

## **The Assessment of Causes and Consequences of Drug Use among WOLLO University Students.**

**MOGES GEBRESELLASSIE (MA)**

*DESSIE, ETHIOPIA*

*Institute Of Teachers Education and Behavioral Science Department Of Psychology*

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### **Abstract**

The objective of this study was the assessment of the causes and consequences of drug use among wollo university students. To identify the causes of student exposure to drug use, and to indicate the psychosocial consequences of drug use of students. A descriptive survey research design was followed to conduct the study. The total target populations are Wollo university drug user students from them 57 respondents (38 male and 15 female students to fill in a close-ended questionnaire), 3 teachers and 1 police officer head were selected to participate in the interview of this study. Respondents were selected by purposive sampling technique to get the necessary information from the right participants. Self-administered structured questionnaires are prepared in English for the students and interview questions were translated into Amharic version for a police officer to obtain the required information from the respondents. The results were analyzed quantitatively and qualitatively. The main findings of this study are: much of drug user students are third-year students, The main factors for students drug use are the culture they come from, peer pressure, availability of drugs, lack of parental supervision, peer pressure, the areas they come from, false perception about drugs that facilitate memory, and family history of drug use are the main factors for students drug use. The psychological factors which contribute to drug use are to perform better in the academic area, to reduce stress, to become happy, and to think that taking the drug on campus is normal. The social effects of drug use are the following: without drugs, they are unable to communicate properly and hate to communicate with others, suspicion of that if my friend knows about my drug use and they cast out me, worry about their bad Oder, feeling of loneliness, unable to attend class and academic result declines. Many students are using alcohol and khat/chat in the restaurants, bars, and coffee houses found in the main gate areas. Students also use drugs in the university garden as well as in the dormitories. Students' absenteeism is also common in the afternoon classes as a result of drug use chewing khat, when they come they are unable to concentrate and unable to give attention to the learning process.

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### **I. INTRODUCTION**

Substance use becomes one of the rising main public health and socioeconomic problems worldwide. Problems due to psychoactive substance use mainly alcohol, drug, and tobacco dependence are responsible for the largest proportion of the global burden of disease attributable to substance use. The global burden of disease attributable to alcohol and other illicit drugs accounts for 5.4% of the total burden of disease, and tobacco use 3.7% of the global burden of disease. (1)(2). Helping humans to avoid substance use is recognized as one of the six strategic interventions suggested by the World Health Organization (WHO), to reduce the burden of psychoactive substance use globally (3).

Findings show that the rapid growth in economic, social, and cultural transitions in sub-Saharan countries in Africa are created a favorable condition for increased and socially disruptive use of alcohol and drugs (4).

The World health organization defines psychoactive substances as *Psychoactive substances are substances that, when taken in or administered into one's system, affect mental processes, e.g. cognition or affect.* (2) The vulnerable age for psychoactive substance use is those aged between 16 and 24 years (5).

The factors which lead to substance use are being at an age of experimenting with the effect of a drug, unemployment, low income, peer pressure, low self-esteem and living in middle or a low-income country. Most recent studies in Ethiopia show a higher prevalence of substance use among students attending higher educational institutions. (2, 6, 7).

Low achievement in education, conflict with parents, loss of friendship, limited creativity and intellect, financial hardship, crime and violence, risky sexual behavior, suicide, and injuries are associated with Psychoactive substance use in students attending higher education institutions (7, 8).

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Different studies conducted in the universities shows that the reasons for psychoactive substance use among students' were to increase performance on reading for long hours, pleasure, socialization, to avoid tension, accessibility of drugs, peer pressure, being male by itself is susceptible for drug use, the more the senior the more they engage in substance use, coming from urban areas and having a family history of substance use are some of the reasons for substance use. (9, 10), (11), (12).

Ethiopian Demographic and Health Survey (DHS) 2011, shows that the prevalence of alcohol use among men and women is 53% and 45%, respectively, and 28% of men and 11% of women ever chewed *khat* (13). Substance use has been practiced by students regardless of the negative consequences of it. Use of psychoactive substances such as *khat* (which is evergreen leaf common in east Africa), tobacco products use like cigarettes, shisha, and alcohol have become major public health challenges in the world today (4, 14).

Chewing *Khat* and drinking alcohol are linked to unprotected sex, putting young people at risk of unwanted pregnancy, abortion, and HIV/AIDS infection. Young men who use *khat* more likely to have sex with prostitutes, and more likely have many different sexual partners. These behaviors increase their risk of becoming infected with the sexually transmitted disease as well as HIV/AIDS (15).

Research finding in Turkey shows that substance use was common among university students; cigarette smoking 24.8% students use every day; alcohol was drunk occasionally 37.8% of university students and regularly 8.1% of students. (16). Some researchers found that substance use is associated with poor academic performance, but many students show that students used a variety of substances for the sake of good academic achievement (15). In Iran alcohol, cigarette, and water pipe was used by 22% male medical students and 8% of female medical students at the minimum once in their life (17).

Studies in Ethiopian universities for example in Axum University showed a lifetime prevalence of chat chewing 28.7%, alcohol drinking 34.5%, and cigarette smoking 9.5% (18). In Wolaita Sodo University a study shows that about two-thirds (62.4%) of the participants used at least one substance. The most commonly used substance was alcohol (50.2%), Being male had a strong association with substance use and the odds of substance use behavior is higher among third-year students. (19)

Since student in higher educational institutions is increasing, substance use and its association with academic performance are going to be an increased so it needs serious attention nationally as well as internationally.

Most of the studies done among students, so far have attempted to look at the extent of drug effects on health and other things; but giving little attention to the impact of psychosocial consequence and what exposure to drug use. University students are a productive member of society, they are the one who was responsible for the well-being of society in the future. To alleviate drug abuse and to create a responsible and healthy generation special attention is necessary for university students.

Therefore, this study will extend the existing knowledge through assessing students' exposure to drug abuse and its psychosocial consequences in Wollo University. The researcher observes that some students are unable to learn without taking a drug and they couldn't attend regular classes properly. Having this the researcher proposes the following research questions

### **1.2 Basic research questions**

1. What are the causes of students' exposure to drug abuse?
2. What are the psychological factors which lead students to drug use?
3. What is the social interaction effect of drug use on students?

### **1.3 Objective of the study**

The general objective of this study was to assess the causes of students' exposure to drug abuse and its consequences among Wollo University students.

More specifically, the objectives of this study are;

- To show the causes of student exposure to drug abuse.
- To indicate the psychological factors for drug use on students.
- To show the social interaction effect of drug use on students.

### **1.4 Significance of the study**

From many factors which harmfully affect adolescents' life in our society drug abuse is the leading one. Therefore, the study becomes important to reduce the prevalence of drug abuse by pointing out the most problematic areas. Specifically, the researcher hopes that the study would have the following benefits;

- Shows the causes, and prevalence of drug abuse in the university.
- Show the social interaction effects of drug use on students.
- It may provide information about the harmful effects of drugs on students in their learning.

- The findings of the study and recommendation would help the concerned body to formulate strategies to solve students' problems related to drug abuse.

### ***1.5 Delimitation of the study***

The main focus of the study was to assess students' exposure to drug abuse and its psychosocial consequences. The study was delimited to Wollo University Dessie main campus students' only in the year 2019.

### ***1.6 Operational definitions of terms***

In this part, basic terms and concepts are operationally defined.

**Drug** refers to a substance that alters or affects the mental, physical, psychological, emotional functioning of a person. Those include alcohol, khat, cigarettes, and cannabis they can be taken through chewing, sniffing, inhaling, and drinking.

**Drug use:** using any substance for sake of getting the pleasure that alerts or affects the mental physical, psychological and emotional functions of a person.

**Khat:** A common stimulant drug in East Africa and Yemen, which has an evergreen leaf and is taken through chewing.

**Psychological factors:** factor related to individual drug use and his/her initiation or curiosity to experiment with the effects of the drug such as carry initiation, low self-esteem, and poor stress management.

**Social interaction effect drug use:** the effect of drug use on students' social interactions, which includes their friends, teachers, and the community in general.

## **II. RESEARCH METHOD**

This part of the study deals with the research design, participants, sample and sample technique, data collection instruments, procedures, and methods of data analysis.

### ***2.1 Research design***

The study was followed by a descriptive survey research design and use a mixed approach, both qualitative and quantitative research approaches. A descriptive survey design is used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present, and interpret it for clarification. And this helps to describe an existing phenomenon by using words or numbers to characterize individuals or groups.

### ***2.2 Study area***

The study was conducted in Wollo university of Amhara Regional state which is 401 km far from Addis Ababa. Wollo University (WU) is a public higher educational institution established in 2005 located in the city of Dessie (population 151,000 inhabitants) Amhara.

### ***2.3 Population of the study***

The populations for this study were included Wollo University Dessie campus students. The colleges found in the university are the college of Business and economics, college of other social science and humanities, College of natural and computational sciences, college of agriculture, the institution of teacher education and behavioral science, and college of health science.

### ***2.4 Sample size and sampling technique***

#### ***2.4.1 Sampling technique***

In this study, non-probability sampling purposive sampling techniques were employed. The reason for selecting the purposive sampling technique was that the participants of this study are students who use drugs and the other participants are those who have apposition and have a better knowledge about the issue of drug use in the university. So, the researcher needs to aim to represent the major characteristics of the population by selecting deliberately of each student, teachers, and campus police officers.

#### ***2.4.2 Sample Size and Sample Selection Procedures***

Out of the total target population, the samples were drawn from 3rd-year students who use drugs and attending their education in the university. The reason for taking 3rd-year students is their usefulness to the study objectives or goals and more experienced than the other 1<sup>st</sup> and second-year students. 3<sup>rd</sup>-year students are engaged in activities like preparing ceremonies, go to recreational activities, and celebrating graduation ceremonies leads them to for drug use than other students in the university. And they were near and available for the researcher and also due to the researcher personal observations in the university initiates to do this research on third-year students. From many drug user students the researcher selects 53 students (38 male students and 15 female students) were selected. The researcher also includes 3 university teachers and 1 head of campus police officers and interviews about students' substance use behavior. So the total research participants of this study are 57 in detail 53 drug user students 38 males and 15 females, 3 university teachers, and 1 head of campus police officer.

### **2.5 Data collection instruments**

Data were collected from sample respondents, through close-ended questionnaires, interviews, and direct observation, of students' behavior on the campus and outside the campus areas. The researcher interviews campus police officer and teachers to get the necessary information about students' drug use and the behaviors they display as a result of drug use. Police officers are selected because of that; they have a day to day exposure with students who behave inappropriately as a result of drug use. The researcher also observes students' behavior on the campus and outside the campus and at recreational areas which are found in the main gate of the university and Dessie town. The questionnaire data were collected using a structured self-administered English version questionnaire, which was designed by reviewing different literature for the sake of validity in such a way that it includes all the relevant variables to meet the objectives of the study. The validity and reliability of the items are also checked. High coefficients of internal consistency reliability were demonstrated using the entire normative sample through Cronbach's coefficient alpha and the reliability of the total items is (7.53). The questionnaire was had four items as the symbol A-D. A= participants' personal data information; which include sex, age, collage, and departments. B= to indicate student exposure to drug abuse direction. C= items that measure the psychological consequence of taking drugs. D=items that measure the social consequence of taking a drug. The questionnaires were prepared by the English language to receive full information from the respondents.

### **2.6 Data collection procedure**

To collect the necessary data the following procedure was used. The questionnaires were distributed to the respondents and informed about the purpose of the research and gain their willingness to participate voluntarily. Then the researcher distributes the questionnaire and collects the necessary information. To get the interview data from the campus police officers the researcher informs them about the purpose of the research and gains their willingness to participate voluntarily in the study. I am always trying to catch students' behavior about substance use in all my activities on the campus as well as outside the campus. I have a notebook to record the observed behavior immediately.

### **2.7 Data analysis**

In this study, the data were analyzed by descriptive statistics method. After collecting the raw data from the questionnaire, it was analyzed by quantitatively through percentage, frequency distribution, and table. The observed and interviewed information is analyzed through words and narratives qualitatively.

### **2.8 Ethical consideration**

Ethical approval was obtained from the institute of teachers' education and behavioral science department of psychology of Wollo University. While conducting the study the research was followed major research ethical considerations to gather data from participants. The researcher was obtained the consent of the participants of the study. The researcher was providing information about the purpose of the study to the participants to have confidence and assure them that their data is not exposing to a third party. Also, the respondents were informed not to write their names, and if they didn't want to participate the researcher allows not to participate in the study.

## **III. DATA PRESENTATION AND DATA ANALYSIS**

This chapter deals with the presentation and analysis of the raw data which is collected from the participants of the study. Accordingly, the details of the analysis present as follows.

### **3.1 Demographic characteristics of respondents**

The demographic data of the research participant students who use drugs are listed below.

*Table 1. Demographic data of participants*

<b>Category</b>	<b>Item</b>	<b>NO. of respondents</b>	<b>Percentage</b>
Sex	Male	38	71.69%
	Female	15	28.30%
	Total	53	100%
Age	21-23	36	67.92%
	24-29	14	26.41%
	30-39	3	5.66%
	Total	53	100%

The demographic characteristic of participants those students who use drugs are displayed in table 1 above. So, as one can see from the table, 38(71.698%) of respondents are male and the rest 15(28.301%) of respondents are female. From this data, we can see that more than half of the respondents are male students. Regarding the issue of age, the same table show 36(67.924%) of respondents were in the age group from (21-23), 14(26.415%) of respondents responded were in the age group from (24-29), 3(5.660%) of the respondents responded were in the age group of (30-39). This data revealed that the majority of the respondents were in the age group of 21-23 which were accounted about.

**3.2 Questions that indicate students' exposure to drug abuse**

Under this topic, the researcher tries to show the level of Wollo university students' exposure to drug use. The details of the analysis are presents as follows.

No	Items	Response category					
		No		Yes		Undecided	
		F	%	F	%	F	%
1	There is no parental supervision here so it gives mischance to begin using drugs	12	22.64	38	71.69	3	5.66
2	I have a higher need to experiment the effect of a drug so I begin it by my initiation	21	39.62	26	49.05		11.32
3	Easily availability of the drug in our surrounding makes me use a drug	11	20.75	39	73.58	3	5.66
4	My family use the drug and because of this I initiated to use a drug	20	37.73	32	60.38	1	1.89
5	I come from a place that drug was used for different cultural purpose	8	15.09	43	81.13	2	3.77
6	I believe that using a drug for study facilitates memory and helps to understand the reading material	13	24.52	34	64.15	6	11.32
7	My friends initiate me to use a drug	12	22.64	41	77.36	0	0
8	I have an attitude that using drugs is a sign of modernity	26	49.07	25	47.17	2	3.77
9	Because I come from an area where drugs are highly experienced this gives me chance to use the drug.	13	24.52	34	64.15	3	5.66
10	I feel happy when my friends ask me to take drugs	18	33.96	33	62.26	1	1.89
11	I confirm when my friends initiate me to have a drinking	11	20.74	38	71.70	4	7.55
12	I like friends who continuously walk to recreational areas than who continuously go to the library	13	24.53	37	69.81	3	5.66

**Table 2.** Items that indicate factors for drug abuse

Let's summarize the above table as follows. Students are initiated to use drugs because of the culture they come from (81.13%), friends initiation to use drug (peer pressure) (77.36%), easily availability of drugs (73.58%), no parental supervision (71.69%) and friends initiation to drinking (71.69%) factors have a very high contribution for drug use. In addition to this I like a friend who continuously walks to recreational activities (69.87%), come from an area where drugs are highly experienced (64.15%), drug facilitates study or memory (64.15%), I feel happy when my friends ask me to take a drug (62.26%), and family practice of using drugs (60.38%) have a high contribution for drug use.

Shortly the main factors for students drug use are the culture they come from, peer pressure, availability of drugs, lack of parental supervision, invitation by their friends, the areas they come from, a false perception of drugs that facilitate memory, and family history of drug use have high effect for students drug use.

**3.3 The psychological factors for drug use.**

This subtopic presents the analysis deals with the issue of the psychological factors for taking a drug. The analysis presents in detail as follows. For the sake of analysis, the response given under agree and strongly agree are categorized together and responses given under disagree and strongly disagree are categorized together.

No	Items	Agree		Strong agree		Disagree		Strong disagree	
		F	%	F	%	F	%	F	%
1.	I believe that student should take drugs during their study at the campus	12	22.64	18	33.96	11	20.75	12	22.64
2.	I believe that my life is meaningless Without drug	10	18.86	12	22.64	17	32.07	14	26.41
3.	I believe that taking a drug like chat and smoking initiate to perform better in the academic area.	19	35.85	23	43.37	8	15.09	3	5.66
4.	I believe that drinking alcohol, smoking, or taking the drug makes me happy	15	28.30	19	35.85	9	16.98	10	18.86
5.	I believe that taking the drug (alcohol, tobacco, and chat) reduce the stress level of students	20	37.73	17	32.07	10	18.86	6	11.32

**Table3.** The psychological factors of taking a drug

When we see the psychological factors for drug use on students described as follows I believe that taking a drug like chat and smoking initiate to perform better in the academic area, contributes (79.22%) and I believe that taking the drug (alcohol, tobacco, chat) reduce the stress level of students contribute (69.8%), I believe that drinking alcohol, smoking or taking the drug makes me happy contributes(64.15%), I believe that student should take drugs during their study in the campus contributes (56.6%) and I believe that my life is meaningless without drug contributes (41.5%).

In short, the psychological factors which contribute to drug use are to perform better in the academic area, to reduce stress, to become happy, and think that taking the drug on campus is normal.

**3.4The social interaction effect of taking a drug**

The social interaction effect of taking a drug was presented as follows.

No	Items	Agree		Strong agree		Disagree		Strong disagree	
		F	%	F	%	F	%	F	%
1.	If I stop using drugs for a short period, class attending and result in declines.	13	24.53	15	28.30	9	16.98	16	30.18
2.	If my friends know as I am addicted surly they banish me	24	45.28	13	24.52	11	20.74	5	9.43
3.	While I am using drugs I am afraid to have the bad Oder to my friends.	20	37.73	13	24.53	12	22.64	8	15.09
4.	Most of the time when I am using drugs I feel loneliness.	17	32.07	12	22.64	10	18.86	14	26.41
5.	If I am not using drugs day today I hate to communicate with other persons.	23	43.40	15	28.30	8	15.09	7	13.20
6.	If I am not using drugs I have a low potential to agree with persons	29	54.72	15	28.30	5	9.433	4	7.55
7.	During the learning process when the teacher teaches about the harmfulness of drugs it makes me angry about my use of drugs.	8	15.09	13	24.53	19	35.84	13	24.53

**Table 4.** The social consequences of taking drugs

For the sake of analysis, the response given under agree and strongly agree are categorized together and responses given under disagree and strongly disagree are categorized together.

As we see from the table students' agreement about social interaction effects of drug use the higher percentages of strongly agree and agree are describe as follows. For the item which says If I am not using drugs I have a low potential to agree with persons the response rate is (83.02%), for the item If I am not using drugs a day to day I hate to communicate with other persons is (71.69%), for the item If my friends know as I am addicted surly they banish (cast out) me (69.80%) were says agree and strongly agree. The respondents' response for the item which says that; While I am using drugs I am afraid of to have the bad Oder to my friends is (62.26%), for the item Most of the time when I am using drugs I feel loneliness is (54.73%), for the item If I stop using drugs for a short time, class attending and result in declines(52.83%) of students were says agree and strongly agree. the students answer for the item; During the learning process when the teacher teaches about the harmfulness of drugs it makes me angry about my use of drugs is (39%) so it shows that they didn't feel shame about drug use and they have a positive attitude about drug use.

As shown above, more than half of the respondents displayed strongly agree and agree to the given items. The main social effects of drug use are the following:without a drug, they are unable to agree with persons,lack of interest to communicate with others, hiding from friends, afraid of to have the bad Oder, feeling of loneliness, lack of concentration, and unable to attend class and academic result declines. Generally, as it is explained in percentage forms in the above paragraph we can understand that the social impact of drug use on students' day to day activity is high.

### **3.5 Interview results of university police officers.**

The interview result of the head of police officers about the behavior they face during their working about drug use is described as follows.

In the evening many students are come late to university after 4: 00 pm local time. The students are come after drinking too much alcohol and always they create conflicts with campus polices. Even they invite the police officers for physical aggression. The number of students who came after drinking is too many. Daily on average morethan 20 students are come to the university after drinking alcohol.Especially third-year students are common for these types of behaviors. They prepare many recreational occasions as a graduate student due to this reason they always come after drinking much alcohol in a group.

A police officer reports that one day around 6:00 pm Ethiopian local time I remember more than 30 students are come after drinking in restaurants and groceries around the university. They sing, they insult everybody, they also shout. They are unable to control their balance and they come to in the main gate and asks the officer to allow to get into their dormitories, he didn't allow them to inter because of that they drink too much and they disturb the other students who read in the library and their dorms. What we do is giving a class to sleep at the main gates campus police office. We are always doing this activity in day to day base students are not improve their behavior. Many students smoke on the campus as well as outside the campus areas. Many students chew khat by hiding themselves in the dormitory as well as in the coffee centers which are found in the university's main gate areas.

### **3.6 Interview results of university teachers**

One teacher reports that during the afternoon classes many students are not found in the classroom as a result of chewing chat. When the teachers ask the students representatives about why the students do not come to class in the afternoon classes, they respond that many students are chew chat in the afternoon that is why the reason for students' absenteeism.

The other teacher also reported that some students do not come to the class in the afternoon. even the students who come to the class in the afternoon doesn't pay attention to the class, he observes students who show the sign of substance addiction, like an ability to open their eyes, sleeping, unable to control their facial expressions, confusions, unresponsiveness, and passiveness are common emotional expressions.

The other teacher also reported that Students who chew chat are also not interested to have classes in the afternoon times they oppose the class schedule always. When I ask some students secretly why they do not come in the afternoon schedule they respond that teacher much of the students chew chat in the afternoon and that is why they oppose the class in the afternoon.

### **3.7 Observation results**

My day to day observation about students' substance use and addicted behaviors are presented as follows.

I observe students in a group who drinks too many alcohols in the restaurants around the university during the night times. They shout, they sing in groups they disturb the surrounding always until 6:00 pm Ethiopian local time. I also see students who quarrel with other students after they drink and come.In the

afternoon times, I also observe many students who chew Khat in the coffee houses around the university. There are many chat sealing shops in front of the university and the students buy chat and put it in their bags and pockets to use it in their dorm.

I also observe and others also talk about students drinking behavior in Dessie city hotels and bars. I deliberately go to Dessie and I saw many females as well as male students drinking alcohol in groceries and night clubs regularly.

It is also common to see many chat leaves and cigarettes around the toilet rooms, and on colliders, as well as in the internal gardens of the university. This shows that even the law is not allowed to use chats in the dormitory areas but students use it illegally. On-campus, many addicted students wear irregular clothes and have too long hair.

### **3.7 Discussion**

This study focuses on student's exposure to drug abuse and psychological factors for drug use and social consequence of drug use in the case of Wollo university students. In this section, the result of the study is discussed with different research findings and literature.

All of the respondents are youth, and most respondents are found under the age interval of 21-23 and also all of the respondents are 3<sup>rd</sup>-year students. The majority of drug users are males, (71.69%) were male students, and 28.30% of female students. The interview and observation result also shows that much of drug user students are third-year students. This finding has similarities with other research findings some of them are; the vulnerable age for psychoactive substance use is those aged between 16 and 24 years (5). Being male had a strong association with substance use, and substance use behavior is higher among third-year students.(19). The findings of this research have similarities in researches conducted with other areas.

The main factors for students drug use are the culture they come from, peer pressure, availability of drugs, lack of parental supervision, invitation by their friends, the areas they come from, a false perception of drugs that facilitate memory, and family history of drug use have high effect for students drug use. This research finding is also similar with the findings of different studies conducted in different universities shows that the reasons for psychoactive substance use among students' were Joining university often leads to new opportunities, independence from family control, self-decision making, and peer-pressures to use or abuse alcohol or other drugs(2)(20) the other findings also similar with this research the factors for students drug use are early use of drugs for healing purpose and religious ceremonies, psychological stressors related to the demand to adapt to a new environment, and educational challenges/academic, lack close supervision as university life liberates many university students from their parental control, to make friendship and peer pressure. (12)

The psychological factors which contribute to drug use are to perform better in the academic area, to reduce stress, to become happy, and think that taking the drug on campus is normal. This research finding is also similar to the findings of different studies conducted in different universities shows that the reasons for psychoactive substance use among students' were to increase performance on reading for long hours, pleasure, socialization, to avoid tension, accessibility of drugs, peer pressure,(9, 10), (11), (12).

The main social effects of drug use are the following: without drug they are unable to agree with persons, without drug they hate to communicate with others, suspicion of that if their friends know about the drug use they cast out me, afraid of to have the bad Oder, feeling of loneliness, unable to attend class and result in declines.(19)(21)

## **IV. SUMMARY, CONCLUSION, AND RECOMMENDATION**

### **4.1. Summary**

The main objectives of this study were to assess the cause of drug abuse and its social consequences in the case of Wollo university students. This study was attempted to answer the following basic research question.

- What are the causes of students' exposure to drug abuse?
- What are the psychological factors for which lead students to drug use?
- What is the social interaction effect of drug use on students?

The research design of this study was descriptive and the population of this study was Wollo university students. The participants of the study are Dessie campus students who use drugs, campus police officers, and teachers of the university. The researcher selects 53 students who use drugs through purposive sampling techniques, 1 campus police officer, and 3 teachers in the university are interviewed. The total participants of the study are 57. The questionnaire was prepared by the English language for the students. Unstructured Amharic version interviews were conducted for a campus police officer and teachers. After the data gathered the researcher analyzed by quantitatively by using frequency and percentage, and qualitatively by using words, sentences, and narrations to describe the research findings.



#### **4.2 Conclusion**

The result of the study shows that students were exposed to drug abuse and the answer to most of the respondents show that students were affected by the social consequences of taking drugs. All of the respondents are youth, and most respondents are found under the age interval of 21-23 and also all of the respondents are 3<sup>rd</sup>-year students. The majority of drug users are male students. The interview and observation result also shows that much of drug user students are third-year students.

The main factors for students drug use are the culture they come from, peer pressure, availability of drugs, lack of parental supervision, invitation by their friends, the areas they come from, a false perception of drugs that facilitate memory, and family history of drug use have high effect for students drug use.

The psychological factors which contribute to drug use are to perform better in the academic area, to reduce stress, to become happy, and think that taking the drug on campus is normal.

The social effects of drug use are the following: without a drug, they are unable to agree with persons, without drug they hate to communicate with others, suspicion of that if my friend knows about my drug use and they cast out me, afraid of to have the bad Oder, feeling of loneliness, unable to attend class and result declines.

Many students are using alcohol and khat in bares and coffee houses found in the main gate areas even students are use drugs in the dormitories and the garden. Students' absenteeism is also common in the afternoon classes as a result of drug use. Even if they come forcefully they are unable to concentrate and unable to give attention to the learning process.

#### **4.3. Recommendation**

Based on the finding of the study, the following recommendations are forwarded.

- Responsible bodies of the university should emphasize this issue to alleviate the causes of drug use and from their psychosocial problems.
- All of the respondents in this study were youths and undergraduate students, but this productive generation was found under the influence of a drug. So taking crucial preventive action is necessary to minimize its effect.
- Implementing or strengthening the existing counseling center to work on drug abuse. Prevention approaches should appear to be useful for giving drug abuse prevention and intervention.
- Helping students to develop alternative activities and interests, providing information, and educate about the risks of drug use, giving life skill training to resist social pressure to use drugs.
- Help students to recognize the potential destructiveness of drug use is need educators, youth association, health-related organizations, different mass Media, law increment bodies and other concerned bodies should give high attention to the issue.
- Thus the university authorities or any concerned governmental bodies should control the source and easily availability of drugs that are found around the campus urgently to make preventive action to minimize drug abuse of students.
- Because of students khat chewing, smoking cigarettes on the internal campus and even in the dormitories, the university police officials and dormitories also control the activities of students in the dorm as well as in the campus garden during day and night continuously to avoid the use of drugs in the dorm.

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## APPENDIX

### WOLLO UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF PSYCHOLOGY

##### A questionnaire to be filled by students

The objective of this questionnaire is to assess students' cause for drug use and its psychosocial consequences your participation is important to full fill the object of this study. Hence I kindly request you to give a genuine answer for the questionnaire. The information that you provide will serve only for the study and keep confidentiality. No need of writing your name.

Thank you for your cooperation!!

##### Appendix A: Personal data information

Direction one: - read the following questions carefully and put your answer mark right in the point that concerns you

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Religion \_\_\_\_\_ Area they came from \_\_\_\_\_

##### Appendix B: Questions that measure the causes for students drug use

Read the following questions carefully and put your answer mark right (✓) in the alternatives that you believe as factors that initiate the student to use drugs.

Please read the statements given below and mark your responses under any one of the following three categories tick (✓) mark on the provided space over 1= yes 2= No 3= undecided

As I mentioned above, I assure you that the collected data will be used only for research purposes.

No.	Items	Response category					
		No		Yes		Undecided	
		F	%	F	%	F	%
1	There is no parental supervision here so it gives mischance to begin using a drug						
2	I have a higher need to experiment with the effect of a drug so I begin it by my initiation						
3	Easily availability of the drug in our surrounding makes me use a drug						
4	My family use the drug and because of this initiated to use a drug						
5	I come from a place that drug was used for different cultural purpose						
6	I believe that using drug study facilitates memory and helps to understand the reading material						
7	My friends initiate me to use a drug						
8	I have an attitude that drug-using is assign of modernity						
9	Because I come from an area where drugs are highly experienced this gives me chance to use the drug.						
10	I feel happy when my friends ask me to take drugs						
11	I confirm when my friends initiate me to have a drinking						
12	I like friends who continuously walk to recreational areas than who continuously go to the library						

**Appendix C: items that measure the psychological consequence of taking a drug**

Instruction: - Please read the statements given below and mark your response under any one of the following categories given against each statement by writing a tick (√) mark on the provided space over 1=strong agree 2= agree 3= disagree 4= strongly disagree

No	Items	Strongly agree	agree	disagree	Strongly disagree
1	I believe that student should take drugs during their study at the campus				
2	Without the drug, I believe that my life is meaningless				
3	I believe that taking a drug like chat and smoking initiate students to perform better in their academic area.				
4	I believe that drinking alcohol, smoking, or taking the drug makes me happy				
5	I believe that taking the drug (alcohol tobacco chat) reduces the stress level of students				

**Appendix D: items that measure the social consequence of taking a drug**

Instruction: - Please read the statements given below and mark your responses under any one of the following four categories give against each statement by writing a tick (√) mark on the provide space over 1= strongly agree 2= agree 3= disagree 4= strongly disagree

No	Items	Agree	Strong disagree	Disagree	Strong disagree
1	If I stop using drugs for a short time, my class attending situations and results declines.				
2	When my friends are known as I am addicted they ostracize or discrimination				
3	While I am using drugs I am afraid to have the bad Oder to my friends.				
4	Most of the time when I am using drugs I feel loneliness.				
5	If I am not using drugs day today I hate to communicate with other persons.				
6	I have a low potential to agree with persons				
7	During the learning process when the teacher learns about the harmfulness of drug-abusing it makes me crying and angry				

**Appendix E: interview questionnaire items for police officers and teachers**

**INTERVIEW QUESTIONS FOR TEACHERS**

1. Did you see students who use drugs? Where did you see them?
2. What type of drugs are the students use? How many of them are using drugs?
3. Do they show some behavioral problems as a result of drug use?
4. How many students are absent and how many students attend your class in the afternoon?
5. Is there a student who can learn in the class because of drug use?
6. What do you suggest solving students' problems with drug use?

**INTERVIEW QUESTIONS FOR CAMPUS POLICE OFFICERS**

1. Did you see students who use drugs? Where did you see them?
2. What type of drugs are the students use? How many of them are using drugs?
3. Do they show some behavioral problems as a result of drug use?
4. Did you get students who use drugs like (khat, alcohol, and cigarette) and come to the university?
5. It there a student who drinks and come to the campus? How many times did you get such students?
6. How did you treat students who use drugs and come to school?
7. What do you suggest solving students' problems with drug use?

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