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SCIO-ECONOMIC IMPACTS OF KHAT CHEWING THE CASE OF JIMMA TEACHER
TRAINING COLLEGE, SOUTH WEST, ETHIOPIA

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ACRONYM

CBE	= Community Based Education
EJHD	= Ethiopian Journal of Health Development
EPHA	= Ethiopian Public Health Association
JU	= Jimma University
SRP	= Student Research Program
UK	= United Kingdom
VOL	= Volume
WHO	= World Health Organization

Abstract

The purpose of this study was to identify the impacts of chewing khat, among the impacts of chewing khat, the objective of this based to assess the impacts of Chewing khat Socio-economic impact of chewing the case of Jimma Teacher Training College, Jimma Town, South west Ethiopia. The study was use a descriptive cross-sectional study using both quantitative and qualitative research method. Questionnaires and interview were used to gather data from students. Purposive sampling techniques was used after ensuring the willingness of the respondents and The researcher were select 75 students who are completely chewing were selected by using purposive sampling techniques out total students number are 2178 students in jimma teacher tanning college. Based on the study, the problem related Socio-economic impact of chewing were the most of students the class were boring and they did not attend in the exam result or miss class and chewing khat affected economical like for buying khat and on health status of student like with gastritis, diarrhea and hemorrhoids health problems with interrupted way of sleep pattern. This kind of situation created due to, Subjective pleasure such as ability to concentrate, disordered, confidence, contentment and flow of ideas. The problem can be solved through should giving and create awareness to students on the impact of chewing khat with design of club, refreshment place, sport club, and different types of facility for students.

Key words; *impact, economic, social, chewing kaht...etc*

CHAPTER ONE

1. INTRODUCTION

1.1 Back ground of the study

The consumption of khat leaves (*Catha edulis Forsk*) is a practice that is common in East Africa and parts of the Middle East, where it is deeply integrated into the social and cultural norms of these regions (Al-Motarreb, et al 2002). It is mainly found in Ethiopia, Yemen, Somali, Sudan, Madagascar and South Africa but it is also seen in Turkestan and Afghanistan (Cox, 2003). Khat users typically experience increased energy levels, alertness and mild to moderate euphoria on chewing fresh leaves of the plant. The habit-forming properties of khat are due to the amphetamine-like neuron stimulatory effects of its main constituent phenyl alkyl amines, namely cathinone, Cathie (nor pseudoephedrine) and nor ephedrine. The psychoactive effects of khat are mainly attributed to cathinone, a potent alkaloid which has a close structural resemblance to amphetamine (Patel, et al 2000).

However, the emergence of distribution networks in the west, coupled with the development of efficient air transport networks globally has facilitated the spread of the khat habit to cities in Western Europe and North America (Dupont, et al 2005). Improved road and air transport have facilitated the wider distribution to other countries. Khat harvested in the early morning hours and sold at markets in late morning. To preserve its freshness, khat is wrapped in banana leaves in the UK khat is illegal and it has been estimated that around about 7000kg of khat pass through airport each week from where it is distributed into the UK and other European countries (Belew, et al 2000). Khat, which is also widely known as *miraa* in this region, is one of the most lucrative cash crops in East Africa and the horn of Africa. Although the psychoactive alkaloids in khat are restricted under international drug conventions, possession and use of the khat plant itself is not controlled in many countries.

Ethiopia does pretty well out of chat the seedless plant which best grows at a 3-6,00 feet above sea level is grown across vast areas as cash crop and in economic terms. In Ethiopia, the shrub has been cultivated, traded, exported and consumed without any prohibitive measures since its legalization in 1977. The khat plant is grown in the jimma and jimma area for local chewing. Medical problems associated with khat Intoxication include psychiatric manifestations such as deterioration of psychophysical function and schizophreniform psychoses (MacDonald, et al 2005). Chewing is also associated with a wide range of health problems including is chemical heart disease, gastritis, liver toxicity, oral cancer, hypertension, spermatorrhoea and haemorrhoids. Concurrent habits such as tobacco smoking may further precipitate the risks associated with khat abuse (Kebede, 2002).

Drug abuse has emerged as one of the main causes of antisocial behavior, particularly among the youth students (Acuda, 1992). Despite the growing public concern about increasing consumption of *miraa* and other drugs in Ethiopia, few systematic studies have been conducted on the socio-economic effects of *miraa* chewing, particularly at the grass roots level. Some of the reasons cited for initiation into drug abuse include: peer pressure, inappropriate use of finances, unstable family backgrounds and ignorance (Weinberg, et al 2001). WHO classified Khat as a drug of abuse that can produce mild to moderate psychological dependence. It is estimated that up to 90% of adult males and 50% of females chew Khat three to four hours daily in Yemen's (Miraa, 2007).

The same study, report that chewing gives increased energy levels, alertness and confidence, a sense of happiness better thinking capacity and creativity facilitation of communication ability, enhanced imaginative ability and the capacity to associate ideas. For some chewing is the method of increasing their work performance. A significant number of students chew to be alert especially during examination period. This study was attempts to describe the magnitude of impact caused by *chewing* consumption on the socio-economic activities in Jimma Town, South west Ethiopia, with an aim of promoting awareness on the adverse economic-effects of chewing among the youth student in Jimma Teacher Training College.

1.2 Statement of the problem

In Ethiopia khat is commonly used for social recreation. Beside this, the number of students chews khat to be alert especially during examination periods. Khat induced insomnia is frequent and khat users try to overcome this with sedatives or alcohols (Alex, 2007). A report from Ethiopia confirmed the simultaneous use of cigarettes, alcohol and gasoline in halation with chewing among university students is similar to that reported for substance abuse in other countries. The students think that it helps them to stimulate and remain awake in the process of studying, in which for this reason student chew while preparing for important examinations as it is believed to sharpen mind and the sense (EPHA, 2006).

Study conducted in May, 1994 in Kenya shows that, on impact of khat use on health status problems of the people including malnutrition, gastritis, impotence, spermatorrhea, low birth weight and depression. Excessive consuming of khat is said to be induced symptoms of hallucinations or illusion and in intoxication family in toxicities and decreased productivity. This study report that, Cathinone has most of central nervous system and peripheral actions of amphetamine and appears to have the same mechanism of action. Cathinone produce sympathomimetic and central nervous system stimulation analogous to effects of amphetamine. These effects include; elevated blood pressure, mydriasis, hyperthermia, anorexia, insomnia, and alertness. Subjective pleasure such as ability to concentrate, euphoria, confidence, friendliness, contentment and flow of ideas has also been reported (Derege W, 2003).

Despite the efforts have been made by scientist to illuminate the chemical and pharmacological aspects of khat, a little is known. Reported that leaves and twigs of young khat contain different groups of alkaloid (cathine, cathinine, cathidine). A study revealed that fresh leaves and tender twigs of khat can contain and contribute an important amount of nutrients to diet of consumers. The same report, study done in Jimma University focus on the prevalence of khat chewing in January 2002, show that, there is high rate prevalence of chewing khat and excessive consumption of khat chewing (Kalix, 2007).

The above research was mostly focus and shows the result on the chewing khat with health states problems example; malnutrition, gastritis, impotence, spermatorrhea, low birth weight, depression elevated blood pressure, mydriasis, hyperthermia, anorexia, insomnia, and Excessive

consuming of khat is said to be induced symptoms of hallucinations or illusion and in intoxication family and decreased productivity permanently. Beside this, the above past study shows that, there is high rate prevalence of chewing khat and excessive consumption of khat chewing. It holds true for Jimma Teacher Training College, they are facing with problems of chewing khat in long of time. But this study will be focus on the knowledge gap, which the above research not shows on socio-economic impacts of chewing khat, to fill the gap and describe the magnitude of impact chewing khat caused and to showing economic-effects of chewing khat among the youth student in Jimma Teacher Training College, because chewing is supposed to be more prevalent in Jimma Teacher Training Colleges area with the same past study on jimma university (Zein, et al 2000) in Jimma Town, South west Ethiopia. The current study was attempted to answer the following question;

- Why student chew khat?
- What are the effects of khat chewing on educational performance of students?
- What are the effects of khat chewing on health status of the students?
- What are the effects of chewing on economic life of students?
- How is the prevalence of khat chewing in the jimma teacher training college?

1.3 Objectives

1.3.1 General objective

Socio-economic impact of chewing the case of Jimma Teacher Training College, Jimma Town, South west Ethiopia.

1.3.2 Specific objectives

The specific objective of the study will be;

1. To assess why student chew khat.
2. To assess the effects of khat chewing on educational performance of students.
3. To assess the effects of khat chewing on health status of the students.
4. To assess the effects of chewing on economic life of students.

1.4 Significance of the study

The significant of the study was help to design mechanism on how to reduce chewing practice and also if will be used as a base line for the subsequent studies in teaching institutions. This study was as base line for Jimma teacher training college to observe the weight of khat chewing among students, so that change of behavior on in posture way can occur. Generally based on this result the Jimma teacher training and the responsible body who are working in the administrative area of the institutes were establish plan to accomplish more researches related to khat chewing.

1.5 Scope of the study

The current scope of the study was limited on the socio-cultural impacts of chewing khat in the case of jimma teachers college students. The study used both qualitative and quantitative methods by using purposive sampling techniques.

1.6 limitation of the study

When the study conducted some of limitation where; shortage of time, problems of information to gathered from khat chewers, shortage of literature review and budget.

1.7 Delimitation of the Study

The study was delimited in Jimma teacher training college, Jimma town. The conceptual scope of the study is socio-economic impacts of khat chewing in Jimma teacher training college on students.

1.8 Operational definitions of terms

Khat: leaves which are used as stimulant for students

Chewing : make to easier and kept (khat) long time in mouth

Pattern; - a description of frequency, duration and circumstances of khat use

Previous use; history of khat use in life time but not in past 30 days

Current use; history of ingestion of khat in last 30 days

Non user; a person who has never used khat in any form

Habitual use; refers of khat on a daily or more frequently otherwise referred as occasional use

Intensity; refers to frequency with which one uses khat. It is measured in days, weeks or months

Total sleep disturbance; insomnia or inability to sleep

Late sleep; inability to go to sleep for two or more hours in bed while expecting to fall a sleep

Interrupted sleep; frequent wakening up of not less than 3 times in one nights

Early wakening; at least 3 or more times in the past months

1.9 Organization of the Paper

The paper was assesses socio-economical impacts of khat chewing in jimma teacher training college. To this effect, the paper is classified in to five chapters. The first chapter provides back grounds, statement of the problem, and objective of the study, significance and scope of the study, conceptual and operational definition of the study, and limitation of the study. The second chapter assesses the definitional features of socio-economical khat chewing impacts at both international and mostly in the Ethiopia level or contexts. The third chapter deal with methods of research like study area, study design, sampling and sampling technique, data collection procedures...data collection techniques and tools, data analysis and other related methods. The fourth chapter is devoted to assess the finding and discussion where as, Finally, the chapter five paper is finalized by drawing the look like conclusions and giving up of the recommendation around the scope of the study based on the study for stock holders.

CHAPTER TWO

2. LITERATURE REVIEW

The focus of this chapter is the theoretical and conceptual issues which are Socio-economic impact of chewing the case of Jimma Teacher Training College, Jimma Town, South west Ethiopia. Beside the impact of chewing on socio-economic problems, the prevalence of chewing, why student are chew khat and factor that associated with chewing khat are among the focus of this study.

2.1 Factors that leads people to chewing khat

Modern users report that chewing khat gives increased energy levels, alertness and confidence, a sense of happiness better thinking capacity and creativity facilitation of communication ability, enhanced imaginative ability and the capacity to associate ideas. For some chewing khat is the method of increasing their work performance. A significant number of students chew khat to be alert especially during examination period. There is also specific usage of khat by the special section of the community, crattment's and farmers use khat to reduce physical fatigue and traditional healers to heal ailments. The active ingredient of khat responsible for its psycho stimulant effect is all alkaloid chemical known as cathionone is a highly potent stimulant which produces sympathomimetic and central nervous system stimulation analogous to the effect of amphetamine. The results of various in vivo and in vitro experiences indicate that the substance could be considered as a "natural amphetamine" (Iemessa, 2001).

Khat is an evergreen plant grown by grafting and cultivated as a bush or small tree. It is mainly found in Ethiopia, Yemen, Somali, Sudan, Madagascar and South Africa but it is also seen in Turkestan and Afghanistan. It grows at altitudes of 1500-2500 meters and it usually reaches a height of 5 -8 meters under optimal conditions the trees may reach 15-20 meters. The tree requires about 10 years attaining maturity but the leaves and shoots are already harvested after 3-4 years (4, 2). Khat harvested throughout the year. A tree gives two crops a year. The effects of khat are obtained by chewing the tender leaves and shoots fresh leaves are preferred as the psychoactive properties decreasing after harvesting, in particular during drying the plant material. This is caused by the decomposing of Cathionone into an inactive "dimers" (belew. 2000).

Immigrants have spread the use of the khat habit to Europe and the USA. Improved road and air transport have facilitated the wider distribution to other countries. Khat harvested in the early morning hours and sold at markets in late morning. To preserve its freshness, khat is wrapped in banana leaves in the UK khat is illegal and it has been estimated that around about 7000kg of khat pass through airport each week from where it is distributed into the UK and other European countries. Khat leaves which are generally placed in the mouth in the lower distal muco-bucal fold are usually chewed during socio –cultural meetings where the chewing processes may take up to 6 hours. Since the process of khat chewing has a drying effect on the oral mucosa, its users tend to consume a great quantity of fluid. Some of the khat users also supplement their chewing practice with smoking habits. Side effects believed to be related to the chewing of khat included systemic effects like elevation of blood pressure, tachycardia, hyperthermia, increased sweating, muscular weakness loss of appetites pasteur intestinal, some gastrointestinal disturbance and local oral effects like gingival bleeding, halitosis difficult in opening the mouth periodontitis, teeth discoloration xerostomia and ulcers in the oral cavity (Ilemessa et al, 2001).

2.2 Prevalence of khat chewing

Worldwide million people are frequent users of khat. Many of the users originate from countries between Sudan and Madagascar south western part the Arabian Peninsula especially Yemen. In Yemen 80% of the male and 45% of the females were found to be khat users who had chewed daily for a long period of their life. The study estimated that about 70-80% of the Yemenis are between 16 and 50 years old, chew khat at least on occasions and it has been estimated that Yemen spends about 14.6 million person –houses per day on khat chewing (Encyclo, 2008). The largest contribution of khat users are in the regions surrounding Middle East. The use of khat is an established, cultural tradition for many social situations in the areas of primary cultivation such as Arabian peninsula and Africa countries, particularly in the eastern part including Yemen, Somalia and Ethiopia (Klix, 2007).

The same study, in which across sectional study done in Jimma University on the prevalence and socio demographic relation to khat chewing in January 2002 on the representative sample of 500 student selected by system random sampling technique from total of 2073 students who stayed at least two years reported that out and the sample population 76.91% were males 59.53% were orthodox. In this study the prevalence of khat chewing was estimated to be 24.74%. According to the study 27% male students 46.74% Muslim students and 31.3% chewers (Abebe, 2003). According to the research conducted on Gonder University students, Alcohol, cigarette and khat were used singly or in combination among Gonder University students. Double combination of drugs was also frequent, and the combined use of khat and alcohol was next to the multiple uses of khat, alcohol and cigarette. Like psychotropic agents alcohol was widely used by Gonder University students to counter act stimulation of khat nearly 90% of students need alcohols to the affects of khat at the end of chewing, unless engaged in certain assignments (18) furthermore, 46.7% of the participants were found to be alcohol were, while the rest 53.3% were non-users of alcohol, of a 30% of the participants were found to be users to both khat and alcohol. One in every two students who acknowledged their khat use habit and used alcohol after chewing khat (Giannim, 2009). The study conducted in Agaro secondary school shows that the prevalence of khat chewing was found to be 64.9% there was a significant association between khat that of the 61 khat chewers 90 (55.9%) were Muslims, while among the non chewers Christian (Fexadu, et al 2004).

2.3 Health problem related to khat chewing

Medical use of khat goes back to time of Alexander the great, who use khat to treat his soldiers for unknown 'epidemic disease'. Historically khat has also been as medicine to alleviate symptoms of melancholia and depression (Derege, et al 2003). Study conducted in May, 1994 in Kenya on impact of khat use on health and economic status of the people including malnutrition, gastritis, importance, low birth weight and depression. Excessive consuming of khat is said to be induced symptoms of hallucinations or illusion and in intoxication family in oxidation and decreased productivity (Derege, 2003). These effects include; elevated blood pressure, hyperthermia, anorexia, insomnia, alertness, elevated mood, and over talkativeness. Subjective pleasure such as ability to concentrate, euphoria, confidence, friendliness, contentment and flow of ideas has also been reported (Alem, 1997).

2.4 Socio-economic impacts of chewing khat in Ethiopia contexts

Ethiopia does pretty well out of chat the seed less plant which best grows at a 3-6,00 feet above sea level is grown across vast areas as cash crop and in economic terms is the country's fourth largest export. In high land region such as hararghe it is the back bone of the economy employing thousands of farmers, packer's harvesters and traders. Ethiopia is thought to have earned about \$ 69 million from chat cultivation in 2000 (fekadu, 1994).

2.4.1 Economic impacts of khat

The economic impacts and importance of khat, where it is grown, is high as an export and cash crop. In Ethiopia, in some years, khat has reached the fifth ranking export commodity in the national economy. The Kenyan national daily paper "The Standard" commented on March 28, 1982, that trade in khat was comparable to the opium trade of the legendary "Golden Triangle" of South East Asia. Domestic trade within producer countries though not shown in official statistics is also significant (belew et al, 200).

The economics of khat is equally significant for the farmer, the national government and for those involved in both, internal and external trade. Income from khat (Chat) in Eastern Ethiopia (Harar, Dire-Dawa, Jijiga), particularly in the recently organised khat marketing co-operatives, is reportedly very high. The Ethiopian farmers' income from khat is now more than ten times that from coffee. Historically, khat's export and trade in Ethiopia has been as important as coffee, civet cat and honey, thus enabling the country to import spices and weapons. The interaction and interdependence of the Ethiopian agrarian highlands with the pastoral lowlands was made possible through the trade and exchange of salt, gums and resins from the lowlands with khat and coffee from the highlands. Both of these trades (regional and international) have increased many fold over the years (Iemesa D. 2001).

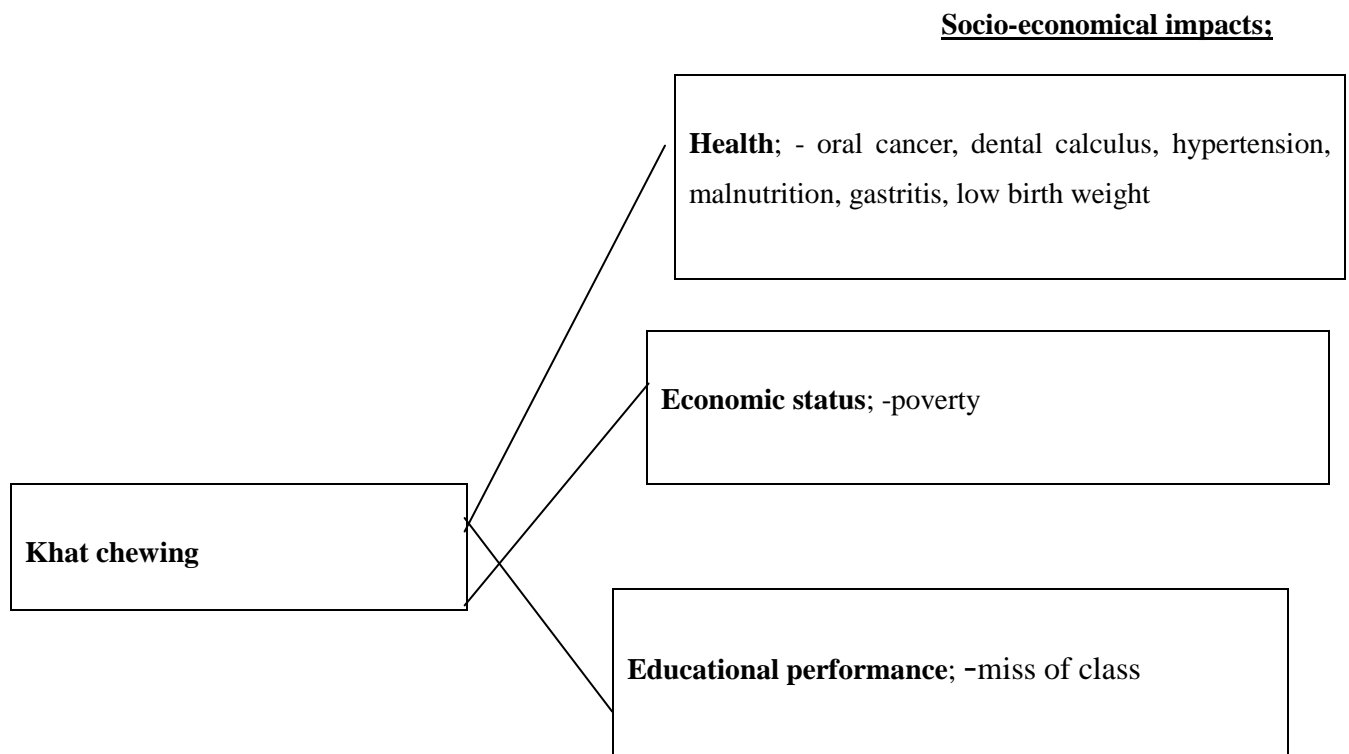
2.4.2 Impacts related to khat chewing

According to the student in AAU main campus students the results show that out of the total users 61.1% of the students were Muslim and 38.9% of them were Christians. Similarly out of the total users about 25% of Muslims were found to use alcohol after chewing khat and the rest 75% were Christians who use alcohol after chewing, those shows only about 25% of Muslims were using alcohol because the alcohol use is forbidden among Muslims communities since for in the Qur'an (Miraa, 1998).

2.5 Theoretical Framework

Socio-economic impact of chewing khat among students may be have number impact on of socio-economic factors which include but not limited to socio-demographic variables such as age, sex, education level, religious beliefs and background of the parent. Age can be associated with the use of Socio-economic impact of chewing khat, different age groups have different chewing practice and needs, parent background may is likely to initiate chewing khat because they get many easily from their parent, Further that, religious beliefs may have great impact for chewing khat for the purpose of ceremony (Ginmini, 2009). Besides, mediating factors such as friend ship pressure, supply or presence of khat, and access to get khat chewing place are important in facilitating the above-described linkages between independent and dependent variables.

2.6 Conceptual Framework



As the above diagram illustrates, the socio-economic impact of khat chewing on Jimma training college students; the conceptual types of theoretical framework was employed in this study. The primary impacts of khat chewing is on the education performance by the missing class and exam class while health and economic problems are among the impacts of chewing khat on socio-economic as the study conducted in Jimma teacher training colleges.

CHAPTER THREE

3. RESEARCH METHODS

3.1. Study area and period

The study was conducted in Jimma Teacher Training College, one of the first incorporated colleges in Oromia and initially established as Jimma Training college in 1972 G.C. Jimma Teachers' College (JTC) is located some 347 km southwest of Addis Ababa and about 2.5 km to the northeast of Jimma City Centre. JTC is one of several regional Teachers' Training Colleges in Ethiopia established specifically to produce qualified teachers for primary schools (grades 1-8). In accordance with the 1994 National Education and Training Policy, JTC was upgraded from a Teachers' Training Institute (TTI) as it had been for 28 years (1961-1988 E.C.) and, as a college, launched its first two-year Training Program (Diploma Program) in July 1988 E.C. during the summer semester. It goes without saying that such an important educational change-over as the inauguration of JTC, which took place after nearly three decades after the institution's inception as a TTI, caused a certain excitement as well as some anxiety amongst those who were closely affiliated to the college. The transformation required great imagination and better physical resources and, although JTC still has a long way to go before it becomes a fully-grown institution of higher education, it has made a good start towards meeting the growing regional demand for qualified primary school teachers. The study was conducted from April to June, 2016.

3.2 Study design

The study used a descriptive cross-sectional study using both quantitative and qualitative research methods. The design was selected for this study as it intend to assess the socio-economic impact and factor associated which make student to chewing. Thus, questionnaire and interview were used. The quantitative data was analyzed using number and percentages where as the qualitative one is analyzed through thematic analysis and summary.

3.3. The study population

The study population were taken from regular students of Jimma teacher training college, because the researcher to save time, budget and to get reliable data. So that, all regular students of Jimma teacher training college those who are following regularly are the source of the population study.

Inclusion criteria

The regular students learn regular academic 2008 E.C years at jimma teacher training college, present during data collection and volunteer to participate

Exclusion criteria

Students those who was absent during data collection, not volunteer during data collection.

3.4 sampling techniques and sample size**3.4.1 Sample Technique**

Purposive sampling techniques was used after ensuring the willingness of the respondents. The investigator were used purposive sampling. Purposive sampling in this context means selecting the khat chewing students; were used to the study by asking others who have information about the chewing khat who are college students are addicted with chewing in the school and around Jimma teacher training college. The investigator was used purposive sampling in rodent to have valid information.

3.4.2 Sample Size

For drawing a sample plan, non-probability sampling techniques was used in which desired number of sample units are selected based up on the objective of the enquiry. The researcher were select 75 students who are completely chewing were selected by using purposive sampling techniques out total students number are 2178 students in jimma teacher tanning college (according to static data of jimma teacher training college). The reason why for the selection of 75 samples from the target populations in Jimma teacher training college are; some of this units are very important and inclusion in the study area and the reason for using these sampling techniques is that purposive sampling is the types of techniques that the researcher selects respondents that fit the researcher study by personal judgment. Thus, about 75 students are the study subjects and participants are involved in this study.

3.4.3 Sampling procedure

To get the study sample, prior arrangement is done around the college compounds with students in order to get participants. The necessary information arrangement are taken with the objective of the study, characteristics of participants required that they should help identify. This is done during the chewing khat.

3.5 Variables

a. Independent variables

Khat chewing.

b. Dependent variables

- Health
- Economic status
- education performance

3.6 Data collection procedures

The study was conducted during the routine chewing khat, where the participants are receiving normal services. The introduction was conducted during a short briefing khat talks held every afternoon for the prior commencement of routine chewing. The Informed Consent forms (ICF) were distributed to all study participants for being signed. They were also signed by the research assistant (or PI) prior to commencement. Afterwards the completed questionnaires will be collected and kept in the proper place. Two research assistants were recruited and trained on the aim of the study and the meaning of questions. They are further taught on how to complete the questionnaires and how to provide assistance to study participants when required. The maximum duration spent by participants in completing the questionnaire was 25-30 minutes.

3.7. Data collection Technique and tools

Data collection technique was carried out by questionnaire and interview. The questionnaire was modified from socio-economic impact of khat chewing. The data collection was by self-administered questionnaire from each student by purposive sampling where students were selected. The questionnaire was used to collect information on socio-economic impact of chewing.

3.8. Data analysis

Quantitative Data Analysis; Data from the structured questionnaires were entered and the data was presented using frequency, tables and percentage.

Qualitative Data Analysis; In-depth interview were analyzed using summary and thematic analysis.

3.9 Ethical consideration

To conduct the study permission was obtained from Jimma University College of social science and humanity, department of Sociology and Social Work. All participants' right to self-determination and autonomy was respected in conducting the study. And they were also had given the right to give any information they needed verbally and/or in-written form. The anonymity of each participant was assured yet they were need assistance in filling out the questionnaire. In such cases, confidentiality was assured and no personal details was recorded or produced on any documentation related to the study.

3.10 Reliability and validity of instruments

Supervision of the complete questionnaires were well maintained by the prior to commencement of the interview for the aspect of data quality control, to ensure the validity and reliability of the questionnaire quality, feasibility and the assistance researcher was check the questionnaire and interviews. At the time to complete this entire questionnaire some of limitation such as, problems of arrangements class and the respondents not coming on a time.

CHAPTER FOUR

4. FINDING AND DISCUSSION

The current study was attempted to shows like; the why student chew khat, to assess the effects of khat chewing on educational performance of student, to assess the effects of khat chewing on health status of the students and further, to assess the effects of chewing on economic life of students. The researcher was distributed 75 questionnaires for the students and the data was analyzed accordingly.

4.1. Background of the Respondents

Table 4.1. Respondents general description

Variable	Category	Students	
		Frequency	%
Sex	Male	44	58.6
	Female	31	41.3
	Total	75	100
Age	Below 20 years	10	13.3
	21-25	50	66.6
	26-30	15	20
	Total	75	100
Education status	First year	18	24
	Second years	25	33.3
	Three year	32	42.6
	Total	75	100
Religion	Orthodox	21	28
	Muslim	40	53.3
	Protestant	8	10.6
	Other	6	8
	Total	75	100

Source: field survey, 2016

In the study or research personnel characteristics of respondents have very significant role to play in expressing and giving the responses about the problem, keeping this in mind, in this study a set of personal characteristics namely, age, sex, education, religion etc of the 75 respondents have been examined and presented in this chapter

Age

Age of the respondents is one of the most important characteristics in understanding their views about the particular problems; by and large age indicates level of maturity of individuals in that sense age becomes more important to examine the response.

Gender

Gender is an important variable in a given Indian social situation which is variably affected by any social or economic phenomenon and globalization is not an exception to it. Hence the variable gender was investigated for this study. Data related to gender of the respondents is presented in the Table 4.1

Marital Status

Marriage is one of the most important social institutions. In a developing country like India, it has undergone many changes. The perceptions and attitudes of the person can also differ by the marital status of the persons because the marriage might make the persons little more responsible and matured in understanding and giving the responses to the questions asked. The details of the marital status of the respondents is presented in Table 4.1

Education

Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents. Hence the variable 'Educational level' was investigated by the researcher and the data pertaining to education is presented in table.

As table 4.1 shows majority of the respondents were, male 58.6% and 41.3% female. the age of the student respondents below 20 years were 13.3%, where as 66.6%, and 20% of the respondent where at the age of between 21-25 and 26-30 respectively, on the other hand no one respondent at the age of between 31-35 and above 36 age in the study. The majority of the student were 3rd year students while the least students for this study where first year, this is duo to the adaptation of student year to year in chewing khat with peer pressure of the student each other. Majority of the respondents 53.3% are Muslim, next orthodox with holding 28% in the study. In general presentation of data on back ground of respondents, As data shown that characteristics of the respondents were, male respondents were dominant, students were within the range of below 20 years, majority of the respondent were male, 66.6% of the respondents were at the age between 21-25 years in the study.

4.2 The reasons why students chewing khat

Table 2. Why student chew khat

NO	Items	Responses	No of respondent	Percentage
1	Have you ever chewed khat	Yes	75	100
		No	-	
		Total	75	100
2	What factor initiates you to chewing khat	Family	10	13.3
		Peer pressure	40	53.3
		Religion customs	17	22.6
		Traditional healers	8	10.6
3	What is the reason for you chew khat	To concentrate in study	44	58.6
		To pass time	6	8
		For pleasure	25	33.3
		Total	75	100

Source: field of survey, 2016

Modern users report that chewing khat gives increased energy levels, alertness and confidence, a sense of happiness better thinking capacity and creativity facilitation of communication ability, enhanced imaginative ability and the capacity to associate ideas. For some chewing khat is the method of increasing their work performance. A significant number of students why they chew khat to be alert especially during examination period. Because after they chewing of the active ingredient of khat responsible for its psycho stimulant effect is all alkaloid chemical known as cathione which is structurally and chemically similar to amphetamine and cathode a milder form of Cat ionone. Cat ionone is a highly potent stimulant which produces sympathomimetic and central nervous system stimulation analogous to the effect of amphetamine. Khat loses its potency after 48 hrs. The results of various in vivo and in vitro experiences indicate that the substance could be considered as a “natural amphetamine” duo to this, students chewing khat to study long time(lemessa, 2001).

In the study hand 100% of respondent strongly agree the chewed khat, most frequent involved in khat chewing and students shows that prevalence of current use of khat where very higher and The factor initiates students for the chewing of khat mostly were peer pressure with accounting 53.3% and the other like religion dogmas(22.6%), traditional healers(10.6%) and family way of life (13.3%) where among the factors those initiates to chewing khat for the students as the respondents of the above study shown.

The major reasons for chewing khat of the students were to concentrate in the study with 58.6% as the respondents shown while 33.3% and 8% of the reasons why the students chewing khat are for the sake of pleasure and to kill or pass time respectively. All such kind of condition probably created due to students habituation with khat for study purpose or to concentrate in study time, peer pressure, for pleasure, and religion dogmas with social attitude towards khat, were the main factors or reasons why students chewing khat.

4.3 The effects of khat chewing on educational performance

Table 3. Students Responses on what are the effects of khat chewing on educational performance

N	Items	Responses	No of respondents	Percentage
1	Your sensitive or concentration for reading understanding	Very low	-	-
		Low	-	-
		Medium	13	17.3
		High	27	36
		Very high	35	46.6
		Total	75	100
2	Using time properly after chewing khat	Very low	7	9.33
		Low	12	16
		Medium	21	28
		High	35	46.6
		Very high	-	-
		Total	75	100
3	Your concentration in attending class	Very low	17	22.6
		Low	23	30.6
		Medium	25	33.3
		High	5	6.6
		Very high	5	6.6
		Total	75	100
4	Your achievement in exam result	Very low	-	-
		Low	-	-
		Medium	47	62.6
		High	22	29.3
		Very high	6	8
		Total	75	100

Source: field survey 2016

Modern users report that chewing khat gives increased energy levels, alertness and confidence, a sense of happiness better thinking capacity and creativity facilitation of communication ability, enhanced imaginative ability and the capacity to associate ideas.

For some chewing khat is the method of increasing their work performance. Based on the above table 4.3 shows, 17.3% of the students shows medium effects of chewing on the education performance by helping the students sensitive or concentration for reading and understanding while 36% and 46.6% of the students show high and very high effects of chewing khat on educational performance respectively which helps or makes the students sensitive or concentration for reading and understanding. 46.6% of the students use time high levels properly after chewing khat, and 9.33% of the students use time very low levels, the rest 16%, 28% and non of the respondents shows that, students use time low, medium and very high after chewing khat respectively. From this, we understand that chewing khat have great effects on education performance in which the students use time properly after chewing khat.

in the other hand, 22.6%, 30.6%, 33.3% and 6.6% of respondent shows that, students concentrate in attending class very low, low, medium and high respectively. This shows that, to some extant chewing khat make the students attending class with 30% and 33.3% with degree of low and medium respectively, which is the effects of khat chewing on education performance. Whereas 62.6%, of the respondents states that, effect of chewing khat on educational performance with achievements or attending in exam result medium, while 29.3% and 8% of the respondents shows effect of chewing khat on education performance for students in attending exam result where high and very high respectively.

Based on this presentation of data the situation of most students those addicted by chewing khat or stimulants concentration in class is medium with 62.6% and next to this the approximate percentage of student is zero (non of respondents) that is very low and low due to some reason. These reason is the consumption of khat or stimulants causes an increase in the level of certain hormones, which can make an individual feel more confidents, these all things done out of class, but not in class for this reason for the most of students the class were boring and they did not attend in the exam result or miss class.

In addition to this, according to the respondent interviews *“the impacts of chewing khat on educational performance where; most of the students (those who chewing khat) absent from exam and miss class afternoon, for the purpose of chewing khat. So their grade becomes decreased.”* According to the data obtained from students shown.

Table 4; students respond on effects of chewing khat on education performance

No	Items	Responses	No of respondent	Percentage
1	Time of study per day after chewing khat	1-2hr	11	14.6
		3-4hr	16	21.33
		5-6hr	20	26.6
		Above 6hr	28	37.3
		Total	75	100
2	Time of study per day before using any khat chewing	1-2hr	31	41.3
		3-4hr	29	38.6
		5-6hr	15	20
		Above 6hr	-	-
		Total	75	100

Source: field, survey 2016

From the table 4, shows, we can understand that majority with 37.3% of the respondents completely study above six hours per day after chewing khat where as, 14.6%, 21.3% and 26.6% of students, study from one to two, three to four and five to six time study per day after chewing khat. As table 4, shown, 43.3% of students study one to two hours (few time) per days before using any chewing khat and no one respondent who study above six hours per day before chewing or without chewing khat while 38% and 20% of the students, study from 3-4hr and from 5-6hr per day before chewing any khat. From this majority of the students, Based on their studying time per days we concluded that 28(37.3%) of students from all respondent read mostly above six hours after using khat/stimulants to read their lesson and 26.6% read from 5-6hrs to improve their performance. in contrast to this result most of students study 1-2hr with 31 (41.3%) per day before they use chewing khat. So khat was highly influences the students study time per day that means those addicted student with chewing khat should take stimulants to study more time. So there are great significant between chewing khat and study time of the students.

In addition the quantitative data analysis above, according to the respondent interview from students of jimma teacher traning college *“the chewing of khat have impacts on the students education performance by absence from class, and kill their time during the time of chewing khat, duo to this; the students withdraw from their education and they did not give satisfactory grade in academically.”*

4.4 The effects of chewing on the health status

Table 5. The effects of khat chewing on health status of the students

No	Items	Responses	No of respondents	Percentage
1	Types of dental problems	Dental caries	37	49.3
		Dental calculus	15	20
		No dental problems	23	30.6
		Total	75	100
2	Did you chewing give gastrointestinal complaint	Gastritis	23	30.6
		Constipation	32	42.6
		Diarrhea	7	9.3
		Hemorrhoids	5	6.6
		No complain	8	10.6
		Total	75	100
3	Which types of sleep pattern did you have	Late-sleep	17	22.6
		Disturbance	18	24
		Interrupted	15	20
		Early awakening	5	6.6
		Night mare	7	9.3
		No	14	18.6
		Total	75	100

Source: field, survey 2016

Impact of khat use on health and economic status of the people including malnutrition, gastritis, importance, low birth weight and depression. Excessive consuming of khat is said to be induced symptoms of hallucinations or illusion and in intoxication family in oxidation and decreased productivity (Derege, 2003). Cathinone has most of central nervous system and peripheral actions of amphetamine and appears to have the same mechanism of action. Catha none produce symphony homiletic and central nervous system stimulation analogous to effects of amphetamine. These effects include; elevated blood pressure, hyperthermia, anorexia, insomnia, alertness, elevated mood, and over talkativeness.

As table 4.4 shows on the above, 49.3% of the majority respondents status that, khat chewing have dental caries effects on student health status where as 20% of the respondents shows the effect of chewing khat on health status like dental calculus, and 30.6% no dental problems on health status the chewing of khat as the above data shows on the other hand, As we understand from the above table most percentage of the students 42.6% responded that, the chewing of khat affects health statues of the students by constipation and 30.6% of the student chewing khat affected with gastritis health problems. From the respondents as shown, 9.3% and 6.6% of student affected with health problems by the case of chewing khat like diarrhea and hemorrhoids

respectively. In addition to this, chewing khat make disturbance at the time of sleep with 24% as the respondents states, where as 22% and 20% of the study result show that chewing of khat affects student health status by late-sleep and interrupted way of sleep pattern. This kind of situation created due to, Subjective pleasure such as ability to concentrate, disordered, confidence, contentment and flow of ideas has also been mentioned.

In addition to the data analysis above, according to respondent interview said “*chewing of khat have impacts on their health, since after they chewed khat, majority of them did not eat food and they set for long of time without sleep in the night time. Duo to this, they become constipations problems and loss of white with dip ration. In addition to this, teeth problems like dental calculus and dental caries occurred to the students*”.

4.5 The effects of khat chewing on economic life of students

Table 6, students respond, the impacts of khat on economical

No	Items	Respond	Frequency	%
1	How often do you chew khat	Daily	38	50.6
		Once a week	12	16
		2-3 a times a week	13	17.3
		Occasional	10	13.4
		Others	2	2.6
		Total	75	100
2	How money you chew at a time per cost with per day in Ethiopia birr	20-30 birr	52	69.3
		31-40birr	19	25.3
		41-50birr	5	6.6
		Total	75	100

Source: field survey, 2016

Students chewing khat at day and chewing khat for long hours greatly reduces the students physical and economic productivity, often reducing the daily effective working hours to three to five. Duo to this, study time and class attending greatly declines as a result.

The socio-economic problem is more severe in economically weak, importing countries which are for khat chewing as a substitute to alcohol, cigarettes, and related drugs which are prohibited on religious grounds. Most of people sitting in groups to pray or to socialize are common where khat is ceremonially provided, including wedding feasts and funeral ceremonies which make extravagancy and kill their time.

From table 6, 50.6% of the students chew khat daily, 16% chew once time a week, 17.3% of the students chewing khat from two to three times a week and 13.3% of the students chew khat occasionally as the respondents states on the above studies. On the other hand, majority of 69.3% the students spent per cost from 20-30 per week Ethiopian birr and 6.6% of the students spent money per cost between 41-50 birr, this shows economically they are poor or chewing of khat make poor and because they are students.

The last interview part raised to the respondents was, what are the impacts of chewing khat on economic? As the respondents replied that, *“when student chewing khat, they become economically poor and no having enough money for the survival and for education purpose, since when they chewed khat they becomes extravagance”*.

CHAPTER FIVE

5. CONCLUSION AND RECOMANDATION

5.1 Conclusion

The habit of chewing khat takes place in different way, with different purpose. From out finding, a significant number of students chew khat to be alert especially during examination period. Most students chew khat in groups during special ceremonies and for the purpose of study to enhance them. Duo to this, the study also show that, the effects of khat chewing on health status of the students and to assess the effects of chewing on economic life of students, like chewing khat have its impacts in different aspects like kill time, absence from class attending and shortage of money or economic disturbance were among the impact of chewing khat conscience on students. Based on the finding of this study, the researcher drawn the following conclusions; khat chewing was highly influences the students of the study all time per day, that means those addicted student with chewing khat should take stimulants to study more time. As I understand that, from the above study chewing khat and study time of the students were un separated factors. students habituation with khat for study purpose or to concentrate in study time, peer pressure, for pleasure, and religion dogmas with social attitude towards khat, were the main factors or reasons why students chewing khat and the consumption of khat stimulants causes an increase in the level of certain hormones, which can make an individual feel more confidents, for this reason most of students were boring and they did not attend in the exam result or miss class. Chewing khat affected economical like costing for buying khat which make them poor and chewing affects health status of student like with gastritis, diarrhea, dental problems and hemorrhoids health problems with interrupted way of sleep pattern. This kind of situation created due to, Subjective pleasure such as ability to concentrate, disordered, confidence, contentment and flow of ideas.

5.2 Recommendations

The following recommendations are forwarded in the hope that they can contribute to solve impacts of socio-economic chewing khat in academic.

- The Jimma teacher training college administration should design like club, refreshment place, sport club, and different types of facility for students
- Each college of the teachers should give and create awareness to their students on the impact of chewing khat in the class.
- The community of jimma should be more provided and designed to mitigate the impact of chewing khat
- Increasing awareness of community and student should be addressed on the impacts of chewing khat by giving training and teaching.
- Educational program within the school or college levels should aim and prepared to increasing the knowledge and awareness on the impacts of khat and its conscience.
- Government should prepare laws and regulation on the chewing of khat, by making policy within the community and giving training on the impacts of chewing khat.
- Community mobilization works have to be done to aware the community or students about the impacts of khat chewing by teaching and giving training for those chewer.
- Husband and wife should give awareness to the their students by maximizing their negative and minimizing cultural believes with religion view to give up the attitude of community adapt negative thinking on chewing of khat
- Lastly, but not least students themselves should ensure and clear understanding on the impacts of khat chewing and teaching each other with those chewing khat students and non chewer students.

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ANNEX

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Instruction;

This questionnaire is prepared to collect information on Socio-economic impact of chewing khat in Jimma Teacher Training College, Jimma Town, South west Ethiopia. Firstly thank you for your cooperation and support. I am kindly requesting you to provide genuine answer to the items. Please circle one of choice for closed ended questions and write answer for your open ended question.

Section one

PART I Socio-demographic characters

1. Age-----
2. Sex 1) Male----- 2) Female-----
3. Religion 1) orthodox 2) Muslim 3) protestant 4) other (specify)
4. Ethnicity 1) Oromo 2) Amhara 3) Tigre 4) other (specify)
5. Educational status 1) year I 2) year II 3) year III
6. Your monthly income from family or other----- in birr

PART II Specific questions

1. Have you ever chewed khat? 1) Yes 2) no
2. What factor initiates you to start khat chewing?
 - 1) Family 2) peer pressure 3) religious customs 4) traditional healers
 - 5). To concentrate on education 6. Other (specify)
3. If you say “yes” in question number 1 when you start?
A, at high school level B, at preparatory level C, at college level
4. How much time do you study per a day after using the stimulants?

A, 1-2hr B, 3-4hr C, 5-6hr D, more than 6

5. Before using any chewing your studying time per a day?

A, 1-2hr B, 3-4hr C, 5-6hr D, above 6hr

5. After using any chewing khat your studying time per a day?

A, 1-2hr B, 3-4hr C, 5-6hr D, above 6hr

7. For how long have you chewed khat? 1) <6months 2) 6months-1year 3) 1-2 years 4) >2 years

8. How often you chew khat? 1) Daily 2) once a week 3) 2-3 times a week 4) occasionally

9. How much you chew at time per cost in birr? 1) 20-30 birr 2)31-40 birr 3) 41-50 birr 4)> 50 birr

10. With whom do you usually chew khat? 1) Alone 2) friends 3) with parents 4. other

11. What is (are) your reason(s) for you to chew khat? 5)

a. To concentrate during study b. to kill/ pass time

c. For pleasure d. to enjoyment e. if any other specify it

PART III; Specific questions

1. After using any chewing of khat? Answer for this question. The table is given below as to fill with its ranks by using right thick (√)

NO	Questions	Level of Mark				
		Very low	Low	Medium	High	Very high
A	Your sensitivity for reading & understanding					
B	Using time properly					
C	your concentration in the class					
D	Your achievement in Exam result/score					

2. Have you miss any of your class for chewing khat?

A, Yes B, No

3. If you missed some extent of classes due to chewing khat is there any negative change on your performance? Write on provided space.

.....
.....

4. If you say “No” for question number 1 from part 2 what ways you use to improve your performance?

.....
.....

5. What is the advantage or disadvantage of in chewing khat on the education performance?

a. Advantage; _____

b. Disadvantage: _____

PART IV; Specific questions

1. What type of dental problems is identified in the respondents with physical examination?

- 1) Dental caries 2) dental calculus 3) no dental problems

2. Did you have the following gastrointestinal complaint in past 30 days?

- 1) Gastritis 2) constipation 3) diarrhea 4) hemorrhoids 5) no complain

3. Which of the following sleep pattern do you have? 1) Total sleep disturbance

- 2) late-sleep disturbance

- 3) Interrupted sleep 4) early awakening up 5) night mare 6) no

Section two

PART V and VI; INTERVIEWS FOR SPESIFIC OBJECTIVE

1. What do you think the effects of chewing on economic life of students?
2. Where did you get source of income for buying khat?
3. How you encountered shortage of money when you expense money for chewing khat?
4. How is the rate or abundances of khat in your living and learning area?
5. Where did you buy the khat and from where the khat comes?
6. How is chewing of khat have impacts on education?
7. How is chewing of khat have impacts on health?

Thank you again for your active participation!!!