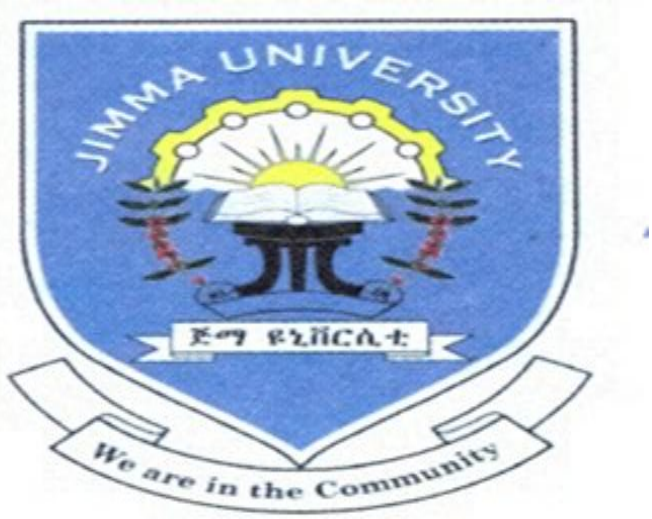
SUBSTANCE USE AND ASSOCIATED FACTORS AMONG HIGH SCHOOL STUDENTS IN SHASHAMENE TOWN, OROMIYA REGION, SOUTH EAST ETHIOPIA



BY ADABA MEKONNEN (BSC)

THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF HEALTH SCIENCES, DEPARTMENT OF EPIDEMIOLOGY IN PARTIAL FULFILLMENT FOR THE REQUIREMENT FOR THE MASTERS OF PUBLIC HEALTH IN GENERAL PUBLIC HEALTH.

JIMMA, ETHIOPIA

JUNE, 2016

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Abstract

Introduction: The use of substances such as alcohol, khat leaves and tobacco have long been recognized as one of the leading causes of human suffering and become one of the rising major public health and socio-economic problems worldwide. Even though substances use occurs in all segments of all societies, it is more spreading in an alarming rate among the young generation.

Objective: To assess substance use and associated factors among high school students of ShahsemenTown.

Methods: An institutional-based cross-sectional study was conducted among 606 randomly selected high school students in Shashemene Town, Southeast Ethiopia, in April 2016. The sample size was calculated by a single population proportion formula and allocated proportionally for the schools based on the number of students. A pretested structured questionnaire was used to collect the data. The data were analyzed using SPSS version 16.0. Descriptive, bivariate, and multivariate logistic regressions were employed to identify the predictors of substance uses.

Result: The overall prevalence of substance use among the respondents was 377(62.2%). The life time prevalence of cigarette smoking, alcohol drinking ,and khat chewing, among the study participants were 16.7%, 34.8% ,and 29.7% respectively. Sexes of the respondents, substance uses status of the respondents' father, mother, and friends had significantly associated with substance uses status of the respondents. Respondents whose father, mother, and friend use substances were seven times (AOR [95% CI] 7.08 [3.21-15.61]), sixteen times (AOR [95% CI] 16.89 [4.77-59.84]), and four times (AOR [95% CI] 4.38 [1.89-10.13]) more likely to use substances respectively compared to the respondents father, mother, and friend who were not use substances. On the other hands, currently living alone, current town residence, grade level in the school, religion of the respondents and having monthly pocket money were also significantly associated with substance uses status of the respondents.

Conclusion: Respondents whose family uses one or more substances were more likely use substances. Respondents whose best friend uses substances were more prone to practice substance uses. Family and friends of the respondents were the predicting factors for them to practice substance use or not. Hence, school principals, town education office and health office need to tackle substance uses of the respondents through focusing the identified factors.

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Finally, my heartfelt thanks go to the study participants of all schools for their cooperation and volunteers by giving me relevant information perteint to their substance ues status.

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List of Acronyms/Abbreviations

ADD-Untreated attention-deficit disorder

ADHD-Attention-deficit/hyperactivity disorder

ATOD- alcohol, tobacco and other drugs

DALYs - Disability-Adjusted Life Years

ESPAD-European School Survey Project on Alcohol and Other Drugs

FMHACA - Food, Medicine, and Health Care Administration and Control Authority.

GSHS - Global School-based Student Health Survey

HIV – Human Immunodeficiency virus

JU- Jimma University

MoE- Ministry of Education

MoH.- Ministry of Health

ODCCP-Office of Drug Control and Crime prevention

PR-Prevalence Ratio

SAMHSA- Substance Abuse and Mental Health Services Administration

STI- Sexually transmitted Infection

WHO- World Health Organization

UN- United Nation

1. Introduction

1.1 Background

The history of drug production and use is part of the history of humanity itself. In the last decades, however, due to its increased frequency, substance use has become a worldwide public health problem, awakening the interest of researchers [1].

Globally, it is estimated that in 2012, between 162 million and 324 million people, corresponding to between 3.5 per cent and 7.0 per cent of the world population aged 15-64, had used substance at least once in the previous year. The findings of that study revealed that in 2010, the dependence on substance use was responsible for 3.6 million years of life lost through premature death and 16.4 million years of life lived with disability globally. However, disability adjusted life years reach a highest among users aged 20-30 years, and among that age group it contributes a higher proportion to the burden of disease [2].

Adolescence is a period of great change, fostering contact with new habits and exposure to behavioral risk factors, such substance use (cigarette, alcohol, and khat). In this transition from childhood to adulthood, experimenting with substance use can also occur, placing health at risk [14].

Substance use usually begins during adolescence, but population- based studies targeting adolescent students are relatively scarce in low and middle-income countries [3]. The use of substances such as alcohol, khat, and tobacco has become one of the rising major public health and socioeconomic problems worldwide [4].

Many studies in Africa and outside reveal that the life time prevalence of substance use in high school, college and university students vary from place to place. These could be explained as in India high school the prevalence was 12.5 [17] , in Jamaican adolescent high schools 64% [6], Nigeria adolescent high schools 83.8% [21], in Southeast Ethiopia 34% [23], in Northwest Ethiopia 65% [24] and 18% in Dire Dawa high school (Ethiopia) [27].

From an economic standpoint, dependency on alcohol, tobacco and other drugs (ATOD) can result in a heightened healthcare bill due to ATOD-related illnesses, loss of productivity in the workforce, cost of damages due to criminal activities, increasing law enforcement teams to combat crime, provision of housing and welfare for drug-dependent citizens and their families as

well as the cost for detection, prevention, treatment, rehabilitation, research and educational programs [6].

The factors contributing to youth substance use have been identified and promulgated includes easy access to substances within immediate neighborhood, failure of school achievement, feeling boredom, undesirable peer influence, intergenerational addiction and negative peer's [7].

Risk factors associated with increased adolescents' substance use are family history of the of substance use [21-24, 31,33,34,40 47], having friends who use substance [20-24, 35, 36, 38, 41-44], and sexes [4, 17, 20-24].

Substance use is widespread in many African countries, with alcohol and tobacco acting as "gateway drugs" to life use of other substances. Secondary school is unique in having the high number of teenagers who are seemingly battling with self-identity and peer pressure influence [8].

The use substances among adolescents are a global phenomenon eating deep into the fabrics of our society. Senior Secondary Students are most vulnerable at this transformative stage of their lives and are often prone to dangers associated with lack of awareness on substance use [9].

The use of alcohol, khat and tobacco among adolescents can be harmful, leading to decreased academic performance, increased risk of contracting HIV and other sexually transmitted diseases [11].

1.2 Statement of the problem.

Use of substances such as alcohol, khat leaves (Catha edulis) and tobacco has become one of the rising major public health and socio-economic problems worldwide. Recent trends indicate that the use of substances have dramatically increased particularly in developing countries [15].

If substance use during adolescence is not addressed, problems escalate, become more difficult to solve, and the subsequent consequences can be severe, and substance use is sometimes the first sign of problematic behavior, and that it is more often part of a broader constellation of maladaptive behaviors that reduce academic performance and contribute to dropping out [10].

Alcohol, especially in high doses, or when combined with *khat* or tobacco, continues to claim the lives of many people [11].

There is a growing epidemic of tobacco use among adolescents in the developing world. Khat (Catha edulis) has been used in African countries for centuries as a mild stimulant. Harmful effects can occur with any psychoactive substance use [23].

The history of substance ues in Africa is relatively short. However, the use of substance in Africa is escalating rapidly from cannabis and khat use to the more dangerous drugs and from limited groups of drug users to a wide range of users [52].

Substance uses becoming increasingly common in Ethiopia. This is particularly the case in urban areas. While khat chewing was once traditionally confined to certain Islamic population regions, it is now consumed in locales throughout Ethiopia and by people of all religions, regions, and ages [12].

In Ethiopian high school students and higher education institutions, substance uses has become one of the most serious problems in recent years [13].

The substance use problem in Shashamene is not different from other parts of the country, though there may be variations in the magnitude of the problem. The town's proximity to cash crop areas likens Wondo Genet exposes the students to the consumption of Khat. Shashamene high schools, substance uses have become one of the most serious problems in recent years [52].

The available information on the substance use/current prevalence among students remains scanty and fragmentary due to lack of study on the subject in area. Thus, the findin determined the prevalence and associated factors of substance use among the students in the shashamene Town. An evidenced - based intervention programme directed at empowering the youth to stay away from drugs cannot be effectively designed without a baseline data providing evidence on the existing problem and the extent to which the youth are falling victims to substance use. It expected that the information generated serve to inform all actors interested in addressing substance use in Shashamene and other parts of countries about the magnitude of the problem and its effects on society.

1.3 Rationale of the study

Substances use habit has its own adverse effect on the health of individuals and social life of users. Substance is widely used among Ethiopian youth’s for different purposes. Shashamane Town due to its proximity to Wondo genet, Halaba and Dilla towns which are well known for their Khat production have strategic importance for substance use studies. In line with these facts, conducting research on the use and associated factors of substance among students of high

schools in Shashemene Town help to identify the distribution of problems. And it also serves as a critical role of providing information to form rational foundation for public health policy, prevention and planning to bring change in contributing factors for substance use.

1.4 Significance of the study

Substance use has many consequences, which interfere with the health, social and economic activities and it is believed that its usage has to be abandoned and stopped immediately. Only few studies which shows the prevalence and consequence of substance use has been conducted so far in the country, because of this it is difficult to take on appropriate prevention and control action on time. Therefore, this study is timely and of relevant for the reasons that the major findings of the study are believed to contribute towards filling the knowledge gap of the topic under investigation, study shall stimulate other research undertakings thereby augmenting the limited knowledge on student substance use (school), regional and country levels, to reduce and then to stop the use of substance among students of Shashemene high school specifically and other schools as well as to the nearby society at large, and by way of communicating the context-specific findings on the nature, causes and doable recommendations and the study also serves as a guideline or references for concerned actors/stakeholders of Shashemene secondary school. The study was also provides inputs for policy makers, especially at the MoE and MoH. It is not more studied in this area that is why it is intended to conduct study in Shashemene High schools.

2. Literature Review

2.1 Prevalence of substance abuse

Alcohol and other substances (Khat and tobacco) users' estimated about 27 million, which is 0.6 percent of the world adult population (13). It is estimated that 9% of the global population aged 12 or older are classified with dependence on psychoactive substances such as alcohol [15].
By their senior year of high school, 80% of American adolescents have used alcohol and 61% have used tobacco [16].

A cross-sectional study conducted on Substance use among adolescent high school students in India showed that, out of 416 students, 52 (12.5%) used or abused any one of the substances irrespective of time and frequency in lifetime; 26 (15.1 %) were among the urban students and 26 (10.7 %) were among their rural counterparts [17].

Study on use of substances among senior high school students in Cape Coast and Kumasi, Ghana 2014, on a sample of 244 students showed that there were significant differences in gender $F(1, 240) = 68.105$, $p < .001$; age $F(1, 240) = 28.273$, $p < .001$; boarding and day students $F(1, 240) = 13.287$, $p < .001$; relationships $F(1, 240) = 14.647$, $p < .001$; locations $F(2, 239) = 9.024$, $p < .001$, and religion $F(1, 240) = 9.371$, $p = .002$ [18].

There was a cross sectional study among 456 respondents on Substance use among senior secondary school students in Abraka, Delta State, Nigeria, Alcohol use prevalence was 55%; there were more male (35%) than female (20%) drinkers; 45% began drinking at 11-15 years; 42% drank at ceremonies; 10% drank for pleasure; 22% drank because they feel it was a sociable thing to do; 4% and 2% respectively drink because their parents and friends also drank, 71% were currently drinking*;* Alcoholic wines are most favored [19].

Study conducted on the assessment of knowledge, attitudes and practices of psychoactive substance use among 402 students secondary school students in, Tanzania 2013, only 6.5% of the surveyed students' had history of psychoactive substance use and over 90% of the students believed that psychoactive substances can negatively affect students academically [20].

Findings survey research, among 2,600 secondary school students in Nigeria, 2013, revealed that 83.8% of the respondents use psychoactive substances while 16.2% do not; 58.7% of the substance users are males while 41.3% are females; the result also showed that the type of substances commonly used by the respondents amongst others was alcohol; various reasons for adolescent substance use were identified and desire for acceptance by friends/peers had the highest value of 72.7% [21].

Another cross-sectional and descriptive study on Substance use among secondary school students in an urban setting in Nigeria: prevalence and associated factors, a total of 402 students were studied, alcohol and tobacco, their lifetime use prevalence rates were 9.2% and 5.2% [22].

Descriptive cross sectional survey design on co-occurrence of alcohol, tobacco and other substance among 1088 secondary school students Kenya 2013, showed that alcohol was the most used drug (23.5%) followed by khat, cigarette, smokeless tobacco and bhang in that order and of the current alcohol drinkers, 47.6, 33.1, 28.7 and 26.6% had also used khat, bhang, smokeless tobacco and cigarettes respectively [25].

There were also a school based cross-sectional study on high prevalence of substance use and associated factors among high school adolescents in Northwest Ethiopia, 2012: a total of 651 students were participated, and the current prevalence of substance use was 47.9% and life-time prevalence was 65.4% and the current and lifetime prevalence of alcohol use was 40.9% and 59% respectively [24].

Another study in Ethiopia, an institutional-based cross-sectional study was conducted among 603 randomly selected students from five of eight preparatory schools of Bale zone, Southeast Ethiopia, in March 2013 showed that, the overall current prevalence of substance use among the respondents was 34.8% (210), specifically, 23.6% (102), 17.1% (142), 5.6% (34), and 4.6% (28) of the respondents drank alcohol, chewed khat, smoked shisha, and smoked cigarette, respectively [23].

Another cross sectional study on the assessment of Substance use and Associated Factors among 423 sampled Students, East Gojjam , Ethiopia, 2013, the overall prevalence of substance abuse

was 14.1 % and the commonly abused substances were alcohol 13.4 %, khat 7.8 %, and cigarette 5.4 % [26].

A cross-sectional study design using a questionnaire and supplemented by focus group discussion (FGD) conducted to assess the prevalence and determinants of substance use among high school students in Dire Dawa, Ethiopia, showed that last history (life time) of chewing khat, cigarette smoking, alcohol drinking and shisha smoking prevalence were 18.4%, 13%, 34.2%, and 12.8%, respectively [27].

Cross sectional study conducted on the prevalence and associated factor of substance use among high school and preparatory schools of Ginnir town Bale Zone, Southeast Ethiopia 2014, among 220 students were included in the study revealed that the prevalence of substance use among male respondents were 31.2% ever drunk alcohol, 48% khat chew and 12% ever smoke cigarette while 8.4%, 8% and 7% of female were ever drunk alcohol, khat chew and smoke cigarette respectively [28].

According study conducted in Dilla University students, Ethiopia 2011, to assess substance abuse and sexual HIV-risk behavior among 611 students were interviewed, the prevalence of alcohol drinking, chewing khat, and cigarette smoking were 396 (64.7%), 251(41.8%), and 117(19.17%) respectively [29].

Institution based cross sectional conducted on psychoactive substances use and associated factors among Axum university students, North Ethiopia in April 2012, on 764 selected students, the lifetime prevalence of khat chewing, alcohol drinking and cigarette smoking among the study participants were 28.7%, 34.5% and 9.5% respectively and, the current prevalence of khat chewing, alcohol drinking and cigarette smoking were 27.9%, 32.8% and 9.3% respectively [30].

Another cross sectional study to assess prevalence, knowledge and attitude of substances abuse was done among 279 Senior Secondary and Preparatory School students Fogera district North West Ethiopia in 2007 showed that 75 (26.88%) of the respondents were ever-tried substances and alcohol (70.67%) and Khat (50.67%) were the most commonly used substances [31].

A cross sectional study was conducted among 356 students in Rifty Valley College Bishoftu, Ethiopia 2014, showed that the life time prevalence of alcohol drinking, khat use and cigarette

smoking among the study participants were 40.2%, 35.6% and 18.4% respectively, and Similarly, the current prevalence of alcohol drinking, khat chewing and cigarette smoking were 35.6%, 29.9% and 14.9% respectively [32].

Smoking

The World Health Organization has reported prevalence of smoking among young people in the Eastern Mediterranean as following: 26.6% in Iran, 20.9% in Kuwait, 17.2% in Iraq, 10.1% in Pakistan and 15.9% in Saudi Arabia [33].

Study conducted 290 university students in Japan, 2014; in order to establish their current smoking habits, along with their family relationships from primary and junior high school, the students were asked who around them smoked, the most common response was "friend(s)," with a majority (75.0% of smokers and 50.6% of non-smokers) reporting that they had friends who smoke and the next most common response was "father," with 40.9% of smokers and 31.8% of nonsmokers [34].

A descriptive cross sectional study on psychoactive substance use Nigeria 2010, on a sampled of 215 adolescents, showed that only 20.5% had ever used tobacco while 11.6% were current users and males accounted for 60% of current users compared to 40% amongst females [35].

School Based Cross Sectional Survey on Prevalence and Predictors of Cigarette Smoking among Adolescents of Ethiopia, 2014: showed that the prevalence of cigarette smoking among adolescents were found to be 28.6% ever smokers, and 17.2% current smokers ([36].

Study on Prevalence and determinants of active and passive cigarette smoking among students at Hawassa University, Ethiopia 2011, among 586 students showed that 14.8% have ever cigarette used in their life time and 7.5% used tobacco in the previous 30 days [37].

Study conducted on Prevalence and determinants of adolescent tobacco smoking in Addis Ababa, Ethiopia 2006, [1868 respondents], 4.5% males and 1% females reported being current smokers ($p< 0.01$) [38].

Alcohol

A cross-sectional study conducted on the Consequences of Low Risk and Hazardous Alcohol Consumption among University Students in Australia and Implications for Health Promotion Interventions in 2013, a total sample was 2588, almost 40% of students who had consumed alcohol in the past year reported drinking at hazardous levels [39].

Thailand Global School-based Student Health Survey (GSHS) 2008, on the prevalence of alcohol use and the associated factors among adolescents (n=2758) overall, the prevalence of current alcohol use was 14.8% (21.2% males and 9.3% females) [40].

According study conducted in Port Harcourt, Southern Nigeria 2014, to determine the prevalence and factors associated with alcohol use among 1080 sampled secondary school students, the prevalence of current drinking of alcohol was 30.6% and 38.1% of current drinkers were also drunk in the past 30 days, with 17.2 % being very frequently drunk [41].

On the other hand, a cross-sectional study was conducted to assess the prevalence of alcohol use and its predictors among high school students in eastern Ethiopia in 2010, with a total 1890 sampled students, 372 (22.2%) students drink alcohol, and out of these, 118 (31.7%) were females and 254 (68.3) males [42].

In Addis Ababa there was a cross-sectional study on determinants of alcohol drinking and its association with sexual practices among high school students in 2010, a total of 2551 students surveyed, life- time and current (past month) alcohol drinking were reported by 1166 (45.7%) and 676 (26.5%) students, respectively [43].

Khat

According to Institutional based cross-sectional study conducted to determine the prevalence and related consequence of khat chewing among students in college of health sciences, Mekelle university 2011, of the 288 sampled, the life time prevalence of khat chewing was 34(11.8%) & the current prevalence is 11(3.8%) and of all the ever khat chewers 33(14.4%) were males and a single (1.6%) female [45].

Cross-sectional study on a sampled of 1,255 regular students recruited from all campuses of Hawassa University, southern Ethiopia 2014, showed that the prevalence of current regular khat chewing was 10.5% (95% confidence interval [CI]: 6.1%–14.9%) [46].

There was cross sectional study prevalence of *Catha edulis* (Khat) Chewing and Its Associated Factors among Ataye among high school students in 2014, Northern Shoa, Ethiopia, among 378 sampled students the life time and current prevalence of khat chewing are 15.36% (95% CI; 11.7, 19.8) and 13.25% (95% CI; 11.0, 18.1) respectively [47].

Institution based cross-sectional study conducted on Prevalence and Associated Factors of Khat Chewing Among Atse Fasil Campus Students, University of Gondar, North West Ethiopia, 2013 on a total of 310 sampled students showed that, current prevalence of Khat chewing was found to be 6.95% and there were 6.72% female Khat chewers and 11.7% male Khat chewers and a large proportion (58.6%) life time chewers were started Khat chewing after joining university [48].

A cross-sectional study was conducted on 397 students of two high schools found in Gondar, Northwest Ethiopia 2008 revealed that 12.6% current prevalence of khat chewing, and that of lifetime prevalence was 22.7%, and the lifetime prevalence was found to be significantly higher among males (30.2%), Muslims (42. 9%), age group greater than 23 years (42.9%), Tigries (38.7%), and widowed (80%) than their respective counterparts [49].

2.2 Factors associated with substance uses

According to study conducted in Brazil Factors associated with drug use among adolescent students, associations remained between drug use and parents' drug user in household (PR=1.61; 95% CI: 1.17-2.18), abuse (PR=1.62; 95% CI: 1.27-2.07), and absence of religious practice (PR=1.31; 95% CI: 1.07-1.59) [1]

Study on Substance Use and Associated Factors among University Students in Ethiopia showed being male had strong association with substance use (AOR (95% CI), 3.11 (2.20, 4.40)) ,the odds of substance use behaviour is higher among third year students (AOR (95% CI), 1.48 (1.01, 2.16)) ,being a follower of Muslim (AOR (95% CI), 0.62 (0.44, 0.87)) and Protestant (AOR (95% CI), 0.25 (0.17, 0.36)) religions was shown to be protective of substance use [4].

According to study on Prevalence of substance use among cstudents in Eldoret, western Kenya, Majority of those using substances wanted to relax (62.2%) or relieve stress (60.8%). Problems associated with alcohol use included quarrelling and fights, loss and damage to property, problems with parents, medical problems and unplanned unprotected sex [5].

According study on Psychoactive Substances Use (Khat, Alcohol and Tobacco) and Associated Factors among students, the commonest reason for khat, alcohol and cigarette using were to keep alert while reading 46.1%, for relaxation 79% and to relief stress 36.6%, respectively. Being male was strongly and positively associated with khat use, drinking alcohol and cigarette smoking [AOR: 3.2, 95%CI: (1.83, 5.32)], [AOR: 2.62, 95%CI: (1.26, 4.32)] and [AOR: 2.6, 95%CI :(1.17, 5.76)], respectively [15].

Study on Substance use among adolescent high school students in India: A survey of knowledge, attitude, and opinion, showed that 'Easy availability' and 'relief from tension' were the most frequent reasons for continuation of substance use and users were successful in influencing their peers into taking up this habit (urban - 15.4% and rural — 26.9%) [17].

Study on Substance Abuse among Senior High School Students in Ghana showed that there significant differences in rates of substance use among Ghanaian senior high students across gender, age, boarding, relationship, location (city, town, rural), divorce, living with parents and religious affiliation [18].

Substance Abuse among Adolescents: Prevalence and Patterns of Alcohol consumption among senior secondary school students in Nigeria, showed that an association between gender and alcohol use was recorded in this study ($X2$= 4.459; p =0.035) [19].

An assessment of knowledge, attitudes and practices of psychoactive substance use among secondary school students in Dodoma Municipality, Tanzania showed that majority of students using the substances had friends and relatives who were using the substances too[20].

Findings survey research, among 2,600 secondary school students in Nigeria, 2013, the reasons for adolescent substance used 189 (72.7%) respondents to be accepted by friends/peer; 173

(66.5%) use substances to boost their confidence; 156 (60%) to stay awake at night to read; 121 (46.5%) copy their parents and other family members; 83 (31.9%) use substances to feel high; 68 (26.2%) use substances due to lack of guidance; 66 (24.4%) use substances for relief from stress and boredom; 52 (20%) use substances for curiosity and to rebel against constituted authority while 46 (17.7%) use substances to boost their energy for sport [21].

Another institutional-based cross-sectional study was conducted among students of preparatory schools Southeast Ethiopia showed that Sex, age, and substance use status of the respondents' father, mother, siblings, and best friend had an association with substance use [23].

A school based cross-sectional study on high prevalence of substance use and associated factors among high school adolescents in Ethiopia revealed that Siblings' use of substances (AOR [95% CI]: 2.72 [1.79, 4.14]), family history of alcohol and substance use (AOR [95% CI] 2.24 [1.39-3.59]) and friends' use of substances (AOR [95% CI] 2.14 [1.44-3.18]) were factors positively associated with substance use [24].

Another cross sectional study on the assessment of Substance Abuse and Associated Factors among College Students in Northwest Ethiopia showed that ,Sex [AOR, 95% CI; 3.55 (1.451,-8.67)], peer pressure [AOR, 95% CI 3.40 (1.05-11.07)], family drug use [AOR, 95% CI; 2.69 (1.34- 5.44)], and personal pleasure [AOR, 95% CI 3.35 (1.32, 8.5] and , being male; coming from urban areas were strongly and positively associated with students to abuse substances[26].

A cross-sectional study design using a questionnaire and supplemented by focus group discussion (FGD) conducted to assess the prevalence and determinants of substance use among high school students in Dire Dawa, Ethiopia, that showed different statistically associated covariates including gender, grade in school, religion, ethnicity, presence of income, peer and social pressures, substance use by significant others, knowledge and attitudes about substance use, and parental factors [27].

Institution based cross sectional conducted on psychoactive substances use and associated factors among Axum university students, North Ethiopia showed that having peer friends who chew khat was strongly and positively associated with khat use [AOR: 10.18, 95%CI: (5.59, 18.54)],

Family members and peer friends alcohol use were strongly associated with alcohol drinking [AOR: 2.61, 95%CI: (1.56, 4.34) and [AOR: 14, 95%CI: (8.09, 24.24)] respectively [30].

Study on KAP survey on substance abuse among university preparatory Students in Fogera district, Northwest Ethiopia showed, muslin students ever tried khat alone which may indicates association between khat and religion (P<0.001). Students whose family/ guardians had been merchants, 29 (38.67%, n=75) were more substances users than whose families have been farmers and government workers (employees), 22 (29.33%, n=75) and 19 (25.33%, n=75), respectively [31].

According to a cross sectional study conducted among 356 students in Rifty Valley College Bishoftu, Ethiopia 2014, the most common reason for social drugs abuse among university students were to for relaxation with friends 84(53.8%), peer pressure 72(46.2%) and to get relief from stress 56(35.9%) respectively [32].

Study on Tobacco use amongst out of school adolescents in a Local Government Area in Nigeria showed that use of tobacco amongst significant others were: friends 27%, fathers 8.0%, relatives 4.2% and mothers 0.5% [35].

Study on Prevalence and Predictors of Cigarette Smoking among Adolescents of Ethiopia: School Based Cross Sectional Survey showed that, male adolescents were 2.6 times more likely to use tobacco than the female adolescents (AOR = 2.669, 95% CI 1.280-6.693) and those who drink alcohol were also seen more likely to use tobacco (AOR = 11.08, 95% CI 3.515-28.266). Likewise, adolescents having either of their parents smoking were 13 times more likely to use tobacco than the counterpart adolescents (AOR = 13.24, 95% CI 2.737-26.03) and similarly adolescents having their closest friends smoking were more likely to use tobacco than those adolescents whose close friends were not smokers (AOR = 8.06, 95% CI 4.51– 14.561) [36].

Study on Prevalence and determinants of high school adolescent tobacco smoking in Addis Ababa, Ethiopia showed that males had a more than a four-fold increase in the odds of smoking compared to females (OR = 4.6; 95% CI [2.3, 9.4]). Those with one or both parents smokers had more than two-fold increase in the odds of smoking compared to those whose parents were nonsmokers (OR = 2.7; 95% CI [1.3, 5.6]). Those with most or all friends' smokers had a more

than a 40-fold increase in the odds of smoking compared to those who had nonsmoking friends (OR = 42.2; 95% CI [18.8, 84.6]) [38].

Study on Prevalence and Determinants of Active and Passive Cigarette Smoking among undergraduate students, Ethiopia 2011,having smoking friends was strongly associated with smoking after controlling for age, gender, parental smoking status, and perception of risks of smoking (AOR = 33; 95% CI [11.6, 95.6]) and male gender and having one or both smoking parents were associated with smoking [39].

Another study on alcohol drinking patterns among high school students in Ethiopia: a cross-sectional study revealed that males (AOR 2.09; 95% CI 1.45-3.00), older age (AOR 1.16; 95% CI 1.01-1.34), having friends who used alcohol (AOR 10.09; 95% CI 6.84-14.89) and living with people who use alcohol (AOR 2.77; 95% CI 1.89-4.07) increased the odds of drinking among students [42].

Study conducted on determinants of alcohol drinking and its association with sexual practices among high school students in Addis Ababa, Ethiopia: showed that the odds of current alcohol use were more common among students aged 18 [AOR = 2.06; CI (1.16 - 3.56)] or 19 years or older [(AOR = 2.52; CI (1.34 - 4.74)] than those aged ≤ 15 years. General Secondary School students were more likely to drink alcohol than Preparatory Schools students [AOR = 1.81; CI (1.31 - 2.51)]. Getting pocket money [AOR = 1.45; CI (1.11 - 1.89)], having *shisha* smoking family members [AOR = 2.25; CI (1.19 - 4.27)] or friends [AOR = 1.86; CI (1.18 - 2.93)], having friends who drink alcohol [AOR = 1.72; CI (1.25- 2.38)] were significant predictors of current alcohol use [43].

Study on Prevalence and associated factors of smoking among secondary school students in Harare Zimbabwe found that having friends who smoke (AOR 2.8, 95% CI: 1.7-4.4), being involved in physical fights gave (AOR 2.2, 95% CI: 1.2-4.2), drinking alcohol (AOR 5.7, 95% CI: 2.9-11.5) and being involved in sexual intercourse (AOR 4.4, 95% CI: 2.2-8.7) all remained as a significant risk factors for smoking, whilst coming from a school located in the high density remained significantly protective (AOR 0.3, 95% CI: 0.1-0.5) [44].

There was cross sectional study on prevalence of *Catha edulis* (Khat) Chewing and Its Associated Factors among Ataye among high school students in 2014, Ethiopia, revealed that

male students were 2 times more likely to chew khat than female students [Adjusted OR = 2.15, 95% CI = (1.02, 4.56)]. Those students who come from urban area were almost 2 times more likely to chew khat than students from rural areas [Adjusted OR = 1.89, 95% CI = (0.95, 3.79)]. Those students who have chewer friends were chewed khat about 3 times more likely than their counterpart [Adjusted OR = 3.14, 95% CI = (1.53, 6.41)]. Besides, students who have chewer family were chewed khat 2.68 times more than those students who did not have family who chew khat [Adjusted OR = 2.68, 95% CI = (1.13, 6.37)] [47].

Prevalence, Factors and Consequences of Khat Chewing among High School Students of Gondar Town, Northwestern Ethiopia, revealed that lifetime khat chewing was associated with sex (AOR=3.4963, X2 =18.7832, P=0.0000), age (X2 =13.6309, P=0.0010), religion (X2 =13.1870, P=0.0104), ethnicity (X2=8.5447, P=0.0360) source of money (X2=10.1689, P=0.0172), and family job (X2=14.3173, P=0.0137) [49].

Prevalence of Tobacco, Alcohol and Substance use Among Eskisehir Osmangazi University Students, found that, Substance use among participants was statistically significantly higher with high household income ($z=-7.479$, $p<0.001$), living alone or with housemates ($\chi2=100.704$, $p<0.001$), low perception of success ($\chi2=60.861$, $p<0.001$), father's education level below primary school or university ($\chi2=24.029$, $p=0.001$), mother's education level below primary school or high school and above ($\chi2=43.782$, $p<0.001$), self-funding through work ($\chi2=23.785$, $p<0.001$), poor understanding between parents ($\chi2=25.191$, $p<0.001$); mother ($\chi2=31.867$, $p<0.001$) [50].

According to study conducted on the assessment of the prevalence and contributing factors of social drugs utilization among University of Gondar Ethiopia, revealed that sex ($p<0.05$),department ($p<0.05$), religion ($p<0.05$) and peer pressure ($p<0.05$) have statistically significant association with social drugs utilization. However, study year ($p>0.05$) and hence did not have statistically significant association with social drugs utilization [51].

2.3. Conceptual frame work of the study

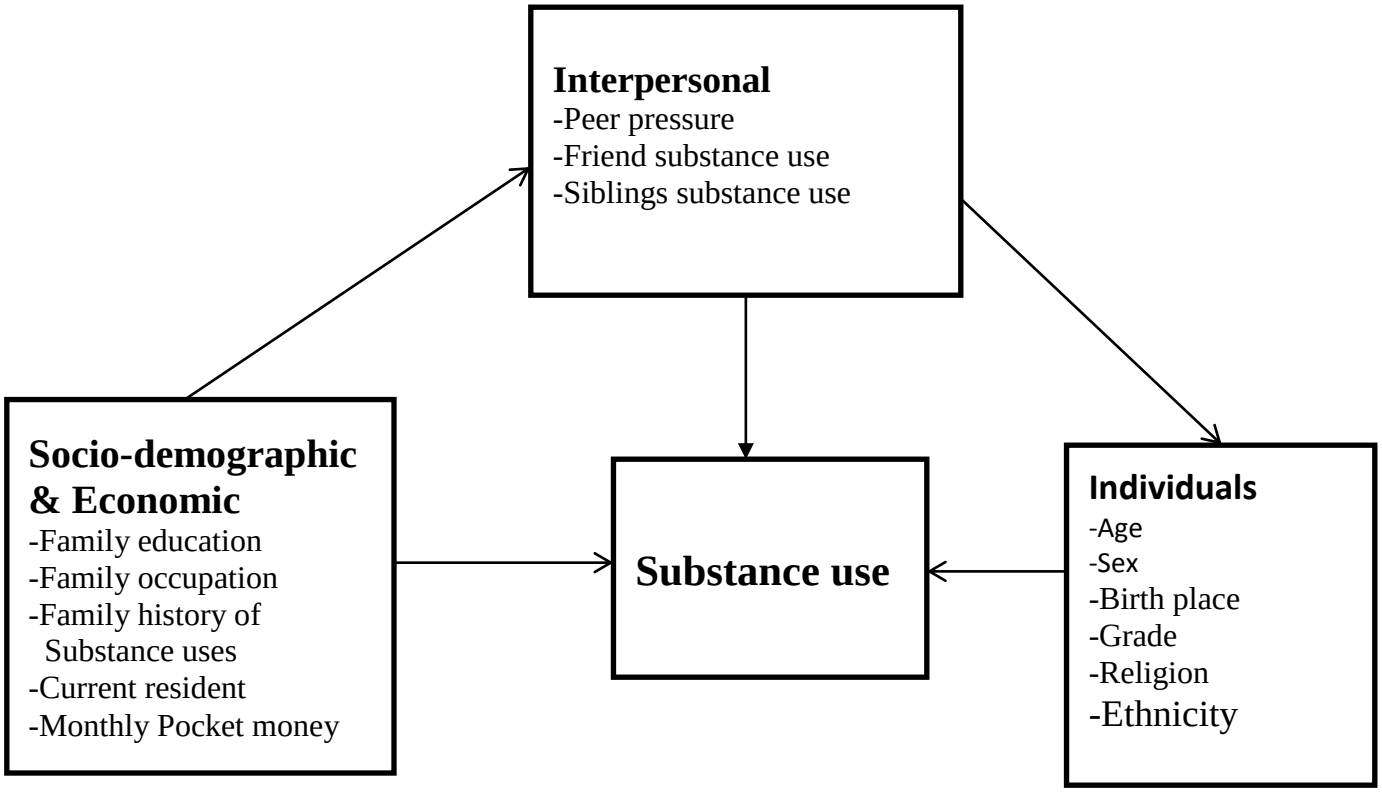

Figure 1: Conceptual frame work adapted from literature review

3. Objectives

3.1. General Objective

To assess substance use and associated factors among high school students of Shashamene Town, West Arsi Zone, Oromia Regional State, Ethiopia.

3.2. Specific objective

To determine the prevalence of substance uses among high school students in Shashamene Town

To identify factors associated with substance uses among high school students in Shashamene Town

4. Methodology

4.1 Study area and period

Shashamane is one of the urban centers of Oromiya that are categorized under First-Class cities. The town of Shashamane is located in the southern part of Ethiopia, roughly 150 miles (240 km) south of Addis Ababa, the capital city [52]. Geographically, the town is located at 7-degree North Latitude and 38-degree East Longitude. The town is economically important and expanding quite rapidly compared to other Cities. This is perhaps due to its location as a crossroad and a junction point for most towns located in the southern part of the country. It serves as an international highway route connecting Ethiopia with Kenya. The town also lies within the Ethiopian Rift Valley and is close to the lakes and holiday resorts of Hawassa, Langano and the Shala-Abiyata Park [53].Based on the 2013 Population Projection of Ethiopia present population size of Shashemene town is estimated 154,587 of which 77,256 (49.98%) are males and 77,331 (50.02%) are females [54]. In terms of ethnicity, the majority of the inhabitants are Oromos. Amhara, Guraghe, Wolaita, Tigre, Kembata and Hadiya, Jamaikans and Arabs are also among the ethnic groups in an order of dominance in number. Regarding Religion, Orthodox, Muslim, Catholic, Protestant and Rastafarian are the major religions in Shashamene. Shashemene is situated at the cross-road that connects five major towns; namely, the road from Addis Ababa, Bale, Hawassa, Wolaita and Wondo genet [53].Climatically, Shashemene district falls into three climatic zones known as Dega, Woinadega and Kolla. Its altitude ranges from 1,672 to 2,722 metres above sea level. The temperature level ranges from 12-28°C and yearly rainfall varies from 1,500-2,000mm. The major sources of livelihood for the town are small business, formal trade, civil service employment, daily lobor, brokers and handcrafts, such as carpentry, pottery and metal works. The major crops produced around the town are maize, tef, barley, wheat, legumes, sorghum and enset. Shashamene enjoys the supply of abundant coffee, sweet potatoes, vegetables, maize and animal resources from adjacent kebeles and districts [53].

Theconvergences of a road network make the town major substance user that produced there or enters to the town. There is one TVET college, and six high schools including preparatory with total numbers of students 2956, and 7899 respectively in shashanmane town.Therefore, it is strongly justifiable to do a research in shashamane town high schools on the extent of substance use, and factors associated with substance use in order to devise mechanisms to reduce "substance use "using proper community participation.The study was conducted in April1-6,

2016 and it utilized an institution-based cross-sectional study design with quantitative data collection method among 610 sampled students in Shashamane high schools.

4.2. Study design

Institution based cross sectional study was employed.

4.3. Population

4.3. 1. Source population

All High school students found in Shashamane Town

4.3.2. Study population

All sampled students in the six high schools (three governmental and three private) who fulfill the selection criteria were included.

4.3.3. Inclusion criteria

Students attending high schools in Shashamane Town enrolled in the regular program and showed willing to participate were included in the study.

4.4 Sample size and Sampling technique/sampling procedure.

4.4.1 Sample Size determination

The sample size for the first objective was determined by using the formula for single population proportion for cross sectional study and taking the proportion as 23.6%, (the prevalence of substance use among the respondents, 23.6%, 17.1%, and 4.6% of the respondents drank alcohol, chewed khat, and smoked cigarette, respectively [23], and with confidence level of 95% and degree of precision of 5% and adding a 10% of non-response rate as follows:

$$no = \frac{\left(Z_{\left(\frac{\alpha}{2}\right)}\right)^2 P\,(1-P)}{d^2}$$

Where n_o= the required minimum sample size

Level of confidence 95%, which gives the percentile of the normal distribution, $Z_{\left(\frac{\alpha}{2}\right)} = 1.96$

d = Margin of error, assumed to be 5%

p = prevalence of substance use (alcohol) were, 23.60%

$$n = \frac{(1.96)^2 \quad 0.236\,(1-0.236)}{(0.05)^2}$$

$$n = 277$$

Hence, the calculated sample size was 277. The expected non-response rate (10%) and design effect of 2 also considered and the final sample was (n) of 610.

For second objective sample size was calculated by using Open Epi 7.1 for those factors that can influence students substance uses. During calculation 95% CI, 80% power, percent of unexposed with outcome, and percent of exposed with outcome on friends chew khat, siblings chew khat and father chew khat were used [23].

Table 1: Sample size calculation for factors associated with substance use among Shashamane High schools students, April 2016

Variable	**Assumptions**	**Total sample**
Friends chew khat	% outcome in unexposed group =63.33 , % outcome in exposed group = 36.67, 95% CI, 80% Power, Ratio 1:1	124
Siblings chew khat	% outcome in unexposed group =64.06. % outcome in exposed group = 35.94, 95% CI, 80% Power, Ratio 1:1	112
Father chew khat	% outcome in unexposed group =73.68, % outcome in exposed group = 26.32, 95% CI, 80% Power, Ratio 1:1	42

The calculated samples for both objectives were compared to obtain the maximum sample. Since the sample size calculated by single population proportion was large, it was taken as a final sample. The final sample size 610 was distributed into each of the recruited six high schools using Proportionate allocation (table 2).

Table 2**:** Stratification of students among high schools in Shashamane Town, April 2016

High schools	Grade	Section	No of students	Sample allocated
Shash. Preparatory	12	9	547	42
	11	13	809	62
Shash. High school	10	20	1200	93
	9	32	2202	170
Mellineum High school	10	17	1068	83
	9	11	661	51
Paradize Valley Academy	12	2	70	5
	11	2	98	8
	10	2	102	8
	9	2	96	7
Langano Education Center	10	2	116	9
	9	3	125	10
Lucy Education Center	12	8	495	38
	11	5	310	24
Total			7899	610

4.4.2 Sampling techniques

Using the student roster from the register of schools as sampling frame study subject were selected by random sampling technique using lottery method from each grade by their identification number.

4.5. Variables

4.5.1. Outcome Variable

Substance use

4.5.2. Exposure variables

Age, Sex, religion, Ethnicity, Birth place, current residence, monthly pocket money, grades, Parent factors, Interpersonal factors.

4.6. Data Collection Instruments and Procedures

4.6.1. Data Collection Instruments

Self-administered questionnaire with closed ended questions was used.

4.6.2 Data Collection procedures

Data were collected using Self-administered questionnaire which covered substance use and its associated factors adapted from different literatures that was pertinent to the topic. The domain

of the tool addressed the prevalence of substance use (cigarette, alcohol and khat) and its associated factors. To improve the internal consistency, the tools were originally prepared in English and later translated into Afan Oromo and Amharic for easier facilitation of the research. The tools were back translated into English to determine consistency of questions. There were 6 data collectors from each selected high schools all of them were teachers working in the schools as unit leaders. The principal investigator supervised the data collection process. All data collectors were oriented for half days before the data collection period by the principal investigator on the objectives of the study and how to administer the questionnaires, the issues of verbal consent, the write not to participate in the study, and how to assist the respondents on questions that were not clear during data collection.

4.7 Data Quality control

Data collection instrument was pretested on 5% of the sample size outside study area with the same setting (in Kuyera High School) prior to the actual data collecton. Participants who involved in the pre-test were excluded in the actual study analysis.Half day orientation was given for collection facilitators who involved during data collection to assist on helping students understanding which might be vague and differently perceived. Data were cheeked and cleaned daily during data collection in order to assess the completeness of questionnaires. Furthermore, the investigator supervised the whole data collection process.

4.8 Data Processing and Analysis

Data were coded, edited and entered into EpiData 3.1. After completion of data entry, it was exported to SPSS version 16.0 for statistical analysis. Descriptive was done to describe the study population and the prevalence of substance use. Bivariate and multivariate analyses were employed to identify factors associated with the outcome variable. Multivariable logistic regression was employed to identify the independent predictors of the sabstance use and to controll confounders. Odds ratio with 95% confidence interval was computed to assess the level of association and statistical significance.The results were presented using tables, graph and figures.

4.9. Ethical Issue

Initially ethical clearance was obtained from Jimma University Institutional Research Ethics Review Committee. Then, permission was obtained from Shashamane town education office and school administration. To ensure convenience of teaching process school principal and staffs

were communicated about the study. All selected students were communicated about the study in order to obtain their verbal consent before administering questionnaires. Participants were informed that they have full right to refuse the participation in the study. For those participants whose their age were less than eighteen year the consent form sent to their family to get the assent of their family before the actual data collection. The data collectors were informed the participants about the absence of harm as a result of their participation. After gaining their willingness the data were collected by administering the questionnaire.

4.10 Dissemination of Results

The result of the study will be presented and submitted to Jimma University as part of Master of Public Health thesis. The final report will be communicated with different stakeholders including school management and other agencies engaged in administration and control of substance abuse like Ethiopia Food, Medicine and Health Care Administration and Control Authority (EFMHACA). It will be submitted for publication on journal.

4.11 Operational Definition

Substance: it stands for alcohol, cigarette and khat that produce changes in mood, thinking, feeling, and/or behavior that can cause dependence [24]

Substance use: In this study it was referred to as use of at least one of the substances (cigarettes, alcohol, and khat) in an individual's life time to alter mood or behavior [4].

Current user*:* A person who consumed any substance at least once in the past 30 days [4].

Life time/Ever Use: Referred to use of any of the substances at least once in an indiviual's life time [4].

Protective factors: Factors, characteristics or conditions within the individual or in the family, school or community that increase the likelihood of positive health behaviors or outcomes or moderate and discourage behaviors that might lead to negative health outcomes [24].

5. Result

Respondents' Individuals description

A total of 606 high school students participated in the study with a response rate of 99.34%. Three hundred eighty four (64.3%) of the respondents were males and Five hundred thirteen (84.7%) of the respondents were in age group of 15-19 years. Concerning place of birth of the respondents 55.3% and 44.7% were born in the urban and rural respectively. Four hundred ninety-seven (82.0%) of the respondnts were currently living in urban. The majority (82.7%) of the respondents were from governmental school. Two hundred thiryt-seven (39.1%) of the respondents were from grade nine. Four hundred fifty-five (75.1%) of the respondents were Oromo by Ethnicity and 49.2% of the respondents were Muslim by religion (Table 3).

Table 3: Individuals description of the respondents, among high school students, Shashamene Town, Oromia Regional State, Southeast Ethiopia, April 2016

Variables	Categories	Male No (%)	Female No (%)	Total No (%)
Age group	15-19 years	300(49.5)	213(34.2)	513(84.7)
	20-24 years	84(13.9)	9(1.5)	93(15.3)
	Total	384 (63.4)	222(36.6)	606(100)
Birth Place	Rural	186(30.7)	85(14.0)	271(44.7)
	Urban	198(32.7)	137(22.6)	335(53.3)
	Total	384(63.4)	222(36.6)	606(100)
Current Resident	Rural	71(11.7)	38(6.3))	109(18.0)
	Urban	313(51.7)	184(30.3)	497(82.0)
	Total	384(63.4)	222(36.6)	606(100)
School	Governmental	318(52.5)	184(30.3)	502(82.8)
	Private	66(10.9)	38(6.3)	104(17.2)
	Total	384(63.4)	222(36.6)	606(100)
Grade	9	136(22.4)	101(16.7)	237(39.1)
	10	111(18.3)	80(12.2)	191(31.5)
	11	71(11.7)	21(3.5)	92(15.2)
	12	66(10.9)	20(3.3)	86(14.2)
	Total	384(63.4)	222(36.6)	606(100)
Ethnicity	Oromo	298((49.2)	157(25.9)	455(75.1)
	Amhara	42(6.9)	29(4.8)	71(11.7)
	Wolyta	8(1.3)	6(1.0)	14(2.3)
	Kambata	4(0.7)	2(0.3)	6(1.0)
	Sidama	6(1.0)	2(0.3)	8(1.3)
	Others	26(4.3)	26(4.3)	52(8.6)
	Total	384(63.4)	222(36.6)	606(100)
Religion	Muslim	198(32.7)	100(16.5)	298(49.2)
	Orthodox	108(17.8)	74(12.2)	182(30.0)
	Protestant	55(9.1)	43(7.1)	98(16.2)
	Others	28(3.8)	5(0.8)	28(4.8)
	Total	384(63.4)	222(36.6)	606(100)

Respondents' Socio-Economic description

Majority (68.0%) of the respondents were currently living with their family. Concerning father and mother education one hundred seventy-nine (29.5%) and one hundred ninety-seven (32.5) were in between grade 7-12 and 1-6 respectively.Four hundred sixty-two (76.2%) of the respondents have no monthly pocket money (table 4).

Table 4: Respondents socio-economic description, among high school students, Shashamene Town, Oromia Regional State, Southeast Ethiopia, April 2016

Variables	Categories	Male No (%)	Female No (%)	Total No (%)
Currently living with	Family	252(41.6)	160(26.4)	412(68.0)
	Relatives	29(4.8)	15(2.5)	44(7.7)
	Friends	19(3.1)	1792.8)	36(5.9)
	Alone	84(13.9)	30(5.0)	114(18.8)
	Total	384(63.4)	222(36.6)	606(100)
Father Education	Can't read & write	54(8.9)	24(4.0)	78(12.9)
	Grade 1-6	116(19.1)	63(10.4)	179(29.5)
	Grade 7-12	93(15.3)	64(10.6)	157(25.9)
	Diploma	22(3.6)	10(1.7)	32(5.3)
	Degree	55(9.1)	47(7.8)	102(16.8)
	Others	47(7.2)	14(2.3)	61(9.5)
	Total	384(63.4)	222(36.6)	606(100)
Mother Education	Can't read & write	95(15.7)	70(11.6)	165(27.2)
	Grade 1-6	130(21.5)	67(11.1)	197(32.5)
	Grade 7-12	68(11.2)	33(5.4)	101(16.7)
	Diploma	14(2.3)	16(2.6)	30(5.0)
	Degree	20(3.3)	16(2.6)	36(5.9)
	Others	57(9.4)	20(3.3)	77(12.7)
	Total	384(63.4)	222(36.6)	606(100)
Father occupation	Far mer	208(34.3)	88(14.5)	296(48.8)
	Mercant	69(11.4)	52(8.6)	121(20.0)
	Employed	94(15.5)	67(11.1)	161(26.6)
	Others	13(2.1)	15(2.5)	28(4.8)
	Total	384(63.4)	222(36.6)	606(100)
Mother occupation	Housewife	275(45.4)	143(23.6)	418(69.0)
	Mercant	63(10.4)	44(7.3)	107(14.7)
	Employed	39(6.4)	28(4.6)	67(11.1)
	Others	7(1.2)	7(1.2)	14(2.3)
	Total	384(63.4)	222(36.6)	606(100)
Monthly pocket money	Yes	106(17.5)	38(6.3))	144(33.8)
	No	278(49.9)	144(30.4)	462(76.2)
	Total	384(63.4)	222(36.6)	606(100)

Distribution of substance use among the respondents

The overall life time and current prevalence of substance use among the respondents was 377(62.2%) and 253(41.7%) respectively. The life time prevalence of cigarette smoking, alcohol drinking, and khat chewing, among the respondents were 16.7%, 34.8%, and 29.7% respectivetly (Table 5).

Table 5**:** Prevalence of substance uses of the respondents, among high school students, ShashameneTtown, Oromia Regional State, Southeast Ethiopia, and April 2016

Variables	**Categories**	**Life time**		**Last one year**		**Last one month**	
		No	**%**	**No**	**%**	**no**	%
Sub. Use	Yes	377	62.2	364	60.1	253	58.4
	No	229	37.8	242	39.9	353	41.7
	Total	606	100.0	606	100.0	606	100.0
Cigarette	Yes	101	16.7	91	15.0	44	7.3
	No	505	83.3	515	85.0	562	92.7
	Total	606	100.0	606	100.0	606	100.0
Alcohol	Yes	211	34.8	200	33.0	131	21.6
	No	395	65.2	406	67.0	475	78.4
	Total	606	100.0	606	100.0	606	100.0
Khat	Yes	180	29.7	177	29.2	141	23.3
	No	428	70.3	429	70.8	475	76.7
	Total	606	100.0	606	100.0	606	100.0

Distribution of substance use according to sex of the respondents

Regarding the distribution of substance use by sex, 279 (46.0%) and 98 (16.2%) were ever used male and female respectively. From currently users' males account 6.6% for cigarette smoking, 15.5 % for alcohol drinking, 18.6 %, and khat for chewing (table 6).

The mean age at which the respondents had started substance use cigarette, alcohol, and khat were 16.71 (SD±1.29), 15.12(SD±1.78) and 16.25 (SD±1.45) respectively

Table 6: Percentage distribution of substance useof the respondents by sex, among high school students, Shashamene Town, Oromia Regional State, Southeast Ethiopia, April 2016

Variables	Male			Female			Total		
	Yes	**No**	**Total**	**Yes**	**No**	**Total**	**Yes**	**No**	**Total**
Ever sub. users	279	105	384	98	124	222	377	229	606
	(46.0)	(17.3)	(63.4)	(16.2)	(20.5)	(36.6)	(62.2)	(37.8)	(100)
Current sub. users	190	194	384	63	159	222	253	353	606
	(31.4)	(32.0)	(63.4)	(10.4)	(26.2)	(36.6)	(41.8)	(58.2)	(100)
Ever smoked	96	288	384	5	217	222	101	505	606
Cigarette	(15.8)	(47.5)	(63.4)	(0.8)	(35.8)	(36.6)	(16.7)	(83.3)	(100)
Current cigarette	40	344	384	4	218	222	44	562	606
smokers	(6.6)	(56.8)	(63.4)	(0.7)	(36.0)	(36.6)	(7.3)	(92.7)	(100)
Ever drunk alcohol	151	233	384	60	162	222	211	395	606
	(24.9)	(38.4)	(63.4)	(9.9)	(26.7)	(36.6)	(34.8)	(65.2)	(100)
Current alcohol	94	290	384	37	185	222	131	475	606
Drinkers	(15.5)	(47.9)	(63.4)	(6.1)	(30.5)	(36.6)	(21.6)	(78.4)	(100)
Ever chewed Khat	141	243	384	39	183	222	180	426	606
	(23.3)	(40.1)	(63.4)	(6.4)	(30.3)	(36.6)	(29.7)	(70.3)	(100)
Current khat chewer	113	271	384	28	194	222	141	465	606
	(18.6)	(44.7)	(63.4)	(4.6)	(32.0)	(36.6)	(23.3)	(76.7)	(100)

The reason for substance uses of the respondents.

The most reported reason for substance use was to overworkor learning (35.57%) followed by (28.25%) due to peer pressure (table 7).

Table 7: Reason for substance ues of the respondents among the users, Shashamane town, Oromia Regional State, Southeast Ethiopia, and April 2016

Variables	Categories	Reasons for substance use (377)						
		Parental influence	Peer pressure	To overwork or Learning	For fun	To escape worries	Others	Total
Sex	Male	40	42	75	69	34	19	279
	Female	35	21	35	3	3	1	98
	Total	75	63	110	72	37	20	377
Age group	15-19	68	53	95	51	29	15	310
	20-24	8	10	15	21	8	5	67
	Total	76	63	110	72	37	20	377
School	Gov't	59	53	95	57	29	13	306
	Private	16	10	15	15	8	7	71
	Total	75	63	110	72	37	20	377
Grade	9	26	19	46	28	12	6	137
	10	29	22	24	20	13	3	111
	11	8	14	25	8	5	3	63
	12	12	8	15	16	7	8	66
	Total	75	63	110	72	37	20	377
Birth Place	Rural	17	34	54	32	17	8	162
	Urban	58	29	56	40	20	12	215
	Total	75	63	110	72	37	20	377
Current Res.	Rural	3	11	20	8	5	3	50
	Urban	72	52	90	64	32	17	327
	Total	75	63	110	72	37	20	377
Religion	Muslim	10	40	56	40	22	9	177
	Orthodox	55	8	41	27	14	10	155
	Protestant	8	10	11	3	1	0	33
	Others	2	5	2	2	0	1	12
	Total	75	63	110	72	37	20	377
Ethnicity	Oromo	38	54	83	53	27	12	267
	Amhara	21	5	16	8	5	4	59
	Wolyta	2	0	2	2	0	0	6
	Kambata	0	0	2	0	1	0	3
	Sidama	3	0	0	2	1	1	7
	Others	11	4	7	7	3	3	35
	Total	75	63	110	72	37	20	377
Income	Yes	9	7	18	10	6	2	52
	No	66	56	92	62	31	18	325
	Total	75	63	110	72	37	20	377

Individual factors associated with substance use in Binary logstic regression

To identify associated factors of substance use among respondents, binary logistic regression was computed (table 8). Those variables with P-value < 0.25 in bivariate analysis were entered into multivariate analysis using multiple logistic regressions in order to predict factors associated with substance use at a pvalue less than 0.05. Accordingly, sex, age, current resident, school, grade level, ethnicity, and religion had an association with substance use under individuls related factors (table 8)

Therefore, male respondents were 3.36 times (COR [95% CI] 3.36 [2.38-4.76]) more likely to use substances compared to female respondents. Respondents in the age categories 20-24 years were 1.69 times (COR [95% CI] 1.69 [1.08-2.68]) more likely to use substances compared to those in the age categories between 15-19 years. Respondents were attending their education in the private schools were 1.38 times (COR [95% CI] 1.38 [0.88-2.16]) more likely to use substances compared to the respondents who were attending their education in government schools. Respondents in grade level of 11 and 12 were 1.59 times [(COR [95% CI] 1.59 [0.95-2.64]) and 2.40 times (COR [95% CI] 2.40 [1.37-4.22]) more likely to use substances as compered with the reference respondents in the grade nine respectively. Respondents who were Amhara ethnicity were 3.46 times (COR [95% CI] 3.46 [1.81-6.62]) more likely to use substances as compered with the the reference Oromo ethnic. Respondents with Orthodox religion were 3.92 times (COR [95% CI] 3.92 [2.45-6.23]) more likely to use substances as compered with the Muslim religion fellowers (table 8).

Individual factors associated with substance use in multivariable logistic regression

Logistic regression analysis was performed to identify the effect of each individual's related variable identified in binary logistic regression on substance use. When factors associated with substance use were adjusted for confounding factors using multivariable logistic regression model; sex, current residence, grade, and religion showed significant association with the respondents' substance use status at a pvalue < 0.05.

Male respondents were 15.12 times more likely to use substances than female (AOR [95% CI] 15.12 [6.91-33.09]). Currently living in the town or urban were 1.08 times more likely to use substance (AOR [95% CI] 1.08 [2.26-4.71]) than those living in rural areas. Respondents who were in grade twelve were 2.89 times more likely to use substances (AOR [95% CI] 2.89 [1.09-

7.69]) than respondents in grade nine. On the other hand, respondents who were protestant religion were less likely to use substances (AOR [95% CI] 0.26 [0.11-0.57]) (table 8).

Table 8: Binary and Multivariable logistic regression of Individuals factors of the respondents for substance use among high school students, Shashamane town, Oromia Regional State, Southeast Ethiopia, and April 2016

Variables	Categories	Substance		COR 95% CI	P-value	AOR 95% CI	P-value
		Used	*Not used*				
Sex	Male	279 (74.0)	105 (45.9)	**3.36 (2.38-4.76)***	0.001	**15.12(6.81-32.95)****	**0.001**
	Female	98 (26.0)	124 (54.1)	1.00		**1.00**	
Age group	15-19 yr	302(49.8)	187(30.9)	1.00			
	20-24 yr	59(9.7)	29(4.8)	**1.69(1.08-2.68)***	0.023		
Current Resident	Rural	50(8.3)	59(9.7)	1.00		**1.00**	
	Urban	327(54)	170(28.1)	**2.27(1.49-3.45)**	0.001	**1.08(2.26-4.71)****	**0.031**
School	Gov't	306(50.5)	196(32.2)	1.00			
	Private	71(11.7)	33(5.4)	**1.38(0.88-2.16)***	0.163		
Grade	9	137(22.6)	100(16.5)	1.00		**1.00**	
	10	111(18.3)	80(13.2)	1.01(0.69-1.49)	0.95		
	11	63(10.4)	29(14.8)	**1.59(0.95-2.64)***	0.08		
	12	66(10.9)	20(3.3)	**2.40(1.37-4.22)***	0.002	**2.89(1.09-7.69****	**0.033**
Ethnicity	Oromo	267(44.1)	188(31.0)	1.00			
	Amhara	59(9.7)	12(2.0)	**3.46(1.81-6.62)***	0.001		
	Wolyta	6(1.0)	8(1.3)	**0.53 (0.18-1.55)***	0.244		
	Kambata	3(0.5)	3(0.5)	0.70(0.14-3.53)	0.670		
	Sidama	7(1.2)	1(0.2)	**4.93(0.60-40.39)***	0.137		
	Others	35(5.8)	17(2.8)	**1.45(0.79-2.67)***	0.232		
Religion	Muslim	177(29.2)	121(20.0)	1.00		**1.00**	
	Orthodox	155(25.6)	27(4.5)	**3.92(2.45-6.23)***	0.001		
	Protestant	33(5.4)	65(10.7)	**0.35(0.22-0.56)***	0.001	**0.26(0.11-0.57)****	**0.002**
	Others	12(2.0)	16(2.6)	0.51(0.23-1.12)	0.95		

Abbreviations: COR, Crude Odd Ratio; AOR, Adjusted Odd Ratio: CI, Confidence Interval.
Significant *, P-value <0.25, Stastically significant **; P-value < 0.05

Socio-Economic Factors associated with substance use in Binary logistic regression

To identify socio-economic associated factors of substance use among respondents, binary logistic regression was computed. Accordingly, currently living with, father occupation, substance use status of the respondents' father, mother, siblings and friends, and monthly pocket money had an association with substance uses (table 9). Respondents currently living with friends and alone were 3.51 times (COR [95% CI] 3.51 [1.03-8.62]) and 1.52 times (COR [95% CI] 1.52 [0.98-2.37]) more likely to use substances compared to the respondents who were living with their families. Resopndets whose father occupation was marchant were 1.34 times (COR [95% CI] 1.34 [0.86-2.09]), more likely to use substances compared to redpondents whose their father occupation were farmer. Similarly, respondents whose father, mother, sibling(s) and friends use substance were 12.29 times (COR [95% CI] 12.29 [7.86-19.22]), 20.26 times (COR [95% CI] 20.26 [8.76-46.83]), 9.31 times (COR [95% CI] 9.31 [4.23-19.56]) and 12.28 times (COR [95% CI] 12.28 [8.10-18.60]) more likely to use substances, respectively, when compared with those whose father,mother sibling(s) and friends not use these substances. Respondents who have monthly pocket money were 2.34 times (COR [95% CI] 2.34 [1.54-3.62]) more likely to use substances as compered with those respondents who have't reported the history of having monthly pocket money.

Socio-Economic Factors associated with substance use in multivariable logistic regression.

Variables which were significant in the first model ($p < 0.25$) were taken and analyzed together by multivariable logistic regression. Confounding factors were adjusted in multiple logistic regression models. After controlling for the effects of potentially confounding variables using multivariate logistic regression, currently living with, father, mother and friends substance uses, and monthly pocket money were found to be signifiacntly associated with substance use at P-value <0.05 (table 9).

Therefore, respondents who were lived alone were 2.39 times more likely to use substances (AOR [95% CI] 2.39[1.15-4.99]) than those who were living with their families. Respondents with father use substances had 7.08 times higher risk of using substances as compared to those respondents with no father history of substances use (AOR [95% CI] 7.08 [3.21-15.61]). Similarly, respondents whose mother use substances were 16.89 times (AOR [95% CI] 16.89 [4.77-59.84]) more likely to use substances compared with those respondents whose their mother were not use. Respondents who had friends that used substances had 4.38 times higher risk of

using substances than those students who had no friends who used substances (AOR [95% CI] 4.38 [1.89-10.13]).Respondents whose best friend drinks alcohol were about 7.04 times (AOR [95% CI] 7.04 [1.91-26.04]) more likely to use substances when compared with those whose best friend did not drink. Additionally, respondents whose best friend chew khat were about 17.32times (AOR [95% CI] 17.32 [5.35-56.08]) more likely to use substances when compared with those whose best friend were not chew. Rrespondents who have monthy pocket money were 2.12 times more likely to use substances (AOR [95% CI] 2.19 [1.11-4.32]) than compared to those who have no monthly pocket money (table 9).

Table 9: Binary and Multivariable logistic regression of socio-economic related factors of the respondents for substance use among high school students, Shashamane town, Oromia Regional State, Southeast Ethiopia, and April 2016

Variables	Categories	Substance Used	*Not used*	COR 95% CI	P-value	AOR 95% CI	P-value
Currently living with	Family	242(39.9)	170(28.1)	1.00		1.00	
	Relatives	27(4.5)	17(2.8)	1.11(0.90-2.11)	0.74		
	Friends	30(5.0)	6(1.0)	3.51(1.03-8.62)*	0.006		
	Alone	78(12.9)	36(5.9)	3.51(1.43-8.62)*	0.062	**2.39(1.15-4.99)****	**0.020**
Father occupation	Farmer	178(29.4)	118(19.5)	1.00			
	Merchant	81(13.4)	40(6.6)	1.34(0.86-2.09)*	0.194		
	Employed	100(16.5)	61(10.1)	1.09(0.73-1.61)	0.679		
	Other	18(3.0)	10(1.7)	1.19(0.53-2,69)	0.668		
Father Substance use	Yes	238(39.3)	28(4.6)	12.29(7.86-19.22)*	0.001	**7.08(3.21-15.61)****	**0.001**
	No	139(22.9)	210(33.2)	1.00		1.00	
Father smoke cigarette	Yes	78(12.9)	10(1.7)	5.71(2.89-11.29)*	0.001		
	No	299(49.3)	219(36.1)	1.00			
Father drink alcohol	Yes	154(25.4)	15(2.5)	9.85(5.61-17.29)*	0.001		
	No	223(38.8)	214(35.3)	1.00			
Father chew Khat	Yes	101(16.7)	14(2.3)	5.62(3.13-10.10)	0.001		
	No	276(45.5)	215(35.5)	1.00			
Mother Substance use	Yes	133(21.9)	6(1.0)	20.26(8.76-46.83)*	0.001	**16.89(4.77-59.84)****	**0.001**
	No	244(40.3)	223(36.8)	1.00		1.00	
Mother smoke cigarette	Yes	15(2.5%)	1(0.2)	9.45 (1.24-72.00)	0.030		
	No	362(59.7)	228(37.6)	1.00			
Mother drink alcohol	Yes	116(19.1)	5(0.8)	19.91(7.99-49.61)	0.030		
	No	261(43.1)	222(37.0)	1.00			

Table 9: Binary and Multivariable logistic regression of socio-economic related factors of the respondents for substance use among high school students, ShashamaneTtown, Oromia Regional State, Southeast Ethiopia, and April 2016 (continued)

Variables	Categories	Substance		COR 95% CI	P-value	AOR 95% CI	P-value
		Used	Not used				
Siblings	Yes	95(15.7)	8(1.3)	9.31(4.23-19.56)*	0.001		
Sub use	No	282(46.5)	221(36.5)	1.00			
siblings	Yes	22(3.6)	2(0.3)	7.03(1.64-30.19)*	0.009		
smoking	No	355(58.6)	227(35.5)	1.00			
siblings	Yes	61(10.1)	4(0.7)	10.86(3.89-30.29)*	0.001		
drinking	No	316(52.1)	225(37.1)	1.00			
siblings	Yes	51(8.4)	6(1.0)	5.81(2.45-13.78)	0.001		
chew Khat	No	326(53.8)	223(36.8)	1.00			
Friends	Yes	265(43.7)	37 (6.1)	12.28(8.10 -18.60)*	0.001	**4.38(1.89-10.13)****	**0.001**
sub. Use	No	112(18.5)	192(31.7)	1.00		**1.00**	
Friends	Yes	110(18.2)	31(5.1)	2.63(1.60-4.08)	0.001		
smoking	No	267(44.0)	198(32.7)	1.00			
Friends	Yes	149(24.6)	6(1.0)	24.29(10.52-56.08)*	0.001	**7.04(1.91-26.04)****	**0.003**
drinking	No	158(37.6)	223(36.8)	1.00		**1.00**	
Friends	Yes	158(26.1)	7(1.2)	22.88(10.49-49.80)*	0.001	**17.32(5.35-56.08)****	**0.001**
chew khat	No	219(36.1)	222(36.6)	1.00		**1.00**	
Pocket money	Yes	110(18.2)	34(5.6)	2.34(1.54-3.62)*	0.001	**2.19(1.11-4.32)****	**0.024**
	No	267(53.6)	164(27.1)	1.00		**1.00**	

Abbreviations: COR, Crude Odd Ratio; AOR, Adjusted Odd Ratio: CI, Confidence Interval.
Significant *, P-value <0.25, Stastically significant **; P-value < 0.05

6. Discussion

The study assessed the prevalence and associated factors of substance use among high school students of Shashemene Town, Oromia Regional State, and Southeast Ethiopia. The overall prevalence of substance use among the respondents was 377(62.2%). The result of findings portrayed that there is a high prevalence rate of substance use in the study area.This result is in harmony with the findings done in Northern Ethiopia among high school adolescents which was 65%, [24]. But it was found higher than the prevalence of study conducted among high school adolesents done in Southeast Ethiopia which was 38% [23], study conducted in India among adolesents high school students which was 12.5% [17], in Northern Ethiopia which was 26.88% [28]. It was lower than the prevalence of study done on substance use in Nigeria which was 83.8% and 87% [21, 22].

The result of the study showed that adolescent's students in Shashemane Town like other adolescents around the world use substances. On the other hand the higher prevalence in the current study could be as a result of easily availability of substances like khat, and any problem arise from adolescent age group. The difference in this study and that of the Nigeria study could be as a result of large population sample and the socio-economic status as compared to adolescent students in Shashamane Town.

The current study revealed that, specifically, 101(16.7%), 211(34.8%) and 180 (29.70%) of the respondents had ever smoke cigarette, drank alcohol and chewed khat, respectively. Astudy in Nigeria, the result indicated that 36 % respondents commonly use alcohol; and 22% use cigarettes [21] , and Study in kenya showed that ever used alcohol were 41.9% followed by khat 30.9%, and cigarette (21.9%) [25]. According to study conducted in Nothern Ethiopia, the life time prevalence of cigarrete smoking, alcohol drinking, anhd khat chewing was 22.9%, 59% and 34, 9% respectively [24]. Cigarette smoking and khat chewing prevalence were almost consistent with this finding, but lower prevalence of alcohol drinking. This may be due to large number of Muslim religion followers in the current study. Study conducted in southeast Ethiopia, reported that 23.6%, 17.15, and 4.6% [23] of the respondents drank alcohol, chewed khat, and smoked cigarette, respectively [26]. It was lower than the current study, may be due to this study done only in the town where substances can easily available.

The life time prevalence of smoking in this study was 16.5%, it was lower compared to study conducted among high school students in Ethiopia (28.6%) [36]**.**The difference in prevalence may be due the scope of study that covered two big cities and conducted on large smpled size population. Almost similar with study that was conducted in Addis Ababa (20.8%) [38]. It was lower than the prevalence of two studies conducted in Nigeria on psychoactive substance use 20.5% [35], and (26.9%) [8]. this discrepancy might be because the studies in Nigeria were conducted on large sample adolescent students. It is higher than the prevalence in Dire Dawa Ethiopia, the life time prevalence for cigarette smoking was 13% [27].

The life time prevalence of alcohol drinking was (34.8%). It was lower than the Studies conducted in the same setting in Jamaica which was 64% [6], in Nigeria (70.3%) [9] And in Addis Ababa, Ethiopia (45.7%) [43]. It was higher than study conducted in Thailand, 14.8% [40], and and almost similar to the study from southern Nigeria (38%), [41]. It was in harmony with the study from Dire Dawa, Ethiopia which was (34%) [27], another study in Ethiopia showed that 22% [42]. The possible explanation is the easy access and availability of alcoholic beverages and drinking alcohol is a socially acceptable especially during ceremonial and holiday as well as a behavior learned from parents and older siblings.

The life time prevalence of khat chewing found to be (29.70%). It was higher than Study done in Northern Shoa, Ethiopia, which were 15.36% [47], in Northwestern Ethiopia which were 12.6% [49].This may be because khat chewing culturally not acceptable in Northern part of Ethiopia and not easily availability. It was lower than the study conducted in Northwest Ethipia which was 34.9% [24]. Higher khat use may be related to the fact that khat is widely available and curiosity to test new things might also be a contributing factor for its use.

The individuals related variables sex, current resident, grade level and religion were significantly associated with substance use of the respondents under individual's related factors.

The study found out that being male had strong association with substance use (AOR [95% CI] 14.98 [6.81-32.95]). These findings are in agreement with those of studies reported [4, 17, 18, 20-24, 38, 40, 41, 42, 47, 49]. The reason could be due to the fact that in male students the level of substance exposure is high and peer pressure is more common than female students. Moreover, many of the substances such as khat, tobacco, and alcohol are mostly practiced among males than females.

Currently living in the city or urban were 1.08 times more likely to use substance (AOR [95% CI] 1.08 [2.26-4.71]) than those living in rural areas. Similar finding were reported from Ghana [18], and in Northeast Ethiopia, that among college joining those students came from urban areas were more likely to use substances than those who were coming from rural areas [26]. In Turkey, the lifelong prevalence of alcohol uses was significantly higher in participants with living in the city [51]. It may assumed that the easier availability of substance (cigarette, alcohol, and khat) in cities and greater acceptance of their consumption can have contributed to this result and it may assumed that the lower rate of substancs use in rural areas may be related to the effect of social and cultural values. Furthermore, many students from rural temporarily come to the town to attend high schools where there was no parental monitoring, this may expose them to learn and use substances

Respondents who were in grade twelve were 2.89 times more likely to use substances (AOR [95% CI] 2.89 [1.09-7.69]) than who were in grade nine. It is consistent with findings reported in Dire Dawa, Ethiopia [27] grade in schools showed statistically associated covariates. This may be due to students often using these substances like khat during examination so as to keep awake late into the night in order to study.

Protestant faith followers have less odds of substances uses (AOR [95% CI] 0.26 [0.11-0.60]). This study is in agreement with the study conducted in Ethiopia, protestant religion were shown to have less odds of having substance use [4], Study in Dire Dawa Ethiopia also showed religion as statistically associated covariates[27], and Study among university students, North Ethiopia were also inline with this finding [30] and study in Addis Ababa, Ethiopia [43]. This difference may be assumed that substance uses may be related to the effect of religion and requires further study.

Respondents who lived alone were 2.38 times more likely to use substances (AOR [95% CI] 2.38[1.15-4.99]) than those students who were living with their families.This result also inline with the finding reported [51]. It may seem that living with family can have a protective effect for substance use due to parental supervision, and connectedness.

Respondents with father and mother used substances had 7.08 times and 16.89 times higher risk of using substances as compared to those respondents with no father and mother history of substances used (AOR [95% CI] 7.08 [3.21-15.61] and (AOR [95% CI] 16.89 [4.77-59.84])) respectively. It is consistent with the finding reported among adolescents' high school students in different literatures, substance use of family members showed a positive contribution to substance use of the students , in Tanzania[20] in Nigeria [21,22], and in Ethiopia, [23,24, 31, 47]. Study in Iran, sowed that the most important predictive factors for smoking were: having a family member who smokes [33], in Japan the Impact of Family Relationships on the Smoking habits indicated that students with family members who smoke were more likely to smoke themselves [34], and study conducted in Thailand, showed that Factors associated with alcohol use in adolescents related with family members with alcohol problems [40]. These all studies gave additional evidence that family history of substance use (cigarette, alcohol and khat) leads to a learned behavior among adolescents regarding substance use. Since families were significant others of their sons, students with parental model (use substances) were more prone to using than their counter parts.

Friends' use of substances was also found to be predictor of substance use, with students who had friends used substances had 4.38 times higher risk of using substances than those students who had no friends used substances. Similar results were reported in Tanzania [20] in Nigeria [21, 35, 41], in Zimbabwe [44], in Ethiopia [23, 24, 36, 38, 42, 47], and in Thailand [40].
This finding is further evidence of the impact of social norms and learned behaviors on adolescents' use of substances. Peer pressure is very powerful factor for influencing behavior especially in young people. Adolescents who affiliate with substance use peers may be pressured to use substances. This is because, youths directly persuade their friends to follow to their behavior; substance users encourage their untried peers to use.

Respondents who have monthly pocket money were 2.12 times more likely to use substances (AOR [95% CI] 2.19 [1.11-4.32]) than compared to those who have no history of monthly pocket money. The finding agreed with study conducted to assess the prevalence and determinants of substance use among high school students in Dire Dawa Ethiopia[27], in Addis Ababa-Ethiopia on determinants of alcohol drinking and its association with sexual practices among high school students found that alcohol drinking practice in all students was strongly

associated with getting pocket money[43],also consistent with the finding reported among high school students; Gondar; Ethiopia, the lifetime khat chewing was associated with source of money [49] ,and with the finding reported lifelong prevalence of alcohol use was significantly higher in participants having income [51]. This factor might also contribute to either initiation of substance use might be encouraged to purchase and use the substances easily.

The study has strength in that it involved students from all high schools in the study area both from government and private. The study has limitations that self-administered questionnaire which needs students to give self-reported use of substances that may tend to underestimate substance use.

7. Conclusion

The current substance use prevalence of high school students of Shashamene Town is high.

The individuals related variables sexes, current resident, grade level and religion were significantly associated with substance use status of the respondents under individual's related factors. Under socio-demographic and economic related factors, currently living with, father, and mother substance uses, friends' substance uses, and monthly pocket money were found to be signifiacntly associated with substance use of the respondents. The students' family was their model for practicing substance(s) or not. The most commonly mentioned reason for substance use respondents were to parental influence, peer pressure, to overwork/learning, for fun and to escape worries or tension.

Hence, school principals, town education office and health office must tackle substance use of the respondents through focusing the identified factors.

8. Recommendation

Overall, several factors contributed to increased substance use, and could be focused on in education to decrease risky behaviors among adolescents in school.

Based on the findings of the study, the researcher makes the following recommendations:

1. Parents and friends should desist from using substances as they serve as role models for the adolescents.
2. MoE should Strengthen and design, school-based education programs and guidelines and interventions that collaborate community, students family and religious organization to decrease substance use among adolescents by focusing on leveraging protective factors such as religiosity and decreasing the negative influence of norms favorable to substance use in the community and increasing perceived risk of substances use..
3. School management should Strengthen and establish anti-social drugs club in the school
4. Ths School teachers may well be able to influence substance use behavior; it is the primary role of the school to teach skills, to impart knowledge and to establish a sound values base in relation to health and substance use.
5. FMHACA should strengthen School- based drug demand reduction intervention program that has been implementing before.
6. The government should initiate evaluation of existing anti-drug programs; to ascertain how different programs modify the youth's substance abuse related attitude and behaviour in the long run.

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10. Annexes

Annexe 8.1 –English Version

Jimma University, College of Public health sciences Department of Epidemiology

Structured questionnaires for the assessment of substance use and associated factors among high school students in Shahsemene Town, West Arsi Zone, Oromia Regional State, Ethiopia

To the data collector, please inform the respondent about the aim of the study as described below.

INFORMED CONSENT SHEET

Dear respondent, my name is _____ and I am Jimma University MPH Student. I am collecting data on substance use and associated factors among high school students in Shahsemene Town. The questions ask about substance use like alcohol, cigarette, khat and other as well as your age, gender and so on. Your answer will be looked at by people who are trying to learn more about substance use and associated factors and will be compared with the answers made by young people in the other parts of the world. If this study is to be helpful, it is important that you should answer each question as carefully as possible. All your answers will be kept strictly confidential and we are not asking you your name. Most people enjoy filling in this questionnaire, and we hope that you will too.

Do you agree to participate?

1. Yes ☐ 2. No ☐ no respect the decision and thank her/him .If yes, continue the interview.

Data collector name _____ signature _____ date_____

Instruction:

This is not a test: there is no right or wrong answers, but please answer carefully. For each question pick the answer that fit you the best and circle on it. Pick only one answer for each question.

Questionnaire Sr.No _____

Section1. Background, socio- demographic information

School name:_____			
No	**Question**	**Response**	**Skip to**
100	Sex	(1) Male (2). Female	
101	Age in Years	_____ years	
102	Grade	**(1).** 9^{th} **(2).** 10^{th} **(3).** 11^{th} **(4).** 12^{th}	
103	Place of birth	(1)Rural (2)Urban	
104	Current residence	(1)Rural (2). Urban	
105	Religion	**(1.**) Muslim (**2)** Orthodox **(3).** Protestant **(4)** others/ specify _____	
106	Ethnicity	**(1)** Oromo **(2)** Amhara **(3)** Wolyta (**4).**Kenbata (5) Sidama **(6)**others/ specify _____	
107	Do you have pocket money/monthly income?	(1) Yes (2) No	
108	Which of the following best describes the family you currently live with?	**(1)** Mother and father (**2)**. relatives (**3)** friends (**4)** alone	

Family background

No	**Question**	**Response**	**Skip to**
109	What is your father educational Status?	(1)Cannot Read and write (2) Grade 1-6 (3) Grade 7-12 (4). TVET Certificate (5) Diploma (6) Degree (99) Others (specify) _____	
110	What is your father occupation?	(1)Farmer (2)Merchant (3) employed (**4)** Others (specify) _____	
111	What is your mother educational Status?	(1)Cannot Read and write (2) Grade 1-6 (3) Grade 7-12 (4). TVET Certificate (5) Diploma (6) Degree (99) Others (specify) _____	
112	What is your mother occupation?	(1)housewife (2)Merchant (3) employed (**4)** Others (specify) _____	
113	Did your father use substance? (alcohol, cigarette, and Khat)	(1). Yes (2) .No	**If no go to 115**
114	If "Yes" which substance?	(1) Cigarette (2). Alcohol, (3) Khat	
115	Did your mother use substance? (alcohol, cigarette, and Khat)	(1). Yes (2) .No	**If no go to 117**
116	If "Yes" which substance?	(1) Cigarette (2). Alcohol (3). Khat	
117	Did your siblings use substance? (alcohol, cigarette, and Khat)	(1). Yes (2) .No	

118	If "Yes" which substance?	(1) Cigarette (2) Alcohol, (3) Khat	
119	Did your best frinds use substance? (Alcohol, cigarette, and Khat)?	(1). Yes (2) .No	
120	If "Yes" which substance?	(1) Cigarette (2) Alcohol, (3) Khat	

Section 2. Substance use status and associated factors.

The following questions are about Cigarette use			
No	**Question**	**Response**	**Skip to**
121	Have you ever smoked cigarettes?	(1). Yes (2) .No	**(If No go to No.137)**
122	Have you ever smoked cigarette in the last 12 months?	(1). Yes (2) .No	
123	Have you ever smoked cigarette in the last 30 days?	(1). Yes (2) .No	
124	For how long you smoked?	_____months or _____years	
125	How old were you when you first smoked cigarette?	_____ years	
126	How oftn do you smoke cigarette?	(1) Daily (2) Weekly (3) Occasionally (4) Monthlly (5) Other/ specify_____	
127	From where did you get money to buy cigarette?	(1). Parents (2) Friends (3). Relatives (4). Other/ specify _____	
128	Do you use pocket money to buy cigarette?	(1) Yes (2) No	
129	When you first smoked cigarette, where did you get it?**(** you can tick more than one**)**	**(1**) Hotel/bar (**2)** From friends (**3) S**hop (**4)** From house. **(5**) purchased from street peddler's **(6)** Other/ specify_____	
130	Who introduce you first to use cigarettes (Smoked)?	(1) Friends (2). Parents (3). Relatives (4) Out of curiosity (99) other/ specify_____	
131	What do you think that you smoke?	(1) Parental influence (2) peer pressure (3) Overwork/learning (4) For fun (5) to escape worries or tension (6) others(specify) _____	
132	How are you convinced into smoke cigarette? (you may choose more than one)	(1) Make one brilliant (2) Happier (3) Stronger/healthier (4) Work for long hrs (5) Have confidence (6) Boost appetite (7) Other/ specify_____	
133	Where do you smoke the cigarette?	(1) At home (2) At my friends place (3) In a bar (4) At khat chewing place (5) Others (specify) _____	
134	Did you start smoking or use tobacco in a group or as an individual?	(1) Group (2) Individual	
135	Do you know cigarettes smoking are harmful?	1. Yes 2 .No	

136	Do your parentes know that your smoked cigarette?	1. Yes 2 .No	
The following questions are about Alcohol use			
No	**Question**	**Response**	**Skip to**
137	Have you ever drunk any alcoholic beverage?	(1) Yes (2) No	**If No, go to no 157**
138	Have you ever drunk any alcoholic beverage in the last 12 months?	(1) Yes (2) No	
139	Have you ever drunk any alcoholic beverage in the last 30 days?	(1) Yes (2) No	
140	How often do you have Alcoholic beverages (local alcohol, tella. Teji, beer, daft, or Mixed drink)?	(1) Daily (2) Weekly (3) Occasionally (4) Monthly (5) Other/ specify_____	
141	How old were you when you first had drink alcohol?	_____ years	
142	What types of alcoholic beverage do you most often drink? List them	_____ _____	
143	For how long did you have drink alcohol? In Month or in years	_____ months or _____ years	
144	From where did you get money to buy alcohol/?	(1). Parents (2) Friends (3). Relatives (5). Other/ specify_____	
145	Do you use pocket money to buy alcohol?	(1) Yes (2) No	
146	When you first had drink alcohol, where did you get it?(you can tick more than one**)**	(1) Hotel/bar (2). From friends (3). From local dink house (4). From my house. (5). Other/_____	
147	Who introduce you first to use alcohol?	(1). Friends (2). Parents (3). Relatives (4). Out of curiosity (5) siblings (6). Other/specify_____	
148	What do you think that you drink alcohol?	(1) Parental influence. (2) peer pressure (3) For fun (4) to escap wories/tension (99) others(specify)_____	
149	How are you convinced into drink alcoholic beverage? (you may choose more than one)	(1) Make one Happier (2) Stronger/ healthier (3) Work for long hours (4) Have confidence (5) Boost appetite (6) Other/ specify_____	
150	Have you ever gotten in to trouble with your family for drinking alcoholic beverages?	**(1**)Yes (**2**).No	
151	Have your friends ever criticized you for drinking alcoholic beverages?	**(1)**Yes (**2**).No	
152	Have you ever used alcoholic beverages and other substances at the same time **(khat, smoking,)?**	**(1)** Yes (**2**) No	
153	If question **number 152** is **YES** what substance that you use at the same time?	**(1**) khat (**2)** cigarettes **((3**) Others/ specify_____	

15	Where do you drink alcohol?	**(1**) At home (**2**) At my friends place **(3)** In a bar/local dink house **(4**) At my relatives place **(5)** Others _____	
155	Do your parents know that you drink alcohol?	(1)Yes (2).No	
156	Do you know alcohol drinking is harmful?	(1)Yes (2) .No	
The following are about Khat chewing.			
No	**Question**	**Response**	**Skip to**
157	Have you ever chewed khat?	(1)Yes (2) No	**If No, finished**
158	ever chewed khat in the last 12 months?	(1) Yes (2) No	
159	ever chewed khat in the last 30 days?	(1) Yes (2) No	
160	For how long you have chewed khat? ***Mention in Months or Years***	_____months or _____year	
161	From where did you get money to buy khat/?	(1) Parents (2) Friends (3) Relatives (4) Other/ specify_____ _____	
162	Do you use pocket money to buy khat?	(1) Yes (2) No	
163	Who introduce you first to chew khat?	**(1)** Friends (**2**) Parents (**3**) Relatives **(4**) Self (**99**) Other/ specify_____	
164	How often do you chew khat?	(1) Every day (2) Occasionally (**3**) Weekly (4).Monthly **(5)**. Others specify_____	
165	What do you think that you chewed khat?	(1) Parental influence.(2) peer pressure (3) For fun (4) to escape worries/tension (5) others(specify) _____	
166	From where do you get khat for chewing?	**(1**)Nearby shop (**2**) street peddlers **(3**) Khat selling house (4**)**Nearby school **(5**)others specify_____	
167	Why do you chew khat?	**(1**)To increase concentration for study **(2)**To be strong and work hard **(3)** Because my friends chew. **(4)** For relaxation and entertainment (**5)** others specify_____	
168	Have you ever use khat and other substances (cigarettes, alcohol, etc) at the same time?	**(1)Yes (2)No**	
169	If question **no 168** is **YES,** what are the substances that you use at the same time?	**(1**) Alcohol (**2)** cigarettes (**3**) others specify_____	
170	Do your parents know that you consumed alcohol?	(1)Yes (2).No	
171	Have your family ever criticized you for chewing khat?	**(1)Yes (2) No**	
172	Have your friends ever criticized you for chewing khat?	**(1)Yes (2) No**	

Annexe 8.2 Amharic version

ጅማ ዩኒቨርሲቲ

የህብረተሰብ ጤና ሳይንስ ኮሌጅ ኢፒዲሚዮሎጂ ዲፓርትመንት

በሻሸመኔ ከተማ ሁለተኛ ደረጃ ት/ቤት ተማሪዎች ላይ ስለ አደንዛዥ ዕጾች አጠቃቀም እና ተዛማጅ ነገሮችን ለማጥናት የተዘጋጀ መጠይቅ

ለጥናቱ መረጃ ሰብሳብ □እባክዎትን ከታች በተገለጸው መሰረት የጥናቱን ዓላማ ያስረዷቸው፡፡

<u>ፍቃደኝነት መ□□ቅጸ ቅ□</u>

ውድ ተጨያቂ፡ ጤና ይስጥልኝ ስሜ----------ይባላል፡፡ የጅማ ዩኒቨርሲቲ የጤና ማስተርስ ተማሪ ነኝ □ሬ እ□ህ □ተ□ኘነው በሻሸመኔ ከተማ ሁለተኛ ደረጃ ት/ቤት ተማሪዎች ላይ ስለ አደንዛዥ ዕጾች(ሥጋራ፤ አልኮል፤ጫት እና ሌሎች ዕጾች) አጠቃቀም እና ተዛማጅ ነገሮችን ለማጥናት መረጃ ለመሰብሰብ ነው፡፡ መጠይቁ የሚጠይቃቸዉ ስለ አደንዛዥ ዕጾች አጠቃቀም እንደዚሁም ስለ እናንተ ዕድሜ፣ፆታ እና ሌሎችንም ይጠይቃል፡፡ መልሶቻችዉ ስለ አደንዛዥ ዕጾች አጠቃቀም እና ተዛማች ነገሮችን ለማወቅ እና ለመማር በሚፈልጉ ሠዎች የሚታይ እና በሌላ አለም በተመሳሳይ ከተደረጉ ጥናቶች ጋር ለማወዳደር ነው፡፡ ይህ ጥናት ጠቃሚ ይሆን ዘንድ እያንዳንዱን ጥያቄ በተቻላችሁ በጥንቃቄ ይመልሱ፡፡ ሁሉም መልሶቻችሁ በሚስጥር የሚጠበቅ ስለሆነ ስማችሁን እንድትጽፉ አንጠይቃችሁም፡፡ብዙ ሠዎች ይህን መጠይቅ መመላት ይወዱታል እናምናቿዋለን እናንተም እንደዛው ናችሁ፤፤

መ□□ቁን ለመመላት ፍቃደኛ ነዎት? 1. አዎ □ 2. አይደለሁም □ አ ቃ□ኛ ካልሆኑ ይቁም! አ ቃ□ኛ ከሆኑ መ□□ቁን መመላት ይቀጥሉ!

የጥናቱ መረጃ ሰብሳብ ስም ---------- ኝርማ----------

<u>ማሳሰቢያ</u>

ይህ ፈተና አይደለም ትክክለኛ ወይም ትክክለኛ ያልሆኑ መልሶች የሉም ነገር ግን በጥንቃቄ ይመልሱ ለእንዳንዱ ጥያቄ ትክክል ነዉ ብለው ያመኑትን ይምረጡና ያክብቡበት፡፡ ለእያንዳንዱ ጥያቄ መልስ ብቻ ይምረጡ፡፡

የመጠይቅ ቁጥር ----------

<u>ክፍል 1፡ መሰረታዊ፣ ማህበራዊ ና ሰባዊ መረጃ</u>

የትምህረት ቤት ስም ----------

ግለሰባዊ መሰረታዊ መጠይቅ

ተቁ	ጥያቄ	መልስ	ወደ ተራ ቁጥር ይለፉ
100	ፆታ	(1) ወንድ (2) ሴት	
101	ዕድሜ	_____ ዓመት	
102	የትምህርት ደረጃ	(1) 9ኛ (2)10ኛ (3)11ኛ (4)12ኛ	
103	የትውልድ ቦታ	(1) ገጠር (2) ከተማ	
104	አሁን የምትኖርበት	(1) ገጠር (2) ከተማ	
105	ሃይማኖት	(1) ሙስሊም (2) ኦርቶዶክስ (3) ፕሮቴስታንት (4) ሌላ_____	
106	ብሄረሰብ	(1) ኦሮሞ (2) አማራ (3) ወላይታ (4) ከንባታ (5) ሲዳማ (6) ሌላ /ጥቀስ/-----	
107	የክስ ገንዘብ /ወራዊ ገቢ/ በወር ዉስጥ ይኖርሃል/ሻል?	_(1)አዎ (2). አይደለም	
108	በአሁኑ ጊዜ የምትኖረው/ሪው ከማን ጋር ነው?	(1) አባት እና እናት (2) ዘመድ (3). ጓደኛ (4) ለብቻ	

የበተሰብ መሰረታዊ መጠይቅ

ተቁ	ጥያቄ	መልስ	ወደ ተራ ቁጥር ይለፉ
109	የአባትህ/ሽ የትምህርት ደረጃ	(1) ማንበብ እና መጻፍ አይችሉም (2) ከ1-6 ኛ ክፍል (3) 7-12 ኛ ክፍል (4) የቴክኒክ ሰረተፍከት (5) ድፕሎማ (6) ድግር (7) ሌላ/ ይጠቀስ _____	
110	የአባትህ/ሽ ሥራ ምንድነዉ?	(1) ገበሬ (2) ነጋዴ (3) ተቀጣሪ (4) ሌላ/ ይጠቀስ _____	
111	የአናትህ/ሽ የትምህርት ደረጃ	(1) ማንበብ እና መጻፍ አይችሉም (2) ከ1-6 ኛ ክፍል (3) 7-12 ኛ ክፍል (4) የቴክኒክ ሰረተፍከት (5) ድፕሎማ (6) ድግር (7) ሌላ/ ይጠቀስ _____	
112	የአናትህ/ሽ ሥራ ምንድነዉ?	(1) የቤት እመቤት (2) ነጋዴ (3) ተቀጣ (4) ሌላ/ ይጠቀስ_____	
113	አባትህ/ሽ ሱስ የሚያስዙ/የሚያነቃቁ ነገሮችነን ይጠቀማሉ ?	(1)አዎ (2). አይደለም	አይደለም ከሆነ ወደ ተ.ቁ 115 ይለፉ
114	ጥያቄ ቁጥር 115 መልስ አዎ ከሆነ የተኛውን ይጠቀማሉ?	ሥጋራ (2) አልኮል (3) ጫት (4) ሌላ/ ይጠቀስ_____	
115	አናትህ/ሽ ሱስ የሚያስዙ/የሚያነቃቁ	(1)አዎ (2). አይደለም	አይደለም ከሆነ ወደ

	ነገሮችን ይጠቀማሉ ?		ተ.ቁ 117 ይለፉ
116	**የጥያቄ ቁጥር 117 መልስ አዎ** ከሆነ የተኛውን ይጠቀማሉ?	ሥጋራ (2) አልኮል (3) ጫት (99)ሌላ/ ይጠቀስ_____	
117	ወንድሞጨችህ/ሽ ወይም እህቶችህ/ሽ ሱስ የሚያስዙ ነገሮችን ይጠቀማሉ?	(1)አዎ (2). አይደለም	
118	**ጥያቄ ቁጥር 119 አዎ** ከሆነ የተኛዉን ይጠቀማሉ?	ሥጋራ (2) አልኮል (3) ጫት (4) ሌላ/ ይጠቀስ_____	
119	የቅርብ ጓደኛህ/ሽ ሱስ የሚያስዙ / የሚያነቃቁ ነገሮችን ይጠቀማሉ?	(1)አዎ (2). አይደለም	
120	**ጥያቄ ቁጥር 121 አዎ** ከሆነ የተኛዉን ይጠቀማሉ?	ሥጋራ (2) አልኮል (3) ጫት (4) ሌላ/ ይጠቀስ_____	

ክፍል 2፤ሱስ የሚያስዙ ነገሮችን ሰለመጠቀም ሁኔታ እና ተዛማች ነገሮችን በተመለከተ

ከዚህ በታች ያሉት መጠይቆች ሲጋራ መጠቀምን በተመለከተ ይሆናል			
ተቁ	**ጥያቄ**	**መልስ**	**ወደ ተ.ቁ ይለፉ**
121	ሲጋራ አጭሰህ/ሽ ታውቃለህ/ቂያለሽ,	(1) አዎ (2) አይደለም	(አይደለም ከሆነ ወደ **ተ.ቁ.136** ይለፍ)
122	ባለፉት 12 ወራት ሲጋራ አጭሰህ/ሽ፣ ታውቃለህ/ቂያለሽ?	(1) አዎ (2) አይደለም	
123	ባለፉት 30 ቀናት ሲጋራአጭሰህ/ሽ፣ ታዉቃለህ/ሽ?	(1) አዎ (2) አይደለም	
124	ለምን ያህል ጊዜ ነው ሲጋራ ያጨስከው/ሽው ? በወራት ወይም በዓመት ይግለጹ	_____ ወራት _____ዓመታት	
125	ሲጋራ ለመጀመርያ ጊዜ የተጠቀምከው/ሽው ጊዜ ዕድመህ/ሽ ስንት ነበር?	_____ ዓመት	
126	በምን ያህል ጊዜ ነው ሲጋራ የምታጨሰው/ሽው ?	(1)በየቀኑ (2) በሣምንት (3)አልፎ አልፎ (4) በወር(5) ሌላ_____	
127	ሲጋራ የምትገዛቤትን ገንዘብ ከየት ነው የምታገኘው/ኝው	(1)ከቤተሰብ (2) ከጓደኛ (3) ከዜመድ ((4) ሌላ/ ይጠቀስ/_____	
128	ሲጋራ ለመግዛት የክስ ገንዘብህን/ሽን ትጠቀማለህ/ሚለያሽ?	(1)አዎ (2) አይደለም	
129	መጀመርያ ጊዜ ሲጋራ ስታጨስ/ሽ ከየት አገኘህ/ሽ? (ከሁለት በላይ ላይ ማክበብ ይቻላል)	(1) ከሆቴል/ መጠጥ ቤት (2) ከጓደኛ (3) ከሱቅ (4) ከቤት (5) ሕጋዊ ካልሆኑ ነጋዴዎች በመግዛት (6) ሌላ_____	
130	ለመጀመርያ ጊዜ ሲጋራ ስታጨስ/ሽ ያስተዋወቀህ/ሽ ማንነው ?	(1) ጓደኛ (2) ቤተሰብ (3) ዜመድ (4) በራስ ካለኝ ጉጉት/ ፍላጎት (5) ሌላ/ ይጠቀስ/_____	
131	ለማጨስ ያነሳሳህ/ሽ ምንድን ነው ብለህ/ሽ ታስባለህ/ቢያለሽ ?	(1) የቤተሰብ ተዕዕኖ (2) የጓደኛ ግፊት (3) ለረጅም ግዜ ለመስራት ወይም ለመማር (4) ለደስታ/ቀልድ/ጫወታ (5) ከጭንቀት ወይም ከውጥረት ለመውጣት	

		(6) ሌላ/ ይጠቀስ/_____	
132	ሲ.ጋራ ወደ ማጨስ ለመግባት የወሰንከው ወይም ራስህን ያሳመንከዉ ለምንድን ነው?	(1) አስደናቅ/አዋቅ ስለሚያደርግ (2) ለመደሰት (3) ጠንካራ/ጤናማ ስለሚያደርግ (4) ለብዙ ሰዓታት ለመስራት (5) በራስ ለመተማመን (6) የምግብ ፍላጎን ስለሚጨምር (7) ሌላ/ ይጠቀስ/_____	
133	ሲ.ጋራ የምታጨሠው/ሸው የት ነው ?	(1) ቤት (2) ጓደኛዬ ጋር (3) ሆቴል/ መጠጥ ቤት (4) ጫት መቃሚያ ቦታ (8) ሌላ/ ይጠቀስ/_____	
134	ሲ.ጋራ ማጨስ የጀመርከው/ሸው	(1) በቡድን (2) ለብቻ	
135	ሲ.ጋራ ማጨስ ጎጅ መሆኑን ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	
136	ከቤተሰቦችህ/ሽ ስጋራ እንደምታጨስ/ሽ ያውቃሉ?	(1)አዎ (2) አይደለም	

ከዚህ በታች ያሉት መጠይቆች አልኮል መጠቀምን በተመለከተ ይሆናል

ተቁ	ጥያቄ	መልስ	ወደ ተ.ቁ ይለፉ
137	አልኮል ነክ የሆኑትን መጠጦችን ጠጥተህ/ሽ ታውቃለህ/ሽ ?	(1)አዎ (2) አይደለም	ለአይደለም ከሆነ ወደ 157
138	ባለፉት 12 ወራት ማንኛውንም አልኮል ነክ የሆኑ መጠጦችን ጠጥተህ/ሽ ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	
139	ባለፉት 30 ቀናት ማንኛውንም የአልኮል መጠጥ ጠጥተህ/ሽ ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	
140	በምን ያህል ጊዜ ነው አልኮል ነክ የሆኑትን መጠጦችን (ቢራ፣ ድራፍት፣ አራቂ፣ጠላ፣ጠጅ) የምትጠጣው/ጠጪው ?	(1)በየቀኑ (2) በሣምንት (3)አልፎ አልፎ (4) በወር (5) ሌላ/ ይጠቀስ/_____	
141	ማንኛውንም የአልኮል መጠጥ የሆኑትን ለመጀመርያ ጊዜ የጠጣኸው/ሸዉ እድመህ/ሽ ስንት ነበር?	_____ ዓመት	
142	አዘወትረህ/ሽ የምትጠጣውን/ጭውን የአልኮል መጠጥ ዓይነቶችን ዘርዝር	1_____2_____ 3_____4 _____	
143	ለምን ያህል ጊዜ ነዉ የአልኮል መጠጦችን የጠጣህው/ሸው?	_____ ወራት _____ዓመታት	
144	አልኮል የምትገዛቤትን/ገኘርቤትን ገንዘብ ከየት ነዉ የምታገኘው/ኝው?	(1)ከቤተሰብ (2) ከጓደኛ (3) ከዜመድ (4)ሌላ/ይጠቀስ/_____	
145	አልኮል ለመግዛት የክስ ገንዘብህን/ሽን ትጠቀማለህ/ሚያለሽ?	(1)አዎ (2) አይደለም	
146	ለመጀመርያ ጊዜ የአልኮል መጠጥ	(1) ሆቴል/ ከመጠጥ ቤት (2) ከጓደኛ	

	የጠጣኸው/ሸው ከየት አገኘተህ/ሽ ነው? (ከሁለት በላይ ላይ ማክበብ ይቻላል)	(3) ከመንደር መጠጥ ቤት (4) ከምኖርበት ቤት (5) ሌላ/ ይጠቀስ/_____	
147	ለመጀመርያ ጊዜ የአልኮል መጠጥ ስትጠጣ/ጪ ያስተዋወቀህ/ሽ ማንነው?	(1) ጓደኛ (2) ቤተሰብ (3) ዘመድ (4) ራሴ ካለኝ ጉጉት/ፍላጎት (5) ከወንድሞቼ/እህቶቼ (6) ሌላ/ ይጠቀስ/_____	
148	አልኮል ለመጠጣት ያነሳሳህ/ሽ ምንድነዉ ብለህ/ሽ ታስባለህ/ቢያለሽ?	(1)የቤተሰብ ተፅዕኖ (2)የጓደኛ ግፊት (3) ለደስታ/ቀልድ/ጫወታ (4) ከጭንቀት ወይም ከውጥረት ለመውጣት (5) ሌላ/ ይጠቀስ/_____	
149	አልኮል ለመጠጣት የወሰንከው/ሸው ለምንድነው ነዉ?	(1) ደስተኛ ስለሚያረግ (2) ጠንካራ/ጤናማ ስለሚያደርግ (3) ለብዙ ሰዓታት ለመስራት (4) በራስ ለመተማመን (5) የምግብ ፍላጎት ስለሚጨምር (6) ሌላ/ ይጠቀስ/_____-	
150	የአልኮል መጠጥ በመጠጣትህ/ሽ ከቤተሰቦችህ/ሽ ጋር ግጭት ውስጥ ገብተህ/ሽ ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	
151	የአልኮል መጠጥ በመጠጣትህ/ሽ ጓደኞችህ/ሽ ተችታውህ/ሽ ያውቃሉ?	(1)አዎ (2) አይደለም	
152	የአልኮል መጠጥና ለሎች ዕጾችን በአንድ ጊዜ ተጠቅመህ/ሽ ታዉቃዋለህ/ሽ?	(1)አዎ (2) አይደለም	
153	ጥያቄ ቁጥር 152 መልሱ አዎ ከሆነ የተኞችን ዕጾችን በአንድ ጊዜ ተጠቀመክ/ሽ?	(1) ጫት (2) ሥጋራ (3) ሌላ/ ይጠቀስ/_____	
154	አልኮል የሚትጠጣው/ጭው የት ነው ?	(1) የምኖርበት ቤት (2) ጓደኛዬ ጋር (3) ሆቴል/ በሰፈር መጠጥ ቤት (4) ዘመድ ጋር (5) ሌላ/ ይጠቀስ/_____	
155	ቤተሰቦችህ/ሽ አልኮል እንደምትጠጣ/ጪ ያውቃሉ?	(1)አዎ (2) አይደለም	
156	አልኮል መጠጣት ጎጅ መሆኑን ታዉቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	

ከዚህ በታች ያሉት መጠይቆች ጫት መጠቀምን በተመለከተ ይሆናል

ተቁ	ጥያቄ	መልስ	ወደ ተ.ቁ ይለፍ
157	ጫት ቅመህ/ሽ ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	ሉይደለም ከሆነ ያልቃል

158	ባለፉት 12 ወራት ጫት ቅመህ/ሽ ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	
159	ባለፉት 30 ቀናት ጫት ቅመህ/ሽ ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	
160	ለጥያቄ 165 **መልስ አዎ** ከሆነ ለምን ያህል ነዉ የተጠቀምከዉ/ሽዉ? **በወር ወይም በዓመት ግለጽ/ጭ**	_____ ወር ወይም _____ ዓመት	
161	ጫት የምትገዛቤትን/ገኛቤትን ገንዘብ ከየት ነዉ የምታገኘው/ኝው?	(1) ከቤተሰብ (2) ከጓደኛ (3) ከዜመድ (4).ሌላ/ ይጠቀስ/_____	
162	ጫት ለመግዛት የክስ ገንዘብ ትጠቀማለህ/ሚያሽ?	(1)አዎ (2) አይደለም	
163	ለመጀመርያ ጊዜ ጫት ስትጠቀም/ህ ማንነው ያስተዋወቀህ/ሽ ?	(1) ጓደኛ (2) ቤተሰብ (3) ዜመድ (4) **በራሴ ካለኝ ጉጉት/ ፍላጎት** (99) ሌላ/ ይጠቀስ/_____	
164	በየስንት ጊዜ ነው ጫት የሚትጠቀመዉ/ምዉ ?	(1) በየቀኑ (2) አላፎ አልፎ (3) በሣምንት (4) በወሩ (5) ሌላ/ ይጠቀስ/_____	
165	ጫት ለመጠቀም ያነሳሳህ/ሽ ምንድነው ብለህ/ሽ ታስባለህ/ታስብያለሽ?	(1) የቤተሰብ ተጽህኖ (2) የጓደኛ ግፍት ((3) ለደስታ/ቀልድ/ጫወታ (4) ከጭንቀት ወይም ከውጥረት ለመውጣት (5) ሌላ/ ይጠቀስ/_____	
166	የምትጠቀመው/ሚውን ጫት ከየት ነዉ የአገኘኽው/ሸው? ከሁለት በላይ ላይ ማክበብ ይቻላል)	(1) በአቅራቢያዬ ካለ ሱቅ (2) በየመንገዱ ከሚሸጡ ሰዎች (3) ጫት ከሚሸጥበት ቤት (4) ከምማርበት ት/ቤት አከባቢ (5) ሌላ/ ይጠቀስ/_____	
167	ጫት የምትጠቀመው/ሚው ለምንድው ነው?	(1) በማጠናበት ጊዜ ትኩረት እንድኖረኝ (2) ጠንካራናታታሪ ሆኝ ለማስራት (3) ጓደኛዬ ስለሚጠቀም (4) ለማረፍ/መዝናናት እና ለመጫወት (5) ሌላ/ ይጠቀስ/_____	
168	ጫትና ሌሎች ዕጾችን በአንድ ለይ ተጠቅመህ/ሽ ታውቃለህ/ቂያለሽ?	(1)አዎ (2) አይደለም	
169	**ጥያቄ ቁጥር 168 አዎ** ከሆነ የተኞችን ዕጾችን በአንድ ላይ ተጠቅመህ/ሽ ነበር?	(1) አልኮል (2) ሲጋራ (3) ሌላ/ ይጠቀስ/_____	
170	ቤተሰቦችህ/ሽ ጫት እንደምትጠቀም/ሚ ያውቃሉ?	(1)አዎ (2) አይደለም	
171	ቤተሰቦችህ/ሽ ጫት በመጠቀምህ/ሽ ተቆጥተዉህ/ሽ ያውቃሉ?	(1)አዎ (2) አይደለም	
172	ጓደኞችህ/ሽ ጫት በመጠቀምህ/ሽ ተቆጥተዉህ/ሽ ያዉቃሉ?	(1)አዎ (2) አይደለም	

“ለትብብራችዉ በጣም እናመሰግናለን”

Annexe 8.3 Afan Oromo Version

Yuunivarsitii Jimmaa, Kollejjii Saayinsii Fayyaa Hawasaa

Muummee Ipidemoloojjii.

Waa'ee waantoota sammuu nama adoochanu fi haalawwani isaaniin walqabatani, baratoota mana barnoota sadarkaa 2ffaa magalaa shaashamannee irratti xinxaaluuf gaaffilee qopa'eedhaa,

Ragaa funaanadhaaf, kaayyoo qorannoo kana deebistootaaf haala armaan gadditiin ibsiif.

Unkaa fedhii hirmanaaf mirkannesuu

Kabajamo debbistoota, maqaan ko_____ jedhama**.** Yuunivarsitii Jimmaatti , barataa digirii 2ffaa Saayinsii Fayyaa Hawasaa tti. Waantoota sammuu nama adoochanu (tamboo, dhugaatti alkoolii, caatii fi kan bitroo) fi haalawwani isaani walqabatani, baratoota mana barnoota sadarkaa 2ffaa magaalaa shaashamannee irratti qorannoo gaggessuuf raga funaanan jira. Gaaffileen kun waa'ee ittifayadama wantoota sammuu nama adoochanuu, umurii, fi korniyaa fi KKF gaafata. Deebiin keessan waantoota sammuu nama adoochanu fi haalawwani isaaniin walqabatani dhufan namoottan dhimma kana barachuu barbaadaniin kan ilaalamu fi deebii walfakkataa bakka biro adunyaa kanarratti keenname waliin madaalama. Qoranoon kun bu'a qabeessa akka tahuuf, deebbiwwan hundaa xiyyefannoon deebisuun murteessadha. Deebiin keessan hundii iciitti cimmadhan kan qabamuu fi akka maqaa keessan barreesitanuuf hingaafatamtanu. Namoonni heeduun gaaffii kana gutuurratti ni gammadu, isiniis akkasuma akka taatanu ni abdana.

Hiratti hirmaachuuf waliigaltanni?

(1) Eeyyee ☐ (2) Miti ☐ urtii isaanii kabajii fi galateefadhu, yoo "Eeyyee" ta'ee gaaffii ittifufi

Maqaa Ragaa funanaa _____ mallattoo_____ guyyaa_____

Qajelfama:

Kun qormaata miti, deebbin **sirrii** yookan **dogongoaa** jedhamu hinjiru**,** hata'u malee xiyyeeffanaan deebisa. Gaaffiilee hundaaf anaaf sirriidha kan jettanu filadhaatti irratti maraa. Gaaffilee hundaaf deebii tokkoo qofa filadha.

Lakk. Gaaffiilee _____

Kutaa 1. Gaaffii bu'uuraa, fi hawaasummaa

Gaaffii Dhuunfaa

Mana barumsaa:_____			
Lakk.	**Gaaffii**	**Deebii**	**Cee'i gara**
100	Saalaa	(1)dhiira (2) Dubatii	
101	Umurii waggaan	Waggaa _____	
102	Kutaa	**(1)** 9ffaa (**2)** 10ffaa (**3)** 11ffaa (**4).**12ffaa	
103	Bakka dhalootaa	(1)baadiyaa (2)magaalaa	
104	Bakka jireenyaa amma	(1)baadiyaa (2)magaalaa	
105	Amantaa	**(1**) Musilima (**2)** Ortodoksii **(3)** Protestaantii (**4**) Kan bira/ ibsii _____	
106	Sanyii	**(1)**Oromoo (**2)** Amharaa (**3)** Wolaytaa (**4)** Kambataa (5) Sidamaa **(6).**Kan bira ___	
107	Galii ji'aan qarshii argatuu niqabdaa?	(1). Eeyyee (2) Miti	
108	Yeroo amma eenyuu waliin jiraata?	**(1)**. Abbaa fi haadha (**2)** Firra waliin (**3)** Hiriyaa waliin (**4)** Kofaa	

Gaaffii bu'uuraa Kan maatii

Lakk.	**Gaaffii**	**Deebii**	**Cee'i gara**
109	Haalii barnoota abbaa keeti malfakkataa?	(**1)** Barreessuuf dubbisuu hindanda'u (**2)** Kutaa 1-6 ffaa (3) Kutaa 7-12 ffaa (4) Sertificatii BLTO (5) Diploomaa (6) digirii **(7)** kan biroo /ibsii _____	
110	Hojiin abba keetii maalii	(1)Qote bula (2) Daldalaa (3) Qacarama (4**).** Kan bira/ ibsii _____	
111	Haalii barnoota hadhaa keeti malfakkataa?	(**1)** Barreessuuf dubbisuu hindanda'u (**2)** Kutaa 1-6 ffaa (3) Kutaa 7-12 ffaa (4) Sertificatii BLTO (5) Diploomaa (6) digirii **(7)** kan biroo /ibsii _____	
112	Hojiin hadha keetii maalii	(1) Hadha mana (2) Daldalaa (3) Qacarama (4**)** Kan bira/ ibsii _____	
113	Abbaan kee waantoota suusii nama qabsiisanu (alcohol, cigarette, Khat and kan bira) ni fayyadamuu?	(1). Eeyyee (2) Miti	**Miti yoo ta'ee 115**
114	"Eeyyee" yoo ta'ee waantoota kamiiniffa?	(1) Siigaaraa (2)Dhugaatti alkoolii, (3) caatii	

115	Haatii kee waantoota suusii nama qabsiisanu (alcohol, cigarette, & Khat) ni fayyadamuu?	(1). Eeyyee (2) Miti	**Miti yoo ta'ee 117**
116	"Eeyyee" yoo ta'ee waantoota kamiin?	(1) Siigaaraa (2). Dhugaatti alkoolii, (3) caatii	
117	Obboleessi/ttin kee waantoota suusii nama qabsisanu (alcohol, cigarette, & Khat) ni fayyadamuu?	(1). Eeyyee (2) Miti	**Miti yoo ta'ee 119**
118	"Eeyyee" yoo ta'ee waantoota kamiin?	(1) siigaaraa (2).Dhugatti alkolii, (3).caatii	
119	Hiriyyaan kee waantoota suusii nama qabsisanu (alcohol, cigarette, and Khat) ni fayyadamuu?	(1). Eeyyee (2) Miti	
120	"Eeyyee" yoo ta'ee waantoota kamiin?	(1) siigaaraa (2). Dhugaatti alkoolii, (3). caatii (4). kan bira/ ibsii_____	

Kutaa 2. Haala Ittifayadama wantoota suusii nama qabsiisanu

Gaaffiileen armaan gaddii waa'ee Sigaaraa xuuxuu ilaala			
Lakk.	**Gaaffii**	**Deebii**	**Cee'i gara**
121	Sigaaraa xuuxee beektaa?	(1). Eeyyee (2) Miti	***(*Miti yoo ta'ee 137)**
122	Ji'a 12 darbee keessatti bu'aalee sigaaraa xuuxee beektaa?	(1). Eeyyee (2) Miti	
123	Guyaa 30 darbee keessatti bu'aalee sigaaraa xuuxee, beektaa?	(1). Eeyyee (2) Miti	
124	Yeroo amaamiif sigaaraa xuuxee? ***Ji'aan YKN waggaan Ibsii***	Ji'a _____ YKN Waggaa _____	
125	Jalqabaaf yeroo bu'aa sigaaraa tuuxee, waggaa meeqa turtee?	Waggaa _____	
126	Irraa dedeebbii haala kamiin sigaaraa fayyadataa?	(1) Guyyaan (2) torbeen (3) darbee darbee (4) Ji'aan (5) kan bira___	
127	Sigaaraa kan ittin bitu qarshii eessa argata?	(1). Maatii (2) Iriyaa (3) Firra (4) kan bira/ ibsii_____	
128	Qarshii borsaa keeii nifayyadamtaa sigaaraa bitachuuf?	(1). Eeyyee (2) Miti	
129	Jalqabaaf yeroo sigaaraa tuuxee eessaa argatee? **(lama olii filaachuun nidanda'ama)**	**(1)** Hoteela/ mana dhugaatti **(2)** Iriyaa ko irra (**3**) suuqii (**4)** mana jireenya kooti **(5**) seeraan alaa karaa irratti warraa daldalanuu irraa **(6)** kan bira/ ibsii_____	
130	Jalqabaaf yeroo sigaaraa tuuxee eenyutu sibarsiise?	**(1)** Iriyaa **(2)** Maatii (**3**) Fira (**4)** xuuxuuf fedhii irraan kan ka'ee **(4).** kan bira/ ibsii_____	
131	Sigaaraa xuuxuu kee maaliif jette yaada?	(1) Dhiibaa maatii (2) Dhiibbaa hiriyaa (3) ciminaan hojechuuf / barachuuf	

		(4) Bashananaaf (5) yaadda'u fi muddama jala bauuf (6) kan bira/_____	
132	Gara sigaaraa xuuxuu seenuuf akkamitti ofi amansiifatee? (**lama olii filaachuun nidanda'ama**)	(1) Baay'ee beekaa waan godhuuf (2) Nama gammachiisa (3) cimaa waan nama godhuuf (4) Sa'aatii dheeraaf hojechuuf (5) Ofiti-amanumummaa qabachuuf (6) Fedhii nyaataa dabala (99) kan bira/ ibsii_____	
133	sigaaraa eessatti xuuxaa?	**(1)** Mana jireenya (**2**) Bakka iriyaa **(3)** Mana dhugaatti **(4)** Bakka caatii itti qaamamuutti (5) kan bira/ ibsii_____	
134	Jalqabaaf yeroo sigaaraa tuuxuu eegalte gareen mo dhuunfaan ture?	(1) Gareen (2) Dhuunfan	
135	Sigaaraa xuuxuun dhiibaa qabeessaa tahuu isaa ni beektaa?	(1)Eeyyee (2) Miti	
136	Maatiin kee akka ati sigaaraa xuutuu ni beekuu?	(1)Eeyyee (2) Miti	

Gaaffiileen armaan gaddii waa'ee dhugaatti Alkoolii ilaala			
Lakk.	**Gaaffii**	**Deebii**	**Cee'i gara**
137	Dhuggatti alkoolii kaminiyyuu dhugdee beektaa?	(1). Eeyyee (2) Miti	**(Miti yoo ta'ee 157)**
138	Jia 12 darbee keessatti bu'aalee Dhuggatti alkoolii kaminiyyuu dhugdee beektaa?	(1). Eeyyee (2) Miti	
139	Guyaa 30 darbee keessatti bu'aalee Dhuggatti alkoolii kaminiyyuu dhugdee beektaa?	(1). Eeyyee (2) Miti	
140	Irraa dedeebbii haala kamiin Dhuggatti alkoolii kana dhugdaa (araqee, farsoo, daadhii, biiraa, draaftii fi kkf) ?	(1) Guyyaatti (2) Tarbeetti (3)darbe darbee (4) Ji'aatti (5) kan bira/ ibsii_____	
141	Jalqabaaf yeroo bu'aa dhugaatti alkoolii dhugde waggaa meeqa turtee?	_____waggaa	
142	Gosa dhugaatti alkoolii isa yeroo baay'ee dhugdu ibsii?	1_____2_____ 3_____4 _____	
143	Yeroo amaamiif dhugaatti alkoolii dhugdee jirta? ***Ji'aan YKN waggaan***	_____ Ji'a or _____ waggaa	
144	Alkoolii kan ittin bitu qarshii eessa argata?	**(1)** Maatii **(2)** Iriyaa (**3**) Fira **(4)** kan bira/ ibsii_____	
145	Qarshii borsaa keeii nifayyadamtaa alkoolii bite dhuguuf?	(1) Eeyyee (2) Miti	
146	Jalqabaaf yeroo bu'aa dhugaatti alkoolii kaminiyyuu dhugde eessaa argatee? **(lama**	**(1)** Hoteela/ mana dhugaatti **(2)** Iriyaa ko irra (**3**) mana dhugaatti	

	olii filaachuun nidanda'ama)	naannoo irraa (**4)** mana jireenya kooti (5) kan bira/ ibsii_____	
147	Jalqabaaf yeroo dhugaatii alkoolii dhugde eenyutu sibarsiise?	**(1)**. Hirriyaa **(2)** Maatii (**3**) Frra (**4)** Fedhii irraan kan ka'ee (5) obboleewwan **(6)** kan bira/ ibsii_____	
148	Dhuaatti alkoolii dhuguun kee maaliif jette yaada?	(1) Dhiibbaa maatii. (2) Dhiibbaa iriyaa (3) Bashananaaf (4) Yaaddoo fi dhiphinnaa jala bahuuf (5) kan bira/ ibsii_____	
149	Gara alkoolii dhuguutti seenuuf akkamitti ofi amansiifatee? (**lama olii filaachuun nidanda'ama**)	(1) Waan anma gammachiisuuf (2) cimaa waan nama godhuuf (3) Sa'aatii dheeraaf hojechuuf (4) Ofiti-amanumummaa qabachuuf (5) Fedhii nyaataa waan dabaluuf (6) kan bira/ ibsii_____	
150	Dhugaati alkoolii dhuguu kee irraan kan ka'e maatii keetiin wal dhabdee beektaa?	(1) Eeyyee (2) Miti	
151	Dhugaati alkoolii dhuguu kee irraan kan ka'e Iriyaan kee si qeeqanni jiruu?	(1) Eeyyee (2) Miti	
152	Dhugaatti alkoolii tiif waantoota sammuu namaa adoochanu yeroo tokkotti fayyadamtee beektaa? (Caatii, timboo, shiishaa kkf)	(1) Eeyyee (2) Miti	
153	**Yoo deebiin lakk.152 "Eeyye" ta'ee** waantoota sammuu namaa adoochanu yeroo tokkotti fayyadamte isaanii kami?	(1) Caatii, (2) timboo (3) shiishaa (99) kan bira/ ibsii_____	
154	Dhugaatti alkoolii isaatii dhugdaa?	(1)Mana Jireenyaatti (2) Bakka Iriyaatti (3) Mana dhugaatti tti (4) Mana firaatti (5) kan bira/ ibsii_____	
155	Maatiin kee akka ati alkoolii dhugdu ni beekuu?	(1). Eeyyee (2) Miti	
156	Dhugaatti alkoolii dhuguun miidhaa akka qabuu beektaa?	(1). Eeyyee (2) Miti	

Gaaffiileen armaan gaddii waa'ee Caatii qaamu ilaala

Lakk.	Gaaffii	Deebii	Cee'i gara
157	Caatii qaamtee YKN itti fayyadamtee beektaa?	(1). Eeyyee (2) Miti	**(Miti yoo gaffin dhume)**
158	Jia 12 darbee keessatti caatii qaamtee ykn itti fayyadamtee beektaa?	(1). Eeyyee (2) Miti	
159	Guyyaa 30 darbee keessatti caatii qaamtee	(1). Eeyyee (2) Miti	

	ykn itti fayyadamtee beektaa?		
160	Deebiin Lakk. **163 "eeyyee"** yoo ta'ee yeroo ammaamiif qaamtee/fayyadamte? Ji'aan YKN waggaan barreesii	Ji'aa _____ YKN Waggaa_____	
161	Caatii kan ittin bittu qarshii eessa argata?	(1)Maatii irra (2) Iriyaa irra(3) Firra (99) kan bira/ ibsii_____	
162	Qarshii borsaa keetii nifayyadamtaa caatii bite qaamuuf?	(1). Eeyyee (2) Miti	
163	Jalqabaaf yeroo caatii qaamte ykn ittifayyadamte eenyutu sibarsiise?	**(1)I**riyaa **(2)** Maatii (**3**) Fira (**4)** Ofii kootiin **(5)** kan bira/ ibsii_____	
164	Irraa dedeebbii haala kamiin caattii qaamtaa?	(1) Guyyaatti (2) Tarbeetti (3) darbe darbee (4) Ji'aatti **(5)** kan bira/ ibsii_____	
165	Caatii qaamuu ykn itti fayyadamuun kee maaliif jette yaada?	(1) Dhiibbaa maatii. (2) Dhiibbaa iriyaa (3) Bashananaaf (4) Yaaddoo fi dhiphinnaa jala bahuuf (5) kan bira/ ibsii_____	
166	Caatii qaamtuu ykn itti fayyadamtu eessaa argate/ bitataa? **(lama olii filaachuun nidanda'ama)**	(1) Suuqii naannoo jiru irraa (2) daldaltoota karaa irraatti seeraan alaa daldalanu bira (3) mana caatiin itti qaamamu irra (4) naannoo mana barumsaa bira (5) kan bira/ ibsii_____	
167	Caatii maaliif qaamta/ itti fayyadamta?	(1)Yeroon dubbisuu xiyyeefannoo dabaluuf (2) Cimaa fi jabaadhee hojechuuf (3) Iriyaan koo waan qaamuuf (4) bashanaanaa fi boqonaaf (99) kan bira/ ibsii_____	
168	Caatii dhaaf waantoota sammuu namaa adoochanu biro yeroo tokkotti fayyadamtee beektaa? (alkoolii, timboo)	(1). Eeyyee (2) Miti	
169	Yoo deebiin lakk.**168 "Eeyye"** ta'ee waantoota sammuu namaa adoochanu caatii waliin fayyadamte isaanii kami?	(1) dhugaatti alkoolii, (2) timboo (3) shiishaa (99) kan bira/ ibsii_____	
170	Maatiin kee akkatti caatii qaamtu ni-beekuu?	(1) Eeyyee (2) Miti	
171	Maatiin kee caatii qaamuu keetiif siin ballaaleffatanni beekuu?	(1) Eeyyee (2) Miti	
172	Iriyoonni kee caatii qaamuu keetiif siin ballaaleffatanni beekuu?	(1)Eeyyee (2) Miti	

"Galatooma"