

## Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The Case of Debre Berhan University, Ethiopia

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### ABSTRACT

This study was designed to assess the expansion of alcohol access houses' contribution to university students' vulnerability to risk factors and misbehavior, the case of Debre Berhan University, Ethiopia. A total of 119 (M=44, F=75) undergraduate regular students selected via the non-probability sampling technique (purposive & snow ball) completed the questionnaire. Eleven and 35 (5 groups) purposively selected participants respectively were involved for the interview and focus group discussion. Data were collected using questionnaire, interview, and focus group discussion. Data obtained using questionnaire were analyzed using percentage whereas data procured through focus group discussion and interview were analyzed qualitatively using thematic method. The study revealed that most participants (95.79%) have used different alcohol types during the last nine months duration in the university. The percentage of males who have used the different alcohol types was 97.73% while female participants' proportion was 94.67% which were computed against each independent sample (male and female participants). The main serious consequences of using alcohol were vulnerability to negative peer pressure, experiencing mood changes-suddenly cheerful after a period of depression and beginning sexual activity with many partners as a result of the participants starting to use alcohol in the last nine months. The foremost perceived causes for students to use alcohol were to feel relaxed, to feel happy, and to forget problems. Results in the focus group discussion and interview depicted the increasing number of alcohol selling houses in Debre Berhan Town, Ethiopia. It can conclude that alcohol accessing houses have expanded alarmingly in Debre Berhan Town compared to some years back and due to the expansion; students involved in the study from Debre Berhan University have got to use alcohol which shows that expansion is pressuring students to have a high engagement in these houses. The research suggests that monitoring alcohol accessing houses especially around the university area through a collaborative effort of stakeholders and employing behavioral change intervention programs for university students should be emphasized.

**Keywords:** Alcohol, Alcohol access houses, Expansion, Risk factors, Misbehavior

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## Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia

The use of alcohols among adolescents is harmful, leading to decreased academic performance, increased risk of contracting HIV and other sexually transmitted diseases or other psychiatric disorders such as exhaustion, hopelessness and sleeplessness (Tesfahun, Gebeyaw, & Girmay, 2013) <sup>[14]</sup>. An abuse of alcohol and being dependent on it leads to damage to the academic performance, social relationships, psychological status and sexual condition (Castaño-Perez & Calderon-Vallejo, 2014) <sup>[4]</sup>. More worrisome, untimely deaths and accidents which are significant in number have been ascribed to the activities of persons under the pressure of one substance or the other such as whisky, local gin, beer and other alcoholic drinks (Amosun, Ige, & Ajala, 2010) <sup>[1]</sup>. More specifically, abusive alcohol use leads to 2.5 million deaths yearly worldwide (Wackernah, Minnick, & Clapp, 2014) <sup>[16]</sup>. Alcohol as it is highly consumed among college students has become a major public health concern (Iconis, 2014; Reavley, Jorm, McCann, & Lubman, 2011) <sup>[8, 12]</sup>. There is a direct relationship of negative college adjustment to the alcohol consequences as well (Joseph, La Brie, Ehret, & Hummer (2012) <sup>[9]</sup>.

Alcohol abuse results a number of outcomes which can be physical; like hangover the person felt after alcohol use, loss of body weight, physical fight and/or injury during and/or after alcohol abuse and psychological form; such as, depression, stress, memory or concentration problem, low self-esteem, frustration, and lack of meaning in life (Shimelis & Wosen, 2015) <sup>[13]</sup>. There is also report that there is minor influence on GPA was found among alcohol users of high school students (Balsa, Giuliano, & French, 2011) <sup>[3]</sup>. Gurmesa, Fassahaye and Sisay (2012) <sup>[6]</sup> also mentioned the effect of alcohol drinking and its significant association with risky sexual behavior that is evidenced by the existence of multiple sexual partners and sexual practice without condom with non-regular partner; current substance users were about three times more likely to ever have sexual intercourse as compared to non-users.

Consistent associations were also observed between alcohol use and several sexual risk behaviors, sexual coercion, sexual violence, and HIV/STIs; the associations between alcohol use and several sexual risk behaviors, including unprotected sex, premarital sex, multiple sexual partners, commercial sex, etc. were crosschecked (Qing, Xiaoming, & Bonita, 2010) <sup>[11]</sup>. The Phnom Penh Post (2011) <sup>[15]</sup> also indicated that drinking alcohol at night clubs opened near to schools and exposure to these activities will lead young people into unsafe behavior including unsafe sex and driving too fast, putting them at risk of HIV infection and traffic accidents.

Similarly, Devorak et al. (2014) <sup>[5]</sup> indicated that the number of drinks consumed during the week and difficulties in impulse control are positively correlated among active drinkers. Moreover, difficulties of emotion-regulation are largely associated with alcohol-related consequences (Ayalu, Asmamaw, Sibhatu, & Berhanu, 2012) <sup>[2]</sup>. Psychological distress was directly related with patterns of risky drinking in students (Reavley et al., 2011) <sup>[12]</sup>. Shimelis and Wosen (2015) <sup>[13]</sup> found out that alcohol abuse negatively affected participants' prior normal behaviors, while they were unable to get alcohols of their habits and even after they use alcohol, participants' behaviors or mood is negatively changed. As revealed in their study in cases where individuals fail to satisfy their alcohol habits, mostly they feel confused of what to do, being in state of behaviorally instable, get in conflict with their friends, show unethical, impolite behaviors and involving in different anti-social behaviors.

## **Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

Besides, Onyebuchukwu et al. (2015) <sup>[10]</sup> substantiated about a significant relationship between alcohol use and academic performance; those who drink alcohol performed low compared to the ones who are not drinking. Similarly, Shimelis and Wosen (2015) <sup>[13]</sup> findings' revealed that due to drinking alcohol, students have faced academic related problems such as class absenteeism, low participation in the classroom during assignment and group work, unable to attend exam and lack of concentration during study and exam unless they use alcohol of their habits. Consequently, their academic achievement is lowering from time to time even for those students who were once an excellent students. Because of alcohol usage experiences, almost one third of college students admitted to having missed a class, and failing a test/project (Daze cited in Onyebuchukwu et al., 2015) <sup>[10]</sup>.

Concerning why people engage into using alcohol, Tesfahun et al. (2013) <sup>[14]</sup> among others mentioned the wide availability of substances, peer pressure, male participants, urban setting, family drug/substance use, seeking for personal pleasure and academic dissatisfaction. In addition, going to more expanded pubs frequently was associated with a more recurrent alcohol use (Havere, Vanderplasschen, Lammertyn, Broekaert, & Bellis, 2011) <sup>[7]</sup>. Cooper et al. cited in Joseph et al. (2012) also revealed individuals attribute their drinking behavior to three main areas: enhancement (e.g., drinking to induce positive mood), social (e.g., drinking to be more outgoing), and coping (e.g., drinking to avoid negative emotions). Fleming cited in Onyebuchukwu et al. (2015) <sup>[10]</sup> indicated that students that use alcohol as a coping mechanism tend to indulge more always in the use of alcohol and most of the time applies defense mechanism by engaging in denial and rationalization. Wang, Hipp, Butts, Jose, and Lakon (2015) <sup>[17]</sup> have found positive friendships and networks among peers was a predictor for alcohol use levels; and drinking environment at home (parental drinking) had a direct effect on adolescent drinking over time.

Moreover, existence of night club houses and respective alcohol use, peer pressure, campus and outside environments like campus security, being free from family control, being in the youth age group are also contributing factors to enter into alcohol (Gurmesa et al., 2012) <sup>[6]</sup>. Gender is also another factor that contributes a difference for individuals to engage in alcohol use. In this regard, Ayalu et al. (2012) <sup>[2]</sup> asserted, males are obtained to spend more hours during the last (most recent) drinking occasion than females, and consumed more alcoholic drinks at that occasion and more frequently engage in heavy episodic drinking. Males were more than four times likely to have multiple sexual partners than females (Zelalem, Melkamu, & Muluken, 2013) <sup>[18]</sup> in which the reason could be substance use such as alcohol. Males, especially, those with a history of earlier onset drinking are higher in alcohol consumption (Reavley et al., 2011) <sup>[12]</sup>.

In deduction, problematic alcohol consumption by youths especially college students caused various complications which can highlight the importance of promoting programs to prevent the alcohol abuse in universities. The dominant occurrence of maladaptive use of alcohol among university students necessitates the importance to assess the level of alcohol consumption and damages related to risk drinking and dependence among the young people. For this reason, there is a need to develop effective, efficient and productive prevention strategies and to educate about the drinking limits (Castaño-Perez & Calderon-Vallejo, 2014) <sup>[4]</sup>. Exposure and/or mindfulness based prevention/interventions with emotion focused psycho-education may offer one path to reducing alcohol-related consequences among college students (Ayalu et al., 2012) <sup>[2]</sup>. Apparently, interventions within tertiary education institutions are needed to promote more effective means of coping with psychological distress

## **Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

and improve help-seeking for alcohol problems, particularly among young men (Reavley et al., 2011) <sup>[12]</sup>.

Since students of higher learning institutions are assets of the society and this group is on the way of transforming to adulthood; filled with ambition; and building their future academic and social career, neglecting them can lead to high social and economic costs, both immediately and in the years ahead. So, there is a need to safeguard the young generation from being alcohol abusers. While there is a large and growing body of research on substance abuse, research conducted on the expansion of alcohol accessing houses and their contributions to university students' vulnerability to risk factors and misbehavior is relatively not extensive or there is no well-designed study in the area under consideration that could serve as a tool guide for the administrative body of the university and policy makers to analyze the strategies used to address the problem.

Therefore, this study is unique in that the research attempts to uncover the power of expansion of alcohol accessing houses and alcohol drinks availabilities' contribution for university students' vulnerability to risk factors and misbehavior, which in turn, in predicting social, health, behavioral and academic problems. More specifically, this study sought to establish the current trend of alcohol abuse among students in Debre Berhan University and to identify factors that increase the students to drink and the associated risks and misbehaviors. Accordingly, the following research questions are formulated:

1. To what extent expansion of alcohol accessing houses contributing to university students' vulnerability to risk factors and misbehavior?
2. What are the typical misbehaviors displayed by university students due to alcohol abuse?
3. What risk factors are dominantly observed on university students due to alcohol abuse?
4. What are the main pushing factors that cause university students to enter into alcohol use?

## **METHODOLOGY**

### ***Participants***

The target population of the study comprised Debre Berhan University undergraduate regular students. In selecting the students' sample, the non-probability sampling technique (purposive and snowball sampling) was used. The sample consisted of 119 university students (75 females and 44 males). Besides, key informants who were thought to be informative were selected purposively and took part for the interview (11 participants) and for the focus group discussion (35 participants categorized into 5 groups each group comprised of 6-8 participants).

### ***Measures***

This research employed descriptive survey that describes expansion of alcohol accessing houses as factors for university students' vulnerability to risk factors and misbehavior. For this research, both quantitative and qualitative data were employed. For the quantitative part, the questionnaire (employed both the restricted and open ended items) developed using relevant review of literature was employed to collect data from the purposefully selected Debre Berhan University students. The questionnaire was piloted prior use of it for collecting the main data. On the other hand, qualitative data were gathered from research participants, using interview and focus group discussion. Interview items were employed to gather data

**Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

from key informants either initially not obtained using the questionnaire or for the purpose of meeting the objective of the study adequately. The focus group discussion guideline was also used to gather information that probably either not be obtained through questionnaires or triangulating the findings emerged from the quantitative data using questionnaire.

***Procedure and Data Analysis***

The questionnaire, focus group and interviewee guidelines were passed through revision prior to they were employed for data collection. Before the questionnaire was administered via data collectors, they were trained in advance for to take caution on anonymity and confidentiality. Participation in the study was voluntary and data were collected through data collectors after full informed consent was sought from participants to involve in the study. Then after, the data collectors' administered the questionnaire to the participants to complete it individually in the student's dormitory. On the other hand, data collected using focus group discussion and interview was administered by the researchers after the participants informed about the purpose of the survey and their tasks. Data collected using questionnaire were analyzed using percentage whereas data gathered through interview and focus group discussion were analyzed using a thematic method.

**RESULTS**

***Table 1: Demographic Information of Participants***

<b>Variables</b>	<b>Variable Categories</b>	<b>Participants</b>	<b>Percent (%)</b>
Sex	Male	44	36.97
	Female	75	63.03
	<b>Total</b>	<b>119</b>	<b>100</b>
Respective Colleges	Social Science and Humanities	32	26.89
	Business and Economics	20	16.80
	Engineering	41	34.45
	Natural and Computational Science	2	1.68
	Computing College	3	2.52
	Law	2	1.68
	Agriculture	2	1.68
	Others	17	14.28
<b>Total</b>	<b>119</b>	<b>100</b>	
Year Level	First	18	15.12
	Second	33	27.73
	Third	50	42.01
	Fourth	8	6.72
	Fifth	10	8.40
	<b>Total</b>	<b>119</b>	<b>100</b>
Achievement	Excellent	10	8.40
	Above Average	15	12.60
	Average	23	19.32
	Below Average	53	44.53
	Poor	18	15.12
<b>Total</b>	<b>119</b>	<b>100</b>	

**Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

As it is disclosed in Table 1, many of the respondents were females 63.03% while 36.97 % of them were males. Students of the Engineering College took the largest proportion 34.45% followed by students from Social Science and Humanities 26.89%, and students from Business and Economics Colleges 16.89%. Majority of the participants 42.01% were third year, 27.73% and 15.12% of them respectively were second and first year university students. The Table also revealed that most of the alcohol abused respondents' academic achievement is below average (44.53%) and 15.12% of the respondents' academic achievement was fairly poor.

**Table 2: Alcohol abuse and Types of Alcohol Mostly Consumed by the Participants**

Responses	Males	Percent (%)	Females	Percent (%)	Total Percent (%)
Yes	43	97.73	71	94.67	95.79
No	1	2.27	4	5.33	4.21
Local Beer/Tella	31	52.54	28	47.46	19.28
Caticala/Areki	38	54.29	32	45.71	22.87
Wine	32	46.38	37	53.62	22.55
Beer	40	43.01	53	56.99	30.39
Others (Tej)	11	73.33	4	26.67	4.91

On Table 3 above, it has been revealed that 95.79% of the participants have used different alcohol types during the last nine months duration in the university. The percentage of males who have used the different alcohol types was 97.73% while female participants' proportion was 94.67% which were computed against each independent sample (male and female participants). Among these alcohol users, 30.39 % of them used to drink factory produced beer, 22.87% of them drank Caticala/Areki (a locally prepared alcohol drink having a high alcohol content) 22.55%, 19.28% and 4.91% of the participants reported that they used to drink wine, local Beer/ Tella (a locally prepared alcohol drink), and Tej ( a locally prepared alcohol drink) respectively. A more proportion of females 56.99% have drunk Beer than males which constituted 43.01%. Caticala/Areki has been observed to be used by 54.29% of males and 45.71% of females and wine was observed to be drunk by 46.38% of male and by 53.62% of female students. The other type of alcohol is Beer/Tella in which 47.46% of females and 52.54% of males have responded that they have consumed it in the last nine months duration at their university.

**Table 3: Alcohol Abuse by University Students and its Associated Consequences**

Responses	Males	Females	Percent (%)
Vulnerability to negative peer pressure	29	37	7.99
Lack of bonding to society (family, school, & community)	26	31	6.91
Thinking about suicide or a plan	11	17	3.39
Inappropriate coping responses	26	33	7.14
Feeling of hopelessness and worthlessness	23	32	6.66
Experiencing mood changes- suddenly cheerful after a period of depression	25	38	7.63
Day dreaming/fantasy	17	14	3.76
Mental health problem	18	25	5.21
Begins sexual activity with many partners	26	35	7.38
Engaged in sexual intercourse without a condom &	27	30	6.91

**Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

<b>Responses</b>	<b>Males</b>	<b>Females</b>	<b>Percent (%)</b>
regretted the next day			
Unwanted pregnancy	-	14	1.69
At risk of dropping out	18	36	6.53
Difficulty concentrating in class	22	34	6.78
Low commitment to University work	24	36	7.26
Poor academic performance	25	33	7.02

In relation to the consequences of abusing alcohol among the participants during the last nine months (Table 3 above) the following are the major consequences students' encountered in order from more serious to less serious are: vulnerability to negative peer pressure, experiencing mood changes-suddenly cheerful after a period of depression, beginning sexual activity with many partners, low commitment to university work, inappropriate coping responses, poor academic performance, lack of bonding to society (family, school and society), engagement in sexual intercourse without a condom and regretting the next day, experienced difficulty concentrating in class, developed feeling of hopelessness and worthlessness, at risk of dropping out, experienced a mental health problem, experienced day dreaming/fantasy, thinking about suicide or a plan to commit it and unwanted pregnancy (which refers to female participants) .

**Table 4: Behavioral Related Problems Students' Exhibit Due to Abuse of Different Alcohols**

<b>Responses</b>	<b>Males</b>	<b>Females</b>	<b>Percent (%)</b>
Physical fight	38	17	9.96
Trouble with university securities	33	30	11.41
Damage university property on purpose	22	15	6.70
Disruptive behaviors	39	46	15.39
Misbehavior at the time of teaching	21	28	8.88
Misbehavior at the time of examination	18	34	9.42
Late night attendance	37	45	14.86
Teasing teachers	13	8	3.81
Conflict with proctors due to late entry to university at night	28	33	11.05
Insulting other students	17	24	7.43
Others (Easing everything, doing assignments for others to generate money for chat and performance decrement, loss of confidence)	4	2	1.09

Regarding the different behavioral related difficulties resulted from abuse of alcohol in the last nine months, Table 4 revealed that a large proportion of respondents 15.39% showed different disruptive behaviors in which the proportion of males from male participants was observed to be 92.85% and the percentage of females from female participants was obtained to be 69.69% which implies males' disruptive behavior were high compared to their female counterparts. Late night attendance as a consequence of using alcohol is high among males which make up 88.09% and female participants comprised 68.18% when the proportion is computed independently that the totality showed 14.86% of the whole participants (considering redundancy of responses). Others' responses showed that 11.41% of them faced trouble with university securities (in which males constituted 78.57% among male

**Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

participants and 45.45% were females among the female samples and also 11.05% of the respondents experienced conflict with proctors due to late entry to university at night in that the proportion of males is 66.66% from male samples and females represented 50% from the female samples. Engagement of participants into a physical fight was responded to be experienced by 9.96% of the participants in which males were dominant in this behavior i.e., 90.47 among male respondents and the proportion of females in this regard was 25.75% among the female participants. Concerning the rest of the participants' responses in relation to misbehavior due to alcohol usage, misbehavior at the time of examination, misbehavior at the time of teaching, insulting other students, damaging university property on purpose teasing teachers and others (for example, easing everything, doing assignments for others to generate money for alcohol drink make up 9.42%, 8.88%, 7.43%, 6.70%, 3.81% and 1.09%) respectively.

**Table 5: Perceived Causes of Consuming Alcohol by University Students**

<b>Responses</b>	<b>Respondents</b>	<b>Percent (%)</b>
Perceive things more intensely	55	12.17
Feel relaxed	78	17.26
Feel happy	69	15.27
Forget problems	64	14.16
Increase sexual interest	41	9.07
To be more energetic	36	7.96
Simply to join peers who use drugs and alcohol (Not to be isolated)	47	10.39
For the purpose of studying	54	11.95
Others ( To freely practice sexual activities I have watched on movies and websites, to practice unusual sexual activities without any fear)	8	1.77

In the investigation concerning the perceived causes of using alcohol by the university students, the Table above revealed that a large proportion 17.26% of the participants used alcohol for the purpose to feel relaxed followed by to feel happy and to forget problems which constituted 15.27% and 14.16% respectively. It has also been found that 12.17%, 11.95%, 10.39%, 9.07%, 7.96% and 1.77% of the participants respectively consumed alcohol to perceive things more intensely, purpose of studying, to join peers who use alcohol (not to be isolated from others), to increase sexual interest, to be more energetic, and for reasons (to freely practice sexual activities they have watched on movies and websites, to practice unusual sexual activities without any fear).

**Findings from the Focus Groups**

With regard to expansion of alcohol selling houses in the study area, almost all the focus group discussants confirmed about the expansions and the increasing number of alcohol selling houses in the Debre Berhan Town and near to the university. Focus group discussion participants confirmed that alcohol selling houses have been expanding in the Town; thus, university students went to them to celebrate their birth day, crazy day, and water day by the graduates. The Focus group discussion participants identified various reasons that expose students to abuse alcohol. The enabling condition in the surrounding environment was taken as a major driving factor by the participants. In other words, the existence of alcohol selling houses next to the university gate was to influence university students' decision for

## **Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

engagement. Focus group discussion participants agreed that accessibility has a powerful role to attract and invite the users i.e., presence of too many alcohol selling houses around the university area is to a large extent mean creating opportunity for university students to engage in them.

Participants were also worried that as alcohol selling houses increase in number without any set back, they said, it implies that those houses are authorized to be legal. Participants noted that if expansion continues and measures of some kind have not been taken by the concerned bodies, not only expansion implies legal but also assumed by the student/youngsters that involvement is important. This was the very concern explained in all the group discussants. So, expansion will lead users and potential users to justify their reason of engagement by referring others who engage in e.g., their friends, adults, authorities and the culture at large. Moreover, participants mentioned other contributing factors like a failure to take attendance in a continuous manner by the proctors and teachers in the classroom, the role of peer pressure, the social environment where students grown up, lack of self-awareness or wrong expectation about the use of alcohol, a failure to be accepted, a misdirected desire to be popular, perceiving modern, looking smart and sociable, pushy invitation, the age itself, and lack of parental control.

Regarding the major disciplinary problems committed by alcohol users, participants observed that students who drunk excess alcohol causing road accidents. Other problems mentioned by the focus group discussion participants were: fighting each other and with others in the bars, late evening entry into university, staggering while intoxicated and requesting guards for late entry to the university, since students' had drunk they were nothing to fear and therefore, can easily fight with guards and proctors. Moreover, singing loud, yelling at others' dormitory, and dancing in a crazy manner are the other misbehaviors committed by university students due to consuming excessive alcohol. All the discussants explained that male university students outnumbered females in committing various disciplinary problems due to alcohol abuse.

Participants also reported their concern about the enforcement of laws prohibiting alcohol use particularly, the imperative of putting cultural restrictions on alcohol use. In the discussion with participants, it was reported that there was rampant consumption of alcohol by the youths, without any obvious sanctions. Regarding the very risks that university students' encountered mentioned by the discussants due to alcohol use is engagement in risky (unprotected) sexual intercourse because they boldly noted that drinking behavior has exposed individuals to unsafe sex.

### ***Findings from the Interview***

As to the participants, alcohol selling houses in Debre Berhan Town have expanded in a dramatic way. Participants attributed the expansion with the presence of the university in the Town. Many businesses targeting university students as potential alcohol users have been undertaking in Debre Berhan Town. Concerning the trend of alcohol selling houses/bars, the interviewee voiced that alcohol of different types have been in high use in Debre Berhan Town, and the dramatic increase around the university area. Participants also underscored the opening of many local alcohol selling houses in Debre Berhan Town (like Caticala/Areki, tej, locally prepared beer) intending to get university students as customers. With regard to the risks university students' encountered, participants disclosed that as students went to night clubs overnight, they drank more until intoxicated that impairs judgment, lowers inhibitions

## **Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

and gives them the boldness to do what they would not ordinarily do; this is usually done without regard for the consequences of one's actions. Thus, students are less likely to use condoms while under the influence of alcohol. They recognized this as a potential driver for HIV infection. As a consequence of risky sexual intercourse, female students encountered unwanted pregnancy: thus, some female students attempted to take their lives by poisoning themselves, committed abortion, suicidal attempt, and withdrawal from university and in some cases there is a geared to give the new born to others' for adoption. When asked about the effects of alcohol, participants among others mentioned the "unplanned pregnancy.

As one participant reported:

A female university student who actually was a six month pregnant but she failed realizing that she was a pregnant and many female university students use post pills as a normal contraceptive method after they had unsafe sex after drinking. The participant also mentioned the negative effect of drinking too much alcohol to expose youths to sexually transmitted disease.

As added by a participant sometimes students got ill like gastritis due to alcohol intake, as he said some university students denied of using it despite of considerable indicators of the intake. When the interviewee asked about the misconducts noticed on university students due to alcohol abuse, they mentioned the following: closing roads, being nude, unable to control one's behavior, exhibiting socially-inappropriate behavior such as loose talk including the use of vulgar and foul language with disregard of the environment, undressing in public view, violence, yelling at on the street, fought (lost teeth due to fought among students themselves) and fought with teachers, stole and hide others' beer while enjoyed in the bars, use others identification card to university entry, disobedient to pay fee for a contract taxi service when the driver asked them to do so. Besides, destructing property, fought for a girl, insulting securities, and committing sex on places like roads, buildings, cars at park, latrine houses and dark places due to excessive use of alcohol were the other misbehaviors and risks students encountered. According to the participants, there were various factors that lead young people and students to enter into drinking alcohol, among them were peer pressure and the presence of alcohol accessing bars around the university.

### **DISCUSSION**

According to the study, participants selected among Debre Berhan University students were found to use different varieties of alcohol in the last 9 months staying at the university. As it was revealed in the quantitative analysis, it has been found that Beer, Wine, Areki/ Caticala, Tella and Tej were commonly used by those students. Concerning the consequences of using alcohol, the study revealed vulnerability to negative peer pressure, mood changes and depression, facing inappropriate coping responses, beginning sexual activity with many partners, engagement in sexual intercourse without a condom and regretting the next day, feeling of hopelessness and worthlessness, mental health problem, and suicidal attempt. The qualitative analysis in this study also revealed that increases in desire for sexual intercourse, unprotected sexual intercourse, unwanted pregnancies followed by committing abortion (among females) and suicidal attempt.

The findings are consistent with the findings of other studies (Ayalu et al., 2012; Devorak et al., 2014; Gurmesa et al., 2012; Qing et al., 2010; Shimelis & Wosen, 2015; Tesfahun et al., 2013) <sup>[2,5,6,11,13,14]</sup>. For example, it has been reported that the use of alcohols among adolescents is extremely harmful, leading to a high risk of infected with HIV and other

## **Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

diseases which can be sexually transmitted (Tesfahun et al., 2013) <sup>[14]</sup> and it can result various physical consequences (Shimelis & Wosen, 2015) <sup>[13]</sup>. Moreover, a review conducted by Qing et al. (2010) <sup>[11]</sup> presented reliable associations between alcohol use and several sexual risk behaviors, sexual coercion, sexual violence, and sexually transmitted infection and including unprotected sex, premarital sex, multiple sexual partners, and commercial sex. The result of the study also pointed out that using alcohol has found to have risk factors such as low commitment to university work, poor academic performance, lack of bonding to society (family, school and society), experiencing difficulty concentrating in class, withdrawal from university, and at risk of dropping out. In line with this result, the study of Shimelis and Wosen (2015) <sup>[13]</sup> showed up because of students' drinking alcohol many academic related problems (such as class absenteeism, low classroom academic participation, inability to attend exam and difficulty of concentration to study) were observed. Contrary to this finding, Balsa et al. (2011) <sup>[3]</sup> found out that alcohol use in high school has a relatively minor influence on GPA.

Misconducts exhibited by the study participants due to the use of alcohol as revealed in the quantitative result were different disruptive behaviors, late night attendance, trouble with university securities, conflict with proctors due to late entry to university at night, physical fight, misbehavior at the time of examination, misbehavior at the time of teaching, insulting other students, damaging university property on purpose, teasing teachers, and doing assignments for others to generate money to drink alcohol. Additionally, it has been found through the qualitative analysis of this study that using alcohol has produced the following behavioral problems; theft inside and outside of the university, closing streets, being nude, failure to control one's behavior, exhibiting socially-inappropriate behavior, undressing in public view, yelling at on the street, fight with teachers, group fight, stealing and hiding others' beer who enjoyed in the bars, incapable to pay fees for a taxi service, destructing property, fight for a girl, insulting securities, committing sex on places like roads, buildings, cars at park, latrine houses and dark places. These findings were supported by a research outcome carried out by Daze cited in Onyebuchukwu et al. (2015) <sup>[10]</sup> that indicated because of alcohol usage experiences, almost one third of college students admitted to having missed a class, and failing a test/project. Similarly, Shimelis and Wosen (2015) <sup>[13]</sup> found out that alcohol and drug abuse negatively affecting some past normal behaviors.

Concerning this study's findings in relation to the factors which initiate those selected students to use alcohol it has been found that to feel relaxed, for the sake of feeling happy, to forget problems, to perceive things more intensely, for the purpose of studying, simply to join peers who use alcohol, to increase sexual interest, to be more energetic, to be relaxed, and for holidays were perceived factors as identified by the quantitative analysis. It has also been obtained from the qualitative data analysis that peer pressure, availability and accessibility of alcoholic drinks, a failure to take attendance in a continuous manner by the proctors and teachers in the classroom, the social environment where students grown up, lack of self-awareness or wrong expectation about the use of alcohol, a failure to be accepted, perceiving modern, looking smart and sociable, and lack of parental control were the pushing factors. These findings were supported by other research findings (Ayalu et al., 2012; The Phnom Penh Post, 2011; Tesfahun et al., 2013) <sup>[2,15,14]</sup>. In relation to why people engage into using alcohol, Cooper et al cited in Joseph et al (2012) <sup>[9]</sup> identified that individuals are motivated to drink for experiencing positive mood, to be friendlier with others, and to cope with distressful emotions. Additionally, The Phnom Penh Post (2011) <sup>[15]</sup> reported that the high accesses of nightclubs and related misuse of alcohol close to educational settings have a bad

## Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia

impact on students because they will spend their time towards these places than studying. In this study, males were found to outweigh females in using different alcohol types like beer, Wine, Caticala/Areki and locally made Beer/Tella. The study by Ayalu et al. (2012) <sup>[2]</sup> is consistent with this finding which revealed; mostly males are obtained to be alcohol abusers compared to their female counterparts. Moreover, the finding of Reavley et al. (2011) <sup>[12]</sup> is supportive in that the dominant consumers of alcohol are males than females. This study indicated, regarding disciplinary problems, that more males than females showed misbehaviors like physical fight, conflict with securities, damaging university property, late evening entry to university, disruptive behaviors etc. as it was supported by the quantitative and qualitative analyses. The reason could be attributed to the cultural backgrounds in Ethiopia that males were free of talking whatever comes to their mind, and they are expected to act aggressively compared to females in different contexts and this may also be the direct replica of this reality.

### CONCLUSION

Thus, we can conclude from the study that alcohol selling houses have expanded alarmingly in Debre Berhan Town compared to some years back where the selected university students were the active participants. Due to the expansion of alcohol selling houses, students selected from Debre Berhan University, Ethiopia, have got to use alcohol which shows that expansion is pressuring students to have a high engagement in these houses. In addition, it can be concluded that university students' who engage in alcohol were suffering from a variety of health, social, emotional and academic related risks and exhibiting a number of disciplinary/behavioral related problems have been observed on students who participated in this study due to alcohol use.

### Recommendation

The research suggests that monitoring alcohol selling houses through a collaborative effort of stakeholders and employing behavioral change intervention programs for university students should be emphasized. The university shall put laws in place about university students' evening entry into the university and continuous attendance should be taken by the students' proctor during the night especially on Friday, Saturday and Sunday evenings. In large part it is recommended that the orientation and counseling for students' should be given by students' counselor and relevant teaching staff, in addition to offering trainings (such as life skill training and peer education) should be provided intensively to create awareness about healthy life style and to change attitudes so as to avoid all the costly consequences of engaging into alcohol use.

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**Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

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### ***Conflict of Interest***

The authors carefully declare this paper to bear not conflict of interests

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## **ADDENDUM A: QUESTIONNAIRE**

***DEBRE BIRHAN UNIVERSITY***

***COLLEGE OF SOCIAL SCIENCE AND HUMANITIES***

***PSYCHOLOGY DEPARTMENT***

***Questionnaire to be filled-in by University Students***

**Dear participant!**

First of all we would like to thank for your cooperation to participate in this study. The main objective of this questionnaire is to gather information concerning 'the Expansion of Alcohol selling Houses on University Students' Vulnerability to Risk Factors and Misbehavior. The questionnaire has two parts and three pages. We, therefore, kindly request you to provide genuine and accurate information for all items under each part. Please note that the information you provide will be maintained in full confidentiality and will be used only for the purpose of this study. Please also note that there is no need of writing your name in any parts of the questionnaire.

'We thank you for your cooperation and time'

### **Part I: General Information**

Instruction: this part seeks your personal information. Please put a tick mark (✓) in the box for multiple choice items and write your response for blank items.

- 1) Gender    Male        Female
- 2) Area of study \_\_\_\_\_
- 3) Year level \_\_\_\_\_
- 4) How good do you think you are at academic work as compared to your classmates?
  - ✓ Excellent
  - ✓ Above average
  - ✓ Average
  - ✓ Below average
  - ✓ Poor

**Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

**Part II: Questions related to alcohol use.**

**Below are questions related with your alcohol use. Therefore, Please put a tick mark (✓) in the box for multiple choice items and write your response for blank items.**

1. Have you used alcohol during the last 9 months for a reason to do so? Yes  No
2. If your answer is yes for question no 3, which alcohol type/s do you currently use below?
  - Local Beer/Tella
  - Caticala/Areki
  - Wine
  - Beer
  - Other (specify) \_\_\_\_\_
3. Because of your own alcohol use, how often during the last 9 months have you experienced the following?
  - Association with alcohol-using peers
  - Lack of bonding to society (family, school, and community)
  - Vulnerability to negative peer pressure
  - Serious problems with your parents
  - Serious problems with your friends
  - Thinking about suicide or a plan
  - Preoccupation with death
  - Inappropriate coping responses
  - Feeling of hopelessness and worthlessness
  - Experiencing mood changes- suddenly cheerful after a period of depression
  - Loss of interest in things others care about
  - Day dreaming/fantasy
  - Mental health problem
  - Begins sexual activity with many partners
  - Chronic physical illness like Hepatitis, stomachaches, headaches etc.
  - Engaged in sexual intercourse without a condom & regretted the next day
  - Unwanted pregnancy
  - At risk of dropping out
  - Difficulty concentrating in class
  - Low commitment to university work
  - Poor academic performance
4. Because of your own alcohol use, how often during the last 9 months have you experienced the following behaviors?
  - Physical fight
  - High prevalence of illegal drug use
  - Trouble with university securities
  - Damage university property on purpose
  - Disruptive behaviors
  - Misbehavior at the time of teaching
  - Misbehavior at the time of examination
  - Unwanted talks or noises in class
  - Late night attendance

**Expansion of Alcohol Access Houses' Contribution to University Students' Vulnerability to Risk Factors and Misbehavior: The case of Debre Berhan University, Ethiopia**

- Conflict with proctors due to late entry to university at night
  - teasing classmates or teachers
5. To what extent do you believe drinking alcohol could produce the following?
- Perceive things more intensely
  - Feel relaxed
  - Feel happy
  - Forget problems
  - Feel more friendly
  - others specify \_\_\_\_\_

**Addendum B: Focus Group Discussion Items**

1. How do you evaluate the expansion of alcohol selling houses in Debre Berhan Town?
2. How do you explain expansion of alcohol houses contribute for university students' engagement in alcohol abuse?
3. Why university students participate in alcohol use?
4. What are the misconducts university students' encountered due to alcohol use?
5. What are the very risks university students' encountered due to alcohol use?

**Addendum C: Interview items**

1. How do you evaluate the expansion of alcohol selling houses in Debre Berhan Town?
2. How do you explain expansion of alcohol houses contribute for university students' engagement in alcohol abuse?
3. What are the very risks university students encountered due to alcohol abuse?
4. Why University students' drink alcohol?
5. What are the major misconducts University students' faced due to alcohol abuse?