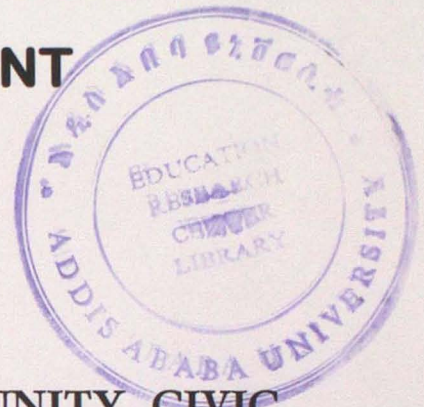


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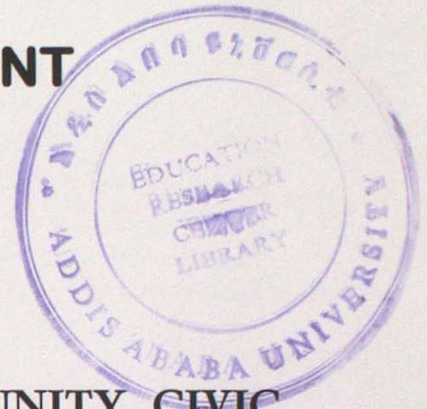
**PSYCHOLOGICAL SENSE OF COMMUNITY, CIVIC
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URBAN RESIDENTS – THE CASE OF THREE KEBELES IN
ADAMA TOWN, OROMIA REGION**

**By
Habtamu Disasa**

June, 2009
Addis Ababa

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Abbreviations

ANOVA – Analysis of variances

CE – Civic engagement

CI – Confidence Interval of means

CSA – Central Statistical Authority

df – Degree of freedom

HSD – Highly Significant Difference

Max – Maximum

MD – Mean Difference

Min – Minimum

OI – Opportunities for influences

POCE – Pro-test oriented civic engagements

PROCE – Pro-social oriented civic engagements

PSOC – Psychological sense of community

SB – Sense of belonging.

SE – Standard Error of mean differences

SEC – Support and Emotional Connection.

Sig. – Level of Significance

SW – Social Well – being

SD – Standard Deviation

SNOI – Satisfaction of Needs and Opportunities for involvement.

ABSTRACT

The purpose of this study is to investigate the nature and types of relationships among psychological sense of community, civic engagement and social well-being among urban resident of Adama town. It also focused on the advantages and disadvantages of the existence of the three variables. Moreover, it was planned to identify major threats to psychological sense of community, civic engagement and social well-being with their respective solutions.

The data were collected through questionnaires, interviews and focus group discussion. Two hundred and eighty eight residents participated in the study. Various statistical techniques, both qualitative and quantitative such as percentage, one-way ANOVA, correlation and t-test were used to analyze the data. The outcome of the data analysis revealed that psychological sense of community is moderate among residents: social well-being is about an average and civic engagement is low. It is also identified that psychological sense of community is not significantly correlated with civic engagement and social well-being. However, there is a positive correlation between civic engagement and social well-being. Furthermore, the data indicated that there are many threats to psychological sense of community, civic engagement and social well-being that should be addressed by concerned bodies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Psychological sense of community is a gripping construct that allows psychologists to look at the deep-seated questions about how individuals are connected to and influenced by their most important social settings. It is an important construct for researchers concerned with how individuals relate to their communities (Colombo et al., 2001).

In conceptual framework of community psychology, the notion of psychological sense of community and community psychology are closely related to each other and are linked to other relevant concepts such as participation, empowerment, community development as well as neighboring, social cohesion, community identity and quality of life (Chipuer & Pretty, 1999 cited in Colombo et al., 2001).

It is one of the characteristics of competent community (Cottrell, 1976 cited in Dalton et al., 2007). A community in which there is positive sense of community commitment, self-other awareness, articulateness, communication, conflict accommodation, participation and socialization is high (Cottrell, 1976 cited in Dalton et al., 2007).

Community based development activities highly demands members involvement with deep sense of ownership. Their participation in any effort to bring about sustainable improvement in a given society is linked with positive sense of community and healthy social appraisal (Kingston et al., 1999). A community in which its members share sense of ownership provides a fertile ground for sewing seeds of good change activities.

Community policy makers and development workers should focus on understanding the relationship among community members for the effectiveness of the formulation and implementation of development activities. Different community psychology research findings also out-shine the importance of active

participation of community members in developmental activities such as security (Batten, 1957 and Dalton et al., 2007), sanitation and health (Klein, 1968), and promotion of social justices and social changes (Pretty et. Al., 2006).

As addressed above, involvement of community members in development activities is highly related with personal psychological constructs of individual community members (Batten, 1957) such as psychological sense of belonging, willingness to participate, acknowledgement of interdependence, appraisals of one's own circumstance and functioning in the society and perception of being together, and the overall personality of an individual (Fisher et al., 2002 cited in Zani et al., 2007). This research paper focuses on three of these psychological variables: psychological sense of community, civic engagement and social well being briefly. Researchers made an attempt to describe the relationships among psychological sense of community, civic engagement and social well-being in addition to the description of each.

As defined by Sarason (1974 cited in Dalton et al., 2007: p, 174) psychological sense of community is "the perception of similarity to others, an acknowledged interdependence with others and a willingness to maintain interrelationship by giving to or doing for others what one expect from them and the feeling that one is part of a larger dependable and stable structure." Since then, modifications and refinements were made to this definition by scholars. Of these scholars, Mcmillan and Chavis (1986) were the leading researchers who came up with four elements of psychological sense of community: membership, influence, integration and fulfillment of needs, and shared emotional connection (Dalton et al., 2007).

Civic engagement is defined as "active involvement in the affairs of an organization including setting (if at all possible) and working toward the achievement of organizational goals and striving for identifiable result of the activities for which and for their consequences one is responsible" (Hauptmann, 2005:p, 96).

Social well-being refers to the evaluation of one's own status and execution in a society. It is the outcome of most favorable relationship between person and

social-context. It includes one's judgment of social integration, social acceptance, social contribution, social realization and social coherence (Keyes, 1998; Larson, 1993 cited in Zani et al., 2007).

Research finds indicated that psychological sense of community positively related to collective behaviors (Beck & Ohmer, 2006 cited in Dalton et al., 2007). Opportunities for an individual to be involved in community life through their own contributions in reciprocal relationship (perceived influence that a person has over the decisions and actions of the culture) provides opportunities to develop relationships with others community members and increase social capital and civic responsibilities (Dalton et.al., 2007).

Similarly, active engagement of community members in structured and/or unstructured organizations is facilitated by positive psychological sense of community (Levine & Parkins, 1997). And sense of community is a catalyst for civic engagement - increase individual and collective actions (Prezza et al., 2001 cited in Orford, 1992).

Findings also reveal the positive relationship between social participation or civic engagement and social well-being (Wandersman & Florin, 2000; Taske, 1997; Gabson, 1992 cited in Nelson & Prilletsy, 2005). Socially oriented behaviors and feeling of belonging to a meaningful social context increase social well being and reinforce both participation and civic engagement (Berkman, Glass, seeman, and Brisette, 2000 cited in Zani, et al., 2007).

The findings that pointed out the relationships among psychological sense of community, social participation and social well-being are mostly the result of the researches done in western cultures. These concepts and their relationship is new to Ethiopian soil. To the Knowledge of the researcher, the study conducted on theses concepts and their relationships is far from realization in this nation and this is the first attempt to look into.

Many governmental and non-governmental organizations and even academicians practicing their profession in this area overlooked the significance of these

personal psychological factors and pulled towards structural procedures in their practice (Batten, 1957). But the researcher believes personal psychological elements like psychological sense of community and social well-being of community members are equally important in community based development activities.

The purpose of this research is to bestow an insight into the relationships among psychological sense of community, civic engagement and social well-being.

1.2 Research Hypotheses and Questions

The assumption of the researcher was that effective and efficient community based service provision requires the knowledge of the relationship among psychological sense of community, civic engagement and social well-being. Absence or negative psychological sense of community result in loose community participation in pro-social and protest oriented social activities, and individuals fail to positively evaluate their social circumstance.

In many contemporary societies, psychological sense of community is profoundly deteriorating due to intensive isolation, anomie and segregation (Sarason, 1974 as cited in Colombo et al., 2001). In order to alleviate the trend, Sarason suggested that community psychologists should focus on development and maintenance of this progressive destruction of psychological sense of community in their work to enhance civic participation and individuals' social well-being (Colombo et al., 2001).

If sense of living in, belonging to, and have some commitment of a particular community is threatened, the prospect of leading rewarding lives is to a great or lesser extent diminished. A positive and meaningful entity in the ordering of our lives is possible if there is positive sense of community, civic participation and positive evaluation of social situations (Puddifoot, 1996 cited in Colombo et al., 2001).

Basically, based on past research findings, the researcher formulated the following hypotheses and questions to be tested in this study.

1.2.1 Hypotheses

1. There is a significant positive relationship between (PSOC) and (CE).
2. There is a significant positive relationship between Civic Engagement (CE) and social well being (SW).
3. There is a significant positive relationship between PSOC and SW.

1.2.2 Questions

1. What are advantages and disadvantages of PSOC?
2. What are threats to residents' PSOC?
3. What are possible solutions to reduce factors that affect PSOC?
4. What are advantages and disadvantages of CE?
5. What are threats to CE and its possible solutions?
6. What are advantages of positive social well being and the disadvantages of negative social well-being?
7. What are threats to positive evaluation of SW and its possible solutions?

1.3 Significance of the study

Utilization of psychological concepts in development activities is very essential. And it is not easy to implement development plans in a sustainable manner unless individuals are involved with sense of ownership. In doing so it is important to know the nature of the relationships among psychological sense of community, social participation and appraisal of one's own circumstances and functioning of an individual in a society. These components are psychological development assets that should be considered by community based service providers, policy makers, social and health workers (Prezza & Costantini, 1998).

Generation of social policies, community members capacity building and empowerment, intervention and prevention activities, sanitation, advertisements and urban residential development, public health promotion, security (social), promotion of social justice and social changes and teaching life skills are possible

if there is positive psychological sense of community, active civic engagement, and optimal fit between person and social context (Pretty et al., 2006). For psychologists, and other professionals and policy makers, there is the real need to consider the processes that are inherent in living in a community- one's sense of belonging, readiness to participate in social actions, perception of social integration, social acceptance, social contribution, social realization and social coherence (Dalton,et al., 2007).

Taking into consideration the role of psychological sense of community, civic engagement and social well being in community development processes activities, the findings of this study would have the following importance.

- It would give an insight to the relationship among psychological sense of community, active civic engagement and social well being for government and non-government organization workers so that they would be effective in their implementation of their objectives in the community.
- It will serve as the base for formulating policies and planning community based sustainable development.
- It will serve as a stepping stone to others who might be interested to conduct research in the same area for the better of community based services.

1.4 Objectives of the study

1.4.1 General objectives

The main objective of the present study was to describe and analyze the type of relationships among psychological sense of community, civic engagement and social well-being in urban resident/population in a sample of three selected kebeles in Adama town of Oromia Regional State.

1.4.2 Specific Objectives

Specifically, the study was designed to:

- Describe and analyze the nature, advantages, disadvantages and threat of social well being, psychological sense of community and civic engagement.
- Describe the relationships between psychological sense of community and civic engagement.
- Find out the relationship between psychological sense of community and social well-being.
- Describe the relationship between civic engagement and social wellbeing.
- Forward possible and constructive recommendations on the relationship among psychological sense of community, civic engagement and social well-being and their status.

1.5 Scope of the Study

There are 25 kebeles in Adama town. However, this study was delimited to three kebeles (3, 11 and 19) in the description of the relationships among psychological sense of community, civic engagement and social well-being. The nature of each of these variables was not the major concern in this research. Hence the conclusion reflects the nature of the relationship among sense of community, civic engagement and social well-being in residents of these three kebeles.

1.6 Limitation of the Study

Taking financial and time constraints into account, the study includes only three kebeles, namely 03, 11 and 19 in Adama town of Oromia Regional State. Methodologically, this research work was designed to utilize self-report questionnaire, focus group discussion and interview questionnaires in which only a total of 288 urban residents of the three kebeles participated. Moreover, due to scarcity of printed materials and related studies, the researcher mostly relied on available internet resources to review some related literatures and findings.

However, if more kebeles, towns and number of residents were included, and rigorous instruments of collecting data were used, more dependable inferences might be drawn from this study.

1.7 Operational Definition of Terms

Civic engagement – active involvement in the affairs of an organization including setting (if at all possible) and working toward the achievement of organizational goals and striving for identifiable result of the activities for which and for their consequences one is responsible (Hauptmann, 2005)

Community – a group of individuals having common boundaries, shared values, emotionally interconnected and depend on one another (Sarason, 1974 cited in Dalton and et.al., 2005).

Social Well-being - the judgment of one's own circumstances and functioning in society (Keyes, 1998 Cited in Dalton et al., 2007).

Psychological Sense of community – Individual's perception of belongingness, interdependence, and mutual commitment that links individuals in a collective unity (McMillan and Chavis, 1986; Sarason, 1974 cited in Dalton et.al., 2005).

Chapter Two

Review of Literature

2.1 Theoretical Perspectives

2.1.1 Theories of psychological sense of community

2.1.1.1 Sarason's Model

Many community psychologists and scholars from different disciplines considered Symour Sarason as the person who first introduced the concept and model of sense of community (e.g., Dalton et al., 2007; Cicagnani et al., 2007; Pretty et al., 2006 and Albanesi et al., 2007). He was Sarason (1974) in deed who first introduced the concept of sense of community (Dalton et al., 2007). Sarason defined psychological sense of community as " the perception of similarities to other, an acknowledged interdependence with others, a willingness to maintain this interdependence by giving to or doing for others what one expects from them, the feeling that one is a part of a larger dependable and stable structure" (Dalton et al., 2007: P, 174). He further described it as the feeling that one is part of a readily available, supportive and dependable structure, and it is part of one's everyday life (Wikipeda, 2008). According to him psychological sense of community is one of the major bases for self-definition (Orford, 1997) and has paramount contribution for quality of life and well-being (Pretty et al., 2006). It provides a sense of belonging, identity, emotional connection and well-being (Sarason, 1974; Fisher et al., 2002 cited in Orford, 1997).

Other scholars who advocate this perspective considered sense of community as the quality of healthy community. According to them, a healthy community reflects an extra-individual quality of emotional interconnectedness of individuals played out in their collective lives (Colombo et. al., 2001; Dalton et al., 2007; pretty et al., 2006).

According to this view, in many contemporary societies, psychological sense of community is overpoweringly weakening owing to intensive isolation, anomie and segregation. In order to alleviate the trend, Sarason (1974 cited in Dalton et al., 2007) suggested that community psychologists should focus on development and continuation of this progressive demolition of psychological sense of community in their work.

Other community psychologists also share this concern, decrease in sense of community in many social settings. For instance, Puddifoot (1996) pointed out his concern by describing the community as:

a positive meaningful entity in the ordering of our lives(...) if this sense of living in, belonging to, and have some commitment to, a particular community is threatened, the prospect of leading rewarding lives is to a great or lesser extent diminished (Puddifoot, 1996 cited in Colombo et al., 2001p, 2).

From Puddifoot's description, one can conclude that sense of community has an impact on one's meaning of life is diminishing.

2.1.1.2 McMillan and Chavis Model

More advanced and most accepted model of psychological sense of community was developed by McMillan and Chavis (1986) as cited in Dalton et al., (2007). They developed the first and still the most accepted psychological theory of psychological sense of community. Based on the analysis of sociological, psychological and political research findings on sense of community and group solidarity, they provided the following definition of psychological sense of community.

a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together (McMillan and Chavis, 1986 cited in Dalton et al., 2007: 174).

Even though this definition looks like the meaning given by Sarason (1974), it incorporates many aspects in it. In their attempt to define, make clear and empirically scrutinize how psychological sense of community can influence relationships among individuals in communities and collective behaviors, they identified four highly interrelated attributes or components of psychological sense of community. These are membership, influence, integration and fulfillment of needs, and shared emotional connection (Colombo et al. 2001; Albanesi et al., 2007; Dalton et al., 2007).

2.1.1.2.1 Membership

By membership, McMillan and Chavis (1986 cited in Dalton et al., 2007) mean to designate the sense among community members of personal investment in the community belonging to it. It is the feeling and awareness of being part of an integrated whole (Colombo et al., 2001). From their critical analysis of related literatures, McMillan and Chavis (1986 cited in Dalton et al., 2007) identified five dimensions or attributes of membership. These are boundaries, emotional safety, a sense of belonging and identification, personal investment and common symbol system.

Boundaries refers to the stipulation of defining what embraces members and what maintain out non-members and marked by such things as language, dressing, rituals, geography and/or other personal similarities which are indispensable for the community and its members to define themselves. It is the means by which a given community perceived as being separate and different from other communities with regard to its physical or social characteristics (McMillan and Chavis 1986 cited in Colombo et al., 2001). Boundaries are as much social as they are physical. That means they are politico-sociologic, socio-psychologic and topographic which makes its maintenance by the communities complicated (Klein, 1968). Communities differ to a great extent in the scenery of their boundary upholding. Some are far better friendly to unfamiliar individuals and new ideas while other are stiff (Klein, 1968).

In their boundary maintenance community can be divided into two – Local and relational communities. For local communities geographical boundaries are their point of reference for self definition while for relational communities it is personal similarities or shared goals that serve as boundaries (McMillan and Chavis, 1986 cited in Dalton et al., 2007). Boundaries may be clearly or obscurely marked, and they may be rigid or permeable depending on the members (Dalton et al., 2007).

Therefore, the perception of the distinctiveness of the community and the degree of identification with it leads to the development of psychological sense of community (Klein, 1968).

The second element or feature of membership that were identified by McMillan and Chavis (1986) is emotional safety - feeling of security and keenness to communicate it in the boundary sustained by a given community. It is safe interface for giving out feelings with each other. In a community with a clear boundary, members experience emotional safety. Emotional safety requires mutual process of self disclosure and group recognition (McMillan and Chavis, 1986 cited in Dalton et al., 2007).

The third aspect of membership is sense of belonging and identification. In a community in which members have yawning sense of belonging and identification feel accepted by other community members and define his/her personal identity partly in terms of membership in that community. An indication of one's identity with a community includes being resident in that community, involvement in associations like charity, religious activities, celebrations and other communal activities. A member who identifies themselves with a community to which they belongs to develops expectation or faith of belongingness and accepted by the community (Dalton et al., 2007).

The fourth important attribute of membership is personal investment. A member who accepted the boundary, develops emotional safety, and has sense of belonging and engaged in identification with the community is more likely to make personal

deal in the community. Personal investment is revealed by long term perseverance to a community, home ownership in a neighborhood, membership in religious parishioners, or devotion of time to a charity organizations and high possibility to take emotional risks for the community (Dalton et al., 2007).

The last imperative attribute of membership is having common symbolic system. It is one of defining or identifying trait to identity of members. Traits like national anthems, colors, national flags, characteristic vernacular expressions and lingos, and symbols among youth gangs and sport teams are some of the common symbols by which a given community and its members used to identify themselves (Fisher & Sonn, 2002; cited in Dalton et al., 2007). Some scholars consider common symbol as a prerequisite to realize a community. In stressing its importance, they stated "a symbol is to the social world what a cell is to the biotic world and atom to the physical world the symbol is the beginning of the social world" (Nisbet & Perrin, 1977 cited in Wikipedia, 2008).

2.1.1.2.2 Influence

Influence represents chances for individuals to partake in a community life through their on offerings in mutual relationships (Fisher & Sonn, 2002). It is perceived manipulation that a person has over the decisions of the community. In other words influence refers to "the power that members work out over the group and to the mutual power that the group dynamics exercise on the group members" (Mcmillan and Chavis, 1986 cited in Sonn and Fisher, 1996). It is bidirectional interaction among community members (Dalton et al., 2007). For example for a group to be attractive, an individual must feel he or she has some control and influence over it, and for a group to be cohesive, the group itself must also have influence on its individual members.

Members are more attracted to a community in which they feel influential (Pretty et al., 2007). Member's motivation to participate and group cohesiveness is determined by the feeling of being to have influence over what a community does.

In stressing the role of influence in interpersonal interaction, McMillan and Chavis (1986) stated that:

Member who acknowledge that others' needs, values and opinions matter to them are often the most influential group members, while those who always push to influence, try to dominate others, and ignore the wishes and opinion of others are often the most powerful members (McMillan and Chavis, 1986 cited in Wikipedia, 2008: p, 1).

Therefore, having sense of influence offers members with opportunities to extend relationship with peers and adults, and increase social capital and civic responsibilities (Albanesi et al., 2006).

In general the individual influences the wider group or community and that community influences the views and actions of the person. This situation strengthens member's sense of togetherness (Dalton et al., 2007).

2.1.1.2.3 Integration and fulfillment of needs

According to McMillan and Chavis (1986 cited in Dalton et al., 2007) integration and fulfillment of needs is the essential aspect of sense of community for they keep the individual's sense of belonging. Integration refers to parallel relationship among community members which involve shared values and exchange of resources – what is called community economy;- creating an economy of social trade. And fulfillment of needs refers to satisfaction of one's needs (McMillan and Chavis, 1986 cited in Dalton et al., 2007).

In a community in which there is positive psychological sense of community, physical (like needs for physical safety) and psychological (like needs for emotional support, socializing, or exercising leadership) needs met thereby reinforcing one to perform in a way good enough to the community (McMillan and Chavis, 1986 cited in Pretty et al., 2006). Individuals participate in a community in part because their needs are met there (Hunt et al., 2002).

For a community to maintain a positive sense of togetherness, the individual-group association must be rewarding for the individual members, with common needs, goals, and values being important elements of this dimension (Obst and White, 2007).

2.1.1.2.4 Shared emotional connection

By shared emotional connection, McMillan and Chavis (1986 cited in Obst and White, 2007) refers to devout attachment or constructive concern related to community membership. It is the perception that individuals have of not being cut off but of being able to add up on a supporting network of the community. And it is a definitive element of a given community (McMillan and Chavis, 1986 cited in Dalton et al., 2007) and recognized by a community members through behavior, speech or other social cues (Dalton et al., 2007).

Important community experiences such as celebrations, shared rituals, veneration of members and shared stories strengthen shared emotional acquaintances (Berkowitz, 1996; McMillan, 1996; Rappaport, 2000 cited in Dalton et al., 2007).

It refers to the bonds developed over time through positive interaction with other community members (Obst and White, 2007).

2.1.2. Perspectives on civic engagement

Civic engagement is defined as "active involvement in the affairs of an organization including setting (if at all possible) and working toward the achievement of organizational goals and striving for identifiable result of the activities for which and for their consequences one is responsible" (Hauptman, 2005: P, 96). It is collective and individual actions designed to identify and deal with issues of public concern and may subsist in the forms of individual volunteerism, organizational involvement, and electoral participation, efforts to directly address an issue, working with others in a community to solve a problem and interacting with the institutions of representative democracy. Serving on a neighborhood union, voting,

serving as a community leader, writing a letter to an elected officials and the like are examples of civic engagement (Hauptman, 2005).

There are different theories that describe and explain the nature of civic engagements. One of these is Hauptman's Theories of civic engagement.

2.1.2.1 Hauptman's theory of civic engagement

One of the famous civic engagement theorists is Jerzy Hauptmann (2005). The central theme of his theory is that any kind of involvement in the affairs of government, politics, administration, or organization regarded as civic engagement. Civic engagement is both institutional/organizational and individual responsibilities. It is more than membership in an organization and participation in it, even if it were involving some activities. The cause of civic engagement is discrepancy between administrative procedures and personal goals. In his book *Towards a theory of civic engagement*, he identified two levels of civic engagement; Macro and Micro level.

Macro level civic engagement involves setting of high sounding goals – a free society, higher standard of living, involvement of citizens and better prepared individuals and working towards these goals. Attractively sounding words such as democracy, peaceful changes, free market and human rights, which are the common words of elites, seem to demonstrate macro level expression of civic engagement.

Micro level refers to the practical indicators of civic engagement of citizens in different public, political and government affairs protest, donation, demonstration and other peaceful activities planned to ameliorate social problems.

Effective civic engagement requires understanding of and information about current problems; recognition by the elites; and involvement of any groups and individuals (Hauptman, 2005).

According to him oppression, authoritarianism, self-righteousness and globalization are the main challenges of civic engagement to day

2.1.3 Perspectives on Social Well Being

Even though there are many theories that made an attempt to describe social well-being, he was Keyes (1998) who has taken a particular interest in it (Huppert, et al, 2007). Keyes (1998 cited in Albanesi et al., 2007) defined social well-being as " the appraisal of one's own circumstances and functioning in a society which is the outcome of most favorable relationship, 'fit', between person and social situation and build within social and community structures, where individuals be obliged to face many social tasks and defies." He believed that social well-being can be thought in terms of five components: social integration, social acceptance, social contribution, social realization or actualization and social coherence (Keyes, 1998 cited in Albanesi et al., 2007).

Social integration refers to individuals' evaluation of the value of their own relation with society and community. It is the extent at which people feel they have some thing in common with others and they belong to their own community in opposition to feeling of isolation and loneliness (Albanesi et al., 2007).

The second feature of social well-being is social acceptance - the positive attitude one has towards other people. High social acceptance indicates trusting others and having favorable opinion on the human nature as a whole (Albanesi et al., 2007).

The third feature is social contribution which refers to the feeling of being vital member of the society with something important to offer to the world (Albanesi et al., 2007).

The fourth aspect of social well-being is social actualization which refers to one's evaluation of the potential of the society and social groups in which he/she is a member and corresponds to the idea that society has potential that come true through institutions and citizens (Albanesi et al., 2007).

The fifth element of social well-being is social coherence - the perception of the quality and organization of social world and mirrors a sense that social life and society are significant and understandable (Albanesi et al., 2007).

Other theorists like McDowell and Newell (1987 cited in Larson, 1992) and Larson (1992) equate social well-being with social health. According to these theorists, social well-being is dimensions of an individual's well-being that concerns how he gets along with other people, how other people react to him or her, and how he or she interacts with social institutions and societal mores (McDowell and Newell, 1987 cited in Larson, 1992). They considered social well-being as having two components; social adjustment and social support.

Social adjustment refers to a combination of satisfactions with relationships, performance in social roles and tuning to the social environment. And social support refers to the number of contacts and the availability of people whom the individual trusts, on whom he/she rely and who make him/her feel cared for and valued as a person (Larson, 1992).

2.2 Findings and Practices

2.2.1 The relationship between psychological sense of community and civic engagement

Research findings confirmed the positive relationship between psychological sense of community and participation in structured and unstructured social activities (Sonn and Fisher, 1998). They supported the view that psychological sense of community is a catalyst in community participation and increase individual and collective actions (Chavis and Wandersman, 1990; Simon et al., 1998 cited in Albanesi et al, 2007). Research done on Italian adolescents by Albanesi et al., (2007) also indicated the significant positive correlation between sense of community and civic engagement. The association is especially stronger between sense of community and pro-social civic engagement (Cicognani, 2007).

In their analysis of neighborhood-level of sense of community, Kingston et al. (1999) found out positive association between psychological sense of community and pro-social behaviors such as support for public school taxes, political participation and take part in local actions.

Similarly, sense of community encourages and maintains people's connection and responsibility towards each other when they are not personally acquainted (Omoto & Snyder, 2002 cited in Pretty et al., 2006), and it is related to citizen participation in various political activities (Davison & Cotter, 1989 cited in Pretty et a., 2006). Sense of community also catalyze community engagement in development activities and enhance people participation in their residential block association (Perkins et al., 1990 cited in Pretty et al., 2006).

Moreover, sense of community provides a base for what Iscoe (1974 cited in Dalton et al., 2007) called *the competent community*, which means set of ideal community characteristics for addressing community issues and making decisions.

The findings of research done in Australia by Gracia et al. (1999 cited in Pretty et al., 2006) shows that psychological sense of community generates communal efficacy (sense of we do together what we can't accomplish on our own), accountability and concern for social justice amongst its inhabitants which is an important motivational facet that keeps the social alliance and the social justice agenda progressing through economically and socially demanding times.

Finding also confirmed that when there is psychological sense of community, any individual support generates much 'common goods', meaning the social whole is worth more than the some of its parts (Cuthill, 2002 cited in Dalton et al., 2007).

Similarly, residents' sense of community mediates crime, child abuse, and poor physical and mental health. Socially cohesive group can also offset the need for extensive individual financial support (Vinson, 2004 cited in Wilikinson, 2008).

From their comparative research finding on university adolescents of America, Italy and Iran, Cicognani et al. (2007) concluded that community participation offers young people the opportunity to cultivate social ties with persons other than the family and with peers in different social setting, and through this helps them to gain a sense of connectedness and belonging as well as to strengthen their social identity and identification process.

Even though findings shown the importance of sense of community in civic engagements, community ties have been steadily declining for the last 30 to 40 years at least in America which in turn result in decline of civic associations, political participations, participation in religious congregations, charitable giving and even trust in fellow citizen (Putnam, 2000 cited in Cicognani et al., 2007).

Generally speaking, psychological sense of community has been associated with a variety of pro-social and protest oriented behaviors such as support for public school taxes (Davidson & Cotter, 1993), political participation (Chavis & Wandersman, 1990) as well as with individuals' measure of well-being (Davidson & Cotter, 1991 cited in Kingston et al., 1999).

2.2.2 The relationship between psychological sense of community and social well-being

A feeling of belonging to meaningful social context increases social well-being (Berkman, et al., 2000 cited in Albansi, 2007). From their research finding on Australian community, Pretty et al. (2006) concluded that positive sense of community is crucial aspect to well-being and mental health promotion. Community connections, belonging, network, cohesion and other social capital play a significant role in one's social well-being. They help to promote social engagement, promotion of community level health and well-being. Fisher et al. (2002; as cited in Cicognani et al., 2007) asserted that sense of community is a central value and ideals capable of orienting interventions aimed at increasing social well-being of the community.

So without social contact and positive social cohesion, the person and the group flounder. Lack of connections, identity and supports inherent in sense of community may lead to less positive individual and group outcomes in general (Berkman et al., 2000 cited in Evans, 2007).

2.2.3 The relationship between civic engagement and social well-being

There is a general consensus about the positive effect of social participation on individual's social well-being and developmental outcomes (Pretty et al., 2006). Socially oriented behaviors and feeling of belonging to a meaningful social context, sense of community, increase social well-being and reinforce social participation (Berkman et al., 2000 cited in Cicognani et al., 2007). Contributions given to the community through participation entail a desire for life that facilitate individual well being (Wandersman and Florin, 2000 cited in Albanesi et al., 2004); increase self efficacy and personal control (Smetana et al 2006 cited in Loomis et al., 2007); and enhance leadership competences (Loomis et al., 2007). Similarly, Gibson (1992 cited in Garcia et al., 1999) concluded that participation in social

movements involves enlargement of personal identities and represent an opportunity for self-realization. It was also observed that activism enables activities to develop and to live according to concerns rooted in a sense of whom they are and who they want to be (Taske, 1997 cited in Albanesi et al., 2007).

Similarly, the finding of research done on Italian adolescents also shown the positive association between pro-social civic engagement and increased social well-being (Albanesi et al., 2007).

Generally speaking, sense of cohesion, social responsibility, perceptions of personal efficacy and agency, opportunities for participation and self-determination and the possibility of giving a contribution to a community life are interrelated (Prilleltensky et al., 2001 cited in Evans, 2007).

2.2.4. Importance of psychological sense of community

In community psychology, psychological sense of community is considered as a core construct as well as central value and ideals (Sonn et al., 2002) capable of orienting interventions aimed at increasing the well-being with in communities, promoting social justice and social change (Cicognani et al., 2007), and catalyzes social participation (Chavis and Wandersman 1990; Davidson and Cotter, 1986; Parkins et al., 1990 cited in Cicognani et al., 2007).

Sense of community is a notion that has considerable prevalence with in huge range of disciplines and practices (Sonn and Fisher, 1998). It serves as a measure for the evaluation of social capitol; the formulation of social policies; the development of social and geographical communities; and the assessment of community capacity building (Chavis and Wandersman 1990 cited in Cicognani et al., 2007).

Sense of community is the basic human knowledge of collective practice which has momentous input for a range of settings and populations in community based research and practice such as neighborhoods, psychosocial rehabilitation

programs, community organizations, faith institutions, international community of interest and the like (Peterson et al., 2008).

Many researchers stress the significance of psychological sense of community in protecting factors against individual and social problems (Coie and Jacobs, 1993; Jason and Kobayashi, 1995; Pretty and Andrews, and Collett, 1994 cited in Kingston et al., 1999). It strengthens sense of belonging, identity, emotional connections and well-being (Fisher and Sonn, 1998). People experiencing and perceiving a sense of community are better adjusted, feel supported, have connection to other people and to goals that are above and beyond their own limited areas, and have stronger levels of social support and social connectedness and strong sense of community act as a buffer against threats and provides a place in which to express our identities, and help us deal with changes in our world (Fisher and Sonn, 1998).

Psychological sense of community also related to various indexes of quality of life – life satisfaction, social and political participation and individual ability to use problem focused coping strategies (Sarason, 1974 cited in Tartaglia, 2006).

Psychological sense of community also play a significant role in promoting values of rural lifestyle, urban residential developments, strengthen community responses to disaster, understand processes of inclusion and exclusion and to provide services and interventions (Albanansi et al., 2007).

In sum, from the above findings we can conclude that psychological sense of community has a resultant positive impact on individual community members' mental and physical health, and overall connections and interconnections with in a community.

2.2.5. Threats to psychological sense of community

The transition from cohesive world of society associated with the shift from traditional to modernity where the city becomes a symbol of a highly individualized and intellectualized world is the features of the current society

(Simmuel, et al., 1950 cited in Colombo et al., 2001). This transition has a great impact on psychological sense of community. At the same time the birth of large industries, increased urbanization, growth of centralized bureaucratic structures were associated with a community's decline, social fragmentation, anomie, weakening of social links and individual closure with in private sphere (Colombo et al., 2001). Increasing imbalance between local and centralized structures are contributing factors for the decline of sense of community (Kingston, et al., 1999).

2.2.6 Demographic factors that affect psychological sense of community

Researchers like Wilkinson (2008) tried to relate psychological sense of community with different socio-demographic variables such as gender, educational level, income level and age, length of time one spent in a given area, marital status, and number of children. Their finding reveals different results.

Wilkison (2008) confirmed that gender does not increase interaction and will not likely affect cohesion. Most researchers also have found no significant gender differences in psychological sense of community (Chavis et al., 1986; Davidson and Cotter, 1986; Nasar and Julian 1995; Brodsky, O'Campo, and Aronson 1999; Prezza et al., 2001; and Obst et al, 2002 cited in Wilkison, 2008).

Positive and negative results were observed about the impact of educational status on psychological sense of community by researchers. On one had, education provides cultural resources facilitating interaction, it should thereby increase interaction (Wilkinson, 2008). On the other hand, education does not significantly affect cohesion for some researchers like for it increases mobility, which could mean educated individuals can choose to live in communities that they are more attracted to (Brodsky et al., 1999; Davidson and Cotter, 1986; Obst et al., 2002 cited in Wilkinson, 2008).

For Wilkinson (2008), psychological sense of community decline with age for limited relationships as age increases. However, some researchers found positive

relation between age and social cohesions (Brodsky et al., 1999; Buckner, 1988; Davidson and Cotter, 1986 cited in Wilkinson, 2008).

For Hunter (1975 cited in Wilkinson, 2008), age and marital status had no significant influence on PSOC.

Community time interval positively influenced PSOC (Hunter, 1975 cited in Wilkinson, 2008). The reason behind this positive correlation is that people who have always lived some where or lived there a long time are likely to be familiar with more residents and know them better.

CHAPTER THREE

METHODOLOGY

3.1 Study Design

The research was planned to study the nature of relationships between psychological sense of community, civic engagement and social well-being among urban residents in three selected kebeles - mean to say sub city (03, 11 and 19) of Adama town; and the status of each variables. In doing so descriptive survey method and qualitative method were employed.

3.2 Population of study site

The study was conducted in Oromia Regional State on a total of 288 residents of three kebeles (03, 11 and 19) of Adama town. There are 25 kebeles in the town. The kebeles are administratively organized by the city administration for the ease of directions and procedures. All the three kebeles has its own administrative structure under the supervision of Adama city administration.

Geographically, the town is located at about 99km south east of Addis Ababa on the main road to Djibouti hosting more than 256,637 people (CSA, 2007). The only rail way from Addis Ababa to Djibouti passes through this town. It is one of the developing towns in the nation.

3.3 Sample and sampling technique

The subjects of the present study were 288(276 residents, 9 community leaders and 3 politically nominated kebele representatives) individuals living in three kebeles (03, 11 and 19) of Adama town were selected using simple random, systematic and purposive sampling techniques. The choice of the three kebeles was made using simple random sampling method - lottery method with out replacement. The 276 resident participants from the three kebeles were selected using systematic simple random sampling (every 21th subjects were taken) from the list of residents provided by each kebeles. Kebele administrators and

community leaders were selected purposively for interview and focus group discussion respectively. For more descriptions of the demographic characteristics of the subjects refer to chapter four

3.4 Research Hypotheses and Questions

3.4.1 Hypotheses

1. There is a significant positive relationship between PSOC and CE.
2. There is a significant positive relationship between CE and SW.
3. There is a significant positive relationship between PSOC and SW.

3.4.2 Questions

1. What are advantages and disadvantages of PSOC?
2. What are threats to residents' PSOC?
3. What are possible solutions to reduce factors that affect PSOC?
4. What are advantages and disadvantages of CE?
5. What are threats to CE and its possible solutions?
6. What are advantages of positive social well being and the disadvantages of negative social well-being?
7. What are threats to positive evaluation of SW and its possible solutions?

3.5 Sources of data

3.5.1 Residents

During data collection, a total of 276 urban residents of three kebeles were participated. Out of this;

- 93 (52 females and 41 males) were residents of kebele 03,
- 94 (43 females and 51 males) were residents of kebele 11 and,
- 89 (46 females and 43 males) were residents of kebele 19.

3.5.2 Kebele Administrators

Three kebele administrators participated in the interviews conducted. The general demographic characteristics of the administrator are presented in chapter four section of this paper.

3.5.3 Community leaders

A total of nine (7 males and 2 females) known residents or community leaders participated in focus group discussion. The demographic characteristics of the community leaders are presented in chapter four.

3.6 Instruments

The instrument includes self-administered questionnaires (scale), interview guidelines and focus group discussion questions. The scales and questions were translated from English to Amharic again retranslated into English by specialized individuals from Addis Ababa University department of Ethiopian Language and Literature and Foreign Languages – Amharic and English streams. Moreover, minor modification (terms) were done to the scale items. All the items of the instruments were made as relevant as possible to the research problem.

3.6.1 Scales

Self administered questionnaire or scale includes questions on psychological sense of community, civic engagement and social well-being which were adopted (with little modification) from Albanesi et al. (2007) were employed in data collection.

3.6.1.1 Psychological sense of community scale

Psychological sense of community for residents scale includes 36 items covering its four components in the McMillan and Chavis (1986) model; integration and fulfillment of needs (seven items, from 1 to 7), shared emotional connections

(sixteen items, from 8 to 23), membership (five items, from 24 to 32) and influence (four items, from 33 to 36). The detail questionnaire is attached in the annex.

Residents were asked to indicate their level of agreement on a five-point scale ranging from 'not true at all for me' (0) to 'absolutely true for me' (4). According to Albanesi et al. (2007), the scale has good internal consistency, with a Cronbach alpha coefficient of 0.93. The pilot study conducted to measure the psychometric properties of the scale in this study also showed that the instrument has good internal consistency (Cronbach alpha coefficient of 0.855). The final data items internal consistency was also consistent with the pilot study. Moreover, three questions (37, 38 and 39) were asked to collect information on factors that affect residents' psychological sense of community, mechanisms to reduce the factors, and its advantages and disadvantages.

3.6.1.2 Social well-being scale

Social well-being of resident participants was measured with the simple form adaptation of the scale that consists of five items (Keyes, 2005 cited in Albanesi et al, 2007). In the scale, each item reflects one of the five attributes of social well-being. The scale includes the following attributes; Social contribution, Social integration, Social realization, Social acceptance and Social coherence.

Responses were given on a seven-point scale ranging from 'never' (0) to 'every day' (5). Items were summed up for the individual perception of social well-being. According to Albanesi et al. (2007), the scale has internal consistency, with a Cronbach alpha coefficient of 0.720. The pilot study conducted to measure the psychometric properties of the scale in this study also showed that the instrument has good internal consistency (Cronbach alpha coefficient of 0.816). Moreover, four questions (6th, 7th, 8th and 9th) were asked to collect information on threats to social well-being in the kebele and possible solutions to reduce them.

3.6.1.3 Civic engagement scale

Civic engagement was measured by asking how often, during the previous year, resident participants had been involved in 10 forms of social participation in the kebele, using a five-point scale, ranging from 'never' (0) to 'most of the times' (4). The list of activities included were the following activities: political manifestation, protest parades, occupation of schools, and self-management of school activities, charity purchasing, donations, cultural events, local folk festivals, petitions and strikes. Item number 2 and 10 were excluded due to high kurtosis. Item number (1), (3), (4) and (9) were categorized as protest -oriented civic engagement. And items (5), (6), (7) and (8) categorized as pro-social oriented civic engagements.

According to Albanesi et al. (2007), the scale has good internal consistency, with a Cronbach alpha coefficient of 0.690. The pilot study conducted to measure the psychometric properties of the scale in this study also showed that the instrument has good internal consistency (Cronbach alpha coefficient of 0.767).

Moreover, three questions (11, 12 and 13) were asked to collect information on threats to residents' civic engagement, possible solutions to the threats, and its advantages and disadvantages.

Table 3.1. Mean SD and Reliability for Each Measure in the Study

	N	Mean	Alpha	SD	Variance
PSOC	20	94.10	0.855	19.603	384.305
CE	20	12.20	0.767	5.961	35.537
SW	20	11.10	0.816	6.060	36.726

3.6.2 Interview guidelines

Generally, 13 questions related to basic information about psychological sense of community, civic engagement and social well-being for three kebele leaders/administrators were developed by the researcher. They were all interviewed in their respective kebele offices as per their convenient appointments.

3.6.3 Focus group discussion

Thirteen structured items for the focus group discussion containing items on the nature of sense of community, civic engagement and social well-being were prepared for group of 9 (2 females and 7 males) residents. The focus group discussion was carried out in one kebele (19) compound. The participants contributed their own perspectives in the focus group discussion. The participants who were willing to participate in the focus group discussion were purposely selected based on the recognitions they have in the kebeles and oral information gathered during questionnaire distribution and collection. The researcher tried to balance the sex of the focus group discussion members as much as possible. However, informants identified more males than females (only two).

3.7 Pre-test/Piloting

The purpose of the testing was to collect information that would be used for screening and selecting the items. It was also to find out, if wording and instruction of the instrument as a whole were clear and comprehensive to respondents and community representatives. All the instruments used in the study were written and developed first in English. After extensive and repetitive revision, a copy of the final version of English questionnaires, focus group discussion guide and structured interview guidelines were given to my advisor and two post graduate students of social psychology. They were asked to give their reaction on each item of the instruments. Using the relevant comments and suggestions from the professionals, some adjustments were made. The scale to be filled by residents, interview and focus group discussion guides were translated to Amharic version in collaboration with first year Ethiopian language post – graduate students. Finally, my advisor evaluated the last English version of all the instruments and pretest was conducted.

Respondents, who took part in the pre-test, were taken through convenient sampling method. Twenty (two from kebele 03, five from kebele 11 and the rest from kebele 19) residents were given the questionnaire to read and give their own

response during their visit to their respective kebeles. Mean while they were told to ask any question that are not clear or ambiguous. Based on their feedback, some items were discarded and few of them were modified. Except very few modifications, their feedbacks were positive towards the tool in general.

3.8 Procedure of data collection for the main Study

The procedure followed to collect data for the main study was different from the pre – test one. Before administering the final instruments for data collection in the selected kebeles, one day training was given to three research assistants on how to administer the questionnaire.

Prior to pilot survey, permission from concerned bodies (Adam City Administrator and kebele leaders) was granted.

Appropriate rapports with the subjects were established to facilitate situations for the research activities. All the respondents were informed about the purpose of the study and how to complete the questionnaire. During the administration of the questionnaire chances for clarification of any question were given. The assistant researchers were in a face-to-face contact situation in the kebele when the residents completed the questionnaire in such way confidentiality was kept. The interview with the community leader and kebele administrators and Focus Group Discussion were done by the researcher.

A total of 300 questionnaires were distributed. But only 276 were filled out properly and the other 24 questionnaires were not included in analysis for the validity of the instrument.

The data collection through the interview was conducted by talking with the leaders in face to face interaction. Before conducting the interview, necessary rapport was established with the leaders by creating a good atmosphere and the purpose of the interview was explained clearly. The respondent was also assured that responses would be kept in absolute confidentiality. For reducing

informational inconsistencies, tape recording and intensive note taking were done during the interview.

Similar strategies were also used for conducting interview with the focus group participants. The focus group discussion was conducted in one kebele. Nine members participated in the focus group discussion. Before conducting the focus group discussion, appropriate rapport was established with the group. The group members understood that they had to respond their own views in the context of the questions asked. The researcher asked the predetermined open – ended questions in predetermined sequence that appeared logical to members of the group. During the discussion period the task of the group was to focus individually on questions posed by the researcher. All members of the group heard every one's responses and made additional comments to their initial responses as a result of hearing what others had to say. Responses were collected both by recording their responses in a tape-recorded form and in written form. The meeting, on the average, took one and half-hour. It was conducted where privacy and confidentiality was assured.

3.9 Method of Data Analysis

Quantitative data gathered by means of questionnaire was analyzed using SPSS version 15.00. The data collected from the residents were analyzed and interpreted using both quantitative and qualitative research methodologies. Specifically, frequencies, Pearson product-moment correlation, t-test and one-way ANOVA were used in order to describe the data and explore the relationships between psychological sense of community and civic engagement; Psychological sense of community and social well-being; and civic engagement and social well-being.

To analyze quantitative data each resident respondents total score of PSOC, CE and SW were summed up out of 144, 40 and 25 respectively.

For community leaders and administrators interview and focus group discussion results, and open ended items in the survey questionnaire, a descriptive analysis was applied. Frequencies and percentages were used for the proportion of basic responses gained from them.

CHAPTER FOUR

RESULTS OF THE STUDY

In this chapter, the results of the study are analyzed using different statistical methods such as percentage, Pearson product moment correlation, t-test and an independent group one-way ANOVA design. Moreover, qualitative descriptions of data collected using open ended self report questionnaire, interview and focus group discussion guidelines was also implemented.

4.1 Characteristics of the participants of the study

A total of 288 subjects were participated in the study. As shown in the table below (Table 4.1), three groups of respondents were participated in the study. These were 276 urban residents, 9 community leaders and 3 kebele representatives.

Table 4.1 Types of the Subjects Who Participated in the Study

S.N.	Types of Participants	Number
1	Residents	276
2	Community leaders	9
3	Kebele representatives	3
Total		288

4.1.1 Demographic characteristics of resident participants

As shown in the Table 4.2 below, 141 (51.1%) of resident participants were females and 135(48.9%) of them were males. In terms of age, most of the participants 45.7 %(126) were between age range of 31 and 45 years and 111(41.3%) were between 46 and 60 years. Most of them, 91(33.0%) lived in the town for about 6 – 10 years. However, there was no as such significant difference

among the resident participants in terms of the length of time they lived in the town. In terms of marital status, 73.6% of the resident participants were married. Educationally, the largest parts of them have not completed grade 12. More summarized description of resident participants included in Table 4.2 below.

Table 4.2 General Demographic Characteristics of Resident Participants

S.N.	Attribute	F	(%)
1	Sex	Male	48.9
		Female	51.1
		Total	100.0
2	Age	Less than 30 years	10.9
		31 - 45 Years	45.7
		46 - 60 Years	41.3
		>60	2.2
		Total	100.0
3	Years of stay in the Kebele	Less than one year	15.2
		2 - 5 Years	24.6
		6 - 10 Years	33.0
		>10	27.2
		Total	100.0
4	Educational status	Less than 12	41.3
		Certificate	17.8
		Diploma	24.3
		First Degree	14.5
		Above first Degree	2.2
		Total	100.0
5	Marital Status	Married	73.6
		Unmarried	21.0
		Divorced	3.6
		Widowed	1.8
		Total	100.0

4.1.2 Demographic characteristic community representatives

As far as community representative participants were concerned, most (77.78%) of them were males and the rest (22.23%, 2) were females. In terms of age most (44.45%) of them were with in the age range of greater than 41 years. Educationally, of all community leaders participated in focus group discussion, 55.56% (5) were 12 + 1 and 22.23% (2) were less than 12 grades. A summery of

the demographic characteristics of community leader participants was included in table 4.3 below.

Table 4.3 Demographic Characteristics of Community Representatives

S. N.	Attributes		F	(%)
1	Sex	Male	7	77.78
		Female	2	22.23
		Total	9	100
2	Age	30 - 35 years	2	22.23
		36 - 40 years	3	33.34
		>40 years	4	44.45
		Total	9	100
3	Educational Status	BA	1	11.12
		Diploma	1	11.12
		12+1	5	55.56
		Less than grade 12	2	22.23
		Total	9	100
4	Years of as community leader	< one year		
		1 - five years		
		> Five years		
		Total	9	100
5	Years of stay in the Kebele	20 -35	3	33.33
		>35	6	66.67

4.1.3 Demographic characteristic of kebele administrators

In the present study, three Kebele leaders, 2 males and one female were interviewed. Table 4.4 presented the general demographic characteristics of the three kebele administrators. All of the interviewees were within an age range of 35 and 51 years. One of the kebele leaders (kebele 19) was degree holder in management and has less than one years work experience as kebele leader. The rest two have diploma in law and have 3 (kebele 3 administrator) and 5 (kebele 11 administrator) years of experience as a kebele administrator.

Table 4.4 Demographic Characteristic of Kebele Administrators

	N
Sex	Male
	Female
Age	35 -51
Educational level and Experiences	
Degree – in management + Less than one year experience	1
Diploma – in law + 3 years of experience	1
Diploma – in law+ 5 years experience	1

4.2 Residents' psychological sense of community

In this subsection, information collected about psychological sense of community using scale, open ended questions, interviews and focus group discussion guidelines were analyzed and interpreted based up on background information of the participants. In order to test mean level difference among demographic groups, t-test and one-way ANOVA were used. And qualitative description method was used in analyzing interview and focus group discussion results.

The average PSOC score was 86.99 marks with standard deviation of 20.488 marks and a range of 129 (the max. 144 and min. 15 marks) marks.

4.2.1 Psychological sense of community and gender

Independent sample t-test (Sig. 0.922, $P < 0.05$) was used in order to test mean-level PSOC scores differences between male and female participants. Levene's Test for Equality of Variances was used to test homogeneity of variances of the PSOC scores of male and females. Accordingly, equal variances assumed was taken for Sig. (0.922) was greater than 0.05. As indicated in table 4.5, the value (0.115) in the Sig. (2 - tailed) column is greater than 0.05. Therefore, we can conclude that there is no statistically significance of difference in the mean overall PSOC scores for males and females. The same is true for the subscales. The observed t-values for mean differences in the subscales of PSOC were not significant^t at alpha less than 0.05 and degree of freedom 274, except for SB (higher for males). For more information see table 4.5.

Table 4.5 t-test Statistics for Subscales of PSOC across Sex

N	Subscales	Sex	N	Mean	SD	t-observed	Df	Sig.
1	SNOI	Male	135	16.911	5.594	0.688	274	0.492
		Female	141	16.426	6.112			
2	SEC	Male	135	38.533	9.654	0.863	274	0.389
		Female	141	37.511	10.0311			
3	SB	Male	135	22.556	6.562	2.147	274	0.033
		Female	141	20.936	5.962			
4	OI	Male	135	10.978	3.295	1.820	274	0.070
		Female	141	10.213	3.668			
5	Total PSOC	Male	135	88.98	20.729	1.582	274	0.922
		Female	141	85.09	20.145			

The mean difference is significant at the 0.05 level.

4.2.2 Psychological sense of community and age

Attempts were made to test PSOC scores mean level differences among levels of age of the resident participants using one-way ANOVA. Homogeneity of the scores was tested using Levene's test of homogeneity (Sig. = 0.063) and equal variance assumed were taken. The result revealed that statistically significance of difference among mean total PSOC ($F_{(3,272)} = 3.513$, $p = 0.016$) scores across the age level of the participants was observed. Similarly, significance of differences were observed in SB ($F_{(3, 272)} = 4.206$, $P = 0.006$) and SEC ($F_{(3, 272)} = 2.461$, $P = 0.063$). As Tukey HSD test indicates, the significance of difference for total PSOC was due to mean difference of age categories of 31 to 45 years and < 30 years (MD = ± 7.330 , $p = 0.029$). For SB the significance was due to mean difference between age categories of <30 and >60, and 46 – 60 (MD = - 7.797, $p = 0.015$) and >60 (MD = -7.500, $p = 0.034$). And for SEC the significance was due to differences between age categories of 31 – 45 and <30 (MD = 3.358, $P = 0.043$).

For SNOI and OI, no significance of difference was observed in the statistics.

Table 4.6 ANOVA: Summery Table of PSOC and Its Subscales across Age.

Variable	df	F	Sig.	Sig. Tukey HSD
SNOI	3 272	.695	.556	-
SEC	3 272	2.461	.063	0.043
SB	3 272	4.206	.006	0.015 0.034
OI	3 272	4.041	.008	-
Total PSOC	3 272	3.513	.016	0.029

* The mean difference is significant at the 0.05 level.

4.2.3 Psychological sense of community and years of living in the town

One-way ANOVA was used to test mean PSOC and its subscales scores differences across the length of time participants lived in their respective kebeles. In doing so homogeneity of the variances of the scores was tested by Levene's test of homogeneity which was 0.241 and equal variance assumed was taken. As observed in the test statistics, there were significance of differences in total PSOC [$F_{(3, 272)} = 3.637, P = 0.013$], SNOI [$F_{(3, 272)} = 5.016, P = 0.002$], SB [$F_{(3, 272)} = 2.988, P = 0.032$] and OI [$F_{(3, 272)} = 3.840, P = 0.010$]. Tukey HSD test indicated that the significant of difference for total PSOC was due to mean differences of categories 6 to 10 years and 2 - 5 years ($MD = \pm 10.512, p = 0.007$). For SB, the significance was due to mean differences between categories of 6 - 10 years and 2 - 5 years ($MD = \pm 2.625, p = 0.044$) and between 6 -10 years and >10 years ($MD = - 7.500, p = 0.034$). For OI the difference was due to mean difference between 6 -10 years and <1($MD = + 1.704, P = 0.012$). And SNOI was due to mean difference between < 1 years and 2 -5 years ($MD = 3.006, P = 0.007$), 2 - 5 years and 6 - 10 years ($MD = 2.451, P = 0.040$) and > 10 years and 2 -5 years. For SEC, no significance was observed in the statistics.

Table 4.7 ANOVA : Summery Table for Total PSOC and Its Subscales Statistics Across Residents' Years of Living in the Town

Variables	df	M S	F	Sig.	Sig. Tukey HSD
SNOI	3	164.940	5.016	.002	0.007
	272	32.885			0.040
SEC	3	205.734	2.150	.094	-
	272	95.705			
SB	3	116.207	2.988	.032	0.044
	272	38.890			
OI	3	45.764	3.840	.010	0.012
	272	11.918			
Total PSOC	3	1484.166	3.637	.013	0.007
	272	408.031			

The mean difference is significant at the 0.05 level.

4.2.4 Psychological sense of community and educational status

To test mean PSOC scores among the five categories of educational status of resident participants, one-way ANOVA was used. Homogeneity of the score variances was tested using Levene's test of homogeneity. The significant value for Levene's was 0.131 which was greater than 0.05. Thus, the variance in the scores was assumed to be the same for each of the five categories of educational status. As shown in the table 4.7, statistically significance of differences were observed in PSOC subscales: SNOI [$F_{(4, 271)} = 4.868, p = 0.001$] and SEC [$F_{(4, 271)} = 2.850, p = 0.024$]. Tukey HSD test of significance difference shown that the significance in SNOI was due to significant difference between <12 and >Degree (MD = 6.947, P = 0.032), certificate > Degree (MD = 8.480, p = 0.006), and diploma and > degree (MD = 8.336, P = 0.006). And the significance value in the SEC was due to mean difference of <12 and diploma (MD = -4.319, P = 0.034).

Table 4.8 ANOVA : PSOC and Its Subscale Measures across Educational Levels

Variables	df	F	Sig.	Sig. Tukey HSD
SNOI	4 271	4.868	.001	0.032 0.006
SEC	4 271	2.850	.024	0.034
SB	4 271	2.187	.071	—
OI	4 271	.929	.448	—
Total PSOC	4 271	1.932	.105	—

The mean difference is significant at the 0.05 level.

4.2.5 Psychological sense of community and marital status

To test mean PSOC scores among the four categories of marital status of resident participants, one-way ANOVA was used. In doing so, homogeneity of the score variances was tested using Levene's test of homogeneity. The value for Levene's test was 0.584, which was greater than 0.05. As a result, the variance in the scores was assumed to be the same for each of the four categories of marital status. As shown in the table 4.7, statistically significance of difference was observed in SB [$F_{(3, 272)} = 4.073, P = 0.007$]. Tukey HSD test of significance of difference shown that the significance of difference in SB was due to significant mean differences of married and widowed ($MD = \pm 9.727, P = 0.003$), and unmarried and widowed ($MD = \pm 9.545, P = 0.006$). However, no significant difference was found in total PSOC and its subscales: SEC, SNOI and OI.

Table 4.9 Statistical Summary of PSOC and Its Subscales Scores across Marital Status

Variables	df	F	Sig.	Sig. Tukey HSD
SNOI	3 272	.827	.480	–
SEC	3 272	1.145	.331	–
SB	3 272	4.073	.007	0.003 0.006
OI	3 272	.397	.755	–
Total PSOC	3 272	1.958	.121	–

The mean difference is significant at alpha < 0.05 level.

4.2.6 Threats to psychological sense of community and possible solutions

Two items (item 37 & 38) were included in the questionnaire to identify threats to PSOC in the kebeles and possible suggestions to reduce them. According to the respondents, the most sited threats to PSOC were;

- Increase in cost of living.
- Being selfish and suspicious.
- Absence of professional advisors
- Kebele administrators' inability to organize residents and tendency to prefer differences rather than similarities of residents.
- People do not know each other well due to increase in newcomers to the town.
- Differences in perspectives among residents in their political out look, religion, language and culture.

- Difference in economic status.
- Limited experiences of helping each other.
- Corruption and absence of good governance.

And most of the resident participants suggested the following as possible means to reduce the above threats to PSOC.

- Work in coordination with professionals.
- Teaching the importance of social relationships and living together.
- Strengthening the existing relationships among the residents.
- Work together with dedication and conveniences.
- Respecting and supporting each other.
- Train kebele administrators on social relationships.
- Strengthening sociability, trust and tolerances.
- Establishing corruption free governances.
- Reinforcing initiations among the community members to work together and encourage their participation.
- Treating differences carefully.

4.2.7 Advantages and disadvantages of PSOC

In the questionnaire distributed, an item was included to assess the advantages and disadvantages of PSOC. The following were some of the common advantages and disadvantages identified by most of the subjects.

Advantages

- It enhances economic and psychosocial development.
- It enables residents to solve problems and challenges together through open discussions.
- It brings about love, tolerance and reverence among the residents.
- It strengthens mutual aids.
- It saves residents from possible external and internal threats and dangers.

- It enables to generate possible solutions for economic, social and political problems.
- It gives power for the community through unity - . - what is called in Amharic “ድር ቢያብር አንበሳ ያስር።” Which means “Group of cotton threads tie a lion” and enhances performances.

Disadvantages

Most of resident respondents identified the following points as the disadvantages of PSOC.

- If it is not properly handled, it creates dependence on one another.
- It might open an opportunity to develop rage towards foreigners.

4.3 Residents’ civic engagements

Ten items scale was adopted to test level of CE among resident participants. Four questions were also included in the questionnaire to collect information on advantages, disadvantages, threats to civic engagements and its possible solutions.

Basically, data collected using questionnaire was analyzed using t-test and one-way ANOVA.

The mean score of the total CE of all resident participants was 12.73 marks with standard deviation of 5.739 marks and range of 26 marks.

4.3.1 Civic engagement and gender

In order to test the mean CE scores of males and females, independent sample with equal variances t-test was used. As shown in table 4.9 below, the Sig. values for the test at $p < 0.05$ and $df = 274$ for POCE, PROCE and TCE were 0.492, 0.678 and 0.766 respectively. As these values are greater than 0.05 it can be concluded that there were no statistically significance of differences in the total mean and its subscales scores of males and females.

Table 4.10 Independent Samples t-test for Equality of Variances CE and Its Subscales for Males and Females Scores

Variables	t	df	Sig. (2-tailed)	Sex	N	Mean	SD
POCE	0.688	274	0.492	Male	135	5.533	3.390
				Female	141	5.277	2.760
PROCE	0.416	274	0.678	Male	135	6.156	3.073
				Female	141	6.000	3.140
TCE	0.298	274	0.766	Male	135	12.844	5.810
				Females	141	12.638	5.671

The difference is significant at alpha <0.05 level.

4.3.2 Civic engagement and age

Attempts were made to test CE scores mean differences among levels of the age of the resident participants using one-way ANOVA. Homogeneity of the score variances was tested using Levene's test of homogeneity. The value of Sig is 0.656 (>0.05). Therefore, the variances of the scores were assumed to be the same.

In ANOVA table (table 4.10), the values for PROCE [$F_{(3, 272)} = 7.263, P = 0.00$] and TCE [$F_{(3, 272)} = 3.499, P = 0.016$] were significant across the age categories of the participants. As Tukey HSD test for significance of difference between group means shown, the statistical significance for PROCE was due to mean differences between age categories of < 30 and 46 – 60 years (MD = 1.921, $p = 0.008$); < 30 and > 60 years (MD = 4.649, $p = 0.002$); and between 31 – 45 and > 60 years (MD = 4.119, $P = 0.006$). And for that of TCE the difference was due to mean difference of 31 – 45 and 46 – 60 (MD = 2.926, $p = 0.042$). However, no statistically significance of difference was observed in the protest-oriented civic engagement.

Table 4.11 ANOVA: CE and Its Subscales Summary Statistics

Variables	df	F	Sig.	Sig. Tukey HSD
POCE	3 272	2.595	.053	—
PROCE	3 272	7.263	.000	0.008 0.002 0.006
TCE	3 272	3.499	.016	0.042

The difference is significant at alpha <0.05 level.

4.3.3 Civic engagement and years of stay

Attempts were made to test CE and its subscales score means level differences among the four categories of the length of time residents spent in the town using one-way ANOVA. Homogeneity of the scores was tested using Levene's test of homogeneity which was 0.212 (>0.05). Therefore, the variances of the scores were assumed to be the same. In ANOVA table (table 4.11), the significant value is zero which is less than 0.05. As a result, there were statistically significance of differences among the mean CE and its subscale scores for the four categories of length of time resident participants spent in the town: POCE [$F_{(3, 272)} = 7.278, P = 0$]; PROCE [$F_{(3, 272)} = 13.675, p = 0.000$]; and TCE [$F_{(3, 272)} = 15.889, p = 0$].

Tukey HSD test for significance of mean differences depicted that the marked mean differences of POCE was due to differences between the categories <1 and 6-10 years (MD = 2.138, $P = 0$); 2-5 and 6-10 years (MD = 1.423, $P = 0.01$), 6-10 and > 10 years (MD = 2.074, $p = 0.001$). For PROCE, the difference were between the categories of <1 and 6-10 years (MD = 2.872), 2-5 and 6-10 years (MD = 2.493, $p = 0$); and 6-10 and > 10 years (MD = 2.179, $p = 0$). And for the TCE score the significance was due to mean difference of < 1 and 6-10 years (MD = 5.773, $P = 0$); 2-5 and 6-10 years (MD = 4.600, $p = 0$); and 6-10 and >10 years (MD = 4.647, $P = 0$).

Table 4.12 ANOVA: CE Measures across Time Residents Spent in the Town

Variables	df	F	Sig.	Sig. Tukey HSD
POCE	3 272	7.278	.000	0.000 0.010 0.001
PROCE	3 272	13.675	.000	0.000
TCE	3 272	15.889	.000	0.000

* The mean difference is significant at the .05 level.

4.3.4 Civic engagement and educational status

Attempts were made to test CE score means level differences among the four categories of educational status of residents using one-way ANOVA. In doing so, homogeneity of the scores was tested using Levene's test of homogeneity and its value was 0.101 which was greater than 0.05. Therefore, the variances of the scores were assumed to be the same. In ANOVA table (table 4.12), the significant value is 0.456 which is greater than 0.05. As a result, there was no statistically significance of differences of mean CE scores among the four categories of the educational status of the respondents.

Table 4.13 ANOVA: Summary Table for CE and Its Subscales Measures across Educational Level

Variables	df	F	Sig.	Sig. Tukey HSD
POCE	4 271	3.207	.014	—
PROCE	4 271	1.325	.261	—
TCE	4 271	.927	.448	—

The difference is significant at alpha <0.05 level.

4.3.5 Civic engagement and marital status

Attempts were made to test CE and its subscale scores means level differences among the four categories of marital status of residents using one-way ANOVA. During analysis, homogeneity of the group variances was tested using Levene's test of homogeneity (0.231) which was greater than 0.05. Therefore, the variances of the scores were taken as assumed to be the same.

In ANOVA table (table 4.13) statistically significance of differences were found among mean scores of PROCE ($F_{(3, 272)} = 6.781, P = 0$) and TCE ($F_{(3, 272)} = 3.269, P = 0.022$).

Tukey HSD Post Hoc Test was utilized to identify the group differences that contributed for the variations observed in the mean PROCE and TCE scores of the participants across marital status. Accordingly, there were significance of differences between the mean PROCE scores of married and unmarried (MD = 1.424, $P = 0.009$), married and widowed (MD = 3.583, $P = 0.044$), unmarried and widowed (MD = 5.007, $P = 0.002$); and widowed and divorced (MD = 5.2, $P = 0.01$). And the mean variation in TCE was due to significant mean difference between married and unmarried (MD = 2.557, $p = 0.014$) resident participants.

Table 4.14 ANOVA: CE across Educational Level Measures

Variables	df	F	Sig.	Sig. Tukey HSD
POCE	3 272	1.199	.311	-
PROCE	3 272	6.781	.000	0.009 0.044 0.002
TCE	3 272	3.269	.022	0.014

**The mean difference is significant at the .05 level.*

4.3.6 Threats to civic engagement and possible solutions

The 11th and 12th items on the third part of the questionnaire distributed (see appendix) for the residents focused on threats to civic engagement and possible solutions. As the questions were open-ended, respondents provided different types of responses. Some of the most frequently cited points were the following.

Threats

- Differences in age, religion, language and other social statuses.
- Absence of experiences in working together.
- Ever widening of the gap between the poor and the rich.
- Unwanted rumors. People spent most of their time in talking than working.
- Absence of equal treatment by government bodies.
- Kebele administrators limited capacity to facilitate civic engagements.
- Corruption. Most of the time civic organizations are corrupted by nominated leaders.

Solutions

- Holding frequent discussions with government bodies and community members concerning civic participations.
- Fighting corruptions.
- Teaching the advantages of civic engagement with examples.
- Reducing the gap between the poor and the rich.
- Teaching openness.
- Listening to community voices and building free community.
- Solving problems and challenges on the spot.
- Building mutual trust between community and government bodies and among community member themselves.

4.3.7 Advantages and disadvantages of civic engagements

To identify the ways by which residents perceive the advantages and disadvantages of civic engagements, they were asked one open-ended question having two parts in the third part of the questionnaire distributed. Accordingly, they commonly listed down the following advantages and disadvantages of civic engagements.

Advantages

- It enables to pull together efforts so that what is difficult for an individual will be accomplished by group - what we call in Amharic “አንድነት ሃይል ነው። ፣ በሃሳብ አንድ ከሆኑ ብረትን በጥርስ...።” That means unity is strength, and sharing the same idea enable to cut an iron by teeth.
- It builds community capacity of fighting injustices and unfairness.
- It creates secure living environment for residents.
- It builds trust and hopefulness among the community members.
- It enables to find new things in solving social problems.
- It develops traditions of cooperation so that social crises are solved.

Disadvantages

- Dependence, for instance in the case of cleaning surroundings.
- It may aggravate simple problems – leads to unwanted strikes.
- Economic wastage.

4.4 Residents' social well-being

In the current study, the social well-being of resident participants was tested using five items scale. According to the statistical out put, for the total participants, the mean SW score was 15.74 marks with standard deviation of 5.700 and range of 25 (max = 25 and min = 0) marks.

4.4.1 Social well-being and gender

The value of independent sample t-test for unequal variances assumed of the mean social well-being scores of males and females resident participants was statistically significant (Sig. = 0.022) at $p < 0.05$. Therefore, we can conclude that there is significance of difference between the mean social well-being scores of males and females. The mean social well-being score of females was slightly greater than that of males.

Table 4.15 CE Statistics of Males and Female Participants

	Sex	N	Mean	SD
Social Well-being	Male	135	14.93	6.622
	Female	141	16.51	4.540

4.4.2 Social well-being and age

Attempts were made to test SW scores mean differences among age categories of the resident participants using one-way ANOVA. Homogeneity of the scores was tested using Levene's test of homogeneity and it was 0.650 (> 0.05). Therefore, the variance of the scores was taken as assumed to be the same. In ANOVA table (table 4.14), the significant value 0.032 is less than 0.05. As a result, there was significance of differences among the mean SW scores across the age levels of the participants.

To identify the age categories which contributed for the differences in mean scores, Tukey HSD Post Hoc test was utilized. Accordingly, there were differences in mean social well-being scores between age categories of < 30 and > 60 years; 31 - 46 and > 60 years; and between age categories of 46 - 60 and > 60 years. Generally speaking the mean SW of participants in the age category of > 60 was different from the other age groups - it is higher.

Table 4.16 ANOVA: Social Well-being Measures across Age Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	283.168	3	94.389	2.968	0.032
Within Groups	8650.050	272	31.802		
Total	8933.217	275			

* The mean difference is significant at the .05 level.

4.4.3 Social well-being and years of stay in the town

To test SW score means level differences among the four categories of year residents spent in the town, between groups one-way ANOVA was utilized. During analysis, homogeneity of the mean scores across the categories was tested using Levene's test of homogeneity and it was 0.324, (>0.05). Thus, the variances of the scores were taken as assumed to be the same. In ANOVA table (table 4.16), the significant value indicates null. Based on the finding one conclude that statistically significance of differences were observed according to the categories of the length of time residents spent in the town: "Omnibus" $F_{(3,272)} = 6.652$ (df = 275, $p = 0$).

Tukey HSD Post Hoc test was utilized to identify the groups' mean SW score differences that contributed for the total difference. Hence, there was significant mean SW score difference between resident participant who lived in the town for the period 6 to 10 years and >10 years.

Table 4.17 ANOVA: Social Well-being Measures across Age (Summary Table)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	610.579	3	203.526	6.652	0.000
Within Groups	8322.638	272	30.598		
Total	8933.217	275			

** Significant at alpha less than 0.05

4.4.4 Social well-being and marital status

To test SW scores mean level differences among the four categories of marital status of residents, independent group one-way ANOVA design was used. In testing homogeneity of the groups' SW score variances, Levene's test of homogeneity was used and it shown 0.076 which was > 0.05 . As a result, the variances of the scores were assumed to be the same. As indicated in the ANOVA table (table 4.17), the significant value shown no statistically significant mean SW scores differences across the four categories of marital status ($F_{(3, 272)} = 0.399, P = 0.754$).

Table 4.18 ANOVA: Social Well-being Measures across Marital Status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39.143	3	13.048	0.399	0.754
Within Groups	8894.074	272	32.699		
Total	8933.217	275			

*** Mean difference is significant at alpha less than 0.05*

4.4.5 Social well-being and education status

To test SW scores mean level differences among the four categories of educational status of residents, independent group one-way ANOVA design was used. Before the actual analysis, homogeneity of the group SW scores variances was tested using Levene's test of homogeneity and it was 0.238 (< 0.05). For that reason, the variances of the scores were taken as assumed to be the same. In ANOVA table (table 4.18), the significant value 0.045 tells us that the difference is very insignificant. As a result, one can conclude that there were no statistically significant mean CE scores differences across the four categories ($F_{(4, 271)} = 2.468, P = 0.045$).

Table 4.19 ANOVA: SW Measures across Educational Level (Summary Table)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	313.964	4	78.491	2.468	0.045
Within Groups	8619.254	271	31.805		
Total	8933.217	275			

4.4.6 Threats to social well-being and possible solutions

In the five items scale to measure social well-being, respondents were required to list what they perceived as threats to social well-being and to suggest possible solutions to minimize them.

Threats

Some of the common threats identified by the residents were;

- Absence of openness among the residences.
- Administrative problems. Kebele and other government leaders do not motivate and inspire residents.
- Political interferences.
- Difficulty to convince others.
- Awareness of goal setting and planning for common goods is not well developed among residents in the kebeles.

Possible solutions

- Building good supremacy and honesty among residents.
- Initiating local associations for the betterments of residents.
- Teaching the values of social well-being.
- Reducing unwanted political interferences and unwanted obligations.
- Supporting and valuing each other.
- Willingness among community members to participant in common residential activities should be initiated, strengthened and put into action.

- Running open discussions over different social issues.
- Setting common goals for the community as a whole.
- Creating violent free political and social freedom.

4.4.7 Advantages of social well being

In the current study, the researcher formulated a question requesting the participants to list the advantages of social well-being. Thus, they identified the following as the advantages of social well-being.

- It enables the community members to generate the best alternatives to solve socio-economic and political problems.
- Resource mobilization becomes simple.
- Residents become hopefully aspire to live in the town.
- Residents become happy and enjoy their current life in the town.
- It encourages the community member engagement in social, economic and social activities in the kebele.
- It ensures one's social and psychological security.

4.4.8 Disadvantages of negative social well being

The researcher formulated a question that required the participants to list the disadvantages of negative social well-being. Accordingly, respondents identified the following points as the disadvantages of negative evaluation of social well-being and there are summarized as follows.

- It threatens healthy social relationships among community members.
- It inhabits residents from participation in common activities in the kebele.
- Personal insecurity might be developed among community members if some one negatively evaluates his/her social relationship. He/she may not no more want to live in the town.

4.5 Correlations

Pearson product-moment correlation was utilized to test the correlations among PSOC, CE and SW. As indicated in table 4.19 below, the statistics shown no statistically significant correlation between PSOC and CE scores of the participant residents ($r = 0.003$, $p < 0.01$). In addition, it shown no statistically significant correlation between the scores of PSOC and SW of the resident participants ($r = -0.006$, $p < 0.01$). However, there is statistically significant medium positive correlation between the mean scores of CE and SW ($r = 0.354$, $p < 0.01$).

Table 4.20. Descriptive Statistics: Mean and Standard Deviation of the Three Variables (PSOC, CE and SW)

Variables	Mean	SD	N
PSOC	86.99	20.488	276
CE	12.72	5.729	276
SW	15.74	5.700	276

Table 4.21 Pearson Product Moment Correlations Summary Table (n = 276)

Variables	1	2	3
1. PSOC	1		
2. CE	0.003	1	
3. SW	-0.006	0.354(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

4.5.1 Psychological sense of community and civic engagement subscales inter correlation coefficient.

To compare the strength and direction of relationships among the subscales of PSOC and CE, Pearson product moment correlation coefficient was used in the current study. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. Accordingly, as shown in the table 4.23 below, at alpha 0.01 levels of significance, there is statistically

significant positive correlation between SNOI and SEC ($r = 0.588$, $n = 276$); SNOI and SB ($r = 0.548$, $n = 276$); and SEC and SB ($r = 0.704$, $n = 276$).

For POCE and PROCE ($r = 0.445$, $n = 276$), the relationship was positively medium. And the correlation between SEC and OI ($r = 0.291$, $n = 276$); SB and OI ($r = 0.226$, $n = 276$); and SNOI and OI ($r = 0.264$, $n = 276$) were positive but small.

Table 4.22 Descriptive Statistics

N		Mean	SD	N
1	SNOI	16.663	5.859	276
2	SEC	38.011	9.844	276
3	SB	21.728	6.303	276
4	OI	10.587	3.505	276
5	POCE	5.402	3.081	276
6	PROCE	6.076	3.103	276

Table 4.23 Pearson inter PSOC and CE subscales Correlation

N		1	2	3	4	5	6
1	SNOI	1					
2	SEC	0.588**	1				
3	SB	0.548**	0.704**	1			
4	OI	0.264**	0.291**	0.226**	1		
5	POCE	0.058	-0.072	-0.024	-0.190	1	
6	PROCE	-0.011	-0.025	0.021	0.0104	0.445**	1

** Correlation is significant at the 0.01 level (2-tailed)

4.5.2 Comparison of the correlation coefficients of psychological sense of community, civic engagement and social well-being between male and female participants

Table 4.24 Correlation Coefficient for Males and Females PSOC, CE and SW Measures

Sex			1	2	3
Male	PSOC	Pearson r	1		
		Sig. (2-tailed)			
	CE	Pearson r	-.306(**)	1	
		Sig. (2-tailed)	.000		
	SW	Pearson r	-.152	.408(**)	
		Sig. (2-tailed)	.079	.000	
Female	PSOC	Pearson r	1		
		Sig. (2-tailed)			
	CE	Pearson r	.305(**)	1	
		Sig. (2-tailed)	.000		
	SW	Pearson r	.235(**)	.305(**)	1
		Sig. (2-tailed)	.005	.000	

*** Correlation is significant at the 0.01 level (2-tailed).*

To compare the strength of the correlation coefficients of the three variables for female and male participants, the data were divided into two categories and correlational comparisons were done. From the output given above the correlation between:-

- PSOC and CE for male was -0.306 while for female 0.305.
- PSOC and SW was -0.152 for male and 0.235 for female.
- CE and SW was 0.408 for male while for female is lower, 0.305.

In testing the statistical significance of the difference between correlation coefficients, the values were transformed to Z-scores using transformation table.

The z-scores entered into the equation given below to get z - score observed for comparisons. The values obtained were 0 (for significance of correlation between PSOC and CE), - 0.721(for significance of correlation coefficient between PSOC and SW) and 0.992 (for significance of correlation between CE and SW). The statistical criterion states that if Z- observed lies between -1.96 and 1.96, correlation coefficients are not statistically significantly different. Therefore, we can conclude that there are no statistically significance of differences in the strength of the correlatio among the three variables for male and female subjects.

From the output given in Table 4.25 below, the correlation between:-

- SNOI and SEC; SNOI and SB; SB and SEC; and SEC and OI for male were 0.638, 0.598, 0.649 and 0.499 respectively. As per the statistical criteria the relationships between these variable were statistically positively higher.
- For the male group, the correlation between OI and SB ($r = 0.376$, $n = 135$, $p < 0.05$); OI and POCE ($r = -0.296$, $n = 135$, $p < 0.05$); SEC and PROCE ($R = -0.397$, $N = 135$, $P < 0.05$) were medium positive.
- The relationship between SNOI and OI (0.291), SNOI and PROCE (-0.297), SEC and POCE (-0.246), SB and PROCE (-0.257), OI and POCE (-0.296) were small for male subjects.
- For female groups, the correlation between SNOI and SEC; SNOI and SB; SB and SECI; and POCE and PROCE were 0.544, 0.503, 0.763, and 0.507 respectively. As per the statistical criteria the relationships between these variable were statistically positive large relationship.
- The correlation between SEC and PRIOCE (0.309), and SB and PROCE (0.301) were medium positive relationship for females.

- The relationship between SONI and OI (0.237), SONI and PROCE (0.232), SNOI and POCE (0.184), and OI and PROCE (0.203) for females were medium positive.

When significance of correlation of subscales was tested using the following formula, the relationship between SEC and OI stronger for males ($Z_{ob} = 2.712$). Again the correlation between OI and SB was similarly stronger for male ($Z_{ob} = 2.712$). For the rest of the variables no significant relationships were found.

$$Z_{obs} = \frac{Z_1 - Z_2}{\sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}}}$$

(Source; Cohen J. W (1988): *Statistical power analysis for the behavioral science*)

Table 4.25. Comparison of the correlation coefficients of PSOC and CE subscales for male and female

Sex		1	2	3	4	5	6
Male (135)	1. SNOI	1					
	2. SEC	0.638**	1				
	3. SB	0.598**	0.649**	1			
	4. OI	0.291**	0.459**	0.376**	1		
	5. POCE	-0.060	-0.246**	-0.138	-0.296**	1	
	6. PROCE	-0.297**	-0.397**	-0.257**	-0.017	0.396**	1
Female (141)	1. SNOI	1					
	2. SEC	0.544**	1				
	3. SB	0.503**	0.763**	1			
	4. OI	0.237**	0.145	0.064	1		
	5. POCE	0.184*	0.119	0.112	-0.195	1	
	6. PROCE	0.232**	0.309**	0.301**	0.203*	0.507**	1

4.6 Results of interview responses

Including basic background information, the interview guideline included twenty unstructured items designed for three kebele administrators. Before interview sessions the necessary rapport establishment steps were taken by the interviewer. For the purpose of introduction and arrangement of appropriate interview sessions, kebele 3 was visited three times, kebele 11 four times and kebele 19 two times. The administrators were interviewed in their respective offices. During interview intensive note takings and recordings were undergone by the interviewer based on their conveniences. On average the interview sessions took 1: 06hours.

After a brief description and explanation of the objectives of the interview and the meaning/interpretation of PSOC, CE and SW, questions were read for the kebele administrators one by one as they were in the guideline. Moreover, difficulties of understanding the questions by the participants were briefed in the course of interview sessions.

For the item stated, "How do you describe PSOC in residents of this kebele" (the five aspects of PSOC identified by McMillan and Chavis were described). Only the main ideas of the participants were described below.

Administrator of Kebele 03. According to this administrator, sense of togetherness among residents looks good; satisfaction of needs and opportunities for involvement in different activities in this kebele was very limited; sense of belonging and opportunities for influence was good; and shared emotional connection among residents of this kebele was higher. However, people heard criticizing and condemning government and government bodies for every thing terrible happened to them and their life.

Administrator of kebele 11. As described by this administrator, sense of togetherness was more of theoretical than practical in the kebele like other parts of Ethiopia is also observed among residents. They chat together, share what they have and support each other individually but grouped and organized togetherness

as a kebele level is not as such known. It was limited to neighborhood and friendship levels.

Administrator Kebele 19. The description of this administrator was a little bit different from the other two. She said, residents run for their own individual benefit than common goals at any cost, sharing and support is very rarely observed. According to her description, satisfaction of needs and opportunities for involvement was far from realization; level of integration was limited to small groups; the power to influence each other was higher; and shared emotional connection among residents of this kebele commonly observed during public holidays.

For the item stated, "What are advantages and disadvantages of PSOC?"

All of the administrators emphasized the advantage of the existance of sense of togetherness among community members. According to their responses, PSOC is important for effective implementation of government policies and strategies, to realize social security in the kebele, health and democratic participations in political elections.

They (except one) commonly stated the development of dependency syndrome as disadvantage of the existence of PSOC. They were more relied on describing its importance than its disadvantages.

For the item stated, "what are the threats to PSOC in this kebele and suggest possible solutions?"

The respondents identified the following as threats to PSOC.

- Residents' refusal to share ideas with government bodies.
- Demanding private life.
- Residents' disinclination to defend their neighbors from danger. They only react if it happens to them.

- Lack of awareness among the residents about the importance of PSOC.
- The impact of modernity, especially young people belief in individualism.

Respondents also touched up on some possible solutions that help to reduce the threats. The following were some of the forwarded alternative solutions to tackle the above threats to PSOC.

- Teaching the importance of living together through government medias.
- Teaching about democracy and its importance
- Teaching civil rights and ethical codes.
- Encouraging the residents to preserve some of their precious cultures.
- Intensifying formal educations.

For the item stated, “How do you describe residents’ civic CE in this kebele?”

(Notice: ten CE activities (petition, strike, donation, demonstration, protest, occupation, self management, charity purchasing, cultural events and folk festivals were briefed during the interview).

Generally, when ideas of the administrators put together, they evaluated community participation in the above activities as very poor. Some of the activities like strike and petition were almost none.

Administrator of kebele 03 added that sometimes some people observed collecting petitions for political participation and to fight challenges like domestic violence, children’s right and the like.

For the item stated, “What are the advantages and disadvantages of CE?”

Administrator of kebele 03. According to him, CE is important for developing culture of democracy and pulling individual efforts together so that it is possible to achieve common goals.

Administrator of kebele 11. He stated that residents participation in the effective implementation of government policies and strategies; and the implementation of other plans designed at kebele level are some of the advantages of civic participations.

Administrator kebele 19. Her idea was similar with the administrator of kebele 03. Nevertheless, she added that CE is the base for all aspects of development at kebele and national level.

The administrators found that civic participations are troublesome if they do not handled carefully. Most individuals in the kebeles misunderstood the concept of civic participation and they always want relate it with political agendas. They stressed that close follow up of CE is must otherwise its consequences are not good.

Administrators were also required to identify threats to CE and suggest possible solutions. In response, they forwarded the following points.

Threats

- Over suspiciousness of residents of government activities.
- Lack of awareness about the importance of civic engagement.
- The effect of globalization – individualistic philosophy of life.

Solutions

- Work on community awareness rising using media
- Reinforcing community participations.
- Work with non-government organizations and other concerned bodies.
- Forming different associations and supporting them.
- Strengthening existing cultures of participation at neighborhood level and broaden them to kebele level.

For the item stated, "How do residents of this kebele describe their SW for the last one month?" (Notice: During the interview, the five components of SW identified by Keyes (1998) as cited in Huppert, et al. (2009) - Social integration, social acceptance, social realization, social contribution and social coherence were described one by one).

Administrator of kebele 03. According to this administrator, residents highly criticize and blame us and heard saying 'I don't want to life in this kebele.' He added that, due to high need for individual growth, societal consideration is highly limited among the residents. Negative evaluation is more common.

Administrator of kebele 11. He stated that the existence of signs of positive social well-being among residents is observed, however, people do not want to live not only in this kebele but also in Ethiopia as a whole. They dream and fantasize to go abroad which might be difficult to actualize. Most people heard saying "our people are uneducated and poor and the country is under developed." So with this attitude, it is difficult to for some one to plan to live in this kebele.

Administrator of kebele 11. According to this administrator, most people heard criticizing his/her neighbors for what every terrible happened them. They underestimate one another for very minor mistakes, saying what we call in Amharic ሀዝባችን አልተማረም (our people is not educated).

For the item stated, "What are the advantages of SW?"

The administrators stated that individual residents' positive evaluation of social relationships is important for:

- Harmonious relationships among residents.
- Strengthening social participations in the kebeles.
- Ensuring social security.
- Increasing trust among residents.

- Developing sense of belonging.
- Over all development as a whole.

For the item stated, "What are the disadvantages of negative evaluation of one's SW?"

The kebele leaders forwarded the following points.

- Participation in kebele activities like cleaning, security, elections, and the like.
- The length of time one spends in the kebele.
- Collection of taxes.
- The relationships between government and the community. It reduces residents trust on government and among each other.

For the items stated, "Are there any factors that affect residents' SW in this kebele and what are the possible solutions to minimize them?"

The interviewees identified absence of trust, increasing impacts of modernization, individualism, increase in cost of living, and other similar variables as factors that affect residents' positive evaluation of social relationships.

They also suggested the following as possible solutions to reduce these factors.

- Teaching the importance of indigenous values and customs.
- Increasing residents' participations.
- Developing the link between the government and the resident among the resident themselves.
- Inviting non-governmental organizations in strengthening people's participations.

4.7 Results of the Focus Group Discussion

The focus group discussion guidelines included 13 open – ended items designed for the purpose (See Appendix D). The responses were collected both by recording the discussion in tape records form and in extensive write up. Before and during the discussion, the necessary descriptions of the basic concepts – PSOC, CE and SW were made by the moderator. The whole discussion took on average 3:45 hours and held in the morning.

For the item stated “How do you describe PSOC in residents?”

The points raised during the discussion regarding this item were as follows.

- Residents of this kebele live together peacefully. Nevertheless neighborhood conflict is sometimes observed.
- Individuals share similar values to a certain degree.
- Residents’ recognition of each others is limited to individual friendships.
- Some people know each other to a certain degree but most of them do not know each other well for they are new residents.
- Residents care about other neighbors is limited. They look for their own relatives than neighbors.
- Individuals influence each other.
- People chat on mourning, weeding and during different public events.

For the item stated “What are the threats to PSOC?”

During discussion over this issue, participants raised bad rumors, back bite, business mindedness, selfishness, being busy and leave in search of employment as main threats to PSOC.

For the item stated, "What possible alternatives do you suggest as a solution?"

The participants raised the following options as a solution to reduce threats to PSOC listed above.

- Reducing the above listed threats through discussions and other mechanisms.
- Inviting educated and experienced persons on media.
- Facilitating development.
- Preserving our ancestors' values and mores of respecting each other.
- Reducing political interferences.
- Teaching tolerance, perseverance and openness.
- Focusing also on the social relationship of residents beside economic activities.

For the item stated, "What are the advantages and disadvantages of PSOC?"

The group as a whole agreed on the importance of PSOC in general, however, they debate over the disadvantage for more than twenty minutes. As an importance it ensures healthy relationships, strengthen social security, and ensure sharing of resources, peace and reduction of crimes were raised. The only points raised as disadvantage was residents' refusal to well come the outsider i.e, if new people decided to live here and want to join us, it becomes time taking for him/her to integrate. And there might be high probability for teenagers to engage in conflict between kebeles – They group themselves in kebeles and might fight each other.

For the item raised, "How do you describe residents CE?"

Except two of the participants most of them did not participated in most of the activities raised by the moderator and have no experiences. Those who had an experience in civic engagement had participated in the distribution of scholastic

materials donations by non-governmental organization to poor resident children in the kebele.

For the item stated, "What are threats to CE?"

The following points mentioned during the focus group discussion as threats to civic participations.

- Lack of awareness among residents.
- Economic problems. Most of the residents are poor which hinder them from donations.
- Absences of someone who organize some residents' efforts to initiate civic engagements.
- Habit of criticizing others rather than supporting groups who engage in communal activities in the kebele.
- Intimidation, dishonesty and self-satisfaction.

For the item stated, "What are possible solutions to reduce these threats?"

The participants of the focus group discussion mentioned the following solutions to minimize threats listed above.

- ✓ Teaching the advantage or benefits of civic engagements.
- ✓ Taking participatory actions. Government bodies should allow community participates in formulating policies and strategies; making decisions and taking any community related actions.
- ✓ Citizenship educations.
- ✓ Challenging oppression, bribery and contentment.

For the item stated, "How do residents describe their SW?"

(Notice: the moderator read the five components - social integration, social acceptance, social contribution, social realization or actualization and social coherence of social well-being one by one with the necessary description and explanations during the course of the discussion).

Most of the participants (7, 77.78%) agreed that there was limited social integration and social acceptance evaluations among residents; medium social contribution and social realization evaluations; and poor social coherence conception. The other two participants take a middle ground on the discussion: They said that all the five variables are at medium level among residents.

For the item stated “what are the advantages of positive SW?”

All participants accepted the importance of the existence of positive social well being for it:

- ✓ Builds future hopes and aspiration.
- ✓ Increase resident participations in social issues.
- ✓ Ensures mental health of the residents.
- ✓ Builds better living environment for residents.

For the item stated, “What will be the consequences of negative SW?”

As mentioned in the focus group discussion, negative evaluation of one’s social relationship makes the person stagnant and non responsive to any social quests which frequently arise in the kebeles.

For the item stated, “What factors hinder residents form describing their SW positively?”

According to the participants, factors that hinder residents from positive evaluation of their SW are:

- ✓ Losing hope.
- ✓ Reduction in trust among community members due to increase in private life.
- ✓ Mistrust among the community members.
- ✓ Demoralization of individuals who initiated to work for the common goals in the kebele.

For the item stated, “What do you suggest to reduce these factors?”

The following were points raised on the discussion.

- ✓ Increasing awareness among the community members about the importance of SW.
- ✓ Involving residents in community related activities/businesses.
- ✓ Inviting non-governmental organizations to work on this issue.

CHAPTER FIVE

DISCUSSION

In this chapter, the major findings/results of the study about the nature of the relationships between PSOC, CE and SW in line with the basic research questions raised and prior findings are discussed. Moreover, advantages and disadvantages of PSOC, CE and SW; the consequences of negative SW; threats to PSOC, CE and SW and possible solutions to reduce the threats are discussed in this section in relation to past research findings and theoretical models.

5.1 Residents' psychological sense of community

Responses of all subjects (i.e. residents, administrators and community representatives) collected through questionnaires, interview guidelines and focus group discussion revealed that:

- There was above average PSOC. The kebeles were relatively a good place to live in; residents share the same values, recognize each other, know each other to certain degree, limited care about other neighbors, influence each other individually and chat during social occasions like mourning and weeding. But it was limited to small congregations.
- There was no significant difference in the overall PSOC and its subscales for males and females, except SB which was higher for males.
- PSOC increases as age increases and higher for older kebele residents. However, among the subscales of PSOC, no significant difference was observed for SNOI and OI according to age.
- No statistically significant difference was observed in the overall PSOC according to educational levels. However, SEC, and SNOI were higher for educated residents.

- The overall PSOC and its subscales (SB, OI and SNOI) were higher for those residents who stayed for a longer period of time in the town. However, no significant difference was observed for SEC.
- There were no significant difference in total PSOC and its subscales: SNOI, SEC, and OI according to marital status. However, SB was higher for widowed residents.

According to Cottrell (1976 cited in Dalton et al., 2007), PSOC is one of the characteristics of competent community. A community in which there is positive PSOC, commitment, self-other awareness, articulateness, communication, conflict accommodation, participation and socialization is high. Even though, it was not stronger as expected, the result of the current study also revealed average PSOC among the residents. The kebeles were relatively good places to live in; individuals share the same values; recognize each other at individual base; care about other neighbors; influence each other; appreciate living in the kebeles and chat during social occasions like mourning, weeding; and celebration of public holidays.

As indicated above, there was no significance of difference in the mean overall PSOC and its subscales for males and females. It was also not significant across educational level. Similarly, Wilkison (2008) confirmed that gender does not increase interaction and will not likely to affect cohesion. Moreover, other researchers too have found no significant gender differences in PSOC (Prezza et al., 2001; and Obst et al, 2002 cited in Wilkison, 2008).

The result of the current study revealed that PSOC increase with age. Some prior research reports supported the finding while others not. For instance, Wilkinson (2008) confirmed that PSOC decline with age for limited relationships as age increases. Similarly, some researchers also found positive relation between age and social cohesions (Brodsky et al., 1999; Buckner, 1988; Davidson and Cotter, 1986 cited in Wilkinson, 2008). Hunter (1975; cited in Wilkinson, 2008), however, found that age had no significant influence on PSOC.

The result of the current study shows that the overall PSOC and its subscales (SB, OI and SNOI) were higher for those who stayed for a longer period of time in the town. Correspondingly, former findings supported the result. Community time duration positively influenced PSOC (Hunter, 1975 cited in Wilkinson, 2008). The reason for this positive correlation was that people who have always lived somewhere or lived there for a longer period of time are likely to know more residents and know them better. However, to the knowledge of the researcher, no research was conducted on the relationship between PSOC subscales and age.

The study shown that there was no significance of difference in total PSOC and its subscales: SNOI, SEC, and OI. Hunter (1975 cited in Wilkinson, 2008) also confirmed similar results for the global PSOC.

5.1.1 Threats to psychological sense of community

The main threats were:

- Increase in cost of living. Increase in cost of living restrains residents from social interaction. This made residents to consider living together as disadvantageous. Residents run for their own individual benefit than common goals at any cost, sharing and support very rarely observed. Need to lead private life was more dominant among the residents, especially young people. Similarly, frequent social interaction abuses by some residents and denial of promises also decreases sense of togetherness. In sum, bad rumors, back bite, business mindedness, selfishness and busyness limit social interaction.
- Limited professional advisors – educated professionals support in teaching the importance of living together, except rare media advocacies, were limited. This makes residents to have low understanding of the importance of sense of togetherness.
- Unemployment and leave in search of employment.
- People did not know each other well and did not want to approach others. As the town is a growing one, there are also a lot of new comers.

- Differences in perspectives among residents in their political out look, religion, economic status, language and culture.
- Absence of respect among the community members.
- Limited experiences of helping each other.
- Corruption and absence of good governance. Kebele administrators' inability to organize residents and tendency to prefer to search for differences rather than similarities. Residents distance themselves from government bodies, and refuse to share things with.
- Most of the residents did not like to defend his/her neighbors from danger. They only react if it happens to them.
- Lack of awareness among the residents about the importance of PSOC.

As shown above, increase in cost of living, unemployment, diversity, corruption and absence of good governance, and lack of awareness about the importance of PSOC were the main threat to PSOC. Likewise, Sarason (1974 cited in Dalton et al., 2007) confirmed overpowering weakening of PSOC owing to intensive isolation, anomie and segregation in many contemporary societies. The birth of large industries, increased urbanization, growth of centralized bureaucratic structures were social fragmentation, anomie, weakening of social links and individual closure with in private sphere were associated with a community's decline in PSOC (Colombo et al., 2001). Increasing imbalance between local and centralized structures are contributing factors for the decline of sense of community (Kingston et al., 1999).

5.1.2 Suggestions to reduce threats to psychological sense of community.

- Working in coordination with professionals.
- Teaching the importance of social relationships and living together.
- Strengthening the existing relationships/networks among the residents such as sociability, trust, hospitality and tolerances.

- Respecting and supporting each other.
- Train kebele administrators on mechanisms of social relationships and teaching the importance of living together through government media.
- Facilitating residents' participations in community issues through discussions.
- Establishing corruption free governance.
- Reinforcing initiations among the community members to work together.
- Treating community differences carefully.
- Teaching democracy, civil rights and ethical codes.
- Facilitating the over all development of the nation.

According to Sarason's (1974 cited in Dalton et al., 2007) suggestion, community psychologists should focus on development and continuation of the progressive demolition of PSOC in their work in order to alleviate the trend. Similarly, the current finding confirmed the suggestion. Professional involvements in reducing the threat were demanded. And cooperation, respect, support, awareness, strengthening existing social network, participation, building trust and enhancing over all development strengthens PSOC.

5.1.3 Advantages and disadvantages of psychological sense of community

Advantages

- It boosts economic and psychosocial development and enhances performances - what is called in Amharic “ድር ቢያብር አንበሳ ያስር።” Which means “Group of cotton threads knot a lion.” PSOC is important for effective implementation of government policies and strategies, ensuring social security, health, democratic participations in political election and economic growth.

- It enables residents to solve economic, social and political problems and challenges together timely by generating possible solutions. It gives power for the community through unity and it is the base for open discussions among the community members.
- It brings about open-mindedness, adore and value among the residents.
- It strengthens collaboration and support.
- It saves residents from possible external and internal threats and dangers.
- It helps to ensure sharing of resources, peace and reduce crimes.

As indicated above, the findings of the current study revealed that PSOC is important for economic and psychosocial developments, solving societal problems, build tolerance, create love, establish respect, and strengthen cooperation and support, enables to defend external threats, ensure sharing of resources and peace, and challenging possible crimes in the community. Similarly, the preceding findings confirmed that PSOC strengthens sense of belonging, identity, emotional connections and well-being (Fisher et al., 2002). People experiencing and perceiving a sense of community are better adjusted, feel supported, have connection to other people and to goals that are above and beyond their own limited areas, and have stronger levels of social support and social connectedness (Fisher and Sonn, 2002). A strong sense of community act as a buffer against threats, provides a place in which to express our identities, and help us deal with changes in our world. It has also great contribution for neighborhoods, psychosocial rehabilitation programs, community organizations, faith institutions and international community of interest (Peterson et al., 2007)

Disadvantages

The most sited disadvantages of PSOC were the following.

- If it is not properly handled, it creates dependence on one another.
- It might open an opportunity to develop rage towards outsiders, which means refusal to well come the outsider who comes for different purposes.

According to former findings, communities vary greatly in the nature of their boundary maintenance. Some are far better friendly to strangers and new ideas while other stiff and resistant to the newcomers (Klein, 1968). The finding also confirmed similar result.

5.2 Residents' civic engagement

In the current study CE is below average among the residents. Community participations in CE activities were very poor. For some of the activities like strikes and signing petitions is almost non-existence. However, sometimes very few people were observed in collecting petition for political participation, to fight challenges like domestic violence and children's right.

This might indicate people's limited understanding of CE and its significance. Conversely, effective CE requires understanding of and information about current problems, recognition by the elites, and involvement of any groups and individuals (Haptmann, 2005).

There was no significance of differences in the over all civic engagement and its subscales between according to gender. The finding of research done on adolescents supported the current result partially. According to Albanesi et al. (2007), there is no significance of difference in total CE and PROCE across sex (Only POCE was higher for males).

In the current study, PROCE and TCE were significant according to age of the residents. They were higher for older residents. But no significance of difference was observed in POCE across age. Past research findings partially supported the present report. In prior findings of research done on adolescents, no significance of differences in CE and its subscales were found according to age (Albanesi et al., 2007).

5.2.1 Threats to civic engagement and their possible solutions

The results of the current study revealed the following threats to CE and their possible solutions.

Threats

- Differences in age, religion, language and other social statuses.
- Absence of experiences of working together.
- Considering participation as disadvantageous by residents.
- Ever widening of the gap between the poor and the rich.
- Unwanted rumors. People spent most of their time in talking together than working together.
- Absence of equal treatment by government bodies.
- Kebele administrators limited capacity to facilitate civic engagements and over suspiciousness of residents of government plans and activities.
- Corruption. Most of the time civic organizations are corrupted by nominated leaders.
- Lack of awareness among residents on civic engagement.
- Absences of someone who organize residents' effort to initiate civic engagement activities.
- Habit of criticizing others rather than supporting groups who engage in communal activities.
- "Modernity."– Individualistic philosophy of life and need to lead private life.
- Over suspiciousness of residents of government plans and activities.

In the present study, as indicated above, diversity, lack of experiences, increase in cost of living, absence of good governance and corruption and government-resident disagreements are the main factors that affect civic engagement. Similarly, Hauptman (2005) stated that coercion, complacency, authoritarianism and globalization are the main challenges of civic engagement. He also concluded widening involvement of governments

extending beyond the traditional spheres into environment, health and resources resulted in the emergence of many interest groups, frequently emphasizing single issues, which brought their concerns to government attention.

Solutions

- Holding frequent discussions among government bodies and community members concerning civic participation in order to build trust between community and government bodies and among community member themselves.
- Fighting corruptions.
- Teaching the advantages of civic engagement with examples.
- Reducing the gap between the poor and the rich.
- Developing openness- encouraging free discussion on societal issues.
- Listening to community voices. Taking participatory actions. Government bodies should allow community to participate in formulating policies and strategies; making decisions and taking any community related actions so that they are reinforced.

- Citizenship educations.
- Challenging corruption.
- Solving problems and challenges on the spot.
- Building free community – a community who can express its needs with out fear.
- Work on community awareness raising using media.
- Work with non-government organizations and other concerned bodies
- Forming different associations and support groups.

Even though, they did not exactly stated as above, former researchers addressed measures them in their studies. Increasing understanding on civic engagement,

involvement in organizations and clear goal setting are important to solve problems with civic engagement (Hauptman, 2005). Moreover, Effective civic engagement requires understanding of and information about current problems; recognition by the elites; and involvement of any groups and individuals (Hauptman, 2005).

5.2.2 Advantages and disadvantages of civic engagements

Advantages

- It brings rapid economic and psychosocial development. Civic engagement is the base for all aspects of development.
- It reduces loneliness.
- It enables to put together efforts so that what difficult for an individual will be accomplished - what we call in Amharic “አንድነት ሃደል ነው። ፣ በሃሳብ አንድ ከሆኑ ብረትን በጥርስ...።”
- It builds community capacity in fighting corruption.
- It creates secure living environment for residents.
- It builds trust and hopefulness among the community members.
- It enables to find new things.
- It creates job opportunity.
- It develops culture of support and cooperation.
- Develops culture of democracy; pulling individual efforts together so that it is possible to achieve common goals. Effective implementation of government policies and strategies and other plans designed at kebele level.

Consistent with the above finding, Hauptman (2005) asserted that CE is collective and individual actions designed to identify and deal with issues of public concern and may keep going in the forms of individual volunteerism, organizational involvement, and electoral participation, efforts to directly address an issue, working with others in a community to solve a problem and interacting with the institutions of representative democracy through neighborhood association, voting, serving as a community leader and writing a letter to an elected officials.

Disadvantages

- It may increase sense of dependence.
- It may aggravate simple problems – leads to unwanted strikes for instance.
- Economic wastage – it may reduce sense of responsibility if mishandled.

Consistent with the above, Hauptman (2005) concluded that if civic engagement is not non-violent and goal directed both individually and collectively, it result in failures.

5.3 Residents' social well-being

Social well-being is about average among the residents. There are limited social integration and social acceptance evaluations; medium social contribution and social realization evaluations; and poor social coherence conception.

According to McDowell and Newell (1987 cited in Larson, 1992), social well-being is dimension of an individual's well-being that concerns how he gets along with other people, how other people react to him or her, and how he or she interacts with social institutions and societal mores McDowell and Newell (1987 cited in Larson, 1992). Social well being is the outcome of most favorable relationship, 'fit', between person and social situation and build within social and community structures, where individuals be obliged to face many social tasks and defies (Keyes, 1998 cited in Albanesi et al., 2007).

The result of the prior studies implies social well-being among the residents needs to be improved.

In the current study, social well-being is slightly greater for females than males. A study conducted on Italian adolescents by Albanesi et al. (2007) also confirmed significant SW difference according to gender. But in their result males scored higher than females.

5.3.1 Threats to social well-being and its possible solutions

Threats

Some of the common threats identified by the residents were;

- Absence of openness among the community.
- Administrative problems. Kebele and other government leaders do not motivate and inspire residents.
- Political interferences.
- Difficulty to convince others. There is rigidity among the residents and stubborn to discussion over the future.
- Awareness of goal setting and planning for common goods is not well developed in the community.
- Absence of trust, increase in the impact of modernization, individualism, increase in cost of living, and other similar factors affect residents' positive evaluation of social relationships.
- Loosing hope.
- Reduction in trust among community members due to increase in private life.
- Demoralization of individuals who initiated to work for the common goals of the community in the kebele.

Possible solutions

- Building good governance.
- Initiating local associations for the betterments of residents.
- Teaching the values of social well-being.
- Reducing unwanted political interferences. Creating violent free political and social freedom.
- Supporting and valuing each other.
- Willingness among community members to participant in common residential activities should be initiated, strengthened and put into action.
- Building honesty among residents.

- Reducing unwanted obligations. Rather work in common understandings for the future.
- Running open discussions over different social issues.
- Setting common goals for the community as a whole.
- Teaching the importance of indigenous values and customs.
- Increasing residents' participations.
- Increasing awareness among the community members about the importance of social well-being.
- Involving residents in community related activities/businesses.
- Inviting non-governmental organizations to work on social well-being issues.
- Developing the link between the government and the resident.

5.3.2 Advantages of social well being

Self-report questionnaire, focus group discussion and interview reports shows the following points as the advantages of positive evaluation of social well-being.

- It enables the community members to generate the best alternatives to solve social, economic and political problems.
- Resource mobilization becomes simple.
- Harmonious relationships among the community members will be created.
- It strengthens social participations, social security.
- Builds future hopes and aspiration.
- Ensures mental health.
- Builds better living environment
- Increasing trust among residents and develop sense of belonging.
- Residents hopefully aspire to live in the town in the future.
- Residents become happy and enjoy their current life in the town.

5.3.3 Disadvantages of negative social well being

- It threatens healthy social relationships among community members.
- It inhibits residents from participation in common activities in the kebele.
- Insecurity may be developed among community if some one negatively evaluates social relationship. He/she may not no more want to live in the town.
- Participation in kebele activities like cleaning, security, election, and the like may be reduced.
- Collection of taxes becomes difficult.
- Negative evaluation of one's social relationship makes the person stagnant and non responsive to any social quests which frequently arise in the kebeles.
- It hurts the relationships between government and the community. It reduces residents trust on government and among each other.

5.4 Correlations

There was no statistically significant correlation between PSOC and CE. This data do not confirm the hypothesis "There was a positive relationship between PSOC and CE." Research done on Italian adolescents by Albanesi et al. (2007), however, indicated the significant positive correlation between sense of community and civic engagement. The finding of the current study was also inconsistent with the former one. A possible explanation could be organized and consistent engagement in civic activities was far from realization in this nation. An alternative explanation could be people fear to express and engage in protest oriented activities.

The correlation between PSOC and SW was not found statistically significant. This data do not confirm the hypothesis "There is a positive relationship between PSOC and SW" A feeling of belonging to meaning full social context increase social well-being (Berkman, et al., 2000 cited in Albansi, 2007). The finding is also inconstant with Prior results. For instance, Pretty et al., (2006), from their research finding on

Australian community, concluded that positive sense of community is crucial aspect to well-being and mental health promotion. However, the finding of the current study was contrary to the former findings.

There was statistically significant medium positive correlation between CE and SW. This data confirm the hypothesis "There is a positive relationship between CE and SW." The finding was also consistent with the former research results which says "contributions given to the community through participation entail a desire for life that facilitate individual social well being (Wandersman and Florin, 2000 cited in Albanesi et al., 2004). Similarly, Gibson (1992) as cited in Garcia et al.(1999) concluded that participation in social movements involves enlargement of personal identities and represent an opportunity for self-realization. It was also observed that activism enables activities to develop and to live according to concerns rooted in a sense of who they are and who they want to be" (Taske, 1997 ; cited in Albanesi et al., 2007).

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Summary

The main objective of this study is to assess the nature of relationship between PSOC, CE and SW in three selected kebeles in Adama town of Oromia Regional State.

The study involved sample subjects of 276 residents, 9 community representatives and 3 kebele administrators.

In order to deal with the basic research questions of this study, the related literatures were reviewed. With the help of questionnaires, interview guideline and focus group discussion, nature, correlation, advantages, disadvantages and threats of PSOC, CE and SW were assessed. Based on the data obtained the findings were analyzed and discussion was made in relation to the existing literatures. Based on the analysis, the following major findings were obtained:

- There was above average psychological sense of community among residents.
- No significant difference was found in the mean overall PSOC and its subscales between male and female residents.
- Psychological sense of community increases with age.
- The overall PSOC and its subscales (SB, OI and SN) were higher for those who stayed longer in the town. But, no significance difference was observed for SEC of residents.
- No significant difference was observed in the overall PSOC according to educational levels. However, SEC and SNOI for involvement were higher for educated participants.

- Sense of belonging was higher for widowed. However, there was no significant difference in total PSOC and its subscales: Satisfaction of needs and opportunities for involvement, Support and emotional connections, and opportunities for influence.
- Increase in cost of living, absence of professionals, unemployment and leaving the town in search of employment, being strange, differences in perspectives among residents in their political outlook, absence of respect, difference in economic status, corruption and absence of good governance, diversity and Lack of awareness are threats to PSOC.
- Coordination, advocacy, strengthening the existing relationships /networks, teaching respect and support, organizing trainings on PSOC, establishing corruption free governance, using reinforcement, treating community member differences carefully, teaching democracy and civil rights and ethical codes and facilitating the over all development of the nation are possible alternative solutions to reduce threats to PSOC.
- As an advantage, PSOC enhances economic and psychosocial development, performances; enables residents to solve problems and challenges together timely; brings about tolerance, love and respect among the residents; strengthens cooperation and support; saves residents from possible external and internal threats and dangers; helps to ensure health, social security, sharing of resources, peace and reduction of crimes.
- Civic engagement was below average among the residents.
- There were no statistically significant differences in the over all civic engagement and its subscales according to gender.
- PROCE and TCE were significant across age. They were higher for older residents. However, no significant difference was found in the mean protest-oriented civic engagement across age was observed.
- Protest-oriented civic engagement, pro-social civic engagement, and total civic engagement score are higher among residents who spent smaller time in the town.

- No statistically significance of differences were found in the over all CE and PROCE across educational level.
- Statistically significant difference was found among mean scores of PROCE and TCE according to marital status. They were higher for unmarried residents
- Identity differences, absence of experiences in working together; increase in cost of living; considering participation as disadvantageous; corruption; lack of awareness, modernity and over suspiciousness of residents of government plans and activities are threats to CE.
- As suggested by residents, the possible solutions in reducing threats to CE includes holding frequent discussions, teaching the advantages of civic engagement; reducing the gap between the poor and the rich; developing openness; listening to community voices; participatory actions; citizenship educations; challenging corruption; building free community; work on community awareness rising using media; work with non-government organizations and other concerned bodies; forming different associations and support groups; and strengthening existing cultures of participation.
- As suggested by residents, civic engagement brings rapid economic and psychosocial development; reduces loneliness; put together efforts; builds community capacity of fighting corruption; creates secure living environment for residents; builds trust and hopefulness; creates job opportunities; develops culture of support and cooperation; develops culture of working together for common goals.
- Increasing sense of dependence and economic wastage are possible disadvantages of civic engagement.
- Social well-being was average among the residents.
- Social well-being score of females was slightly higher than that of males.
- There was significance of difference in social well-being across age. Where as social well-being was higher among younger residents.

- There were no statistically significance of differences in social well-being across marital status of the residents.
- Statistically, very insignificant differences were observed in social well-being across educational status of the residents.
- Absence of openness among the community, administrative problems, political interferences, difficulty to convince others, lack of awareness of goal setting and planning for common goods; absence of trust, individualism, losing hope and demoralization are factors that affect SW.
- As suggested by the participants, building good governance, initiating local associations, teaching the values of social well-being, reducing unwanted political interferences, creating violent free political and social freedom, supporting and valuing each other, willingness, building honesty, reducing unwanted obligations, running open discussions, setting common goals, awareness raising and developing better link between the government and the resident are some of the common suggestions to reduce threats to SW.
- SW enables the community members to generate the best alternatives to solve socio-economic and political problems; resource mobilization; harmonious of relationship establishment; strengthens social participations and social security; builds aspiration; builds better living environment; increases trust and develop sense of belonging; creates hopefulness; create happiness and joy among the residents.
- Negative social well-being threatens healthy social relationships among community members; inhabits residents from participation in common activities; development insecurity among community, disliking to live in the town; and hurting the relationships between government and the community.
- There were no statistically significant correlations between PSOC and CE, and PSOC and SW. However, there was statistically significant medium positive correlation between the mean scores of CE and SW.

6.2 CONCLUSIONS

Based on the findings, it can be concluded that psychological sense of community among residents was good but it needs to be improved more. As the age and length of time increase social well-being also increases. Among the subscales of PSOC, SEC and SNOI were higher for educated participants.

The study also suggested that increase in cost of living, absence of professionals, unemployment and leave in search of employment, being strange, differences in perspectives among residents in their political out look, absence of respect, difference in economic status, corruption and absence of good governance, diversity and lack of awareness were threats to PSOC. In order to alleviate these threats the current finding suggested coordination, advocacy, strengthening the existing relationships/networks, teaching respect and support, establishing corruption free governance, treating community member differences carefully, teaching democracy and civil rights and ethical codes and facilitating the over all development of the nation as possible alternatives.

It can be concluded that PSOC enhances economic and psychosocial development, increase performances; enables residents to solve problems and challenges together timely; brings about tolerance, love and respect among the residents; strengthens cooperation and support; saves residents from possible external and internal threats and dangers; helps to ensure health, social security, sharing of resources, peace and reduction of crimes.

The current study revealed that, civic engagement was lower among residents. When it was compared across demographic characteristics of the participants, it varies. The total civic engagement was higher for older participants. Protest-oriented, pro-social, and total civic engagement were higher among residents who spent smaller time in the town and for those who are unmarried.

Differences in identity, absence of experiences in working together; increase in cost of living; considering participation as disadvantageous; corruption; fear; lack of awareness, modernity and over suspiciousness of residents of government plans and activities are threats to civic engagements in the town.

As suggested by residents, the possible solutions in reducing threats to CE includes holding frequent discussions, fighting corruptions, teaching the advantages of civic engagement; reducing the gap between the poor and the rich; developing openness; listening to community voices; participatory actions; citizenship educations; challenging corruption; building free community; work on community awareness rising using media; work with non-government organizations and other concerned bodies; forming different associations and support groups; and strengthening existing cultures of participation.

Civic engagement brings about economic and psychosocial development; reduces loneliness; put together efforts; builds community capacity of fighting corruption; creates secure living environment for residents; builds trust and hopefulness; creates job opportunities; develops culture of support and cooperation; develops culture of working together for common goals. However, if there was no clear understand about the nature of civic engagements among the residents, it increasing sense of dependence and economic wastages.

From the current study, it can be concluded that social well-being was moderate among the residents and it was slightly higher for female and younger residents. It also revealed the following as threats to social well-being: absence of openness among the community, administrative problems, political interferences, difficulty to convince others, lack of awareness of goal setting and planning for common goods; absence of trust, modernization, loosing hope and demoralization are factors that affect SW. As suggested by the participants, building good governance, initiating local associations, teaching the values of social well-being, reducing unwanted political interferences, creating violent free political and social freedom, supporting and valuing each other, willingness, building honesty,

reducing unwanted obligations, running open discussions, setting common goals, awareness rising and developing the link between the government and the resident are some of the common suggestions to reduce threats to social well-being.

Social well-being enables the community members to generate the best alternatives to solve socio-economic and political problems; resource mobilization; build harmonious relationship; strengthens social participations and social security; builds aspiration and hopefulness; builds better living environment; increase trust and develop sense of belonging; create happiness and joy among the residents. However, negative social well-being threatens healthy social relationships among community members; inhibits residents from participation in common activities; development insecurity, dislike to live in the town; and hurting the relationships between government and the community.

In the current study, psychological sense of community was not significantly correlated with social well-being and civic engagement. However, it had shown statistically significant medium positive correlation between CE and SW.

6.3 RECOMMENDATIONS

Although the area demands more detailed and frequent study, on the bases of present findings, it is reasonable to forward the following short and long-term recommendations.

- As PSOC, CE and SW are important for economic, psychosocial and political activities in a given community, it is important to focus on them by community development (economy, politics, health and security) agents.
- Taking into account the importance of PSOC, it is important to increase coordination, advocacy, strengthen the existing relationships /networks, develop sense of respect and support, establish corruption free

governance, treat community member differences carefully, teach democracy and civil rights and ethical codes, and facilitate the over all development of the nation as possible alternatives.

- In order to enhance civic engagements, it is advisable to hold frequent discussions; reduce the gap between the poor and the rich; develop openness; listen to community voices; establish citizenship educations; challenge corruption; building free community; work on community awareness rising using media; work with non-government organizations and other concerned bodies; form different associations and support groups; and strengthen existing cultures of participation.
- In order to make residents' social well-being positive it is advisable to build good governance, initiate local associations, teach the its values, reduce unwanted political interferences and create violent free political and social freedom, teach supporting and valuing each other, build willingness, build honesty, reduce unwanted obligations, run open discussions, set common goals, and develop the link between the government and the resident.
- Finally, the researcher invited researchers to do more investigations on the correlation of PSOC with CE and SW as the current study is inconsistent with prior findings

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Appendix A - Questionnaire

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Faculty of Education
School of Graduate Studies
Department of Psychology

Questionnaire to be filled by Residents

Objective: This study is aimed at assessing the relationship among psychological sense of community, civic engagement and social well-being among in Adama residents. The result obtained from this study believed to have a contribution in the overall psychosocial development of Adama residents in specific and urban residents in general. Please provide genuine information.

- N.B**
1. The information obtained is going to be used only for the research purpose and will be kept confidential.
 2. If you encounter any ambiguity, it is necessary to ask.
 3. Do not write your name and other related personal information on the questionnaire.
 4. This booklet has four parts.sss

Part I General Information

1. Name of Kebele 03 11 19
2. Sex Male Female
3. Age < 30years 31 – 45years 46 – 60 years > 60
4. How many years did you stay in the kebele ? < 1 years 2 - 5 years
6 - 10 years >10 years
5. Educational status 12th Certificate (12+1) Diploma Degree >degree
6. Marital status married Unmarried Divorced Widowed

Part II - Residents' Psychological Sense of community

Instruction - Read the statements written below very carefully. Then, using the scaling provided put a tick mark (✓) for each of your choices.

1. In this kebele there are enough initiatives for residents.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me Equally true and false
2. In this kebele it is easy to find information about things that interest residents.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me Equally true and false
3. In this kebele, residents can find many opportunities to amuse themselves.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me Equally true and false
4. This kebele gives me opportunities to do many different things.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me Equally true and false
5. There are many activities that residents can do in my kebele.
Absolutely true for me Mostly true for me
Mostly false for me Mostly false for me Equally true and false for
6. In this kebele, there are many situations and initiatives which are able to involve residents like me.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me
7. In this kebele, there are enough opportunities to meet other people.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me

8. I spend a lot of time with other residents that live in this kebele.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me
9. Many of my real friends are living in this kebele.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me
10. I like to stay with other people which live in this kebele.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me
11. In this kebele, I feel I can share experiences and interests with other people.
Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me
12. I think I have a lot in common with other people that live here.
Absolutely true for me Mostly true for me
Mostly false for me Mostly false for me
Equally true and false for me
13. In this kebele, there are people able to stay beside me if I need it.
Absolutely true for me Mostly true for me
Mostly false for me Mostly false for me
Equally true and false for me
14. If I need a little help, I can ask for it to someone who lives in my kebele.
Absolutely true for me Mostly true for me
Mostly false for me Mostly false for me
Equally true and false for me

15. If I feel like talking I can generally find someone in my kebele to chat to.

- Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me

16. There are people here that represent an important source of moral support for me.

- Absolutely true for me Mostly true for me
Mostly not true for me Absolutely false for me
Equally true and false for me

17. In this kebele, it is not difficult to find someone that can give some advice if I have to take a decisions.

- Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me

18. People in my kebele collaborate together.

- Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me

19. People in this kebele support each others.

- Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me

20. People in my kebele work together to improve things.

- Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me

21. Many people in this kebele are willing to help each other.

- Absolutely true for me Mostly true for me
Mostly false for me Absolutely false for me
Equally true and false for me

22. In my kebele, people look for each other and get along well.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

23. Many of the people in my kebele are willing to share things.

Absolutely true for me Mostly true for me

Mostly false for me Mostly false for me

Equally true and false for me

24. I think this is a good kebele to live in.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

25. This is a pretty kebele.

Absolutely true for me Mostly true for me

Mostly false for me Mostly false for me

Equally true and false for me

26. I feel like I belong to this kebele.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

27. I feel safe here.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

28. As compared to others my kebele has many advantages.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

29. Some of our local holidays and celebrations attract many people because they are very nice and well organized.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

30. During local holidays and celebrations, I feel proud to live here.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

31. I like to notice that when some local events are organized, many people participate and get involved.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

32. In this kebele, there are many places loved and appreciated by all inhabitants.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

33. Honestly, I feel that if we engage more, we would be able to improve things.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me Equally true and false for me

for me

34. If only we had the opportunity, I think that we could be able to organize something special for our kebele.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

35. If the people here were to organize, they would have good chance of reaching their desired goals.

Absolutely true for me Mostly true for me Mostly false for me

Absolutely false for me Equally true and false for me

36. I think that people who live here could change things that are not properly working for the community.

Absolutely true for me Mostly true for me

Mostly false for me Absolutely false for me

Equally true and false for me

37. What are possible threats to psychological sense of community in this Kebele? List some.

38. What possible solutions do you suggest to reduce them?

39. What are the advantages and the disadvantages of psychological sense of community?

A. Advantage _____

B. Disadvantages _____

Part III - Residents' Civic engagement

Instruction - Read the statements written below very carefully. Then, using the scaling provided put a tick mark (✓) for each of your choices.

1. During the previous year how often did you participate in political manifestation in your kebele?

Most of the time Sometimes Seldom Rarely Never

2. In the previous year how many times did you participate in protest parades in your kebele?

Most of the time Sometimes Seldom Rarely Never

3. During the previous your, how often did you involve in occupation of kebele associations?

Most of the time Sometimes Seldom Rarely Never

4. In previous year, how often did you involved in Self management of kebele activities?

Most of the time Sometimes Seldom Rarely Never

5. How many times did you involve in charity purchasing in your kebele?

Most of the time Sometimes Seldom Rarely Never

6. During previous year, how many times did you participate in donation in your kebele?

Most of the time Sometimes Seldom Rarely Never

7. How often did you participate in cultural events in your kebele in previous year?

Most of the time Sometimes Seldom Rarely Never

8. How often did you participate in local folk festivals in your kebele in previous year?

Most of the time Sometimes Seldom Rarely Never

9. During previous year how many times did you participate in petitions collection in your kebele?

Most of the time Sometimes Seldom Rarely Never

10. In previous year, how many times did you engaged in strikes in your kebele?

Most of the time Sometimes Seldom Rarely Never

11. What hinders residents from civic engagement?

12. What possible solutions do you suggest to enhance civic engagement?

13. What are the advantages and the disadvantages of civic engagement?

A. Advantages

B. Disadvantages

Part IV - Residents' Social Well Being

Instruction - Read the statements written below very carefully. Then, using the scaling provided put a tick mark (✓) for each of your choices.

1. In the last month, how much of the time did you feel that you had something important to contribute to society?

Every day Most of the days Some of the days

Few days Rarely Never

2. In the last month, how much of the time did you feel that you belonged to a community (like a social group, your school or your neighborhood)?

Every day Most of the days Some of the days

Few days Rarely Never

3. In the last month, how much of the time did you feel that our society is becoming a better place?

Every day Most of the days Some of the days

Few days Rarely Never

4. In the last month, how much of the time did you feel that people are basically good?

Every day Most of the days Some of the days

Few days Rarely Never

5. In the last month, how much of the time did you feel that the way our society works made sense to you?

Every day

Most of the days

Some of the days

Few days

Rarely

Never

6. What are threats to social well being in this kebele?

7. What possible suggestions do you forward to reduce these threats?

8. What are the advantages of social well-being?

9. What are the disadvantages of negative evaluations one's social well-being?

Appendix B – Focus Group discussion guidelines

Addis Ababa University
Faculty of Education
School of Graduate Studies
Department of Social Psychology

Focus group discussion Guide for Community Leaders

Objective: This study is aimed at assessing the relationship among psychological sense of community, civic engagement and social well-being among in Adama residents. The result obtained from this study believed to have a great contribution in the overall psychosocial development activities of Adama residents in specific and urban residents in general. Please provide genuine information.

Thank you in advance!

Part I - Basic information

1. Name of the moderator _____
2. Name of note taker _____
3. Date _____
4. Duration of group discussion _____
5. Name of photographer _____
6. Name of picture recorder _____

Part II - Main information

1. How do you describe psychological sense of community in residents?
2. What the threats to psychological sense of community?
3. What possible solutions do you suggest as a solution?
4. What are the advantages and disadvantages of psychological sense of community?
5. How do you describe civic engagement of residents?
6. What are threats to civic engagement?
7. What are possible solutions to reduce these threats?
8. What are advantages of civic engagement?
9. How do residents describe their social well-being?
10. What are the advantages of positive social well-being?
11. What factors hinder residents to describe their social well-being positively?
12. What do you suggest to reduce these factors?
13. What will be the consequences negative social well-being?

Appendix C. Interview guideline

**Addis Ababa University
Faculty of Education
School of Graduate Studies
Department of Social Psychology**

Interview Guideline with kebele Leaders

Objective: This study is aimed at assessing the relationship among psychological sense of community, civic engagement and social well-being among in Adama residents. The result obtained from this study believed to have a contribution in the overall psychosocial development of Adama residents in specific and urban residents in general. Please provide genuine information.

Thank you for your willingness in advance

Part I - Basic information

1. Kebele _____
2. Age _____
3. Sex _____
4. Educational Status _____
5. What is our field of specialization? _____
6. For how many years do you work in this kebele as a leader?

7. How many people live in this kebele? Total(average) _____ Male _____ Female _____

Part II - Main information

1. How do you describe psychological sense of community in residents of this kebele?

2. What are advantages and disadvantages of psychological sense of community?

3. What are threats to psychological sense of community in this kebele?

4. How do these threats be alleviated?

5. How do you describe residents' civic engagement in this kebele for the last one year?

6. What are advantages and disadvantages of civic engagement?

7. What are the major problems that you face as community leader that hinder community civic engagement? (List them in order of priority)

8. How do you think these problems could be addressed?

9. How do residents describe their social well-being in this kebele for the last one month?

10. What are the advantages of social well-being?

11. Are there any factors that affect residents' social well-being in this kebele?

12. What possible solutions do you suggest to lighten these factors?

13. What are the disadvantages of negative evaluations one's social well-being?"

Thank you

አዲስ አበባ ዩኒቨርሲቲ
የስነ-ትምህርት ክፍል
የድህረ-መረቃ ፕሮግራም
የሳይኮሎጂ ዲፓርትመንት

የዚህ ጥናት ዋና ዓላማ የዚህ ቀበሌ ነዋሪዎችን መሃበራዊ የአብሮነት ሥነ-ልቦና፣ ማህበራዊ ተሳትፎ እና ማህበራዊ ደህንነት ግምገማን በተመለከተ ለሚደረግ ጥናት ጠቃሚ ሀሳቦችን ለመስብሰብ ነው። በዚህ መጠይቅ የሚነሱ ሀሳቦች ጠቀሜታቸው ለዚህ ጥናት ውጤታማነት ከፍተኛ ሚና አላቸው። የሚነሱት ሀሳቦችም ለዚህ ጥናት ብቻ የሚውሉ ናቸው። በመሆኑም ማንኛውም በዚህ መጠይቅ የተጠቀሰ ሀሳብ ምስጥራዊነት የተጠበቀ ስለሆነ ትክክልኛ መልስ ነው ብለህ/ሽ ያሰብከዉን መልስ ለመስጠት ነፃነት እንዲሰጣችሁ በትህትና እጠይቃለሁ።

ስለፍቃደኝነታችሁ በቅድሚያ አመሰግናለሁ!

ማሳሰቢያ

1. የሚሠበሰበው መረጃ ጠቀሜታ ለጥናት ብቻ ነው። ሚስጥራዊነቱም የተጠበቀ ነው።
2. መጠይቁ በሚሞላበት ጊዜ ግልፅ ያልሆነ ነገር ካለ መጠየቅ አስፈላጊ ነው።
3. ሥምና ሌሎች ግላዊ መረጃዎችን መፃፍ አያስፈልገም።
4. ዩ.ህ መጥቶ አራት ክፍሎች አሉት

ክፍል አንድ: ጠቅላላ መረጃ

1. የቀበሌ ስም 03 11 19
2. ያታ ወንድ ሴት
3. እድሜ < 30 ዓመት 31 - 45 ዓመት 46 - 60 ዓመት > 60 ዓመት
4. በቀበሌው የቆዩበት ጊዜ <1 ዓመት 2 - 5 ዓመት 6 - 10 ዓመት > 10 ዓመት
5. ሥራ _____
6. የት/ት ደረጃ < 12ኛ ስርተፊኪት ዲፕሎማ ዲግሪ > ዲግሪ
7. የድርጅት አባል ከሆኑ ይጥቀሱ (እድር፣ የእርዳታ ድርጅት ፣ ወዘተ ...) _____
8. የጋብቻ ሁኔታ ያገባ ያላገባ የተለያየ የተፋታ

ክፍል ሁለት: የነዋሪዎችን ማህበራዊ የአብሮነት ሥነ ልቦና የተመለከቱ ጥያቄዎች

መመሪያ:- የሚከተሉትን አረፍተ ነገሮች በጥንቃቄ ካነበቡ በኋላ ከተሠጡት አማራጮች የምትስማማበትን/ሚበትን ይህን ምልክት (✓) በመጠቀም በተሠጠው ባዶ ማጥን ውስጥ ያኑሩት።

1. በዚህ ቀበሌ ነዋሪዎች ዘንድ በቂ ተነሣሽነት ይታያል ወይም አለ።
 በፍፁም እውነት ነው ፍፁም ውሸት ነው
 በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
 እኩል እውነትም ውሸትም ነው

2. በዚህ ቀበሌ ነዋሪዎችን ሥለሚያስደስት ነገር መረጃ ማግኘት ቀላል ነው።
 በፍፁም እውነት ነው ፍፁም ውሸት ነው
 በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
 እኩል እውነትም ውሸትም ነው

3. በዚህ ቀበሌ ነዋሪዎች እራሳቸውን የሚያስደስቱበት ብዙ እድሎችን ማግኘት ይችላሉ።
 በፍፁም እውነት ነው ፍፁም ውሸት ነው
 በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
 እኩል እውነትም ውሸትም ነው

4. ይህ ቀበሌ ብዙ የተለያዩ ነገሮችን ለመሥራት እድል ይሠጠናል።
 በፍፁም እውነት ነው ፍፁም ውሸት ነው
 በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
 እኩል እውነትም ውሸትም ነው

5. በእኔ ቀበሌ ነዋሪዎች መሥራት የሚችሉት ብዙ ሥራዎች አሉ።
 በፍፁም እውነት ነው ፍፁም ውሸት ነው
 በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
 እኩል እውነትም ውሸትም ነው

6. በዚህ ቀበሌ ውስጥ ነዋሪዎችን ሊያሳትፉ የሚችሉ ብዙ ሁኔታዎች እና ተነሣሽነቶች አሉ።
 በፍፁም እውነት ነው ፍፁም ውሸት ነው
 በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
 እኩል እውነትም ውሸትም ነው

7. በዚህ ቀበሌ ከሌሎች ነዋሪዎች ጋር ለመገናኘት ሠፊ እድል አለ።
 በፍፁም እውነት ነው ፍፁም ውሸት ነው
 በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
 እኩል እውነትም ውሸትም ነው

8. አብዛኛውን ጊዜዬን ከሌሎች የዚህ ቀበሌ ነዋሪዎች ጋር አሳልፋለሁ።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

9. ከእውነተኛ ጓደኞቼ አብዛኛዎቹ የዚህ ቀበሌ ነዋሪዎች ናቸው።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

10. እኔ በዚህ ቀበሌ ከሚኖሩ ከሌሎች ሠዎች ጋር መቆየት እፈልጋለሁ።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

11. በዚህ ቀበሌ እኔ ከሌሎች የቀበሌው ነዋሪዎች ጋር ልምድ እና ፍላጎት መለዋወጥ እችላለሁ።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

12. እኔ እዚህ ቀበሌ ከሚኖሩ ሠዎች ጋር ብዙ የጋራ ነገሮች አሉኝ።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

13. በዚህ ቀበሌ እኔ በምፈልግበት ሠዓት ከጎኔ ሊቆሙ የሚችሉ ሠዎች አሉ።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

14. እኔ እርዳታ ብፈልግ በእኔ ቀበሌ የሚኖር ሊረዳኝ የሚችል የሆነ ሰው ማግኘት እችላለሁ።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

15. እኔ ጫወታ ቢያስፈልገኝ በዚህ ቀበሌ ከሚኖር የሆነ ሠው ጋር መጫወት እችላለሁ።

- በፍፁም እውነት ነው ፍፁም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

16. በዚህ ቀበሌ ለእኔ እንደ ጠቃሚ የሞራል ምንጭነት የሚያገለግሉ ሰዎች/ነዋሪዎች አሉ።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው
17. እኔ ውሳኔ መወሰን ሲያስፈልገኝ ምክር የሚሰጠኝ የሆነ ሰው ከዚህ ቀበሌ ማግኘት ቀላል ነው።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው
18. በእኔ ቀበሌ የሚገኙ ነዋሪዎች ተባባሪዎች ናቸው።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው
19. በዚህ ቀበሌ የሚኖሩ ሰዎች ይደጋገፋሉ።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው
20. በእኔ ቀበሌ የሚገኙ ነዋሪዎች ነገሮችን ለማሻሻል አብረው ይሰራሉ።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው
21. አብዛኛው የዚህ ቀበሌ ነዋሪ ለመረዳዳት ፍቃደኛ ነው።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው
22. በእኔ ቀበሌ ሰዎች ይፈላለጋሉ፤ በሰላምም አብረው ይሆናሉ።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው
23. የዚህ ቀበሌ ነዋሪዎች ነገሮችን ለመካፈል ፍቃደኞች ናቸው።።
- ፍጹም እውነት ነው ፍጹም ውሸት ነው
- በአብዛኛው እውነት ነው በአብዛኛው ውሸት ነው
- እኩል እውነትም ውሸትም ነው

24. ይህ ቀበሌ ለመኖሪያነት ጥሩ ሥፍራ ነው።

ፍፁም እውነት ነው

ፍፁም ውሸት ነው

በአብዛኛው እውነት ነው

በአብዛኛው ውሸት ነው

እኩል እውነትም ውሸትም ነው

25. ይህ ቀበሌ ቆንጆ ቀበሌ ነው።

ፍፁም እውነት ነው

ፍፁም ውሸት ነው

በአብዛኛው እውነት ነው

በአብዛኛው ውሸት ነው

እኩል እውነትም ውሸትም ነው

26. የዚህ ቀበሌ ነዋሪ እንደሆንኩ ይሠማኛል።

ፍፁም እውነት ነው

ፍፁም ውሸት ነው

በአብዛኛው እውነት ነው

በአብዛኛው ውሸት ነው

እኩል እውነትም ውሸትም ነው

27. እዚህ ቀበሌ ስኖር ደህንነት ይሠማኛል።

ፍፁም እውነት ነው

ፍፁም ውሸት ነው

በአብዛኛው እውነት ነው

በአብዛኛው ውሸት ነው

እኩል እውነትም ውሸትም ነው

28. ከሌሎች ቀበሌዎች ሲነፃፀር ይህ ቀበሌ ብዙ ጠቀሜታዎች አሉት።

ፍፁም እውነት ነው

ፍፁም ውሸት ነው

በአብዛኛው እውነት ነው

በአብዛኛው ውሸት ነው

እኩል እውነትም ውሸትም ነው

29. በዚህ ቀበሌ የሚዘጋጁ ባህላዊ የአመት በዓላት እና ክብረ በዓላት ጥሩ እና በሠርዓት የተዘጋጁ ስለሆኑ ብዙ ሰው ይሥባሉ።

ፍፁም እውነት ነው

ፍፁም ውሸት ነው

በአብዛኛው እውነት ነው

በአብዛኛው ውሸት ነው

እኩል እውነትም ውሸትም ነው

30. በባህላዊ የአመት በዓላት እና ክብረ በዓላት ጊዜ በዚህ ቀበሌ በመኖሪ ደስታ ይሠማኛል።

ፍፁም እውነት ነው

ፍፁም ውሸት ነው

በአብዛኛው እውነት ነው

በአብዛኛው ውሸት ነው

እኩል እውነትም ውሸትም ነው

31. በዚህ ቀበሌ እንደገና ባህላዊ ክንውኖች ሲዘጋጁ ብዙ ወታዎች ሲሳተፉ እና የዝግጅቱ አካል ሲሆኑ መመልከት ያስገደብተኛል።
- ፍጹም እውነት ነው
- ሁኔታዊ እውነት ነው
- ሁኔታዊ ውሳኔ ነው
- ወይ ተሳታፊ አይደለም
32. በዚህ በቀላሉ ስህተት ላይ የሚገኙ የሚያደጉ ስርዓቶች ስታዎች አሉ።
- ፍጹም እውነት ነው
- ሁኔታዊ እውነት ነው
- ሁኔታዊ ውሳኔ ነው
- ወይ ተሳታፊ አይደለም
33. እኔ እና መሳሪያዎች ስታዎችን ከዚህ የበለጠ ከተሳተፍን ሌሎች ጥሩ መሆኑን ስዘህ ቀበሌ
- ፍጹም እውነት ነው
- ሁኔታዊ እውነት ነው
- ሁኔታዊ ውሳኔ ነው
- ወይ ተሳታፊ አይደለም
34. እኔ እንደሚባለው ጥሩ ነገር ለቀበሌያችን ማዘጋጀት እንችላለን የሚሰጠው ጥሩ እድል ሲኖረን ብቻ ነው።
- ፍጹም እውነት ነው
- ሁኔታዊ እውነት ነው
- ሁኔታዊ ውሳኔ ነው
- ወይ ተሳታፊ አይደለም
35. የዚህ ቀበሌ ነቀረቻ ሲተባበሩ ብቻ ነው ከሚፈለጉት ግብ ለመፍረስ ጥሩ እድል
- ፍጹም እውነት ነው
- ሁኔታዊ እውነት ነው
- ሁኔታዊ ውሳኔ ነው
- ወይ ተሳታፊ አይደለም
36. እኔ እንደሚባለው እዚህ ቀበሌ የሚኖር ሰው የሀብት ገቢውን ተክለኛ ትክክለኛ ስህተት ማገዝ
- ፍጹም እውነት ነው
- ሁኔታዊ እውነት ነው
- ሁኔታዊ ውሳኔ ነው
- ወይ ተሳታፊ አይደለም

37. በዚህ ቀበሌ ውስጥ የነዋሪዎችን የማህበራዊ የአብሮነት ሥነ-ልቦናን የሚሸረሸሩ ነገሮች አሉ? ካሉ ጥቀስ/ሺ::

38. ለ “37” ጥያቄ መልስሽ/ህ አለ ከሆነ እነዚህን እቅፋቶች/መክንያቶች ለመቀነስ እንደ መፍትሔ የሚያገለግሉ ሀማቦችን ጥቀስ/ሺ::

39. የመሃበራዊ የአብሮነት ሥሜት በነዋሪዎች ዘንድ መኖር ጉዳት እና ጥቅም ምንድን ነው? ሀ.ጥቅም _____

ለ.ጉዳት _____

ክፍል ሦስት: የነዋሪዎችን ማህበራዊ ተሳትፎ የተመለከቱ ጥያቄዎች

መመሪያ:- ከዚህ በታች የተሠጡትን ጥያቄዎች በጥንቃቄ ካነበቡ በኋላ በተሠጡት መርጫዎች ትይዩ በተሠጡት ባዶ ሣጥን ውስጥ (✓) ምልክት ያስቀምጡ::

1. ባለፈው አመት ምን ያህል ጊዜ በቀበሌ/ሽ በፖለቲካዊ እንቅስቃሴዎች ተሳትፈሃል /ሻል?

ብዙ ጊዜ ተሳትፍያለዎ አንዳንድ ጊዜ ተሳትፍያለዎ

በጣም አልፎ አልፎ ተሳትፍያለዎ በፍፁም ተሳትፌ አላውቅም

2. ባለፈው አመት ምን ያህል ጊዜ በተቃውሞ ሠልፎች ተሳትፈህ/ሽ ታውቃለህ /ሽ?

ብዙ ጊዜ ተሳትፍያለዎ አንዳንድ ጊዜ ተሳትፍያለዎ

በጣም አልፎ አልፎ ተሳትፍያለዎ በፍፁም ተሳትፌ አላውቅም

3. ባለፈው ዓመት ምን ያህል ጊዜ በቀበሌ ድርጅቶች መሪነት ተሳትፋሻል/ሃል?

ብዙ ጊዜ ተሳትፍያለዎ አንዳንድ ጊዜ ተሳትፍያለዎ

በጣም አልፎ አልፎ ተሳትፍያለዎ በፍፁም ተሳትፌ አላውቅም

4. ባለፈው ዓመት ምን ያህል ጊዜ በቀበሌ የራስ አስተዳደር ውስጥ ተሳትፋህ/ሽ?

13. የነዋሪዎች ማህበራዊ ተሳትፎ ጉዳት እና ጥቅም ምንድን ነው?

ሀ. ጥቅም _____

ለ. ጉዳት _____

ክፍል አራት : የነዋሪዎች ማህበራዊ ትሥሥር ግምገማን የተመለከቱ ጥያቄዎች

መመሪያ:- ከዚህ በታች የተሠጡትን ጥያቄዎች በጥንቃቄ ካነበቡ በኋላ በተሠጡት መርጫዎች ትይዩ በተሠጡት ባዶ ሣጥን ውስጥ (✓) ምልክት አስቀምጥ/ጫ::

1. ባለፈው ወር ለምን ያህል ጊዜ ለማህበረሰብ ልታበረክት የማትችለው/ይወ. ጥሩ ነገር እንዳለህ/ሽ ትሠምቶህ/ሽ ያውቃል?

ሁል ቀን በጣም የተወሰኑ ቀኖች

አብዛኛውን ቀን በጣም አልፎ አልፎ

የተወሰኑ ቀኖች ፍጹም ተሰምቶኝ አያውቅም

2. ባለፈው ወር ለምን ያህል ጊዜ የዚህ ቀበሌ ነዋሪነት ስሜት ትሠምቶህ/ሽ ያውቃል?

ሁል ቀን በጣም የተወሰኑ ቀኖች

አብዛኛውን ቀን በጣም አልፎ አልፎ

የተወሰኑ ቀኖች ፍጹም ተሰምቶኝ አያውቅም

3. ባለፈው ወር ለምን ያህል ጊዜ የምትኖርበት/ሪበት ማህበረሠብ ጥሩ የመኖሪያ ቦታ እንደሆነ ትሠማህ/ሽ?

ሁል ቀን በጣም የተወሰኑ ቀኖች

አብዛኛውን ቀን በጣም አልፎ አልፎ

የተወሰኑ ቀኖች ፍጹም ተሰምቶኝ አያውቅም

4. ባለፈው ወር ለምን ያህል ጊዜ የዚህ ቀበሌ ነዋሪዎች ጥሩነታቸው ትሠማህ/ሽ?

ሁል ቀን በጣም የተወሰኑ ቀኖች

አብዛኛውን ቀን በጣም አልፎ አልፎ

የተወሰኑ ቀኖች ፍጹም ተሰምቶኝ አያውቅም

5. ባለፈው ወር ለምን ያህል ጊዜ የዚህ ቀበሌ ህብረተሠብ ሥራ ትርጉም እንዳለው ተሠማህ/ሽ?

ሁል ቀን በጣም የተወሰኑ ቀኖች

አብዛኛውን ቀን በጣም አልፎ አልፎ

የተወሰኑ ቀኖች ፍጹም ተሰምቶኝ አያውቅም

6. በዚህ ቀበሌ የነዋሪዎችን ማህበራዊ ትሥሥር ግምገማ የሚጎዱ/የሚያዳክሙ ነገሮች አሉ? ካሉ ጥቅስ/ሽ::.....

7. እነዚህን እንቅፋቶች ለመቀነስ ምን መደረግ አለበት ትላለህ/ያሽ?
.....

8. የነዋሪዎችን ማህበራዊ ትሥሥር ግምገማ ምን ጥቅም አለው?

9. የአንድ ሰው መሀበራዊ ትስስር በአሉታዊ መልክ መገምገም ምን ጉዳት አለው?

አዲስ አበባ ዩኒቨርሲቲ
የሰነድ-ትምህርት ክፍል
የድህረ- መረቃ ፕሮግራም
የሳይኮሎጂ ዲፓርትመንት

የቡድን ውይይት መምሪያ- ለነዋሪዎች ተወካዮች የተዘጋጀ

የዚህ ጥናት ዋና ዓላማ የዚህ ቀበሌ ነዋሪዎችን የአብሮነት ሥነ-ልቦና፣ ማህበራዊ ተሳትፎ እና ማህበራዊ ደህንነት ግምገማን በተመለከተ ለሚደረግ ጥናት ጠቃሚ ሀሳቦችን ለመሰብሰብ ነው። በዚህ የቡድን ውይይት የሚነሱ ሀሳቦች ጠቀሜታቸው ለዚህ ጥናት ውጤታማነት ከፍተኛ ሚና አላቸው። የሚነሱት ሀሳቦች ለዚህ ጥናት ብቻ የሚውሉ ናቸው። በመሆኑም ማንኛውም በዚህ ውይይት የተጠቀሰ ሀሳብ ምስጥራዊነት የተጠበቀ ስለሆነ፣ ለመወያየት ነፃነት እንዲሰጣችሁ በትህትና እጠይቃለሁ።

ስለፍቃደኝነታችሁ በቅድሚያ አመሰግናለሁ!

ክፍል አንድ - መሰረታዊ መረጃ

1. የቡድን ውይይት መሪ ስም _____
2. የቡድን ውይይት ጭብጥ ፀንሰ ሀሳብ ፀጋፊ ስም _____
3. የቡድን ውይይት የተካሄደበት ቀን _____
4. የቡድን ውይይት የወሰደው ጊዜ _____
5. የፎቶግራፍ አንሸዉ ስም _____
6. የፊልም ቀራጭ ስም _____

ክፍል አንድ - ዋና መረጃ

1. በዚህ ቀበሌ የነዋሪዎች የአብሮነት ሥሜት እንዴት ይገለጻል?
2. በዚህ ቀበሌ ውስጥ በነዋሪዎች መሃበራዊ የአብሮነት ሥሜት ላይ አሉታዊ ተጽእኖ ሊያሳድሩ የሚችሉ ነገሮች ምን ምን ናቸው?
3. አሉታዊ ተጽእኖዎችን እንዴት መቀነስ/ማሰወገድ ይቻላል?
4. የመሃበራዊ የአብሮነት ሥሜት በነዋሪዎች ዘንድ መኖር ጉዳት እና ጥቅም ምንድን ነው?
5. በዚህ ቀበሌ የነዋሪዎች ማህበራዊ ተሳትፎ እንዴት ይገለጻል?

6. በዚህ ቀበሌ የነዋሪዎችን ማህበራዊ ተሳትፎ ሊቀንሱ/ሊገድቡ የሚችሉ ነገሮች ምን ምን ናቸው?
7. አሉታዊ ተጽእኖዎችን እንዴት መቀነስ/ማሰወገድ ይቻላል?
8. የነዋሪዎች ማህበራዊ ተሳትፎ ጥቅም ምንድን ነው?
9. የዚህ ቀበሌ ነዋሪዎች ማህበራዊ ትሥሥራቸውን እንዴት ይገመገማሉ?
10. የነዋሪዎች ማህበራዊ ትሥሥራቸውን በበጎ መልኩ መገምገም ምን ፋይዳ አለው?
11. ነዋሪዎች ማህበራዊ ትሥሥራቸውን በበጎ መልኩ እንዳይገመገሙ የሚያደርጉ ነገሮች ምን ምን ምን ነገሮች ናቸው?
12. የዚህ ቀበሌ ነዋሪዎች ማህበራዊ ትሥሥራቸውን በበጎ መልኩ መገመገም እንዲችሉ ምን መደረግ አለበት ትላላችሁ?
13. የነዋሪዎች በአሉታዊ መልኩ መሃበራዊ ግንኙነታቸውን መገምገም ምን ጉዳት አለው?

ጊዜያችሁን ሰወታችሁ ልምዳችሁን ስላካፈላችሁን አመሰግናለሁ!

አዲስ አበባ ዩኒቨርሲቲ
የስነ-ትምህርት ክፍል
የድህረ- መረቃ ፕሮግራም
የሳይኮሎጂ ዲፓርትመንት

አላማ

የዚህ ጥናት ዋና ዓላማ የዚህ ቀበሌ ነዋሪዎችን የአብሮነት ሥነ-ልቦና፣ ማህበራዊ ተሳትፎ እና ማህበራዊ ደህንነት ግምገማን በተመለከተ ለሚደረግ ጥናት ጠቃሚ ሀሳቦችን ለመሰብሰብ ነው። በዚህ ቃላዊ መጠይቅ የሚነሱ ሀሳቦች ጠቀሜታቸው ለዚህ ጥናት ውጤታማነት ከፍተኛ ሚና አላቸው። የሚነሱት ሀሳቦችም ለዚህ ጥናት ብቻ የሚውሉ ናቸው። በመሆኑም ማንኛውም በዚህ ውይይት የተጠቀሰ ሀሳብ ምስጢራዊነት የተጠበቀ ስለሆነ፣ በመወያየት ነፃነት እንዲሰማችዎ በትህትና እጠይቃለሁ።

ስለፍቃደኝነታችሁ በቅድሚያ አመሰግናለሁ!

የቃላዊ መጠይቅ መምሪያ: ለቀበሌ መሪዎች የተዘጋጀ

ክፍል አንድ - መሰረታዊ መረጃ

1. ቀበሌ _____
2. እድሜ _____
3. የታ _____
4. የትምህርት ደረጃ _____
5. የሙያ ዘርፍ _____
6. በዚህ ቀበሌ ዋና ሥራህ/ሽ ምንድነው? _____
7. ምን ያህል ህዝብ በዚህ ቀበሌ ይኖራል? _____
 ብዛት (አማካይ) _____ ወንድ _____ ሴት _____

ክፍል ሁለት - ዋና መረጃ

1. የዚህ ቀበሌ ነዋሪዎች ማህበራዊ የአብሮነት ሥነ-ልቦና እንዴት ይገለጻል?

2. በበዚህ ቀበሌ ውስጥ በነዋሪዎች መሃበራዊ የአብሮነት ሥሜት ላይ አዎንታዊ ወይም አሉታዊ ተጽእኖ ሊያሳድሩ የሚችሉ ነገሮች ምን ምን ናቸው?

ሀ. አዎንታዊ _____

ለ. አሉታዊ _____

3. እነዚህን እቅፋቶች/መክንያቶች ለመቀነስ እንደ መፍትሔ የሚያገለግሉ መፍትሄዎች ምን ምን ናቸው? ጥቀስ/ሺ።

4. የመሃበራዊ የአብሮነት ሥሜት በነዋሪዎች ዘንድ መኖር ጉዳት እና ጥቅም ምንድን ነው?

ሀ. ጥቅም _____

ለ. ጉዳት _____

5. ባለፈው አንድ አመት የዚህ ቀበሌ ነዋሪዎች ማህበራዊ ተሳትፎ እንዴት ይገለጻል?

6. በዚህ ቀበሌ ለነዋሪዎች ማህበራዊ ተሳትፎ እንቅፋት የማፈጥሩ ነገሮች ምን ምን ናቸው?

7. እነዚህን እንቅፋቶች ለመቀነስ መፍትሄዎቹ ምን ምን ናቸው?

8. የነዋሪዎች ማህበራዊ ተሳትፎ ጉዳት እና ጥቅም ምንድን ነው?

ሀ. ጥቅም _____

ለ. ጉዳት _____

9. ባለፈው አንድ ወር የዚህ ቀበሌ ነዋሪዎች ማህበራዊ ትሥሥር ግምገማ እንዴት ይገለጻል?

10. በዚህ ቀበሌ የነዋሪዎችን ማህበራዊ ትሥሥር ግምገማ የሚጎዱ ወይም የሚገነቡ ነገሮች አሉ? ካሉ ጥቀስ/ሽ።

ሀ. የሚጎዱ _____ ለ. የ

ሚገነቡ _____

11. እነዚህን እንቅፋቶች ለመቀነስ ምን መደረግ አለበት ትላለህ/ያሽ?

12. የነዋሪዎች ማህበራዊ ትሥሥር ግምገማ ጥቅም ምንድን ነው?


13. የነዋሪዎች አሉታዊ በሆነ መልኩ መሃበራዊ ግንኙነታቸውን መገምገም ምን ጉዳት አለው?

ሥለተደረገልኝ ትብብር አመሰግናለሁ !

Declaration

I hereby, confirm that this thesis is my original work and has not been presented for a degree in any other university and that all resources and materials used for this study have been duly acknowledged.

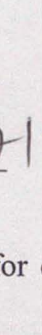
Name: Habtamu Disasa

Signature: 

Submission Date: 15/07/2009

This thesis has been submitted for examination with my approval as university advisor.

Name: Dr. Nurjahan B. Hussain

Signature: 

Date: 15/07/09

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