make the performance of the students' to slide down from time to time. On the other hand, the finding also shows failure of the school to establish a system that motivates students to engage in non-education school based social activities to have contributed to pushing students to abuse substances, i.e., when students are not provided with activities on their leisure time, they are at increased risk to engage in risky behavior like substance abuse.

In general, the research underlines substance abuse among secondary schools being a problem affecting a significant number of students. One of the reasons for substancial number of students being affected by substance abuse is easy availability. This necessitates revisitng school environments as it controls the supply of substances to students through the bussineses and the social networks around and in the school. The research has also undelined substance abuse to have its role in compromising learning outcomes which call for the integration of prevention mechanism within education strategies that gear for enhacing quality education.

On the other hand however, the research has its own limitations. It only investigated the prevalence of substance abuse, the influence of school environment on substance abusive behavior of students and how substance abuse affects learning. It is also limited to one specific secondary school, Bole Community secondary school. This means that the results do not show the trend of substance abuse by adolescents in general and the effect of substance in a comprehensive manner. It may also be argued that the results only reflect the reality of one secondary school; not generally applicable to all secondary school students of Addis Ababa.

In a nutshell, the results and the gaps of the research have academic and practice implications. More researches need to be initatited that investigate the problem at broader level, i.e., looking into the problem at wider scope in geography and theme, so that findings inform national policies and programs that promote safe learning environment free of susbtances. Parallel with this, there is also a need to design and implement programs that ensure safe learning environment and expand social activities that enable student to invest their leisure time productively. Finally, the results of the research also necessitate the enforcement of policy and legal frameworks that sustain safe learning environment and streghten coordination on the prevention of substance abuse by students.

5.2. Recommendations

Based on the results of the research, this section recommends the following strategies that are believed to curb the problem. The strategies presented herein below include strategies that need to be implemented at social work policy, practice and research levels.

5.2.1. Strategies at Social work Policy level

- Laws issued by the government protecting children (persons under the age of 21 years) from accessing substances like cigarette and alcohol need to be enforced by strengthening monitoring around schools.

- Preventing substance abuse by students and facilitating school environment free from substances demands the concerted efforts of many actors inc;uding parents, business community, government & non-government actors. This concerted action should not be left to the will of the actors. The government need to issues legal framework that enforces coordination by defining roles and responsibilities of actors in the coordination so that stakeholders would be held accountable for failing to coordinate.

- To strengthen the service of counseling and guidance, the government needs to support schools by developing minimum standards that guide the service of counseling and guidance.This promotes quality and accountability in service so that students who are abusing substances will be able to rehabilitate and other students will be protected from engaging into abusing substance.

- To make the awareness on the adverse effect of susbstance more effective, the government needs to revisit the curriculum, especially the teachers training curriculum. Though information on the adverse effects of substance is included in the current curriculum, it has not helped in curbing the problem as it should.

5.2.2. Strategies at Social Work Practice level

- Strong school based monitoring system need to be established in coordination with communities, students, school staff and law enforcement offcials. The school also needs to establish incentive mechanism that motivates commitment from stakeholders**.**

- Structures and social activites that promote positive behavior among students need to be streghtened at school level. These might include revitalizing school clubs, renovating the school compound as it facilitates different social activities like sport competetions, art competetions, etc.

- Though counseling and guidance service is already available, the service needs to be streghtened. Revitalizing the counseling service requires renovating office, building the capacities of counselors and establishing a referral network with other service providers outside the school so that students who are in need of services like medical support, family counseling etc. would be able to access them.

5.2.3. Strategies at Social Work Research level

There is also a need to intitate research that investigates the problem at broader level including Addis Ababa and other regions of Ethiopia so that policies and strategies that sustainabily promote safe learning environment, i.e., a learning environment free from substances, would sustanabily established as it complements to the effort of the government to enhance better learning outcomes.

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<div align="center">**Appendices**</div>

Appendice 1: Survey Questionnaire – English

<div align="center">**Before you start, please read this**</div>

This is a research project being implemented in the partial fulfillment of the requirements for the degree of masters in social work and to be submitted tothe department of graduate studies ofSt. Mary University. It is a research that focuses to determine the extent of substance abuse among students of Bole Community secondary school and to investigate the influence of school environment on the substance abuse by students and how substance abuse affects learning. The findings will be used to recommend on strategies that facilitate safe learning environment that foster learning and healthy development of students.

You have been randomly selected to take part in this study. You should not write names. This is done to ensure the confidentiality of the information you provide. There is no right and wrong answer; but genuine responses are highly encouraged. The questionnaire has 42 questions. Please provide only one answer, except for those questions which specifically allows you to choose more than one answer. Completing the questionnaire is voluntary.

Do you agree to proceed?

Yes ☐   No ☐

If your answer is yes, please proceed to the next pages.

<div align="center">Thank you in advance for your participation!</div>

Please read every question and mark your best answer for each question by putting (x) in the box

No.	Questions	Responses
		I. Questions about some background information about you
1	What is you sex?	Male ☐ Female ☐
2	What is your age?	Below 14 years ☐ 14 years ☐ 15years ☐ 16years ☐ 17years. ☐ 18years ☐ 19 years ☐ Above 19 years ☐
3	Which grade are you?	Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐
		II. Questions about substance use
	Questions related to substance experience	
4	Have you ever used substances of any type?	Yes ☐ **No** ☐
5	Do you still use substance of any type?	Yes ☐ No ☐

6	If your answer is yes, which ones have you used or you still use (you can choose more than one, if your experience is so)	Cigarette [ ] Shisha [ ] Khat [ ] Marijuana [ ] Hashsish [ ] beer [ ] wine [ ] spirits [ ] Tramadol (non-prescription) [ ] Heroin [ ] Cocaine [ ] Other, specify…………………
7	At which age range did you first start using substance?	Before the age of 14 years [ ] After the age of 14 year [ ]
8	Which factor mostly influenced you to use substances?	Easy access [ ] Peer influence [ ] Easy access and peer influence [ ] Other, specify…………………
9	How do you evaluate your use of substances?	use daily [ ] use once in a week [ ] use more than once in a week [ ] use whenever I get [ ] I don't use [ ]
10	With whom do you usually use substances?	By myself With friends With my girlfriend/boyfriend With any person
Questions related to knowledge about peers using substances		

11	Do you know students in your class room or school who use substances?	Yes ☐ No ☐
12	Which of the substances do you know these students using (you can choose more than one)?	Cigarette ☐ Shisha ☐ Khat ☐ Marijuana ☐ Hashsish ☐ beer ☐ wine ☐ spirits ☐ Tramadol (non-prescription) ☐ Heroin ☐ Cocaine ☐ Other, specify…………………
	III. Questions about school environment in relation to substances	
13	If you want to buy substance, where do you usually get?	In the school compound ☐ Near the school compound ☐ Far from the school compound ☐ I don't know ☐
14	From which specific place or person can one get substance?	Friends in school ☐ Khat houses ☐ Street venders ☐ Bars/restaurants ☐ Others specify …………….
15	How do you estimate the price of substances?	Cheap ☐ Expensive ☐ cheap and expensive ☐
	IV. Questions on the Influence of Substance on Learning	
16	How do you rate your average academic grade performance of the total subjects in	Excellent (above 90%) ☐

	the last semester?	Very good (80-89%) [ ]
		Good (70-79%) [ ]
		Satisfactory (60-69%) [ ]
		Poor (below 60%) [ ]
17	If your answer is satisfactory and/or poor, why do you think that is so?	Using substance affected my education [ ]
		My friends who use substance affected my education [ ]
		My school environment affected my education [ ]
		Others, specify ………………………
18	How do you rate the average academic performance of most of your classmates?	Excellent (above 90%) [ ]
		Very good (80-89%) [ ]
		Good (70-79%) [ ]
		Satisfactory (60-69%) [ ]
		Poor (below 60%) [ ]
19	If your answer is satisfactory or poor, why do you think that is so?	Their substance using behavior has affected their education [ ]
		The pressure of substance using peers has affected their education [ ]
		The school environment has affected their education [ ]
		Others, specify ………………………
20	How do you rate your school attendance in the last month?	Regularly attended [ ]
		Absent most of the time [ ]
		Absent sometime [ ]
21	What is the reason for most of your absenteeism?	Feel weak when not able to get substance [ ]
		Feel sick when not able to get substance [ ]

		To hang around with friends ☐ Others, specify ………………………….
22	How do you rate your class attendance in a day?	Attend all the classes ☐ Miss most classes ☐ Miss some classes ☐
23	What do you do when you miss classes?	Use substances ☐ Hang around with peers ☐ Distribute substance ☐ Others, specify ……………………
24	How do you rate the attendance of your classmates?	Most students attended class regularly ☐ Most students are absent ☐ There are students who regularly attend; there are also students who miss class ☐
25	Do you think their absenteeism has been affected by substance use?	Yes ☐ No ☐
26	How do you rate your participation in class?	Actively participate ☐ Participate sometime ☐ Do not participate ☐
27	Do you think using substance has affected your class participation?	Yes ☐ No ☐
28	How do you rate the class participation of most of your class mates?	Most students actively participate ☐ Most students do not participate ☐ There are students who participate, there are also students who do not participate ☐
29	Do you think using substance has affected their participation?	Yes ☐ No ☐

30	How do you rate your participation in extra-curricular activities (school clubs, sports, tutoring other students and involving in different competitions)?	actively participate ☐ participate rarely ☐ do not participate ☐
31	If you are not participating, what other activities do you engage while in school?	Lingering with friends ☐ Use substances ☐ Distribute substance ☐ Other, specify ……………………
32	How do you rate the participation of students in extra-curricular activities?	Most students actively participate ☐ Most students do not participate ☐ There are students who actively participate and there are also students who do not participate ☐
33	Those students who do no engage in extra-curiccula activities, what else do they do at school?	Linger with friends ☐ Use substances ☐ distribute substance ☐ Other specify……………………..
34	Did the school have ever taken disciplinary measure on you in the last six month?	Yes ☐ No ☐
35	If your answer is yes, how often was disciplinary measure taken on you?	more than 6 times ☐ 4-6 times ☐ 1-3 times ☐ Never ☐
36	Which of the following actions or behavior subjected you to disciplinary measures? (you can choose more than one)	Poor academic performance ☐ Coming late to school ☐ Being absent from school ☐ Disturbing in class rooms ☐ Quarreling/fighting with students ☐ Quarrelling with teachers and school administrators ☐ Red handed while using/ holding substance ☐

		Others specify…………..
37	Do you relate these behaviors with substance use?	Yes ☐ No ☐
38	Do you know students in your class room and school on whom the school takes repeated disciplinary measures?	Yes ☐ No ☐
39	Which of the following actions or behavior do you think subjected them to disciplinary measures?	Poor academic performance ☐ Coming late to school ☐ Being absent from school ☐ Disturbing in class rooms ☐ Quarreling/fighting with students ☐ Quarrelling with teachers and school administrators ☐ Red handed while using substance ☐ Others, specify ………………..
40	Do you relate these behaviors with substance use?	Yes ☐ No ☐
	V. Questions on Strategies that Curb the Problem	
41	Do you think schools have a role in bringing solution to the problem?	Yes ☐ No ☐
42	If your answer is yes, with whom should school coordinate?	The government ☐ Civil society organizations ☐ Communities ☐ Parents ☐ Students ☐ Teachers ☐ Other professionals ☐ Others, specify ……………………

Thank you for taking the time to answer these questions. We hope that you did not forget to answer any of them that you intended to answer.

Appendice 2: Survey questionnaire – Amharic

መጠይቁን መሙላት ከመጀመርህ/ሽ በፊት እባክህ/ሽ መመሪያውን አንብብ/ቢ.

ይህ መጠይቅ የተዘጋጀው በቅድስተ ማሪያም ዩኒቨርሲቲ በማህበራዊ ሳይንስ የትምህርት (social work) ዘርፍ ሁለተኛ ዲግሪ ለማግኘት እየተሰራ ላለው ጥናት መረጃ ለማሰባሰብ ነው፡፡ ጥናቱ በዋናነት የሚያተኩረው የእጆች አጣቃቀም በቦሌ ማህበረሰብ ት/ቤት ተማሪዎች ምን እንደሚመስል፤ በት/ቤት ዙሪያ የእጆች በቀላሉ መገኘት በተማሪዎች ለሱስ መጋለጥና ለትምህታቸው መቀነስ ምክንያት መሆኑን የሚያረጋግጥ ማስረጃ በማሰብሰብ ለመመር ምቹ የሆነ አካባቢን ለማመቻቸት የሚያስችል የመፍትሄ አቅጣጫ ማመላከት ነው፡፡

አንተ/ቺ መጠይቁን እንድትሞላ/ይ ከተማሪዎች መካከል የተመረጥከው/ሽው የተለየ ምክንያት ኖሮ ሳይሆን እጣ ስለደረሰህ/ሽ ነው፡፡ በመጠይቁ ላይ ስም አይሞላም፡፡ ይህ የተደረገውም የሚሰጠውን መረጃ ሚስጥራዊነት ለመጠበቅ ነው፡፡ ትክክልና ስህተት የሚባል መልስ የለም፡፡ ነገር ግን እውነተኛ ምላሽ መስጠት የጥናቱን ግኝት ትክክለኛ ስለሚያደርገው የምታውቀውን/ቺውን በእውነት እንድትመልስ/ሽ እናበረታታለን፡፡ ይህ መጠይቅ 42 ጥያቄዎችን ይዟል፡፡

ለእያንዳንዱ ጥያቄ አንድ ምላሽ ብቻ ስጥ/ጪ፡፡ ነገር ግን ከአንድ በላይ ምላሽ የሚሹ ጥያቄዎች ሲኖሩ በጥያቄው ላይ ከአንድ በላይ ምላሽ መስጠት የሚቻል መሆኑ ይገለፃል፡፡ መጠይቁ የሚሞላው በነዛ ፊቃድ ነው፡፡

ፈቃደኛ ነህ/ሽ?　　አዎ　▢　　　አይደለሁም　▢

ፈቃደኛ ከሆንክ/ሽ ወደ ቀጣይ ገፆች ቀጥል/ይ፡፡

ጀጀስለተሳተፍህ/ሽ በቅድሚያ እናመሰግናለን፡፡

ጥያቄዎቹን በማንበብ በ ትይዩ ከተቀመጡት መልሶች መካከል በመምረጥ በሳጥኑ ውስጥ የ(x) ምልክት በማድረግ ይመልሱ

1. የግል መረጃን የሚመለከቱ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	መልሶች
1	ጾታህ/ሽ	ወንድ ☐ ሴት ☐
2	እድሜህ/ሽ	ከ14 ዓመት በታች ☐ 14 ዓመት ☐ 15 ዓመት ☐ 16 ዓመት ☐ 17 ዓመት ☐ 18 ዓመት ☐ 19 ዓመት ☐ ከ19 ዓመት በላይ ☐
3	ስንተኛ ክፍል ነህ/ሽ?	9ኛ ክፍል ☐ 10ኛ ክፍል ☐ 11ኛ ክፍል ☐ 12ኛ ክፍል ☐
**2. ከእፆችመጠቀምጋርየተገናኙጥያቄዎች**	
**የእፆች መጠቀም ልምድ ጋር የተያያዙ ጥያቄዎች**	
4	ማንኛውንም የእፅ ዓይነት ተጠቅመህ ታውቃለህ/ታውቂያለሽ?	አዎ ☐ አይ ☐
5	አሁንስ ትጠቀማለህ/ትጠቀሚያለሽ?	አዎ ☐ አይ ☐

6	የምትጠቀም/ሚ ወይም ተጠቅመህ/ሽ የምታውቅ/ቂ ከሆነ የትኛውን ዓይነት ነው (መልሱ ከአንድ በላይ ከሆነ ከአንድ በላይ መምረጥ ይቻላል)	ሲጋራ ☐
		ሺሻ ☐
		ጫት ☐
		ማሪዋና ☐
		ሀሺሽ ☐
		ቢራ ☐
		ወይን ☐
		አረቄ ☐
		ትራማዶል (ያለሀኪም ትዕዛዝ) ☐
		ሄሮይን ☐
		ኮኬይን ☐
		ሌላ ካለ ግለፅ/ጭ ....
7	መጀመሪያ እፅ መጠቀም ስትጀምር/ሪ በየትኛው የእድሜ ክልል ነበርክ/ሽ?	ከ14 ዓመቴ በፊት ☐
		ከ14 ዓመቴ በኋላ ☐
8	የትኛው ጉዳይ ለእፅ መጠቀም ዋነኛ ምክንያት ሆነህ/ሽ?	በቀላሉ ማግኘት ☐
		የጓደኛ ግፊት ☐
		በቀላሉ ማግኘትና የጓደኛ ግፊት ☐
		ሌላ ካለ ግለፅ/ጭ ....
9	የእፅ አጠቃቀምህን/ሽን እንዴት ትገመግመዋለህ/ሽ?	በየቀኑ እጠቀማለሁ ☐
		በሳምንት አንዴ እጠቀማለሁ ☐
		በሳምንት ከአንድ ጊዜ በላይ እጠቀማለሁ ☐
		ባገኘሁ ጊዜ ሁሉ እጠቀማለሁ ☐
		አልጠቀመም ☐
10	በአብዛኛው ከማን ጋር ሆነህ/ሽ ትጠቀማለህ/ሽ?	ለብቻዬ ☐
		ከጓደኞቼ ጋር ☐
		ከሴት/ከወንድ ጓደኛዬ ጋር ☐
		ካገኘሁት ሰው ጋር ☐

ከሴሎች ተማሪዎች እፅ አጠቃቀም ልምድ ጋር የተያያዙ ጥያቄዎች

11	በክፍል ወይም በትምህርት ቤት ውስጥ እፅ የሚጠቀም ተማሪ ታውቃልህ/ሽ?	አውቃለሁ ☐ አላውቅም ☐
12	እነዚህ ተማሪዎች የትኛውን የእፅ አይነት ይጠቀማሉ? (መልሱ ከአንድ በላይ ከሆነ፤ ከአንድ በላይ መምረጥ ይቻላል)	ሲጋራ ☐ ሺሻ ☐ ጫት ☐ ማሪዋና ☐ ሀሺሽ ☐ ቢራ ☐ ወይን ☐ አረቄ ☐ ትራማዶል (ያለሀኪም ትዕዛዝ) ☐ ሄሮይን ☐ ኮኬይን ☐ ሌላ ካለ ግለፅ/ጭ ………………
	3. ከእፃች ጋር በተያያዘ ከት/ቤት አካባቢ ጋር የተያያዙ ጥያቄዎች	
13	እፅ ማግኘት ከፈለክ/ሽ በአብዛኛው ከየት ታገኛል/ሽ?	በት/ቤት ውስጥ☐ ከት/ቤት በቅርብ ርቀት☐ ከት/ቤት ከራቀ አካባቢ☐ አላውቅም☐
14	እጾችን ከየትኛው ቦታ ወይም ሰው በብዛት ታገኛለህ/ሽ?	ከት/ቤት ጓደኛ ☐ ከጫት ቤት ☐ ከጀብሎዎች ☐ ከመጠጥ ቤቶች/ከምግብ ቤቶች☐ ሌላ ካለ ግለጽ/ጭ ……………
15	የእፃችን ዋጋ እንዴት ትገምታለህ/ሽ?	ርካሽ ☐ ውድ ☐ ርካሽም፤ ውድም☐

	4. እያች በትምህርት ላይ የሚያስከትሉት ችግር ጋር የተያያዙ ጥያቄዎች	
16	ያለፈውን ሴሚስተር አማካኝ አጠቃላይ ውጤትህ/ሽን እንዴት ትመዝነዋለህ/ሽ?	• እጅግ በጣም ጥሩ(ከ90% በላይ☐ • በጣም ጥሩ (80-89%☐ • ጥሩ (70-79%☐ • መካከለኛ (60-69%☐ • ዝቅተኛ (60% በታ☐
17	መልስህ/ሽ መካከለኛና ዝቅተኛ ከሆነ፣ ይህ ለምን ሆነ ብለህ/ሽ ታስቢያለሽ?	• እፅ መጠቀሜ ውጤቴን ጎድቶታል ☐ • እፅ የሚጠቀሙ ጓደኞቹ ውጤቴ እንዲቀንስ ምክንያት ሆነዋል ☐ • የት/ቤቱ አካባቢ ለውጤቴ መቀነስ ምክንያት ☐ል • ሌላ ካለ ግለፅ/ጪ ………………………
18	አብዛኛውን የክፍልህን/ሽን ተማሪዎች ውጤት እንዴት ትገመግመዋለህ ?	• እጅግ በጣም ጥሩ(ከ90% በላይ) ☐ • በጣም ጥሩ (80-89%) ☐ • ጥሩ (70-79%) ☐ • መካከለኛ (60-69%) ☐ • ዝቅተኛ (60% በታች) ☐
19	መልስህ/ሽ መካከለኛና ዝቅተኛ ከሆነ፣ ይህ ለምን ሆነ ብለህ/ሽ ታስቢያለሽ?	• እፅ መጠቀማቸው ውጤታቸውን ጎድ☐ • እፅ የሚጠቀሙ ጓደኞቻቸው ለውጤታቸው መቀነስ ምክንያ☐ ሆነዋል • የት/ቤቱ አካባቢ ለአብዛኛው ተማሪ ውጤት መቀነስ ምክንያ☐ኛል • ሌላ ካለ ግለፅ/ጪ ………………………
20	ያለፈውን ወር የትምህርት ክትትል እንዴት ትገመግመዋለህ/ሽ?	በአብዛኛው ተከታትያለሁ ☐ በአብዛኛው ቀርቻለሁ ☐ የተወሰነ ቀን ቀርቻለሁ ☐

21	ከት/ቤት ለመቅረትህ/ሽ በአብዛኛው ምክንያቱ ምን ነበር?	እዕ ሳላገኝ ድካም ወይም ህመም ስለሚሰማኝ ☐ እዕ ለመጠቀም ☐ ከጓደኛ ጋር ጊዜ ለማሳለፍ ☐ ሌላ ካለ ግለዕ/ጪ ....
22	በቀን ውስጥ ያሉ የትምህርት ክፍለ ጊዜያቾችን እንዴት ትከታተላለህ/ያለሽ?	ሁሉንም ክፍለ ጊዜ እከታተላለ☐ አብዛኛውን ክፍለ ጊዜ አለከታተልኛ☐ አንዳንድ ክፍለ ጊዜያትን አልከታተልም☐
23	ከክፍል በምትወጣ/ጪ ጊዜ በአብዛኛው ምን ታደርጋለህ/ሽ?	እያችን እጠቀማለሁ☐ ከንደኞች ጋር አሳልፋለሁ ☐ እያችን አከፋፍላለሁ☐ ሌላ ካለ ግለጥ/ጪ ....
24	የክፍል ተማሪዎችህን/ሽን የክፍል ክትትል እንዴት ትገመግመዋለህ/ሽ?	አብዛኛው ተማሪ በአግባቡ ይከታተላ☐ አብዛኛው ተማሪ ብዙ ጊዜ ይቀራ☐ በአግባቡ የሚከታተልም የሚቀርም ተማሪ አ☐
25	የተማሪዎች ከክፍል መቅረት ከእዕ መጠቀም ጋር ግንኙነት አለው ብለህ ታስባለህ/ሽ?	አለው ☐ የለውም ☐
26	የክፍል ውስጥ ተሳትፎህን/ሽን እንዴት ትገመግመዋለህ/ሚዋለሽ?	በንቃት እሳተፋለሁ e☐ አልፎ አልፎ እሳተፋለሁ ☐ አልሳተፍም ☐
27	እዕ መጠቀሜ በክፍል ውስጥ ያለኝን ተሳትፎዬን ጎድቶታል ብለህ/ሽ ታስባለህ/ሽ?	አዎ ☐ አይ ☐
28	የክፍል ተማሪዎችህን/ሽን ተሳትፎ እንዴት ትገመግመዋለስ/ሽ?	አብዛኛው ተማሪ በአግባቡ ይሳተፋል ☐

			አብዛኛው ተማሪ አይሳተፍም ☐
			የሚሳተፍም የማይሳተፍም ተማሪ አለ ☐
29	የተማሪዎች እዕ መጠቀም በክፍል ውስጥ ያላቸውን ተሳትፎ የነዳው ይመስልሃል/ሻል?		አዎ ☐
			አይ ☐
30	በት/ቤት ውስጥ ከትምህርት ውጭ በሆኑ እንቅስቃሴዎች ውስጥ (ለሆኑሳሌ በክበባት ውስጥ፤ በስፖRታዊ እንቅስቃሴዎች ውስጥ፤ ሌሎችን በማስጠናት እና በሌሎች ውድድሮች) ያለህን/ሽን ተሳትፎ እንዴት ትገመግሚዋለህ/ሽ?		በንቃት እሳተፈለሁ ☐
			አልፎ አልፎ እሳተፈለሁ ☐
			አልሳተፍም ☐
31	በእነዚህ እንቅስቃሴዎች ውስጥ የማትሳተፍ/ፈ ከሆነ፣ በሌላ በምን እንቅስቃሴ ውስጥ ትሳተፋለህ/ሽ?		ከጓደኞች ጋር ማሳለፍ ☐
			እያችን በመጠቀም ☐
			እያችን በመሽጥ ☐
			ሌላ ካለ ግለፅ/ጪ ………………………
32	ት/ቤቱ ውስጥ ባሉ ስፖRታዊ እንቅስቃሴዎች፣ በክበባት፣ ሌሎችን በማስጠናት እና በሌሎች እንቅስቃሴዎችና ውድድሮች የሚሳተፉ ተማሪዎችን እንቅስቃሴ እንዴት ትገመግመዋለህ/ሽ?		አብዛኛው ተማሪ በአግባቡ ይሳተፋል ☐
			አብዛኛው ተማሪ አይሳተፍም ☐
			የሚሳተፍም የማይሳተፍም ተማሪ አለ ☐
33	ከላይ በቁጥR 32 ሥር በተመለከቱት እንቅስቃሴዎች ውስጥ የማይሳተፉ ተማሪዎች በአብዛኛው በት/ቤት ውስጥ ምን ይሰራሉ?		ከጓደኞች ጋር ጊዜ ማሳለፍ ☐
			እያችን በመጠቀም ☐
			እያችን በመሽጥ ☐
			ሌላ ካለ ግለፅ/ጪ ………………………
34	ባለፈው ሴሚስተር በት/ቤቱ የዲሲፒሊን እRምጃ ተወስዶብህ/ሽ ያውቃል?		አዎ ☐
			አይ ☐
35	መልስዎ አዎ ከሆነ፣ ባለፈው ሴሚስተር በምን ያህል ድግግሞሽ እRምጃ ተወሰደብህ/ሽ?		ከ 6 ጊዜ በላይ ☐
			ከ 4- 6 ጊዜ ☐
			ከ 1- 3 ጊዜ ☐

		ምንም ጊዜ ☐
36	በየትኛው የድርጊት ምክንያት ነው የዲሲፕሊን እርምጃ የተወሰደብህ/ሽ? (ከአንድ በላይ መምረጥ ትችላለህ/ሽ)	• በትምህርት ውጤት መቀነስ ☐ • በማርፈድ ☐ • በመቅረት ☐ • በክፍል ውስጥ በመረበሽ ☐ • ከተማሪ ጋር በመጣላት/በመደባደብ ☐ • ከአስተማሪና ከዳይሬክተር ጋር በመጣላት s ☐ እፅ ስጠቀም ወይም ይገፌ በመገኘቱ ☐ • ላሌ ካለ ግለፅ/ጪ…………
37	እነዚህ የዲሲፕሊን እርምጃ እንዲወሰድብህ/ሽ ምክንያት የሆኑት ችግሮች ከእፅ መጠቀምህ/ሽ ጋር ግንኙነት አላቸው ብለህ/ሽ ታሳባለህ/ሽ?	አዎ ☐ አይ ☐
38	በት/ቤቱ ወይም በክፍል ውስጥ ት/ቤቱ ተደጋጋሚ የዲሲፕሊን እርምጃ የሚወስድባቸው ተማሪዎች አሉ?	አዎ ☐ አይ ☐
39	በየትኛው የድርጊት ምክንያት ነው ተማሪዎቹ በአብዛኛው የዲሲፕሊን እርምጃ የተወሰደባቸው? (ከአንድ በላይ መምረጥ ትችላለህ/ሽ)	• በትምህረት ውጤት መቀነስ ☐ • በማርፈድ ☐ • በመቅረት ☐ • በክፍል ውስጥ በመረበሽ ☐ • ከተማሪ ጋር በመጣላት/በመደባደብ ☐ • ከአስተማሪና ከዳይሬክተር ጋር በመጣላት s ☐ እፅ በመጠቀም ወይም ይዞ በመገኘት ☐ • ላሌ ካለ ግለፅ/ጪ …………………
40	ተማሪዎቹ እነዚህ የዲሲፕሊን እርምጃ እንዲወሰድባቸው ምክንያት የሆኑት ችግሮች ከእፅ መጠቀም ጋር ግንኙነት አላቸው ብለህ/ሽ ታስባለህ/ሽ?	አዎ ☐ አይ ☐
5. ከመፍትሔ ጋር የተያያዙ ጥያቄዎች		
41	ተማሪዎች ከእፅ ነፃ በሆነ አካባቢ ተምረው ውጤታማ እንዲሆኑ ለማድረግ ት/ቤቶች የስራ ድርሻ አላቸው ብለህ/ሽ ታስባለህ/ሽ?	አዎ ☐ አይ ☐

42	መልስህ/ሽ አዎ ከሆነ፤ ት/ቤቶች ከነማን ጋር አብረው መስራት አለባቸው ብለህ ታስባለህ/ሽ?	ከፍትህ አካላት ጋር [ ]
		ከማህበራት ጋር [ ]
		ከህብረተሰብ ጋር [ ]
		ከወላጆች ጋር [ ]
		ከተማሪዎች ጋር [ ]
		ከአስተማሪዎች ጋር [ ]
		ከሌሎች ባለሞያዎች ጋ[ ]
		ሌላ ካለ ግለፅ/ጪ ……………………

ለሰጣችሁት ጊዜ ከልብ እናመሰግናለን፤፤ ሁሉንም ጥያቄዎች በምታውቁት መጠን እንደመለሳችሁ እንተማመናለን፤፤

Appendice 3: Interview checklist for supervisors – English

Background

This is a research project being implemented in the partial fulfillment of the requirements for the degree of masters in social work and to be submitted tothe department of graduate studies ofSt. Mary University. It is a research that focuses to determine the extent of substance abuse among students of Bole Community secondary school and to investigate the influence of school environmenton the substance abuse by students and how substance abuse affects learning. The findings will be used to recommend on strategies that facilitate safe learning environment that foster learning and healthy development of students.

You are purposely selected to inform the research taking into account your knowledge and responsibility regarding the issue. Hence, your genuine perspective will contribute to enriching the data, i.e., building up on a comprehensive data that give true picture of the problem and of solution.

The interview will take a maximum of 30 minutes. Your responses will remain confidential. The only exception to this will be putting your title and profession if the information you provided equates to expert opinion that require legitimatization. If mentioning name is assumed to enrich the study, you will be contacted for your consent. The interview will proceed only if you are willing to do the interview.

Are you willing to continue? If yes, we can proceed the discussion.

<div align="center">Thank you for your willingness to participate in this interview.</div>

Questions regarding substance use by students

1. Do you think substance abuse is a serious problem in the school? (yes/no)Probe: How do you describe it?

2. Which types of substances do you observe mostly used by students? (Prompt: alcohol, cigarette, shisha, hashish, marijuana, khat, heroin, cocaine, non-prescription tramadol or others, if so, what are they).

3. Which age group do you observe mostly being affected by substance addiction? Probe: why?

4. What is your observation on the manner of use of substances? (Prompt: use individually/use in group)Probe: why do you think that is so? How is it affecting the students?

Questions regarding school environment

5. How do you evaluate the in-school and out of school learning environment? Prompt: safe/unsafe) Probe: why?

6. How do you evaluate the access to substance by students?

7. What corrective policy/practice measures do you suggest? Probe: why?

Questions regarding the Influence of Substance on Learning

8. How do you evaluate the academic performance of most of the students in the school? (Excellent/very good, good, average, poor) Probe: why do you think that is so?

9. How do you evaluate the discipline of students in the school? Probe: what types of behavior deviations mostly exist? Why do you think that is so?

Questions regarding Strategies that Curb the Problem

10. Do you think the education sector has the responsibility to alleviating the problem of substance addiction by students? (yes/no) Probe; why? How?

11. How do you describe the responsibilities of schools or the education sector in facilitating safe learning environment?

12. What structural reform do you suggest in the education sector?

13. What should be the role of the school community (teachers, counselors, school administrators, students)?

14. What other agencies do you think are responsible? Prompt: law enforcement, community, individuals, civil society organization, etc. Probe: how?

I have finalized my question, is there anything that you feel you should reflect in relation to what we have discussed thus far?

Before winding up, would you please provide your name and title?

Thank you very much for your valuable feedback.

Appendice 4: Interview Checklist for counselor and teachers – English

Background

This is a research project being implemented in the partial fulfillment of the requirements for the degree of masters in social work and to be submitted tothe department of graduate studies ofSt. Mary University. It is a research that focuses to determine the extent of substance abuse among students of Bole Community secondary school and to investigate the influence of school environment on the substance abuse by students and how substance abuse affects learning. The findings will be used to recommend on strategies that facilitate safe learning environment that foster learning and healthy development of students.

You are purposely selected to inform the research taking into account your knowledge and responsibility regarding the issue. Hence, your genuine perspective will contribute to enriching the data, i.e., building up on a comprehensive data that give representative picture of the problem and of solution.

The interview will take a maximum of 30 minutes. Your responses will remain confidential. The only exception to this will be putting your title and profession if the information you provided equates to expert opinion that require legitimatization. If mentioning name is assumed to enrich the study, you will be contacted for your consent. The interview will proceed only if you are willing to do the interview.

Do you want to continue? If yes, we can proceed the discussion.

Thank you for your willingness to participate in this interview.

Questions regarding substance use by students

1. Do you think substance abuse is a serious problem in the school? (yes/no)Probe: How do you describe it?

2. What is your observation in terms of the types of substances mostly used by students? (Prompt: alcohol, cigarette, shisha, hashish, marijuana, khat, heroin, cocaine, non-prescription tramadol or others, if so, what are they).

3. Which age group do you observe mostly being affected by substance addiction? Probe: why?

4. How do you observe students' substance behavior in terms of the time of use? (Prompt: school time/ out of school time) Probe: why do you think that is so?

5. What is your observation on the manner of use of substances? (Prompt: use individually/use in group)Probe: why do you think that is so? How is it affecting the students?

Questions regarding school environment

6. How do you evaluate the in-school and out of school learning environment? Prompt: safe/unsafe) Probe: why?

7. How do you evaluate the access to substance by students?

8. What corrective policy/practice measures do you suggest?

Questions regarding the Influence of Substance on Learning

9. How do you evaluate the academic performance of most of the students in the class? (Excellent/very good, good, average, poor) Probe: why do you think that is so?

10. How do you evaluate the school attendance of students in the class? Probe: why do you think that is so?

11. How do you evaluate the participation of students in education activities (class participation/assignment delivery)? Probe: why do you think that is so?

12. How do you evaluate the participation of students in extra-curricular activities (clubs/sports/competitions)? Probe: why do you think that is so?

13. How do you evaluate the discipline of students in the last six month? Probe: what types of behavior deviations mostly exist? Why do you think that is so?

Questions regarding Strategies that Curb the Problem

14. Do you think the education sector has the responsibility to alleviating the problem of substance addiction by students? (yes/no) Probe; why? How?

15. How do you describe the responsibilities of schools or the education sector in facilitating safe learning environment?

16. What structural reform do you suggest?

17. What should be the role of the school community (teachers, counselors, school administrators, students)?

18. What other agencies do you think are responsible? Prompt: law enforcement, community, individuals, civil society organization, etc. Probe: how?

I have finalized my question, is there anything that you feel you should reflect in relation to what we have discussed thus far?

Before winding up, would you please provide your name and title?

Thank you very much for your valuable feedback

Appendice 5: Interiew Checklist for Supervisors — Amharic

(ለሱፐርቫይዘሮች)

መነሻ

ይህ መጠይቅ የተዘጋጀው በቅድስተ ማሪያም ዩኒቨርሲቲ በማህበራዊ ሳይንስ የትምህርት (social work) ዘርፍ ሁለተኛ ዲግሪ ለማግኘት እየተሰራ ላለው ጥናት መረጃ ለማሰባሰብ ነው። ጥናቱ በዋናነት የሚያተኩረው የእጾች አጣቃቀም በቦሌ ማህበረሰብ ት/ቤት ተማሪዎች ምን እንደሚመስል፤ በት/ቤት ዙሪያ የእጾች በቀላሉ መገኘት በተማሪዎች ለሱስ መጋለጥና ለትምህታቸው መቀነስ ምክንያት መሆኑን የሚያረጋግጥ ማስረጃ በማሰብሰብ ለመማር ምቹ የሆነ አካባቢን ለማመቻቸት የሚያስችል የመፍትሄ አቅጣጫ ማመላከት ነው።

እርስዎ ለዚህ ቃለምልልስ የተመረጡት በምክንያት ሲሆን፤ እርሱም ከጉዳ ጋር በተያያዘ ያልዎትን የስራ ልምድና እውቀት መሠረት በማድረግ ነው። ስለሆነው እርስዎ በቃለምልልሱ የሚሰጡት ትክክለኛ መረጃ ስለጉዳዩ ያለውን መረጃ የሚያጠናክረውና የጥነት ግኝቱም ትክክለኛውን እውነታየሚያንፀባርቅ እንዲሆን ያደርገዋል። ስለሆነም ጥናቱ ለችግሩ የተሻለ መፍትሄ ለመጠቆም ያስችለዋል።

ቃለምልልሱ የሚወስደው ጊዜ ከአንድ ሰዓት አይበልጥም። የእርስዎ ምላሽ ሚስጥራዊነቱ የተጠበቀ ነው። ምኑልባት በጥናቱ ውስጥ ስሞትን መጥቀስ አስፈላጊ ሆኖ ከተገኘም በቅድሚያ ፈቃደኝነትዎ ይጠየቃል። ቃለ-ምልልሱ የሚቀጥለው እርስዎ ፈቃደኛ ሲሆኑ ነው።

ፈቃደኛ ኖት/ ከሆነ እንቀጥል።

ቃለምልልሱን ለማድረግ ፈቃደኛ በመሆንዎ እናመሰግናለን።

ከእቃች መጠቀም ጋር የተገናኙ ጥያቄዎች

1. ሱሰኞነት በት/ቤቱ አሳሳቢ ችግር ነው ብለው ያስባሉ? እንዴት ይገልጹታል?

2. በተማሪዎች በአብዛኛው የሚወሰደው የትኛው የእፅ ዓይነት ነው?

3. በየትኛው የእድሜ ክልል ያሉ ናቸው በአብዛኛው በሱሰኞነት የሚጠቁት? ለምን ይመስልዎታል?

ከእቃች ጋር በተያያዘ ከት/ቤት አካባቢ ጋር የተያያዙ ጥያቄዎች

4. ት/ቤቱንናአካባቢውን ከእፅ ጋር በተያያዘ እንዴት ይገመግሙታል? ለምን?

5. የተማሪዎች እቃችን የማግኘት ሁኔታ እንዴት ይገመግሙታል?

6. ምን ዓይነት መሻሻሎች መደረግ አለባቸው?

እቃች በትምህርት ላይ የሚያስከትሉት ችግር ጋር የተያያዙ ጥያቄዎች

7. የተማሪዎችን የትምህርት ክንዉን እንዴት ይገመግሙታል? ለምን?

8. የተማሪዎችን የዲሲፕሊን ሁኔታ እንዴት ይገመግሙታል? ምን ዓይነት የዲሲፕሊን ጉድለቶች በአብዛኛው ይታያል? ለምን ይመስልዎታል?

ከመፍትሄ ጋር የተያያዙ ጥያቄዎች

9. ት/ቤቱ ወይም የትምህርት ዘርፉ በችግሩ ዙሪያ አስተዋፅአ አለው ብለው ያምናሉ? ለምን? እንዴት?

10. ሃላፊነታቸውን እንዴት ይገልፁታል?

11. ምን ዓይነት መዋቅራዊ ለውጦች መደረግ አለባቸው ብለው ያስባል?

12. የት/ቤቱ ማህበረሰቡ (ተማሪ፥ መምህር፥ አስተዳደር፥ አማካሪዎች) ሚና ምን መሆን አለበት ብለው ያስባሉ?

14. ከት/ቤቶች ወይም ከትምህርት ሴክተሩ በተጨማሪ ሌላ ማን ሃላፊነት አለበት? እንዴት ?

ጥያቄዩን ጨርሻለሁ፥ ከማጠናቀቃችን በፊት ማለት የሚፈልጉት ካለ?

በመጨረሻም ስምዎትንና የስራ ድርሻዎትን ቢነግሩኝ?

በጣም አመሰግናለሁ!

Appendice 6: Interview Checklist for Teachers and Counselor – Amharic

(ለመምህራንና ለአማካሪ)

መነሻ

ይህ መጠይቅ የተዘጋጀው በቅድስተ ማሪያም ዩኒቨርሲቲ በማህበራዊ ሳይንስ የትምህርት (social work) ዘርፍ ሁለተኛ ዲግሪ ለማግኘት እየተሰራ ላለው ጥናት መረጃ ለማሰባሰብ ነው፡፡ ጥናቱ በዋናነት የሚያተኩረው የእጆች አጠቃቀም በቦሌ ማህበረሰብ ት/ቤት ተማሪዎች ምን እንደሚመስል፤ በት/ቤት ዙሪያ የእጆች በቀላሉ መገኘት በተማሪዎች ለሱስ መጋለጥና ለትምህታቸው መቀነስ ምክንያት መሆኑን የሚያረጋግጥ ማስረጃ በማሰብሰብ ለመማር ምቹ የሆነ አካባቢን ለማመቻቸት የሚያስችል የመፍትሄ አቅጣጫ ማመላከት ነው፡፡

እርስዎ ለዚህ ቃለምልልስ የተመረጡት በምክንያት ሲሆን፤ እርሱም ከጉዳ ጋር በተያያዘ ያልዎትን የስራ ልምድና እውቀት መሠረት በማድረግ ነው፡፡ ስለሆነው እርስዎ በቃለምልልሱ የሚሰጡት ትክክለኛ መረጃ ስለጉዳዩ ያለውን መረጃ የሚያጠናክረውና የጥነት ግኝቱም ትክክለኛውን እውነታየሚያንፀባርቅ እንዲሆን ያደርገዋል፡፡ ስለሆነም ጥናቱ ለችግሩ የተሻለ መፍትሄ ለመጠቆም ያስችለዋል፡፡

ቃለምልልሱ የሚወስደው ጊዜ ከአንድ ሰዓት አይበልጥም፡፡ የእርስዎ ምላሽ ሚስጥራዊነቱ የተጠበቀ ነው፡፡ ምንልባት በጥናቱ ውስጥ ስሞትን መጥቀስ አስፈላጊ ሆኖ ከተገኘም በቅድሚያ ፈቃደኝነትዎ ይጠየቃል፡፡ ቃለ-ምልልሱ የሚቀጥለው እርስዎ ፈቃደኛ ሲሆኑ ነው፡፡

ፈቃደኛ ኖት/ ከሆነ እንቀጥል፡፡

ቃለምልልሱን ለማድረግ ፈቃደኛ በመሆንዎ እናመሰግናለን፡፡

1. በተማሪዎች በአብዛኛው የሚወሰደው የትኛው የእፅ ዓይነት ነው?

2. በየትኛው የእድሜ ክልል ያሉ ናቸው በአብዛኛው በሱሰኝነት የሚጠቁት? ለምን ይመስልዎታል?

3. የተማሪዎችን የእፅ አጠቃም (ከጊዜ አንፃር) እንዴት ይገልፁታል? ለምን ይመስልዎታለ?

4. የእፅ አጠቃቀም ሁኔታን (manner of use of substances) እንዴት ይገልጹታል? (በግል/ በቡድን) ይህ ለምን ይመስልዎታል? እንዴትስ ተማሪዎችን እየነዳ ይመስልዎታል?

6. ት/ቤቱንና አካባቢውን ከእፅ ጋር በተያያዘ እንዴት ይገመግሙታል? ለምን?

7. የተማሪዎች እፆችን የማግኘት ሁኔታ እንዴት ይገመግሙታል?

8. ምን ዓይነት መሻሻሎች መደረግ አለባቸው?

9. የተማሪዎችን የትምህርት ክንዉን እንዴት ይገመግሙታል? ለምን?

10. የተማሪዎችን የትምህርት ክትትል (school attendance) እንዴት ይገመግሙታል? ለምን?

11. የተማሪዎችን ተሳትፎ እንዴት ይገልፁታል? ለምን?

12. የተማሪዎችን የዲሲፕሊን ሁኔታ እንዴት ይገመግሙታል? ምን ዓይነት የዲሲፕሊን ጉድለቶች በአብዛኛው ይታያል? ለምን ይመስልዎታል?

13. ት/ቤቶች ወይም የትምህርት ዘርፉ በችግሩ ዙሪያ አስተዋፅኦ አለው ብለው ያምናሉ? ለምን? እንዴት?

14. ሃላፊተታቸውን እንዴት ይገልፁታል?

15. ምን ዓይነት መዋቅራዊ ለዉጦች መደረግ አለባቸው ብለው ያስባል?

16. የት/ቤት ማህበረሰቡ (ተማሪ፤ መምህር፤ አስተዳደር፤ አማካሪዎች) ሚና ምን መሆን አለበት ብለው ያስባሉ?

17. ችግሩን ለመቅረፍ ምን ዓይነት ስትራቴጂ ያስፈልጋል ብለው ያስባሉ?

18. ከት/ቤቶች ወይም ከትምህርት ሴክተሩ በተጨማሪ ሌላ ማን ሃላፊነት አለበት? እንዴት ?

ጥያቄዬን ጨርሻለሁ፤ ከማጠናቀቃችን በፊት ማለት የሚፈልጉት ካለ?

በመጨረሻም ስምዎትንና የስራ ድርሻዎትን ቢነግሩኝ?

በጣም አመሰግናለሁ!