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Factors associated with Khat Chewing and Its consequences among Youth in Jimma Town

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Abstract

The study was intended to investigate factors associated with khat chewing and its consequences among youth in Jimma town. The total participants of the study were 155 selected from Jimma town. Among total participants, 143 were selected for questionnaire administration and 12 participants were used for interview. The selection of study participants was by purposive sampling techniques. The instruments of data collection were closed-ended self-administered questionnaire and interviews. The research followed descriptive survey design, which was both quantitative and qualitative method. The analysis of quantitative data was done using mean, standard deviation and percentage and to investigate demographic factors associated with Khat chewing chi square test was used. The result revealed that the majority of the study participants were between ages of 25-32. 44(30.8%) of study participants were started khat chewing when they were high school students. The study results showed that khat chewing was most commonly practiced by single, employed, educated. In addition, 58(40.6%) of chewer was the between 25-32 age groups and the chi square test analysis showed that age, educational status, and marital status of respondents was significantly associated with respondents Khat chewing frequency. Among the participants of study, 81(56.6%) reported that they are dependent on khat. The mean severity of dependence scale of khat (SDSK) indicates participants who sever dependent on khat was with the Mean= (5.965) with SD= (2.015). This implies that more than averages of study participants were severely dependent on khat. The results of the study also showed 55(38.5%) khat chewing resulted in mild depression, 23.1% (33) experienced mild anxiety and 36(25.2%) responded mild stress. The mean computed of depression, anxiety and stress scale (DASS) of khat chewing showed M= (11.279) depression score with SD (5.636), M= (8.951) anxiety score with SD of 5.251 and M= (17.398) stress scores with SD of 3.719 respectively. This implies that khat chewing resulted for mild depression, anxiety, and stress. Study results also revealed that reason for chewing khat were peer pressure, for academic purposes and to get relaxed were reported. Negative effect of khat chewing such as behavioral change, loss of working time while chewing, absent from social work and neglect family needs were also reported. In addition, chewers spent much of their productive time in chewing; this in turn makes them economically dependent. Khat chewing was the risk of frequently absenteeism from class and poor academic performance of the students. From this result, it was recommended that since khat chewing leads to social, psychological, economy, and academic consequences, problem concerned governmental and non-governmental organization should make awareness creation and intervention to minimize the consequences.

Key words: Associated factors, Khat chewing, Consequences, Youth

CHAPTER ONE

1. Introduction

1.1 Background

The use of psychoactive substances in religious and healing rituals, in semi-ritual practices that reinforce social and political bonds and simply as recreational activity, is a universal cultural practice (Steinberg, 2004). Contemporarily, among such use of psychoactive substances the habit of Khat chewing has become common in different societies. Khat is a natural stimulant from the *Catha Edulis* plant and chewing it produces psycho stimulation effect in the form of euphoria because of its cathinone contents (Dhaifalahaand & Santav, 2004).

According to Andualem, (2002) and Bongard (2011) Khat primarily grows in East Africa and the Arabian Peninsula. And it is known by a variety of names depending on the location; qat and gat in Yemen, qaator jaad in Somali, chat in Ethiopia, Jima by the Oromo people and miraa by the Kenyan people (Peters, 2004). In these locations khat chewing as a social custom has a long history dating back thousands of years.

In Ethiopia, the country of its origin and world's largest khat producer, the habit of khat chewing traces its origin back as far to the 15th century, even before the start of the use of coffee. However, until few decades, khat chewing in Ethiopia was mainly limited to older men for medical and recreational purposes i.e. healing cough, bronchial asthma, fever, appetite suppressant and for weight loss, fatigue, diabetes, malaria, increase level of alertness, ability to concentrate, confidence, friendliness, satisfaction and flow of ideas (Christos Pentelis & John, 2008).

However, recent study indicate unprecedented increase of khat consumption across large number of the Ethiopian population. In the country, although khat is commonly used for social recreation different sections of the society use it for other specific purposes. For instance, occupational groups such as motor vehicle drivers and truck drivers chew khat to become awake

all night long in their long distance journey (Abafita , Chala , Eba , Kim & Kim , 2015).A significant number of students also chew khat to be alert especially during examination periods. There is also specific usage of khat by the special sections of the community such as craftsmen and farmers to reduce physical fatigue and traditional healers to heal ailments.

On the one hand, several studies affirm the aforementioned positive effects of khat chewing Kennedy (1983). Studies have shown that khat has become one of the major sources of export earnings to the national economy, a source of tax revenue for the federal and state governments, and significant cash incomes for farmers and all those involved in the khat value chain among others (Gebisa, 2008; Gebisa, 2004). Khat chewer youths hold as a positive view about the practice of khat use. They are usually witnessed stating the benefits of khat as: a feeling of well-being, a sense of excitement, increase energy levels, improve alertness, enhance the ability to concentrate, increase imaginative ability and capacity to associate ideas, advances social-skill and make better in work performance (Zelege, Awoke , Gebeyehu & Ambaw 2013).

Khat is a stimulant used to improve performance, stay alert and increase work capacity (Cox & Rampes, 2003; Kalix, 1984). Night-shift workers use it to stay awake and postpone fatigue. Students chew khat to improve mental performance during examination weeks. Yemeni khat users believe that khat is beneficial for minor illnesses such as headaches, colds, body pains, fevers, arthritis, and depression Kennedy (1983). In Ethiopia, khat chewing behavior is also steadily increasing amongst people who were not known formerly to be using khat such as youths, academicians, traders, daily workers and other age groups. They start to chew khat for different purposes; to increase performance, for relaxation, to avoid unpleasant feeling, for socialization and for other personal reasons (Gelaw & Hiale-Amlak, 2003). On the other hand, khat contributes to the economy of individual producers and the country.

According to (Cox and Rampes, 2003) there are other different studies, which clash head on to such conclusion, these studies show that khat chewing has negative effects on psychological, economical, academic and social relationships of the users. With regard to

psychological effects of khat use, it is widely considered in the literature that users report their subjective experiences in a positive way when consuming small amounts. They describe a feeling of well-being, a sense of happiness, enjoyment, increased energy levels, increased alertness, increased ability to concentrate, and improvement in self-esteem. However, after chewing ceases unpleasant after-effects tends to dominate these experiences including sleeplessness, lack of sensation, lack of concentration and low mood. Some chewers also experience these unpleasant effects even during the chewing process, describing anxiety, tension, restlessness, and hallucinations (Cox and Rampes, 2003).

With regard to the socioeconomic impact of khat use, regular users of khat have adverse socio-economic effects. Like Loss of work hours, lower production, malnutrition, and misuse of money are some of the effects documented in the literature. This is indirectly linked to absenteeism and unemployment that in turn leads to reduction in overall economic activity. Thus, working hours and possibly productivity can decrease when khat is not used, because of reduced motivation (Giannini & Castellani, 1986). Against such background, this study aims at investigating associate factor with khat chewing and its consequences of khat chewing among youth in Jimma town.

1.2 Statement of the problem

According to Kebede, (2005) the habit of khat chewing was believed to affect a large segment of the Ethiopian population, especially the productive age group. It has negative impact on socio economic, psychological, and political matters. It is widely understood that the consumption of Khat creates a remarkable problem for today's youth, which was not limited to individual users; rather its adverse negative consequence to be challenging to a family, the community as a whole, economy and political arena of a given nation (Ihezue, 1999).

In addition, the study conducted on social and economic impact of Khat chewing among youth in Sebeta town revealed that, Khat chewing was associated with carelessness, frequent

absenteeism from working place, poor academic performance of chewer students, poor interaction with the societies, depression and anxiety, poor confidence, exposed for economic problem, health problems, conflict in the family Etana,(2018).

The one conducted at Jimma University was focused on only staff of the university and others focused on high school and out of school youths which were not the focus of the current study. Studies conducted on responsible associate factors and consequence of Khat chewing among youths is a major gap although the problem is rising from time to time, hence, this study attempted to investigate the consequences of khat chewing and associated factor with the habit of chewing khat, which have not been given due attention in previous studies. The current study therefore aimed at investigating association factors, and to see the consequence of khat with social, economic, and psychological among youths of Jimma town based on the following research question.

1. What are the associate factors of chat chewing among youth in Jimma town?
2. What are social, economic, and psychological consequences of khat chewing among youth in jimma town?
3. Does the demographic background of youth contribute to Khat chewing?

1.3. Objectives of the study

1.3.1. General objectives

The general objective of the study was to investigate factors associated with Khat chewing, and its consequences among youth in Jimma town.

1.3.2. Specific objectives

1. To investigate factors associated with khat chewing among youth in Jimma town.
2. To identify social, economic and psychological consequences of khat chewing on youth in Jimma town.
3. To identify in which extent demographic variables are associated with khat chewing on youth in Jimma town.

1.4. Significance of the study

This study would have some relevance in understanding of the factors associated with khat chewing and its consequences of youth on psychological, academic, economic and social life of the khat users on community. The study was very vital to initiate or motivate other interested researchers to undertake a better and detail study in the area of this prevailing situation of the problem in Jimma town. This particular study is therefore important as baseline information to help stakeholders know the magnitude of the problem, and examine strategies for intervention towards control and preventions of Khat abuse and for designing a treatment. The significances of this study finding also would help governmental and non-governmental organization who work on issues related to effects of substance abuse as general and khat use related problems specifically.

1.5. Delimitation of the study

The study was delimited in focus areas and physical coverage. Regarding focus, the study emphasized only on associate factor and its consequences of youth khat chewing. In addition, the study was delimited to Jimma town because to manage properly.

1.6. Limitation of the study

Even if the results of this study are generally encouraging, several limitations need to be highlighted. Firstly, the current study only includes Male because of during data collection Female did not observed on data collected area. Therefore, this study finding may not be applicable to general populations that include both sexes. Secondly, the study population was limited to Jimma Town and small sample size, where cross validation of the present result is required to allow for broader generalization of the result, and hence further research with larger sample size is needed to check the replication of the study results. Moreover, there is a chance of social desirability bias due to sensitive nature of the issue in the community members as it may enforce the respondents to deny any Khat chewing practices.

1.7. Operational Definition

Psychoactive plant: Khat plant, which have chemical when consumed that, interfere normal function of neuro-transmitter either by increasing or decreasing and blocking function of neuro-transmitter.

Youth: In this study, youth is defined as young people between the ages of 18 -40 years according to this study.

Khat: A Plant, which its leaf consumed for different purpose in Ethiopia and other horn Africa country.

Psychological effect: Psychological such as Anxiety, depression and anger problems related with khat chewing.

Health problems: Normal function of physical and psychological health affection resulted from khat chewing

Academic effects: Academic related maladjustment due to chat chewing behavior

Associate factor:

Consequence:

CHAPTER TWO

2. Review of Related Literature.

Introduction

Khat is a natural stimulant from the *Catha Edulis* plant that is cultivated in the Republic of Yemen, Ethiopia and most of the countries of East Africa Al-Motarreb (2002). Khat is known by a variety of names depending on the location; qat and gat in Yemen, Qaator Jaad in Somali, chat in Ethiopia, Jimaa by the Oromo people and Miraa by the Kenyan people Peters DWA, (1952).

The proportion of people chewing khat in Ethiopia has significantly risen over the years. It was believed that khat use was originated from Ethiopia and previously, it was grown and chewed in the eastern part of the country. Nowadays, it is cultivated and chewed in all regions among religious and ethnic groups. According to Haile (2011), and Lakew, (2015), the percentage of khat chewing practice among regions of Ethiopia ranges from 1.1% to 53.2% with the overall prevalence of 15.3%. Ethiopia is the world's largest producer of khat with perhaps a third exported to Djibouti and Somaliland, and the bulk consumed within the country (Green, 1999). Even though studies conducted among the community and students are available in different regions, no studies were done among khat chewers alone. Therefore, this study was undertaken in khat chewers in Jimma town, south west Ethiopia to investigate Factor associated with khat chewing and its consequence among Youth.

The study done in Dera Woreda, Amhara region, Ethiopia reported that peer pressure, family chewing habit, religion purpose and production area of khat initiated people to chew khat and kept on using khat to be alert, for enjoyment, and to avoid sleeping during praying (Zelege, Awoke , Gebeyehu & Ambaw 2013). A similar study conducted in the north-eastern province of Kenya also revealed familial influence played a crucial role in initiation into the khat habit and this habit was thought to increase levels of alertness, happiness and activity among khat chewers

(Aden , Dimba , Ndolo, &Chindia , 2006).The other study conducted at Jimma University, showed a significant negative effect of khat use on students' academic performance, which is proportional to the extent or dose of khat (Abafita , Chala , Eba , Kim & Kim , 2015).

The chewing of khat leaves is common in certain countries of East Africa and the Arabian Peninsula. Historically, khat has been used for medicinal purposes (Kennedy, Teague, Rokaw & Cooney, 2004) as well as for recreational purpose. It is most valued for its stimulant effects. Though chewing is the commonest mode of administration. it has been taken as a tea and is occasionally smoked (Kennedy, 2002). Khat must be chewed while it is fresh, and is usually wrapped in banana leaves immediately after picking, to preserve its potency (Elm 2000 a)

2.1. Khat chewing Global History.

The chewing of khat has a deep-rooted social and cultural tradition (Kalix and Braenden, 2005).The principal features of the khat experience are described as increased levels of alertness, ability to concentrate, confidence, friendliness, satisfaction and flow of ideas. Some authors estimated that 10 million people chew khat daily, worldwide (Stefan and Mathew, 2005; Pennings, 2008). Studies of khat consumption in the United Kingdom suggest that the context of consumption (i.e. displacement and social marginalization) may have significant effects in shaping the outcomes from khat consumption (Griffiths, 2005 Nabozoka and Badhadhe, 2000). Further, the perception of the status of khat can have an impact on the social impact of its use.

According to Carrier (2008) notes the wide gap of views on the status of khat and its social impact in Africa. Several publications have led the discourse on such issues as the social impact of khat chewing and khat abuse. With khat consumption spreading to many parts of Africa, Europe, North America, Asia and Australia, this makes it a global issue that initiates controversial debates. In most European and North American countries, khat is illegal (Armstrong 2008). This is an ultimate measure that inferences growing disbelief about khat in the western world. Various speeches and bombast fueled such political measures including

labeling khat as a drug and Khat dependence is associated with high morbidity, societal and economical costs (Manghi 2009). Carrier (2008) reported that the khat debate is significantly influenced by global issues including the war on drugs, fear of Islamic terrorism, and the domination of the western economic development model.

2.2. Khat chewing History in Ethiopia.

The number of khat chewers has significantly increased over the years in Ethiopia. Previously, khat was mainly cultivated and chewed in the eastern part of the country. Nowadays, evidence shows that khat is spreading to all Ethiopian geographic regions, religious and ethnic groups (Belew, 2000). Khat is commonly used as a stimulant in the academic environment and among long distance drivers, and in certain population groups for a recreational substance (Lakew, & Tamene, 2014).

In many parts of Ethiopia, khat (*Catha edulis*) has emerged from an obscure backyard bush/tree to an intensively cultivated, openly grown, high value crop. Khat is a plant of unique chemical compositions: a stimulant consumed by millions people, a crop preferred by small holder farmers, a commodity of high foreign currency source, and an agent of socio-economic and biophysical change (Kalix, 2004). The proportion of people chewing khat in Ethiopia has significantly risen over the years. It was believed that khat use was originated from Ethiopia and previously, it was grown and chewed in the eastern part of the country (Haile & Lakew, 2011). Now a day it is cultivated and chewed in all regions among religious and ethnic groups. Ethiopia is the world's largest producer of khat with perhaps a third exported to Djibouti and Somaliland, and the bulk consumed within the country Green RH, (2005).

In Ethiopia, the overall prevalence of khat chewing was 15.3%, which is lower as compared to Yemen and Uganda Al-Mugahed et.al (2008). A small-scale study conducted in Butajira, Ethiopia reported that lifetime experience of khat chewing was 55.7% and the

prevalence of current use was 50% (Alem, Kebede & Kullgren 1999) which is higher than this national report.

2.3. Associated factor of khat chewing

Chewing khat has been practiced in many countries for social, psychological, and economic reasons (Weir, 2004). In addition, other studies done by Ng Ethe Janet Wanjiru (2012) in Igembe south district, meru county, kenya show that khat is widely consumed for the purpose of elevating mood, happiness level, confidence, alertness, and thinking ability (Kalix, 1987). The central stimulant effects of khat are similar to those of amphetamine. The reason is that the main active ingredient in khat is psychoactive alkaloids called cathinone.

The study done in Dera Woreda, Amhara region, Ethiopia reported that respondents started using khat for different reasons. These included chewing for academic reasons, to spend time when they have nothing else to do, recreational and to facilitate their work. Academically, it is believed to improve concentration for reading and to keep them alert. It is reported that khat is often used by unemployed youth who have nothing else to do. It is also started due to peer pressure and for exploratory reasons (to see what it does to them). Recreationally, for its euphoric effect or to enjoyed. There was also a report as they maintain their chewing khat because they were khat addict. In addition, production area of khat initiated people to chew khat and kept on using khat to be alert, for enjoyment, (Zelege, et al., 2013).

A similar study conducted in the north-eastern province of Kenya also revealed familial influence played a crucial role in initiation into the khat habit and this habit was thought to increase levels of alertness, happiness and activity among khat chewers (Aden, Dimba, Ndolo, & Chindia, 2006). Historically, khat has been used for medicinal purposes (Kennedy, Teague, Rokaw and Cooney, 1983) as well as for recreational purpose. It is most valued for its stimulant effects. Though chewing is the commonest mode of administration. It has been taken as a tea and is occasionally smoked Kennedy, (2002).

2.3.1. Youth Khat chewing

The study done by Teka (2014) in Bahir Dar University brought some significant evidences that the majority of students began a habit of khat chewing with their friends. According to Kimmel (2008) explained that peer pressure, families having a habit of khat use and conformity to the group. Regarding the reasons for the practice of khat use, these explained a number of reasons. The main reasons given by students for their beginning of khat use are: to keep alert, to increase concentration and imaginative ability while reading, to minimize sleep time, for relaxation with friends, and to get relief from stress Yeshigeta & Abraham, (2004); Yigzaw,(2002).

Similarly, Yeshigeta and Abraham (2004) demonstrated that the presences of family members who chew khat are found to be a risk factor to develop a behavior of chewing. In addition, youth who grew up in a home having khat chewer family member/s (parents, siblings and others) are more likely to influence them to chew khat. Such finding is also consistent with the onset of another psychoactive drug cigarette among adolescents.

2.4. Consequence of khat chewing.

Cox and Rampes, (2003); Kalix, (1984) stated that Khat is a stimulant used to improve performance, stay alert and increase work capacity. Night-shift workers use it to stay awake and postpone fatigue. Students chew khat to improve mental performance during examination weeks. Yemeni khat users believe that khat is beneficial for minor illnesses such as headaches, colds, body pains, fevers, arthritis and depression (Kennedy et al., 1983). While there is a large growing body of research on substance abuse, research conducted on khat is relatively not extensive. Most of available empirical evidence on khat focused on the behavioral impacts of khat use and its addictive power, tolerance and withdrawal effects. Thus, a few other studies have examined

its psychological, Academic, Economical and social impacts. Behaviorally, chewing khat is both a social and a cultural activity in countries where it is commonly used.

2.4.1. Economical consequence of khat chewing.

As Sikiru, (2012) mentioned that much time is spent on buying, chewing khat leaves, and Chewers spent much of their productive time in chewing, this in turn makes them economically dependent. There was also a tendency to spend the budget of food and clothes as well as other important family expenses for khat. This causes absenteeism from work, absenteeism from class and poor academic performance of the students and unemployment, decreased economic production, malnutrition and diversion of money in order to buy further khat. This is indirectly linked to absenteeism and unemployment, which may in turn result in a fall in overall national economic productivity. The daily cost of khat may affect household income to fulfill nutritious food, home improvement, education, or other family needs and finally leads to financial problem and family breakdown (Megerssa, et al., 2014).

It is reported that habitual khat chewing has led to decreased productivity in Ethiopia, Somalia, Uganda and Kenya (GianniniIlani, Burge, Shaheen, & Prince, 1986). Others argue that moderate use improves performance and increases work output, owing to the stimulant and fatigue-postponing effects. Consequently, working hours and possibly productivity can decrease when khat is not used, because of anergia and reduced motivation.

2.4.2. Psychological consequence of khat chewing.

With regard to psychological effects of khat use, they describe a feeling of well-being, a sense of happiness, enjoyment, increased energy levels, increased attentiveness, increased ability to concentrate, and improvement in self-esteem. Experiences like enhanced imaginative ability and capacity to associate ideas, improvements in the ability to communicate, and subjective improvements in work performance (Cox and Rampes, 2003).

A study conducted elsewhere revealed that, khat chewing practices were associated with perceived psychological consequences like sleep disturbance, anxiety, depression and sedation Griffiths, (1997). Some research findings was stated that the psychological and social problems of khat use are associated with the level of dependency on khat. And it has a significant influence on the psychological concepts like anxiety and depression among individuals. However, those psychological problems of khat chewing are strongly associated with the severity of dependency on khat (Sykes et al., 2010).

According to Margetts (1967) described passing psychotic phenomena following a khat session; Confusion, disorientation, grandiose, fantasies and a mildly depressed mood may occur. Also there is a tendency to negativity with problems of mood and increases in anxiety and tension

2.4.3. Social consequence of khat chewing.

According to Kalix, (1987), individuals commonly divert their income into khat chewing, neglecting their families' needs. The average family income can sometimes be halved to support the habit (Baasher and Sadoun, 1983). Khat has furthermore been implicated as a causal factor for family instability, divorce, encouragement of prostitution and criminal behavior (Elmi 1983 b). Nationally, diversion of resources toward the production or importation and marketing of khat has a negative impact on the economies of khat consuming countries.

In addition as described in Baasher (1980) estimates that in cities of Somalia and Yemen a consumer spends about 25% of his daily earnings on khat. The cultivation of khat results in the decreased production of other more essential crops like cereals, promoting malnutrition and disease. At the same time it is a major source of revenue. The khat session also serves as an important social function in Yemeni society. Socially, Khat chewers spent long hours to chewing and this causes absenteeism from work, a barrier to obtaining employment and lack of integration of khat-consuming communities, frequently absenteeism from class and poor academic performance of the students (David, et al 2011), 2010). Furthermore, it has implication on use of drugs and/or alcohol, smoking cigarette and sexual risk behaviors.

For instance, Kennedy (1987) considers that heavy khat chewers experience true withdrawal symptoms, though relatively weak, profound tiredness, anergia, difficulty in initiating their normal activities and a slight trembling several days after stopping to chew. In addition, he reported extremely unpleasant dreams often of a paranoid nature of being attacked, repressed or followed. On the positive side, it serves as an employment opportunity and source of income for the involved in the production and in the chain of the marketing process (Ayalew and Yemane, 2013). According to the authors it also serves as an export commodity for countries in which it is cultivated. On the negative side, it has been shown to be damaging in terms of being a factor in family conflict and breakdown, diverting household and individual income, resulting in delay and absenteeism from work and threatening food security.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This section of the study describes the research methodology, which was used to carry out the study. The chapter also describes the research design, target population, sampling, data analysis, techniques, and tools to be used in collecting and analyzing data. It offers a description of the population of the study from which a sample would be selected.

3.1. Study Design

This study was conducted using descriptive survey design which were mixed approach both qualitative and quantitative approaches were used. Data was collected from the Khat chewer Youths of Jimma town. The researcher wanted to discuss factors associated with khat chewing and its consequence among Youths, through questionnaires structured based on the objectives of this study.

3.2. Study Areas

The study was conducted in Jimma town which is located to the south west of Addis Ababa at a distance of 353 km. The total projected population of the town from 2007 Central Statistical Agency (CSA) census report is 128,330. of whom 60,824 are Men and 60,136 Women with an area of 50.52 square kilometers. The three largest ethnic groups reported in Jimma were the Oromo (46.71%), the Amhara (17.14%) and the Dawuro (10.05%); all other ethnic groups made up 26.1% of the population. Afan Oromo was spoken as a first language by 96% (39), 58%(41) spoke Amharic; the remaining 46% (18) spoke all other primary languages reported. The majority of the inhabitants said they practiced Muslim with 84% (46) of the population reporting they observed this belief, while 03% (39) Orthodox Christianity and 13.06% were Protestant.

3.3. Target Population

The target population of the study was all Youths who have khat chewing habit in Jimma town.

3.4. Sample and sampling techniques

The sample for this study were drawn from places of khat sales and purposive sampling was carried out to select the eligible khat chewers for the study, these would be identifying the Kebeles or areas which khat sellers are highly populated in the town, identifying recruitment of khat sellers from a given Kebele/area and selection of khat chewers from the recruited khat sellers. Sampling was made through purposive sampling, all khat chewers in selected area were included as the study participants, and all volunteers in the sampled area were included in the study.

3.5. Data Collection Instruments

Before conducting the study, the researcher has received formal letter from Jimma University College of education and behavioral science department of psychology, which describes permission to collect data. After that, the researcher had contact to Jimma town Women, Children, and youth office to get permission to collect data from the respondents. After the permission were secured; the researcher has gone to around Khat shopping area to get khat chewer's respondent for the study in order to accesses khat chewers. purposive sampling techniques would be used this means purposively the researcher had distribute the questionnaire to the respondents and explained the aim of the research and invite other chewers to participate into the study this was continue until the expected sample size was obtained.

Questionnaire

Data were collected using questionnaire and interview guide. In formulating research instruments, the researcher had considered the objectives of the study and the research questions. The questionnaire involved demographic characteristics (age, marital status, educational status, and occupation of respondents), Khat chewing patterns and frequency, age of initiation of Khat chewing, amount of money spent on khat per session and other factors related to Khat chewing. The questionnaire and interview were used to enable the informants open up and the researcher to stimulate the informant to produce more information.

Severity of dependency scale of khat (SDSK)

In order to investigate the prevalence of dependence of Khat chewing among respondents SDSK (severity of dependency scale which had Likert scale format were used. and developed by Lovibond (1995). It was employed with regarding to scoring respondents score from 0 never – 3 always or nearly always for each three questions.

Depression, Anxiety, and stress scale (DASS)

To assess prevalence of depression, anxiety and stress among respondents DASS 21 standardized scale was employed. To scoring respondents score from 1 did not apply me at all -4 applied to me very much, Using the cut point off 0-9 normal ,10-13-mild ,14-20 moderate ,21-27 severe and 28+ extremely sever was scored for depression and 0-7 normal , 8-9 mild , 10-14 moderate , 15-19 severe and above 20 extremely severe for anxiety with regard to stress score of 0-14 normal ,15-18 mild , 19-25 moderate , 26-33 severe and above 34 score extremely severe stress.

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

Interview guide

In order to draw out detail responses regarding consequences of khat chewing on the chewer's interview guide that consist 3 questions was used. This allows the researcher to get more information about the problem; the interview guide had open-ended questions. Set of interview questions was focus on the associate factor of khat chewing, its consequences, and experience that face khat chewer adolescents.

3.6. Pilot Test

The instruments of data collection were evaluated through conducting pilot test before final data collection. The pilot test helps to check the reliability and validity of each instrument. Some irrelevant items were discarded and some ambiguous item was modified as per results of pilot test and the comment given by the experts.

3.7. Validity of Instruments

Since questionnaires were developed by the researcher, validations of the instruments were done using experts review and discussion. First instruments were developed in English language, and then it was translated to local language both Afan oromo and Amharic. To check similarity of meaning in English and local language forward and backward translation of the instruments were made to minimize meaning differences in the two languages.

3.8. Reliability of Instruments

Reliability is the measure to which a research instrument yields consistent results after repeated trials. The researcher was used split half technique of assessing reliability. This was accomplished by correlating scores on the odd numbered items with the scores on the even-numbered items. This process eliminated chance of errors due to differing conditions.

3.9. Data collection procedures

For data collection pretested questionnaire relevant to the study objectives were developed and used. The questionnaires were translated into local language Amharic and Afan Oromo and were distributed to all sampled khat chewers around khat shopping area. The respondents would not require disclosing their personal information and this required to eliminate any bias in response to desired information. The researcher administered questionnaires to youths in Jimma town and gave the participants two days to fill the forms before collecting them. The researcher also was administered interview schedule to the youths in the shopping center.

3.10. Data Analysis

The first step to data analysis process was sort out the questionnaires to identify those that were properly filled. Then data collected was edited and coded and should be analyzed using Statistical Package for Social Sciences software (SPSS version 20). To analysis, demographic information descriptive statics such as percentage, mean, standard deviation were used and to investigate demographic factors associated with Khat chewing chi square test was used. To analyze psychological, economic, and social, consequences of khat chewing, information gathered through in-depth interview through thematic analysis qualitative data was used . Finally, the result was presented along with quantitative finding by using evidences from raw data as direct quotes and paraphrasing. Then interview was typed up or transcribed and translated into Amharic and Afan Oromo, and the text was read, and key themes was identified.

3.11. Ethical Considerations

The data obtained from the participants were treated with extreme confidentiality and the research finding was used for psychological, economic, and social purposes. The study participants were informed about the objective of the study and asked their consent to be involved in the study.

CHAPTER FOUR

4. RESULTS OF THE STUDY

4.1. Description of the socio- demographic characteristics of respondents

In this chapter the results of the study found from the empirical data analysis was presented and interpreted.

The total numbers of the distributed questionnaires were 155 and out of these 143 were filled completely and consistently with a response rate of 92.2%. All of respondents were male. 58 (40.6%) participants were between 25-32 age, 44 (30.8%) were between 33-40 ages and 41 (28.7%) were between 18-24 years old. This age indicated that they are productive age that expected to contribute in productivity. The minimum and maximum ages of respondents were 18 and 40 respectively and the mean age of respondents were 27.64 with a standard deviation of 4.031. In relation to marital status of respondents, 84 (58.7 %) of respondents was single and 59 (41.3 %) were married. This showed that majority of khat chewer of study area were single individuals who have no family responsibilities.

Concerning educational backgrounds of study participants, majority of the participants were who learned up to grade 9th -10th 44 (30.8%), 40 (28%) of who were learned up to grade 1 -8' 33 (23.1%) of participants were who learned above grade 12 and the least percentage of study participant were 26 (18.2%) who can read and write. Regarding the occupation of the study participants, the majority of respondents were employed 103 (72 %), 40 (28 %) were unemployed.

4.1.1. Socio demographic factors associated with khat chewing among Youth

To identify Socio demographic factors associated with Khat chewing among respondent's descriptive statistics Chi- square test was used, accordingly respondent's monthly Khat chewing frequency was analyzed with demographic characteristics of respondents

Table 1. Socio-demographic backgrounds of participants

No	Demographic variable	Frequency	Percent	
1	Age	18-24	41	28.7
		25-32	58	40.6
		33-40	44	30.8
2	Marital status	Married	59	41.3
		Single	84	58.7
3	Educational Background	Read and write	26	18.2
		Grade 1-8	40	28.0
		Grade 9-10	44	30.8
		Above grade 12	33	23.1
4	Occupation status	Employed	103	72
		Unemployed	40	28
	Total	143	100.0	

4.1.2. Association between Marital status of respondents and frequency of Chat Chewing

The cross tabulation table 2 below showed that out of the 92 sample respondents, those who chew Khat daily 66 (78.6%) of respondents were single and 26 (44.1%) of respondents those who chew Khat daily were married. This indicted that single respondents are more likely chew Khat frequently than married respondents are.

Table 1. Cross tabulation table for association between marital status and monthly Khat chewing frequency of respondents

		How often do you chew Khat					Total	
		One's a month	2 to 3 times per month	One's a Week	2 to 3 times per week	Daily		
Marital status	Married	Count	9	7	7	10	26	59
		% within Marital status	15.3%	11.9%	11.9%	16.9%	44.1%	100.0%
	Single	Count	1	3	3	11	66	84
		% within Marital status	1.2%	3.6%	3.6%	13.1%	78.6%	100.0%
Total	Count	10	10	10	21	92	143	
	% within Marital status	7.0%	7.0%	7.0%	14.7%	64.3%	100.0%	

As shown in table 3 below the chi square test analysis showed that marital status of respondents was significantly associated with respondents Khat chewing frequency with Pearson Chi square $\chi^2=23.38$, $P= .000$. The result indicted that being single were the main factors of Khat chewing among Youth chewer in Jimma town.

Table 2. Chi square table of association between marital status and frequency of Khat Chewing among respondents

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.383 ^a	4	.000
Likelihood Ratio	24.292	4	.000
Linear-by-Linear Association	22.583	1	.000
N of Valid Cases	143		

4.1.3. Association between age of respondents and frequency of Chat Chewing

The cross tabulation table showed that 23.8% of respondents were the age between 18-24, age between 25-32 (21.7%) and 33-40 ages 18.9% this indicates that respondents those their age was between 18-24 years old respondents chew khat daily than other respondents.

Table 3. Cross tabulation table of age with frequency of Khat chewing among youth

			How often do you chew khat					
			One's a	2 to 3 times	One's a	2 to 3 times	Daily	Total
			month	per month	week	per week		
Age	Between 18-24 age	Count	1	0	2	4	34	41
		Expected	2.9	2.9	2.9	6.0	26.4	41.0
		Count						
		% within Age	2.4%	0.0%	4.9%	9.8%	82.9%	100.0%
	Between 25-32 age	Count	6	6	1	14	31	58
		Expected	4.1	4.1	4.1	8.5	37.3	58.0
		Count						
		% within Age	10.3%	10.3%	1.7%	24.1%	53.4%	100.0%
	Between 33-40 age	Count	3	4	7	3	27	44
		Expected	3.1	3.1	3.1	6.5	28.3	44.0
		Count						
		% within Age	6.8%	9.1%	15.9%	6.8%	61.4%	100.0%
Total	Count	10	10	10	21	92	143	
	Expected	10.0	10.0	10.0	21.0	92.0	143.0	
	Count							
	% within Age	7.0%	7.0%	7.0%	14.7%	64.3%	100.0%	

In order to check the relationship between age of respondents and frequency of Khat chewing Pearson chi square test $\chi^2 = 23.186$, $P=.003$ significantly associated with Khat Chewing frequency of respondents.

Table 4. Chi square result for association age with frequency of Khat chewing among youth

	Value	Df	Asymptotic Significance (2-sided)
		Z	
Pearson Chi-Square	23.186 ^a	8	.003
Likelihood Ratio	25.757	8	.001
Linear-by-Linear association	5.289	1	.021
N of Valid Cases	143		

4.1.4. Association between Educational Background of respondents and frequency of Chat Chewing

The cross tabulation table 6 below also showed that 32 (72.7 %) of respondents those their educational status was between grades 9-10 were chew Khat frequently than other respondents

Table 5. Cross tabulation for Association between Educational Background of respondents and frequency of Chat Chewing

Education background	Read and write	Count	How often do you chew khat				Total	
			One's a month	2 to 3 time s per month	One's a week	2 to 3 times per week		Daily
		4	2	1	5	14	26	
		Expected Count	1.8	1.8	1.8	3.8	16.7	26.0
		% within Education	15.4%	7.7%	3.8%	19.2%	53.8%	100.0%
	Grade 1-8	Count	1	6	6	4	23	40
		Expected Count	2.8	2.8	2.8	5.9	25.7	40.0
		% within Education	2.5%	15.0%	15.0%	10.0%	57.5%	100.0%
	Grade 9-10	Count	4	0	3	5	32	44
		Expected Count	3.1	3.1	3.1	6.5	28.3	44.0
		% within Education	9.1%	0.0%	6.8%	11.4%	72.7%	100.0%
	Above grade 12	Count	1	2	0	7	23	33
		Expected Count	2.3	2.3	2.3	4.8	21.2	33.0
		% within Education	3.0%	6.1%	0.0%	21.2%	69.7%	100.0%
Total		Count	10	10	10	21	92	143
		Expected Count	10.0	10.0	10.0	21.0	92.0	143.0
		% within Education	7.0%	7.0%	7.0%	14.7%	64.3%	100.0%

The chi square table below showed that educational status of respondents Pearson chi-square $\chi^2=21.55$, $p=.043$ the p- value of chi square test indicates that there is significant association between educational background and Khat Chewing frequency of respondents.

Table 6. Chi square test for educational background and of respondents and frequency of Chat Chewing

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.555 ^a	12	.043
Likelihood Ratio	25.038	12	.015
Linear-by-Linear Association	4.561	1	.033
N of Valid Cases	143		

4.1.5. Association between occupational status of respondents and frequency of Chat Chewing

As indicated in table below the cross tabulation shows that out of 40 respondents 27(67.5%) of unemployed respondents chew Khat daily and out of 103 employed respondents 65 (63.1%) of respondents Chew Khat daily, it's clear that from this cross tabulation result frequency of khat chewing behavior of respondents had not associated with employment status of respondents.

Table 7. Cross tabulation table for occupational status of respondents and frequency of Chat Chewing

			How often do you chew khat					
			One's a month	2 to 3 times per month	One's a week	2 to 3 times per week	Daily	Total
Occupation	Unemployed	Count	2	3	3	5	27	40
		% within occupation	5.0%	7.5%	7.5%	12.5%	67.5%	100.0%
	Employed	Count	8	7	7	16	65	103
		% within occupation	7.8%	6.8%	6.8%	15.5%	63.1%	100.0%
Total	Count		10	10	10	21	92	143
	% within occupation		7.0%	7.0%	7.0%	14.7%	64.3%	100.0%

In order to examine the relationship between occupational status of respondents and frequency of respondents Khat chewing Chi-square test has been carried out. as shown table below chi square analysis's showed that employment status of respondents had no significant association with frequency of Khat chewing behavior among youth with Pearson Chi-square $\chi^2=.960$, $p=.623$.

Table 8. Chi square test for occupational status

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.623 ^a	4	.960
Likelihood Ratio	.650	4	.957
Linear-by-Linear Association	.204	1	.652
N of Valid Cases	143		

4.2. Factors contributing to youth to khat chewing.

As it can be seen from table below, Khat users were asked when they started chewing, the largest proportion 87(60.8%) of study participants reported that they began in their Elementary School. Those study participants who started chewing in High School age were 35 (24.5%) while only 8 (5.6%) of them indicated that their chewing habit was traced back to University campus and the remaining 13 (9.1%) were in other life. The same also revealed that the majority 118 (82.5%) of khat user study participants reported that they started chewing with their friends, and 25 (17.5%) of respondents were started khat use with family members. These studies revealed that the main associated factor with khat chewing was peer pressure, family chewing habit and production area of khat was the factor.

Table 9. Participant's response about when did they start chewing khat

No	When did you start chewing khat	Frequency	Percent
1	Elementary school	87	60.8
2	High school	35	24.5
3	In university campus	8	5.6
4	Other	13	9.1
5	Total	143	100.0

Regarding their perceived reason for chewing khat respondents were asked about the reason motivated them to Chew Khat. Accordingly, (30.8%) participants of the study were motivated to chew Khat due to their peer pressure. 7 (5.9%), of khat chewers were reported that they were chewing khat for keep alert and concentration and 37(25.9%) participants of the study were motivated to chew Khat due to for relaxed with friends. On the other hand, some respondents chew khat for Academic purpose 20 (14%), 13 (9.1%) chew khat to confirm their friends which was social reason. In addition, when khat users were asked the reason that makes them to chew khat 10 (7%) responded to relief from psychological stress.

Table 11. Social and psychological factors contributed to chew khat among youth chewer

^N	Reason that makes you to chew khat	Frequency	Percent
1	To keep alert and concentration	7	4.9
2	Relaxation with friend	37	25.9
3	To minimize sleep time during study	20	14.0
4	Peer pressure	44	30.8
5	Social reason	13	9.1
6	Relief psychological stress	10	7.0
7	To improve performance	12	8.4
8	Total	143	100.0

4.3. Psychological and Social consequences of Khat Chewing among Youth

4.3.1. Psychological consequences of Khat Chewing among Youth

In order to investigate Psychological and social consequences of Khat Chewing among Youth standardized SDSK of khat dependency scale was used. Those scored ≥ 6 SDSK scale mean score (i.e. the cutoff point for SDSK which was provided by test developers) was considered as dependent khat users. Accordingly, as shown on table below out of 143 respondents f=81 (56.6 %) were dependent of khat and f=62 (43.4%) nondependent of khat chewing this indicates 56.6% or more than averages of study participants were severely dependent on khat.

Table 12. SDS scale result of khat dependency among respondents

No	Dependency	Frequency	Percentage
1	Nondependent	62	43.4
2	Dependent	81	56.6
3	Total	143	100

As indicated in table 13 below 53(37.1%) of participants were responded that chewing khat has consequences like sleeping difficulties, 30(21%) of participants were respond to loss of appetite 28(19.6%) of respondents respond to Anxiety, 15(10.5%) were depressed, 10(7%) of participants were respond to aggressiveness and while 30(21%) of respondents were respond khat chewing has no effect.

Table 13. SDSK scale result of with drawl symptom khat chewing among respondents

No	Psychological consequences	Frequency	Percent
1	Sleeping difficulties	53	37.1
2	Loss of appetite	30	21.0
3	Anxiety	28	19.6
4	Depression	15	10.5
5	Aggressive	10	7.0
6	Weight loss	7	4.9
7	Total	143	100.0

Table 14. DASS scale result Level of stress, Anxiety, and depression among respondents

No	Type	Severity level	Frequency	Percentage
1	Depression	Normal	56	39.2
		Mild	55	38.5
		Moderate	21	14.7
		Severe	10	7.0
		Extreme	1	.7
2	Anxiety	Normal	91	63.6
		Mild	33	23.1
		Moderate	14	9.8
		Severe	5	3.5
		Extreme	0	0
3	Stress	Normal	54	37.8
		Mild	36	25.2
		Moderate	23	16.1
		Severe	20	14.0
		Extreme	10	7.0
4	Total		143	100

DASS Level of stress, Anxiety, and depression among respondents

Table 14 above revealed that 7% (10) experienced severe depression, 3.5% (5) severe anxiety, and 14% (20) express stress. From this result, it has concluded that among DASS khat chewing more consequence to stress. From total of study participants 14.7% (21) reported as they experience moderate depression, 9.8% (14) were experienced moderate anxiety and 16.1% (23) experienced moderated stress. On the other hand, majority of study participants 39.2% (56) responded they had no experience depression, 63.6% (91) no anxiety and 56(37.8%) no experienced stress related with khat chewing respectively. From study participants 38.5% (55) responded that they had experienced mid depression, 23.1% (33) responded that they had experienced mild anxiety and 25.2% (36) were responded that they had experienced mild and stress as results of chewing khat.

4.3.2. Social consequences of khat chewing among Youth

Table 15 below showed among participants of study 75.5% (108) of khat users have family who chew khat. Findings of study showed majority of participants reported negative effect of khat such as loss of working time 28.7% (41), absent from social activities 13.5% (9), neglect family needs 21% (30). In addition, some study participants described effect of khat positively. Accordingly, 46.9% (67) of khat chewers respond that it makes one popular while 46.2% (66) of the respondents responded that khat helps one to fit in among their peers.

Interview results also indicated that respondents blame khat for its influence on time and for the behaviors, which occurred related to regular sessions. The social or interpersonal problems due to khat were based on the family acceptance and the pattern of khat use behavior. Khat chewing plays important social participation role in ceremonies such as weddings in positive way.

Table 15. Social consequences of khat chewing

No	Social Consequence	Response	Frequency	Percent
1	Do you have family who chew khat	Yes	108	75.5
		No	35	24.5
2	Social impact	Financial crisis	10	7.0
		Social problem	13	9.1
		Loss of working time	41	28.7
		Neglecting their family need	30	21.0
		Economic benefit from selling & getting income	25	17.5
		Malnutrition & diversion of money	17	11.9
3	Influence of khat chewing on one's social life	It makes one more popular	67	46.9
		It helps one to fit in among peers	66	46.2
		It has no effect	7	4.9
		Other	3	2.1

4	Who introduce to you about khat chewing	Neighbor	9	6.3
		Schoolmate	100	69.9
		Family member	34	23.8
5	Because of your Chewing practice do enter into disagreement with your family or community	Yes	33	23.1
		No	110	76.9
6	Total		143	100

4.3.3. Economic consequences of khat chewing among youth

Table 16 below showed that 76.9% (110) of respondents believed that chewing khat had economic effect on their life while only 23.1% (33) participants were chewing khat no effect on their economy. On the amount of money they spent study participants per day on khat indicates that majority of them 38.5% (55) were reported as they spent 30 Ethiopia birr while 23.1% (33) were responded as they bought khat with 50 Ethiopia birr. Regarding to how much bundle they buy, majority of participants responded that 69.2% (99) as they buy one bundles per day while 30.8% (44) reported they buy less than bundle.

Table 16. Economic consequences of khat chewing among youth

No	Economic Consequence	Response	Frequency	Percent
1	Does chewing chat affect your economy	Yes	110	76.9
		No	33	23.1
2	How much birr did you use per day of chewing khat	20 ETH birr	55	38.5
		30 ETH birr	55	38.5
		50 ETH birr	33	23.1
3	In each day how much do you chew khat	A few twigs	44	30.8
		One bundle	99	69.2
4	Total		143	100.0

Qualitative result of the study

The following section presents the analysis of qualitative data gathered from respondents via in-depth interview. Based on the interpretation of the raw data, the researcher analyzed pursuant to the following emerging themes. Thus, factors motivating of chewing Khat among the youths including socio cultural factors and personal factors. Accordingly, the qualitative result showed that respondents chew khat for different reasons. These included chewing for academic

reasons, to spend time when they have nothing else to do, recreational and to facilitate their work. Academically, it is believed to improve concentration for reading and to keep them alert.

For instance, in view of this, one of respondents explained his experiences as follows

“Before three years when I was started chewing khat I was chew only during special occasions with my friends, but now I chew daily because I had many job that needs mental effort, to get more concentration in my work I have to chew khat, without khat I can’t concentrate in my works and I fill tired easily in addition I didn’t done my job in short period of time.”

I personally motivated to chew because of the influence of others. Most the time my friend asked me to chew Khat because he did not want to chew alone, in effect forcing me to chew with him. Even if I have interest to reduce, chewing but I always chew to make him happy.

Socio cultural Acceptability

As most interviewed participants of the study, reported Khat was also assumed the most important agent for socialization and social group formation. In societies like Jimma, people chew in social grouping and they share different life issues during chewing sessions. For example, a respondent said

“I always chew Khat during comforting victims in condolence times and making celebration that is more joyous in wedding ceremonies. That is our culture chewing during such like ceremony to share someone’s happiness or sorrow”.

Generally, participants of the study indicated reason for khat chewing mentioned by most of study participants were Businessmen might chew towards the end of the day while adding up their accounts, farmers or laborers, benefit from the energy it gives them to work and Students use it regularly in socializing and as a support to study and exam preparation. Some interview

participants was described reason such as most commonly help pass time because dependence on khat and children learn from Family khat chewing history was also explored.

As one respondent said khat chewing had both positive and negative side: *“On the positive side, it serves as an employment opportunity and source of income for the involved in the production and in the chain of the marketing process”*. According to the respondents says it also serves as an export commodity for countries in which it is cultivated. *“On the negative side, it has been shown to be damaging in terms of being a factor in family conflict and breakdown, diverting household and individual income, resulting in delay and absenteeism from work and threatening food”*.

CHAPTER FIVE

5. DISCUSSION

5.1. Discussion

Discussion of research was line with the following basic research question

1. What are Factors associated with chat chewing among youth in Jimma town?
2. What are Social and psychological consequences of Khat chewing on youth in Jimma?
3. What are the consequences of khat chewing on economy of youth in Jimma?

5.1.1. Associate Factor of Khat Chewing

Results of this study showed that the largest proportion 87(60.8%) of study participants started khat chewing when they in their elementary school. According to Kaguthi (2001) availability of most drugs appears to be the most important cause of prevalence of substance use and abuse amongst youth. The current study finding was similar with study done in Kenya by Emma (2013) that found 32.3% study participants began chewing when they were 12 years old or younger. However, the current study finding disagree with finding of Mesfin (2010) study conducted in Addis Ababa and Butajira showing that 47.6% of the students started khat chewing in their high school life. Also study results of Bizuayehu, Muluken and, Kidest (2014) done in Bahirdar showed (37.2%) of the participants had already started khat chewing at the age of between 19 to 21 years old. Even though many study found khat chewer start chewing in secondary school, the current study found most khat chewer in Jimma town (60.8%) started chewing during elementary schools.

In addition, to early start chewing khat 105 (73.4%) of study participants chew khat daily and 63(44.1%) participants were reported as they spent 3-5 hours on chewing. This finding was similar with study done by Berhanu, Aregash and Alyi (2014) which is among regular chewers of study participants, (64.3 %) of them had a daily habit of chewing khat. However, khat chewing was not only limited at homes, but including at work offices, shops, public sitting place and walk sides.

5.1.2. Reason for Khat Chewing

. As indicated result session most participants reported such as peer pressure 44 (30.8%), keep alert and concentration 7 (5.9%), for relaxed with friends 37(25.9%), and 10 (7%) responded to relief from psychological stress. Interview results also indicated reason for khat chewing mentioned by most of study participants were businessmen may chew towards the end of the day while adding up their accounts, farmers or laborers, benefit from the energy it gives them to work and Students use it regularly in socializing and as an aid to study and exam preparation. Some interview participants described reason such as most commonly help pass time because dependence on khat and children learn from Family khat chewing history was also explored. This finding related with Study done by Berhanu, Aregash and Alyi (2014). on Socio-Economic Impact of Khat in Mana District, Jimma Zone found the reason for khat chewing varied where most chewers (33.3 %) used it for relaxation in leisure time, followed 30.6 %, 22.2 %, 11.1 % and 2.8 % of chewers who used it for initiation in work, engaging in community social activities, to get relief from sense of joblessness and due to addiction, respectively.

However, Mekonnen (2006) who reported most chewers (42.9 %) started khat chewing for mild euphoria and excitement, similar to that conferred by strong coffee. Academic purpose,

relieving from anxiety and get relaxation was also mentioned as reasons. Feeling of well-being, sense of euphoria, and increased energy levels, increased alertness, increased ability to concentrate and addiction to khat chewing were the other reasons mentioned for khat chewing, in that order.

5.1.3. Social consequences of Khat chewing

Among participants of study 108(75.5%) of khat users have family. When husband chew it may bring effect directly or indirectly on family relationship, children academy and social life. Findings of study showed majority of participants reported negatively effect of khat such as loss of working time 41(28.7%), absent from social activities 9(13.5%), neglect family needs 30 (21%). Also some study participants described effect of khat positively. Accordingly, 67(46.9%) of khat chewers respond that it makes one popular while 66(46.2%) of the respondents responded that khat helps one to fit in among their peers.

Interview results indicated that respondents blame khat for its influence on time and for the behaviors which occurred related to regular sessions. Here what one respondent said is instructive. The social or interpersonal problems due to khat were based on the family acceptance and the pattern of khat use behavior. Social and cultural construct in the study areas. Khat chewing plays important social participation role in ceremonies such as weddings in positive way. This finding similar with Berhanu, Aregash and Alyi(2014) mentioned social or interpersonal problems due to khat were based on the family acceptance and the pattern of khat use behavior. Social and cultural construct in the study areas. According to 78.2 % of respondents, khat chewing plays important social participation role in ceremonies such as weddings in positive way.

Khat chewing can lead to negative social, economic and psychological effects on families. The study also brought some significant evidences that the majority of youths began a habit of khat chewing with their friends. The finding of this study is consistent with previous study conducted by Kimmel (2008) explained that peer pressure and conformity to the group norms is the main factor that increases the likelihood of adolescent chewing khat. The study also supports previous findings to some extent that some youth who have a habit of khat use are from families having a habit of khat use. In addition, youth who grew up in a home having khat chewer family member/s (parents, siblings and others) are more likely to influence them to chew khat. A similar study conducted in the north-eastern province of Kenya also revealed familial influence played a crucial role in initiation into the khat habit and this habit was thought to increase levels of alertness, happiness and activity among khat chewers (Aden, Dimba, Ndolo, & Chindia 2006; 83(3)).

5.1.4. Psychological consequences of Khat chewing

As indicated in the result, psychological effects of khat were 113(79%) participants report that khat chewing has effect on other parts of the body, 95(66.4%) of participants were respond that khat chewing has effect on one's mental, 53(37.1%) of participants responded that chewing khat has consequences like sleeping difficulties, 30(21%) of participants respond to loss of appetite 28(19.6%) of respondents respond to Anxiety, 15(10.5%) were depressed, 10(7%) of participants were respond to aggressiveness and while 30(21%) of respondents were respond khat chewing has no effect. This finding was similar with (Griffiths, 2005) finding khat chewing practices were associated with psychological well being resulting in sleep disturbance, anxiety, depression and sedation. Some research findings was stated that the psychological and social problems of khat use are associated with the level of dependency on khat. And it has a

significant influence on the psychological concepts like anxiety and depression among individuals. However, those psychological problems of khat chewing are strongly associated with the severity of dependency on khat Sykes (2010).

In this study Interview results indicated chewing khat result in change of behavior such as Irritability and aggressiveness after chewing, being silent or lack of interest to talk with family members or friends. Also other participants of interview report most of the time they temper flare when the chewer comes home late into the night as he refuses to explain his long absence from home thus causes rift in the partners' relationship. This interview results related with finding of (Berhanu, Aregash and Alyi 2014) found from the FGD result showed psychological effects of khat chewing oral administration of khat induced rapid manic behaviors where individuals became very talkative under its influence during khat chewing; but finally ends up to mild depression, showing unusual lack of energy and nightmares, loss of appetite and permanent tooth darkening to greenish tinge.(Sykes et al., 2010) also mentioned psychological effects of khat use, they describe a feeling of well-being, a sense of happiness, enjoyment, increased energy levels, increased attentiveness, increased ability to concentrate, and improvement in self-esteem. Experiences like enhanced imaginative ability and capacity to associate ideas, improvements in the ability to communicate, and subjective improvements in work performance.

5.1.5. Consequences of Khat Chewing On Economy

For the question does chewing chat affect your economy, 110 (76.9%) believed that chewing khat have economic effect on their life while 33 (23.1%) participants were chewing khat no effect on their economy. From study participants 55 (38.5%) were spent 30 birr while 33(23.1%) were 50 birr when buy khat and also 99 (69.2%) of participants buy one bundle

while 44 (30.8%) participants buy less than bundle. Interview results also support that khat chewing lead to conflict family members. Disagreements on the amount of money that are to be used on khat by the khat user, is often a center of conflict. Some interview participants mentioned as large portion of family benefits (e.g. social assistance) was often spent by chewers leaving the family struggling financially. Another economy impacts of khat mentioned by interviewed frequent khat users affected financially in a negatively way but had a positive contribution for farmers and traders. Respondents witnessed those users selling their property like clothes, books and other household tools for the sake of their daily khat expenses.

This finding similar with Sikiru, (2012) mentioned that much time is spent on buying, chewing khat leaves, and Chewers spent much of their productive time in chewing, this in turn makes them economically dependent. There was also a tendency to spend the budget of food and clothes as well as other important family expenses for khat. This causes absenteeism from work, absenteeism from class and poor academic performance of the students and unemployment, decreased economic production, malnutrition and diversion of money in order to buy further khat. This is indirectly linked to absenteeism and unemployment, which may in turn result in a fall in overall national economic productivity. The daily cost of khat may affect household income to fulfill nutritious food, home improvement, education or other family needs and finally leads to financial problem and family breakdown (Megerssa, et al., 2014). It is reported that habitual khat chewing has led to decreased productivity in Ethiopia, Somalia, Uganda and Kenya (GianniniIlani, Burge, Shaheen, & Prince, 1986).

CHAPTER SIX

6.1. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1.1. SUMMARY

- The study investigated khat chewing was most commonly practiced among male, productive age group, married, employed, and educated individuals.
- This study revealed that chewing khat was most commonly practiced by single, employed, educated, and 58 (40.6%) of them were in the age group of 25-32 years.
- The reason of chewing khat mostly initiated by peer pressure, for academic purposes and continued the practice for entertainment and alertness purpose while some influenced by their family who chew khat.
- Some spent much money for buying khat and chewed khat daily.
- The results in this study indicated that there were different reasons for chewing.
- Among the reason reported by study participants were peer pressure, keep alert and concentration for relaxed with friends and relief from psychological stress.
- Interview results also indicated businessmen may chew towards the end of the day while adding up their accounts, farmers or laborers, benefit from the energy it gives them to work, Students use it regularly in socializing and as an aid to study and exam preparation and some interview participants described reason such as most commonly help pass time because dependence on khat and children learn from Family khat chewing history was also explored.

6.1.2. CONCLUSION

Furthermore, about some khat chewers spent much money for purchasing khat, which was consistent with other findings. Majority of the respondents reported perceived health effects such as sleeping disorder, reduced appetite, depression, aggressiveness and gastrointestinal adverse effect as well as socio-economic consequences.

Most of study participants were unmarried individuals. Findings of study showed majority of participants were reported negatively effect of khat such as behavioral change after chewing and when miss chewing, loss of working time while chewing, absent from social work and neglect family needs. Also the social or interpersonal problems due to khat were based on the family acceptance and the pattern of khat use behavior. Also some study participants were described effect of khat positively such as khat chewers were respond that it makes one popular and helps one to fit in among their peers. In addition, social and cultural construct in the study areas. Khat chewing plays important social participation role in ceremonies such as weddings in positive way. Interview results indicated that respondents blame khat for its influence on time and for the behaviors which occurred related to regular sessions. Here what one respondent said is instructive.

Effects of khat on economy mentioned that much time is spent on buying, chewing khat leaves, and chewers spent much of their productive time in chewing, this in turn makes them economically dependent. There was also a tendency to spend the budget of food and clothes as well as other important family expenses for khat. Academic effect mentioned that Khat chewing is the risk of frequently absenteeism from class and poor academic performance of the students. Most of the participants started the habit of khat use in their high school age; and the majority of

the participants use khat for their academic purpose to maintain alertness, to increase concentration and imaginative ability while reading, and to minimize sleep time; implying that their concentration to read depends on khat consumption.

6.1.3. RECOMMENDATION

- Based on the findings of the study the following recommendations were made:
This study investigated khat chewing was most commonly practiced among male, productive age group, married, employed, and educated individuals. Majority of study participants were chew khat daily and for 3-5 hours daily. The age range of khat users indicated that productive age. Since time and energy of productive age is loosed on chewing khat, there is a need for early intervention that targets on most frequently affected by chewing khat.
- The study results indicated that there were different reasons for chewing such peer pressure, keep alert and concentration for relaxed with friends and relief from psychological stress. However, chewing khat is leading to misuse of money and work time. So, responsible government body and non-governmental organization should prepare open forums, regular workshops, and conferences to create understanding on effects of khat chewing and how influence lead to khat chewing and other substances peer.
- Majority of study participants were reported negatively effect of khat such as behavioral change after chewing and when miss chewing, loss of working time while chewing, absent from social work and neglect family needs. So, if awareness creation training

given by professional related with the issues to decrease the behavioral problems occurred due to khat chewing.

- Khat chewing have psychological effects such as harmful effect on body, mental, sleeping difficulties, loss of appetite, Anxiety, aggressiveness, being silent. Khat chewing also lead to economy crisis since, chewers spent much of their productive time in chewing; this in turn makes them economically dependent. There was also a tendency to spend the budget of food and clothes. Through continues awareness creation on the impact of khat chewing, the individuals who were not chewers not to be enforced by their khat chewing friends as well as the chewers should not enforce non chewer friends to chew khat.

- Academically, khat chewing is the risk of frequently absenteeism from class and poor academic performance of the students. Most of the participants started the habit of khat use in their elementary school age. The ministry of education, primary, high schools and higher institution administrators should intervene accordingly by incorporating intervention programs, focusing on reducing khat chewing prevalence. Policy makers should control the production and distribution of khat.

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Appendices

APPENDIX – A - ENGLISH VERSION OF DATA COLLECTION INSTRUMENT

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF PSYCHOLOGY

COUNSELING PSYCHOLOGY PROGRAM

QUESTIONNAIRE

Dear participants, first of all I would like to thank you for your participation in advance. This questionnaire is designed to obtain relevant information about Associate Factors of khat chewing and its consequences among youth in Jimma town. The instrument is meant to collect data in order to make opinion survey to a thesis for an MA degree. I would like to assure you that your responses will be used only for the aforementioned academic research purpose and that it will be kept confidential. Since the quality and success of this study depends on the validity and reliability of the information you provide, you are kindly requested to complete each item of the question genuinely and return the questionnaire.

This questionnaire has four sections. The first section concerns about your background information. The second section is about reason and habits of khat chewing, section three deals about social and psychological consequences of khat chewing and the fourth section is intending to assess economic and academic consequences of khat chewing.

No need to write your name.

Sincerely yours.

I. Part One: Personal and Demographic Information

Firstly I would like to know about your current personal data			Mark ‘√’
1.	Age	18-24	
		25-32	
		33-40	
2.	Marital status	Married	
		Single	
3.	Educational Status	Read and write only	
		Grade 1-8	
		Grade 9-10	
		above grade 12	
4.	Occupation	Employed	
		Unemployed	

II. Part Two: This part mainly focuses on reason and trends of chewing khat.

Instruction: Give your answers by marking ‘√’ for each question from option listed.

A. Reason of Khat chewing			‘√’
5	When did you begin chewing khat?	Elementary school age	
		High school age	
		College/ university campus	
		Others	
6	Who influence you to start chewing	My friend	
		My parent	
7	What instigated you to start chewing?	To confirm to my friends /family members	
		To get relaxed	
		To read/study	
		Others	
8	What is a reason that makes you to chew khat at present?	To keep alert and concentration	
		Relaxation with friends	
		To spend a relaxed time.	
		To minimize sleep time during study	
		Peer pressure	
		social reasons(culture)	
		Relief of psychological stress	
As a results of my addiction			
9	Do you have any of your family member/s who chew/s khat at present?	Yes	
		No	
	If your answer is “yes” who is using khat?	Father	
		Brother/s	
		Sister/s	
		Mother and other family members	
B. Associate Factors of khat chewing			
10	With whom you chewing khat?	Friends	
		Neighbors	
		Family members	
		Alone	

11	How often do you chew Khat?	One's a month	
		One's a week	
		2 to 3 times per week	
		Daily	
12	For how often did you spent on khat chewing	1 to 2 hours	
		3 to 5 hours	
		6 to 8 hours	
13	Where did you get khat from	From garden	
		At shopping center	
		From farmer	

III. Part Three: This part focus on Economic and Academic consequences of khat chewing

Instruction: Give your answers by marking '√' for each question from option listed.

S/N	A. Economic Consequences khat chewing		'√'
14	Does chewing chat affect your economy	Yes	
		No	
15	How much birr did you use per day of chewing khat	20 ETH birr	
		30 ETH birr	
		50 ETH birr	
		100H birr	
16	In each day how much do you chew khat	A few twigs	
		One bundle	
		Two bundle	
		Three bundle	
17	It cause financial crises	Yes	
		No	
18	Increase income by selling khat	Yes	
		No	
19	Malnutrition and diversion of money for buy khat	Yes	
		No	
20	Cause conflict with my family on the amount of money spent on buying khat	Yes	
		No	
S/N	B. Academic consequences of khat chewing		'√'
21	Frequently absenteeism from class and score poor academic performance	Yes	
		No	
22	Increase concentration and imaginative ability while reading and To minimize sleep time when reading	Yes	
		No	
23	Declining grades because absenteeism from class and increased potential for dropping out of school/university	Yes	
		No	
24	It has no effect	Yes	
		No	

IV. Part Four: This parts focus on Social and Psychological Consequences of chewing khat

The following are scales given to khat chewing consequences related to social and Psychological consequences. Mark ‘√’ for information regarding consequence occurs as results of chewing khat on you under the options given.

Instruction: for the following four Likert questions show your choice by using ‘√’ symbol

4 = Applied to me very much or most of the time

3 = Applied to me a considerable degree or a good part of the time

2 = Applied to me to some degree or some of the time

1 = did not apply to me at all

This part focus on Psychological and Social consequences of khat chewer					
S/ N	Information related to Psychological and Social consequences	4	3	2	1
1	I was aware of dryness of my mouth				
2	I couldn't seem to experience any positive feeling at all				
3	I experienced breathing difficulty (e.g. excessively rapid breathing breathlessness in the absence of physical exertion)				
4	I found it difficult to work up the initiative to do things				
5	I experienced trembling (e.g. in the hands)				
6	I was worried about situations in which I might panic and make a fool of m				
7	I felt that I had nothing to look forward to				
8	I felt down-hearted and blue				
9	I felt I was close to panic				
10	I was unable to become enthusiastic about anything				
11	I felt I wasn't worth much as a person				
12	I was aware of the action of my heart in the absence of physical				
13	I felt fearful without a good reason				
14	I felt that life was meaningless				
15	My behavior changed to irritable and aggressive				
16	I lack interest to talk with anyone				
17	I lack sleep during nigh				
18	I feel relaxed even in unfamiliar social				
19	I try to avoid situations which force me				
20	Loss of work time for chewing khat				
21	Neglect family need because of chewing khat				
22	I try to avoid formal social occasions				
23	I would avoid walking up and joining large group				
24	I do not have interest of attend any social gathering				
25	Because of chewing khat I get to disagree with my friend				
26	Because of chewing khat I get to disagree with my families				
27	I usually feel calm and comfortable at social occasions				
28	I try to avoid talking to people after chewing khat				
29	I tend to withdraw from people to chew khat				
30	I am usually nervous with people when needed for social				
31	I usually go to whatever social engagements I have				
32	I usually feel uncomfortable when I am in a group of people who do not				

APPENDIX B: Amharic Version

ጅምዬ ኔ ቨርሲቲ

የትምህርት እና ስነ-በሀሪ ኮሌጅ

የሳይኮሎጂ ትምህርት ክፍል

የድህረ ምረቃ ዓላማ ስሊንግ ሳይኮሎጂ ትምህርት ፕሮግራም

መጠይቅ

ወድ ተሳታፊዎች በመጀመሪያ ስለ መልካም ትብብርዎ አስቀድሜ ላመጣችሁ እወዳለሁ፡፡ ይህ መጠይቅ በጭቃ መቃም ጋር የተያያዘ ምክንያቶች እና አጠቃላይ የሚደርሰውን ጉዳት የሚለውን ለማጥናት ታስቦ የተዘጋጀ ነው፡፡ መጠይቁ የሚወለው በጅምዬ ኔ ቨርሲቲ በካሚኒስትሪ ሳይኮሎጂ የትምህርት ክፍል ለድህረ ምረቃ ጥናት የመረቀቁ ጸሁፍ ማግኘት ነው፡፡

- ለዚህ መጠይቅ የተሰጠው መረጃ ማስጠንቀቂያ የተጠበቀ እና ለትምህርት አላማ ብቻ የሚወልድ እንደሆነ ላረጋግጥለዎት እወዳለሁ፡፡

ስሞን መጻፍ አያስፈልግም፡፡

መጠይቁ 2 ክፍሎች ያሉት ሲሆን የዚህ ጥናት አላማ ግብን የሚጠቃው በእናንተ በሚሰጠው መረጃ ተገቢነትና እውነተኛነት ላይ ተወስኖ መሆኑን ተረድታችሁ በመጠይቁ ላይ ያሉትን ጥያቄዎች በአግባቡ እና በእውነተኛነት እንድትሞሉና መጠይቁን እንድትመልሱ በትኩረት እጠይቃለሁ፡፡

አመሰግናለሁ!

መጠይቅ አንድ፡ የግልና የቤተሰብን ሁኔታ በተመለከተ

መመሪያ፡ -

የሚከተሉት ጥያቄዎች ያንተ/ቺን ወይም የቤተሰብህን/ሽን ሁኔታ በተመለከተ መረጃ ለማግኘት የቀረቡ ናቸው፡፡ እባክዎ አሜሪካ ላላቸው ጥያቄዎች ከቀረቡት አሜሪካ ትክክለኛውን መልስ በመምረጥ ለምርጫ የተሰጠውን ፍደል በሚከተለው መልስ/ሺ፡፡ አሜሪካ ላላቸው ጥያቄዎች ደግሞ በተሰጠው ባዶ ቦታ ላይ ትክክለኛውን መልስ በመጻፍ መልስ/ሺ፡፡

			‘√’
1	ዕድሜ	18-24	
		25-32	
		33-40	
2	የጋብቻ ሁኔታ/ሽ ከሚከተሉት የቱ ነበር?	አላገባሁም ነበር	
		አግብቻለሁ	
		የፈታ	
3	የትምህርት ደረጃ/ሽ ከሚከተሉት የቱ ነው?	ማንበብና መጻፍ	

		ከ1-8	
		ከ9-10	
		12 ኛ ክፍል በላይ	
4	በአሁን ሰዓት የስራ ሁኔታህ?	ስራተኛ	
		ስራ የለኝም	

V. ክፍልሁለት: ይህ ክፍል የጭነት መቆጣጠር ምክንያትና አጠቃላይ ስለ ጭነት ላይ የቶኮረን ወ፡፡
መመያያ፡ ለመልሱ ይህ ምልክት ‘√’ የተሰጠ ምርመራ ይሰጣል፡፡

ሀ. የጭነት መቆጣጠር ምክንያት			‘√’
5	ጭነት መቆጣጠር የጀመርክው መቼ ነው?	አንደኛ ደረጃት/ቤት	
		ሁለተኛ ደረጃት/ቤት	
		ጥንቅቅ ስቴ	
		ሌላ ከሆነ ይብራራ	
6	ጭነት መቆጣጠር ለመጀመር ምን ድን ውያገን ፋፋህ?	ከጓደኞቼ/ቤተሰቦቼ ጋር ለመመላለስ	
		ለመዘናናት	
		ለማጥናት	
		በሌላ ምክንያት	
7	አሁን ጭነት እንድት ቅም የሚያደርግህ ምክንያት ምን ድን ወ?	ለመነጨ ቃላት እና ትኩረት ለማድረግ.	
		ከጓደኞቼ ጋር ለመዘናናት.	
		ግዜ ለማለፍ.	
		የእንቅልፍ ሰዓት ለመቀነስ (ጥናት ግዜ)	
		የጓደኛ ግፊት	
		የሚከበረሰቡ ባህል	
		ከጭነት ነፃ ለመሆን	
		ጥናት ላይ ወጠታማ ለመሆንና ትኩረት ለመገኘት	
ሱስ ስለሆነ ብኝ			
8	ከቤተሰቦቻችሁ መሀል በአሁኑ ግዜ ጭነት የሚቆም አለ?	አለ/አዎ	
		የለም	
	ለ 8ኛው ጥያቄ መልሱ “አዎ” ከሆነ ጭነት የሚከታተል.	አባት	

9	ማካ ወ?	ወንድም	
		እህት	
		እናት እና ሌላ የቤተሰብ አባል.	
ለ.ከ ጫካ መቃም ጋር የተያያዘ ምክንያቶች			
7	ጫካ የምትቅመው ከማን ጋር ነ ወ?	ከጓደኞቹ ጋር	
		ከጎረቤቶች ጋር	
		ከቤተሰብ አባላት ጋር	
		ብቻዬን	
8	በምን ያህል ጊዜ ጫካ ትቅማለህ?	በወር አንድ	
		በወር 2-3 ጊዜ	
		በሳምንት አንድ ቀን	
		በሳምንት 2-3 ጊዜ	
		በየቀኑ	
		መላቀን	
		ለሊት መላ	
ለላ			
9	ምን ያህል ሰዓት ጫካ ትቅማለህ?	1-2 ሰዓት	
		3-5 ሰዓት	
		6- 8 ሰዓት	
		ከ 8 ሰዓት በላይ	
10	ጫካ ከየት ታገኛለህ;	ከጉዋሮ	
		ከጫካ መዳብር	
		ከገበረ	

VI. ክፍል ሶስት: እኮኖሚ ትምህርት ላይ ስለ ጭነት ወጠት

መሠሪያ: ለመልሱ ይህ ምልክት ‘√’ የተሰጠ ምርጫ ላይ መላክ።

S/N	ሀ. የ ጭነት ጉዳት እና ጥቅሞች እኮኖሚ ላይ		‘√’
14	ጭነት መቃም እኮኖሚ ላይ ተፅኖ አለ?	አዎ/አለ ወ.	
		የ ለ ወም	
15	አንድ ጊዜ ጭነት ለ መቃም ምን ያህል ብር ያወጣል?	20 እትዮጵያን ብር	
		30 እትዮጵያን ብር	
		50 እትዮጵያን ብር	
		100 እትዮጵያን ብር	
16	ጭነት በምትቅምጠት ቀን ምን ያህል ትቅማለህ?	የ ተወሰኑ ቀን በጦችን	
		አንድ ጠቅል/ዘርባ	
		ሁለት ጠቅል/ዘርባ	
		ሶስት ጠቅል/ዘርባ	
17	እኮኖሚን ይጎዳል;	አዎ	
		አይደለም	
18	ጭነት ገቢን ይጨምራል ወይ?	አዎ	
		አይደለም	
19	ጭነት መገዛት የበት ምግብ ላይ ችግር ይፈጥራል;	አዎ	
		አይደለም	
20	ጭነት መገዛት ላይ የሚታወቀውን ዎጪ ላይ ከበተሰበህ ጋር ተጣልተ ታቃለ;	አዎ	
		አይደለም	
S/N	ለ. የ ጭነት ጉዳት እና ጥቅሞች ትምህርት ላይ		‘√’
21	በተደጋጋሚ ከት/በመቅረት እና ነጥብ ዝቅ ያደርጋል	አዎ	
		አይደለም	
22	ትኩረት መጨመርና የሚጠበቅ ሁኔታ የጥናት ግዘ እና የእንቅልፍ ሰዓትን ለመቀነስ	አዎ	
		አይደለም	
23	ከት/በመቅረት ምክንያት ነጥብ ማክስ	አዎ	
		አይደለም	
24	ምንም ወጠት የ ለ ወም	አዎ	

VII. ከፍል አራት: This parts focus on social and psychological Consequences of chewing khat

The following are scales given to khat chewing consequences related to social and Psychological consequences. Mark ‘√’ for information regarding consequence occurs as results of chewing khat on you under the options given.

Instruction: for the following four Likert questions show your choice by using ‘√’ symbol

4 = Applied to me very much or most of the time

3 = Applied to me a considerable degree or a good part of the time

2 = Applied to me to some degree or some of the time

1 = did not apply to me at all

This part focus on Psychological and Social consequences of khat chewing					
S/ N	Information related to Psychological and Social consequences	4	3	2	1
1	I was aware of dryness of my mouth				
2	I couldn't seem to experience any positive feeling at all				
3	I experienced breathing difficulty (e.g. excessively rapid breathing breathlessness in the absence of physical exertion)				
4	I found it difficult to work up the initiative to do things				
5	I experienced trembling (e.g. in the hands)				
6	I was worried about situations in which I might panic and make a fool				
7	I felt that I had nothing to look forward to				
8	I felt down-hearted and blue				
9	I felt I was close to panic				
10	I was unable to become enthusiastic about anything				
11	I felt I wasn't worth much as a person				
12	I was aware of the action of my heart in the absence of physical				
13	I felt fearful without a good reason				
14	I felt that life was meaningless				
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30	I am usually nervous with people when needed for social				
31	I usually go to whatever social engagements I have				
32	I usually feel uncomfortable when I am in a group of people who do not				

Yuunivarsitii Jimmaa
Koollejji Barumsaa fi Saayinsii Amalaa
Muummee Saayikoolojii
Sagantaa Maastersii Kaawunsiliing Saayikoolojii

Kabajamoo hirmaattotaa Duraan dursee deeggarsa keessanif galatoomaa jechaa kaayyoon qorannoo kanaa wantoota caatii qaamuu waliin walqabataniif fi miidhaa caatii qaamuun dargaggoota irratti qabu qorachuuf kan yaadamee qophaa'eedha. Odeeffannoo sassaabamus kaayyoo Waraqaa qorannaa sagantaa maastersii kaawunsiliingii saayikoolojii barreessuuf Kan oluudha.

Yaadachiisa oddeeffannoon kennitan iccitiidhaan kan qabamuu fi kaayyoo qorannoo qofaaf kan oolu yoommuu ta'u bu'aa qorannoo gahaa ta'e argachuuf oddeeffannoo dhugaa isin kennitan murtessaadha waan ta'eef oddeeffannoo dhugaa ta'e akka naaf kennitan kabaja guddaadhaan isin gaafadha .

Gaaffiilee

Gaafannoo 1 odeeffannoo dhuunfaa

VIII. Qajeelfama - Gaaffileen armaan gaditti tarreffaman odeeffannoo waa'ee dhuunfaa keetii fi maatii kee argachuuf yaadameeti kanaafuu gaaffilee filannoo qabaniif deebii kan kee irratti marsuun gaaffilee bakka duwwaa qabaniif bakka duwwaa irratti barreessuun deebisi.

			‘√’
1	Umrii	18-24	
		25-32	
		33-40	
2	Haala gaa’elaa	Kan fuudhe	
		Kan hin fuune	
3	Sadarkaa barumsaa	Dubbisuu fi Barreessuu	
		kutaa 1-8	
		Kutaa 9-10	
		kutaa 12 oli/collejii/yuniversitii	
4	Haala hojii keetii	Hojjetaa dha	
		Hojii hin qabu	

IX. Kutaa lama: Kutaan kun sababaa caatii qaamuu fi haala walii gala caatii qaamuu irratti xiyyeeffata.

Ulaagaa: Deebii keetiif mallattoo kana ‘√’ filannoo siif kennamee irratti guuti

B. Sababaa caatii qaamuu			‘√’
5	Yoomi Caatii qaamuu kan eegaltee?	Yeroo Mana barumsaa sadarkaa 1ffaa	
		Mana barumsaa sadarkaa 2ffaatti.	
		Kollejjii/Yuuniversitiitti	
		kan biro	
6	Maaltu akka caatii qaamuu jalqabduuf si kakaase?	Hiryaa koo ykn maatii koo dhugoomsuuf	
		Bashannana argachuuf	
		Dubbisuuf	
		Kan biro	
7	Sababaa maaliitu hanga ammaatti akka ati caatii qaamtu si taasise? Deebii tokkoo ol filachuun ni danda’ama.	Dammaqinaa fi xiyyeeffannoodhaaf	
		Hiryaa koo waliin bashannanuuf	
		Yeroo koo bashannanaan dabarsuuf	
		Yeroo hirriba koo xiqqeessuuf yemmuu qu’annaa	
		dhiibbaa hiryaa	
		Aadaa hawaasa naannoo	
		Yaaddoorraa nagaya bahuuf	
		Barnootaan bu’a qabeessa ta’uu fi xiyyeeffanno argachuuf	
Sababa araada natti ta’eef			
8	Maatii kee keessa hanga ammaa kan caatii qaamu ni jiraa?	Eeyyee	
		Lakki	
9	Yoo deebiin kee gaaffii 8ffaa “eeyyeen” ta’e eenyu kan fayyadamu?	abbaa kiyya	
		obboleessa kiyya	
		obboleettii kiyya	
		haadha kiyyaa fi miseensa maatii koo biro	
B. Sababoota caatii qaamuu waliin walqabatan.			
10	Yemmuu caatii qaamtu eenyuu waliin qaamta?	Hiryaa koo waliin	
		Ollaa koo waliin	
		Maatii koo waliin	

		Qofaa kiyya	
11	Yeroo hammam hammamiin caatii qaamta?	ji'atti al tokko	
		ji'atti 2-3	
		torbanitti al tokko torbanitti al lama	
		torbanitti si'a 2-3	
		guyyaa guyyaan	
12	Yeroo hagam caatii qaamuu irratti dabarsita?	Sa'aatii 1-2	
		Sa'aatii 3-5	
		Sa'aatii 6-8	
		Sa'aatii 8 oli	
13	Eessa irraa Caatii argattaa?	Qe'ee/boroo koo irra	
		Bakka gurgurtaa caatii irraa	
		Qotee bulaa irraa	

X. Kutaa Sadi: Bu'aa caatii qaamuun diinagdee fi barnoota irratti qabu irratti xiyyeeffata.

Ulaagaa: Deebii keetiif mallattoo kana '√' filannoo siif kennamee irratti guuti.

S/N	C. Miidhaa fi bu'aa caatii qaamuu Diinagdee irratti		'√'
14	Caatii qaamuun diinagdee kee irratti miidhaa ni qabaa?	Eeyyee Lakki	
15	Yeroo tokkotti yemmuu caatii qaamtu qarshii meeqa baafta	qar. 20 ETB	
		qar. 30 ETB	
		qar. 50 ETB	
		qar.100 ETB	
16	Gaafa caatii qaamtu hammam qaamta?	Mataa xiqqoo	
		Zoorbaa tokko	
		Zoorbaa lama	
		Zoorbaa sadi	
17	Diinagdee keen i miidha?	eeyyee	
		Lakki	
18	Caatiin Galii kee ni dabalaa?	eeyyee	
		Lakki	
19	Caatii bituun rakkoo midhaan nyaataaf si saaxilaa?	eeyyee	
		Lakki	
20	Baasii caatii irratti baaftu irratti maatii kee waliin wal dhabdee	eeyyee	
		Lakki	
S/N	D. Miidhaa fi bu'aa caatii qaamuu barnoota kee irratti qa		'√'
21	Irra deddeebiin M/B irraa ooluu fi qabxii barataa gadi buusa	Eeyyee	
		Lakki	
22	Xiyyeeffanoo dabaluu fi dandeettii waa yaaduu yeroo dubbisaa fi hirriba xiqqeessuuf yeroo dubbisnu	Eeyyee	
		Lakki	
23	Sababa M/B irraa ooluutiin qabxii gadi buusuu fi m/b ykn yuunivarsitii gadi dhiisuu	Eeyyee	
		Lakki	
24	Bu'aa tokkollee hin qabu	Eeyyee	
		Lakki	

XI. Kutaa Afur: This parts focus on social and psychological Consequences of chewing khat

The following are scales given to khat chewing consequences related to social and Psychological consequences. Mark ‘√’ for information regarding consequence occurs as results of chewing khat on you under the options given.

Instruction: for the following four Likert questions show your choice by using ‘√’ symbol

4 = Applied to me very much or most of the time

3 = Applied to me a considerable degree or a good part of the time

2 = Applied to me to some degree or some of the time

1 = did not apply to me at all

This part focus on Psychological and Social consequences of khat chewer					
S/ N	Information related to Psychological and Social consequences	4	3	2	1
1	I was aware of dryness of my mouth				
2	I couldn't seem to experience any positive feeling at all				
3	I experienced breathing difficulty (e.g. excessively rapid breathing breathlessness in the absence of physical exertion)				
4	I found it difficult to work up the initiative to do things				
5	I experienced trembling (e.g. in the hands)				
6	I was worried about situations in which I might panic and make a fool of myself				
7	I felt that I had nothing to look forward to				
8	I felt down-hearted and blue				
9	I felt I was close to panic				
10	I was unable to become enthusiastic about anything				
11	I felt I wasn't worth much as a person				
12	I was aware of the action of my heart in the absence of physical				
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Appendix D: Interview Guide for youth khat chewer

1. What are Associated Factors with chewing khat among youth in Jimma town?
2. What are psychological, Social and economic consequences of Khat chewing on youth?
3. In which extent demographic variables are associated with khat chewing on youth?