

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE RELATIONSHIP BETWEEN SOCIAL IDENTITY AND  
INTERPERSONAL RELATIONSHIP OF ADDIS ABABA  
UNIVERSITY STUDENTS: THE CASE OF MAIN CAMPUS**

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ADDIS ABABA



**JUNE, 2010**

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UNIVERSITY STUDENTS: THE CASE OF MAIN CAMPUS**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
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**DEREJE BEKELE**



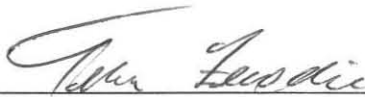
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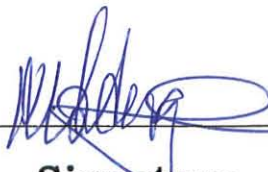
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## **Abstract**

*Social Identity is playing a significant role in influencing people's interactions either in favorable or unfavorable directions. In view of this fact, therefore, this study was intended to examine the linkage between social identity and interpersonal relationship among Addis Ababa University students as the main objective. To realize the above set objective different components of social identity such as gender, ethnicity, and religion were taken as independent variables and interpersonal relationship as a dependent variable. Hence, the researcher has set research questions to check whether there is relationship between the independent and dependent variables and to determine the prediction power of each predictor variable on the criterion variable. The study was conducted on 338 (113 of them are females) Third and Fourth year undergraduate regular students attending their studies at the main campus of Addis Ababa University during the Academic Year of 2009/2010. The participants were selected by the use of simple random and purposive sampling techniques. The study also relied on quantitative method of data collection and analysis. And the researcher used questionnaires as a data collection tool. The participants' social identity was measured using a 26 items adapted from Aspects of Identity Questionnaire (Cheek, 2002), and their Interpersonal relationship is also measured by a 26 items which was adapted from intergroup interaction scale (Plant, Butz & Taratakovsky.2009).The data were analyzed by Pearson Product Momentum Correlation and Step-wise regression statistical techniques analyzed with the help of Statistical package for social scientists (SPSS) version 13.0. The study revealed that positive and significant relationships were found between all independent variables and the dependent variable. Moreover, gender, ethnic, and religious identities were independent significant predictors of interpersonal relationship. However, among the three independent variables ethnicity was found to be the most prominent determinant of interpersonal relationship among the subjects. Hence, interpersonal relationship of students was mainly dependent on similarity of ethnic background. Finally, the study had suggested some recommendations to address the identified problems.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Background to the Study**

Most research works conducted in social psychology on identity have revealed that favoritism is shown by the person toward the group with which they are affiliated and denigration of groups which they are not. From personal experiences, being a member of some group has a great deal of importance for the sense of who we are, what and where we are as social beings, and helps for the development of our self concepts. We establish and develop our sense of belongingness and identification from the society we live in from different socialization agents and through interaction of these agents, one learns to deal with his/her self and world, hence social identities emanate from such experiences.

Scholars conducted different researches on the area of social identity. For example, Tajfel and Turner (1986) develop social identity theory to understand the psychological basis of intergroup discrimination, social categorization, intergroup relations, social comparison, prejudice, and stereotyping. In fact, within psychology and sociology one of the clearest and most common definitions of social identity was provided by them in

1981 as “that part of an individual self concept which derives from his knowledge of his membership in a social group together with the value and emotional significance attached to membership”. Hogg and Abrams (1988) also defined social identity as “aspects of a person self concept based on his her group membership” (as cited in Franzio, 2000).

Human beings exist in a context of social ties with one another. It is true that all over the world people identify themselves and belong to others based on various social categories. Moore (1997) revealed that social identity is created based on people’s tendency to classify themselves and others into diverse social categories like class, race, ethnicity, religion, gender etc. Social identities not only emanated from small groups of social categories like student clubs, counsel, gender club, dormitory members and the like but also from large categories such as nations or church, which provide members with a social identity (Hogg & Vaughan, 2005). Regarding the formation of social identity, Baron and Byrne (1997) also stated the assumption that society is hierarchically structured in to different social groups that stand in power and status relation in to one another. From this assumption it follows that as a core premise of the social identity approach, social categories produces social identity.

Human beings develop relationships based on various conditions. One can form and maintain intimate relationship with some individuals or groups and hostile or conflicting situation may occur with others.

For example, researches on interpersonal attraction has found that familiarity or fondness makes people inclined to link with others who are physically attractive, and that people get along best with others have similar attitudes and interests (Franzios, 2000).

Griffin, (2006) defined the term interpersonal relationship as the association of two people who are interdependent, who use some consistent pattern of interaction, and who have interacted for an extended period of time. In other words, interpersonal relationships are associations or connections that consist of just two or more people. For instance, a dating couple a single student and teacher, two close friends, a group of students as friends, peers clubs, religious congregation etc or more generally a social group.

Interpersonal relationship involves people who are interdependent or mutually dependent on each other and having an impact on each other (Pearson, 2003). Since interpersonal relationship is a broad term, we can mention different types and influencing factors that exist within a society.

According to common ground theory, the discovery or establishment of common ground between individuals is a fundamental component for enduring interpersonal relationships other than familial relationship. And loss of common ground, which may happen over time, may tend to end interpersonal relationships. Reinforcement affect model also postulates that we like people who are around when we experience a positive feelings (Baron& Byrne 2001). Moreover, Hogg and Vaughan (2005) pointed out that people can be liked or disliked, depending on whether they are associated with positive or negative feelings.

Starting from the above correspondence, social identity and interpersonal relationship might be constructed and manifested in our day to day contact. Franzoi (2000) pointed out that people need people in their survival to fulfill various basic needs. From the moment of birth, human infants try to approach others through reflexive stimulus that help them to select their parents and inclined towards them more than others.

From the above views, it is possible to say that individuals connect to each other perhaps based on their common things they shared together. So, social identity is one of the common bonds that bind us and it is not difficult to imagine our social identity or being member of some groups can influence the situation of relationship we have with others.

To the knowledge of the researcher, there is no adequate research works done in Ethiopia regarding social identity and interpersonal relationship area and this study aimed at bridging the gap and becoming a stepping stone for further research works. Consequently, this study focused on the linkage between social identity and interpersonal relationship among Addis Ababa University students by measuring the contribution of different social categories like ethnicity, religiosity, locality, gender, and other forms of social identities influences on their interpersonal relationship. Since the students are from all corners of the country, there is no doubt that this university is a place where diversified cultures of Ethiopian societies were observed. Relying on this fact, it is possible to say that university is a place where students' identities are established from different grounds as well as different forms of interpersonal relationship which could exist in diversified social, cultural, and historical norms and values.

## **1. 2 Statement of the Problem**

If we contempt our smaller similarities it is often the smaller differences among many similarities or shared ties that are more likely to be recognized as making a difference explicitly contradicting the principle of the present day Ethiopian government; there is emphasis on unity in

diversity. Meanwhile, less attention is paid for conflicts that may emanate from the attributed differences and studies in the country did not focus on social identity as the country constitute diversified societies of multiethnic, language, religion, local, cultural, socio-economic status, and other values. Ethiopian universities also constitute a miniature representation of these diversities, since their students come from all corners of the country having their own unique identities.

Overall, the research literatures, findings, and observations stated in the background part have clearly shown being part or not a member of some groups influences the relationship we develop by creating a tendency of favoritism of own group and discrimination of others. It is also true that at present, a large number of students join universities with their diverse social identities. The occurrence of conflicts among students of such diversified social identities may disturb the academic atmosphere by damaging properties and affecting students' contacts and relationships in classroom, dormitories, group works, and other academic areas and activities. The situation can be transferred to the society, unless different stakeholders like higher education policy makers, university administrators, academicians, politicians, and others give emphasis to solve the problem. In fact, the occurrences of frequent conflicts in different universities of the country have clearly shown us the importance

of creating and managing this issue through establishing healthy social environment.

To the knowledge of the researcher little or inadequate research is carried out in our country. Besides, the available sources were also focused on ethnicity and its effect on interpersonal relationships by neglecting other social identity categories, even though it is observed that interpersonal relationship and conflicts have also come about or attributed to other social identity elements. Therefore, based on the above facts studying the topic is timely and the researcher wants to see the influence of other social identity categories like gender and religion on interpersonal relationship besides ethnicity. Moreover, the research generates some findings to be utilized by different concerned stakeholders to alleviate the problem.

### **1.3. Research Problems**

In order to examine the problem more systematically, the researcher formulated the following research questions.

1. Is there any relationship between ethnicity, gender identity, religiosity and interpersonal relationship?
2. Do ethnicity, gender identity, religiosity have independent effect on interpersonal relationship?

3. Which of the independent variables (ethnicity, gender identity and religiosity) significantly predict interpersonal relationship?

#### **1.4. Objective of the Study**

The main objective of this study was to assess the relationship between social identity and interpersonal relationship among the students of Addis Ababa University. Specifically, the objectives of the study were to:

- determine the relationship between ethnicity and interpersonal relationship among students at AAU
- explore the relationship between gender identity and interpersonal relationship among students at AAU.
- investigate the relationship between religiosity and interpersonal relationship among students at AAU.
- see the predictive power of each independent variable (religion, gender, and ethnic identities) against the dependent variable (interpersonal relationship).
- provide research based information to other researchers.

## **1.5. Significance of the Study**

Nowadays, a large number of students join universities with their diverse social identities. Thus, it is important to manage and lead this collective with their respective diversity by creating healthy social environment. Therefore, the study would have assortments of significance at pedagogical, social, and psychological among others.

Pedagogically, results may indicate the contact of different identity groups in class. This attitude or tendency in class is likely to create favorable or unfavorable class room conditions. Such a situation may in turn help intervention programs in order to improve group relations and integration and the learning process and outcome. As a result it would give an insight for academicians to design curriculum not only improve the academic performance of students but also enhance the cross identity friendship and helping behavior of each other.

Socially, the results of the study may show social distance among different identity groups of students. In line with this, the effect would be revealed in the form of marriage, dating, eating with and living with members of other identity groups. Thus, sociologists and psychologists were among the responsible bodies in bringing remedial programs so as to minimize the social distance.

The study may also reveal that students' interaction is prominently with similar identity backgrounds as has been in most research findings, and reported conflicts across nations of the world are deeply rooted in identity. Meanwhile, Ethiopia is an interesting country which contains this diversity. Therefore, the study would have its own implications that lead concerned parties to design policies and strategies that promote tolerance and unity, and accommodate such diversities.

Furthermore, the study may also help in creating awareness and suggests possible views of social identity and interpersonal relationship that serve as a spring board for researchers who are interested to study any problem related to this issue and it will add some knowledge on this specific area of study.

### **1.6. Delimitation of the Study**

Although there are many campuses found within the university, the study is delimited to the main campus of Addis Ababa University with 400 (113 of them were female) research participants. This is because for the assumption of the availability of all variables those were included in the study. Since the students have come from all corners of the country. Besides, though there were various aspects of social identity only gender, ethnicity, and religiosity are considered in the study since the researcher observed gaps in these elements of social identity.

Likewise, the method used to examine the variables under consideration is delimited to self report of their own perception through questionnaires, as the tool has advantage to collect data from relatively large sample size at a time, increasing secrecy, decreasing the response set, thereby increase the reliability of the data.

### **1.7. Limitation of the Study**

While conducting this study, the researcher encountered two major limiting factors that had a considerable effect on the quality of the research work. The first one was lack of comprehensive local previous research literatures in the area under investigation. Time and financial constraints were also the other limitations of this study that make the triangulation of the data through different data gathering tools difficult and so that only questionnaire was used to collect the data pertinent to the study.

### **1.8. Operational Definition of Terms**

**Social identity:** refers to an individual's self-concept awareness and sense of belongings as facilitated or influenced by in terms of one's ethnicity, gender, and religion membership as measured by social identity Likert type scale adapted from aspects of identity developed by (Cheek,2002).

**Interpersonal relationship:** is the interaction between or among students and their involvement with one another to form friendship, doormats, team learning, and other related activities established within the university with own similar identities as measured by interpersonal relationship scale adapted from interaction scale developed by (Plant ,Butz, &Taratakovsky, 2009).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The nature of Social Identity**

The notion of identity, one's idea as to who one is and how one defines oneself is the most important in guiding the individual through all of life's choices that have some bearing upon what one is like. In addition, one's constructed identity has a meaning of its own because it establishes one's social role and personal nature, it guides future choices and makes possible future engagements with society and with other individuals. So, an identity is more than just a static label, it is a dynamic force in one's life, since any person in understanding his/her world is continually involved in the activity of interpretation. Adding to this, Smith (2007) explains that identity is routinely in a state of change rather than static, in the medium of social, cultural, and historical ongoing systems of activity involving people who are related in multiple and heterogeneous ways, whose social relations interests, reasons, and subjective possibilities are different.

In the Social Identity Theory, a person has not one, "personal self", but rather several selves that correspond to widening circles of group membership.

Different social contexts may trigger an individual to think, feel and act on basis of his personal, family or national “level of self” (Tajfel, 1986).

Apart from the “level of self”, an individual has multiple “social identities”. Social identity is the individual’s self-concept derived from perceived membership of social groups (Hogg & Vaughan, 2005). In other words, it is an individual-based perception of what defines the “us” associated with any internalized group membership. This can be distinguished from the notion of personal identity which refers to self-knowledge that derives from the individual’s unique attributes.

Social identity theory asserts that group membership creates in-group/ self-categorization and enhancement in ways that favor the in-group at the expense of the out-group. The examples (minimal group studies) of Tajfel and Turner (1986) showed that the mere act of individuals categorizing themselves as group members was sufficient to lead them to display in-group favoritism. After being categorized of a group membership, individuals seek to achieve positive self-esteem by positively differentiating their in-group from a comparison out-group on some valued dimension.

## **2. 2. Theories of Social Identity**

The concept of identity which widely appears in today's literature was first systematically highlighted by Erik Erikson (Erikson, 1971; 1963)

Erikson in his early books *Childhood and Society* (1963) and *Youth and Crises* (1971) presented his view of human developments. He expounds that human development is a process which extends through the whole life span and can be divided in to eight stages (cited in Schertzer & Stone, 1980). Whereas, social Identity theory was developed by Tajfel and Turner in 1979. The theory was originally developed to understand the psychological basis of intergroup discrimination (as Cited in smith, 2007)

Social identity theory advocates that belonging to a group creates a psychological state which confers social identity, collective representation of self-identity, and behavior, where an individual's self-identity formation is partly a function of group membership. Social identity theory also predicts that demographic similarity will have positive effects on performance by increasing interpersonal attraction (Burke, 2004).

Therefore, in this study the theory has an implication for explaining the types of interpersonal relationship students have or developed as being members of some ethnic, gender, and religious identity groups.

Besides, it helps to predict the students interpersonal relationship based in different social identity aspects.

### **2.2.1. Social Categorization Theory**

Among the aspects of social identity theories social categorization theory describes this study very well. Hence, it gives emphasis to the role of individuals to take socially defined categories into account when making evaluations about others, and some demographic characteristics such as age, gender, and race are used as self-categorization (Jenkins, 1996).

As Turner (1985) has pointed out, “the process of categorizing oneself as a group member produces social identity and group and intergroup behavior” (as cited in Jenkins, 1996). Categorization lies at the heart of social identification phenomena .people cognitively represent social categories groups as prototypes. For this theory Van Vugt and Hart (2004) stated that prototype is fully set of attributes perceptions, beliefs, feelings, and behavior that describe one group and distinguishes from relevant other groups. As such they are very closely related to stereotypes. However, from a social identity perspective a prototype is a stereotype only of it is shared by group members (as cited in Smith, 2007).

Accordingly he added that, when we categorize others we see them through the lens of the relevant in-group or out-group prototype we view them as members of a group not as individual (p.456)

Although self categorization theory emphasizes the role of cognitive processes and cognitive representations in intergroup behavior, the categorization of people or objects has been shown to cause accentuation effect. Tajfel (1986) explained that, the perceptual accentuation of similarities among people in a category and of differences between people from different categories on those dimensions believed to be associated with the categorization.

From what is described and discussed above, it is possible to say that people categorize themselves in their respective group throughout their life and thus individuals could conform and accept such group norms and rules during their survival. It is also important to think that most people give good place to own group and marginalize out group and deeply hated and stereotyped in terms of that deny its members any respect for human dignity.

### **2.3. Components of social identity**

Social identity is based on people's tendency to classify themselves and others in to diverse categories like class, race, ethnic, religion, and age etc. classification tend to create the distinction between "us" and "them" or "in-group" and "out-group" (Franzino ,2000).Each person belongs to several groups at the same time and can identify oneself with more than one group. The social identities that are related to clearly differentiated groups or social categories tend to become more central to individuals in that society.

The social, psychological, cognitive, and affective aspect of the links between individuals and collectivities influence the political attitudes and behaviors of the members as the socioeconomic and organizational preconditions of individuals or social actions (Moore, 1997). From what is described above it is possible to say that social identity formation has many components besides it represents the behavioral consequences of social assignment and the awareness of being a particular person, but for this particular study the researcher focuses on the major components such as ethnicity, gender, and religion.

Ethnic identity refers to an individual's sense of belonging to an ethnic group and the degree to which his or her thinking, feeling, and behaving are due to ethnic-group membership (Weigert,1986).Hutnik (1991) defined ethnic identity as a type of social identity ,is an individual's sense of personal identification with a particular ethnic group(cited in franzio,2000). Ross (2007) also stated that ethnic identity encompasses variety of elements like having common descendant and shared history, and sharing certain cultural traits such as dress, art, music, food, literature, and language. Several different ethnically related constructs have also been assessed as indicators of identity such as social expectations, ethnic labels, reference group choices, attitudes, and values. However, in Ethiopia ethnic identity corresponds with a given mother tongue. In support of this, Mulugeta (1989:532) underlined that in Ethiopian society language is the most powerful single symbol of ethnicity as it serves as a shorthand of all that makes a group special and unique (p. 533)

On the other hand, social identity can also be revealed through gender category by the socially classified roles, behaviors, and other traits of peoples as endowed naturally being they are male or female. Gender identity is the knowledge that one is a male or female and the

internalization of this fact into one's self-concept knowing that I am a girl or I am a boy is one of the core building blocks that a child's develops self (Peterson, 1988 as cited in Franzio, 2000). In the process of human development, shortly after self-awareness develops by the age of two children begin to acquire an understanding of gender (Katz, 1986 cited in Franzio, 2000)

As it is well known in the process of social life in the universities, students could be categorized as male-female dormitory category to lead separate life relying on their gender. Some also construct activities based on gender such as gender clubs that clearly display social identity distinction on gender based.

Starting from the above view it is possible to say that perhaps based on their common things they shared together. Religious belief is one of the common things that most people shared in common and connected to each other. As a result religion plays significant role in creating and shaping the outlook we have to the world or others. For example, Franzio (2000) has explained that although the major religions of the world preach tolerance and acceptance of others, many of these same religions openly express prejudice and discrimination toward specific groups in their daily practices and teachings (P.243). Daniel (1993) found out that

there is a positive relationship exists between amount of religious involvement and amount of prejudice.

#### **2.4. Interpersonal relationship among learners**

The types of relationship we have may influence the cognitive and intellectual functions in making decisions on sexuality, marriage, children, career, friendship, Social and civic interactions, and so on. (Dwartzky, 1988)

Schmuck and Schmuck (1988) stated that human beings need close friends to feel secure and comfortable they strive to be loved or at least to be personally related to others without affiliation, feelings of loneliness, worthlessness, and anxiety arise which are more likely to prevent the maximum use of potential and number of tasks He further explained that:

“Class rooms have a hidden world which at times too painfully reflect the attraction and hostility among students which influence their self concepts and academic performance. Groups organized in class room in such amanner that student feel liked and respected are more likely to have youngsters acting in ways which warrant theliking and respect of others. Conversely, when class room social life is filled with anxiety, hostility and self doubt, the students will behave in unconstructive ways, thus perpetuating a negative climate.(141-142)”

From the above quote it can be learnt that students with support from friendly interaction use their intellectual potential more effectively, otherwise they failed to achieve the outcome of learning. Moreover, the relationships they have with others not only affect their academic performance but also their social and psychological well being.

## **2.5. Empirical overview of social identity**

Empirical investigations of social identity have often studied how people respond to artificially constructed or so-called minimal groups in experimental research paradigms (Brewer, 1979). Although it was demonstrated with this method that mere categorization can be sufficient to induce people to behave in terms of their group membership (Smith, 2007), this is not necessarily the case for members of natural groups. Indeed, it may be argued that in the minimal group paradigm, the categorization into deferent groups provides the only way for people to make sense of the experimental situation. Hence, group is the only social cue that may be used to guide one's behavior towards other participants (Spears & Manstead, 1996).

However, in more natural social contexts, people who acknowledge that they belong to a particular social category do not necessarily feel omitted to that group, or behave in terms of that group membership. Instead, they might prefer to belong to another group, or simply be indifferent to

this particular categorization. Accordingly, it has been pointed out that seemingly robust experimental phenomenon such as the display of in-group favoritism were not consistently found as a consequence of mere categorization into natural groups (Smith, 2007).

In further research this example is referred to minimal group studies. Schoolboys were assigned to groups, which were intended as meaningless as possible. They were assigned randomly, excluding roles of interpersonal discrimination such as history of conflict, personal animosity. The schoolboys assigned points to anonymous members of both their own group and the other group (Franzino, 2000).

### **2.5.1. Social Identity and Interpersonal relationship Among Learners**

In fact, there are different social, psychological, cultural, and other factors that are related to the kinds of interpersonal relationship we have. However, in this section the researcher tried to summarize findings on the role of social identity variables in determining interpersonal relationship from different literatures.

According to social identity theorists group membership causes people to differentiate between own- and other groups. It follows that biases in favor of their own identity group would develop (Schwartz, 1990)

Bergeron and Zanna (1973) also hypothesized that group membership would have a strong if not overriding effect on interpersonal attraction (p.399) consistent with the proposition, they found out that membership in some social identity group was the major variance of interpersonal attraction and friendship (p.400)

Threatened groups responded ethnocentrically by differentiating the out group from their own group i.e. threat to social identity increased ethnocentrism and as a result it affects interpersonal relationship (Grant, 1993)

Friendship patterns in multi-identity school with special reference to a minority community in Malaysia using friendship preferences in and out classes reported that the result of the analysis reveal some telling and recurring patterns. Santhiram (1995) stated that the tendency on the actual friendship choices of the majority of the pupils from different identity groups has for in group choices and very low level of friendships with other groups (p.168)

He went on to note that different identity groups were reluctant to mix freely with members of different origin (168).As a result, there would be an extensive distinction in their relationships and their by a high level of

polarization and this tendency may endanger national unity i.e. where this would place the efforts of the government in promoting national unity and integration (p.171)

There are also other possible explanations for favoring one's own identity group. For example, Triandis (1977) stated that people who know each other or who know that they belong to the same identity group, the same fate, and common goals are more likely to interact than different.

The other factors that influence student's interpersonal relationship besides identity. Similarity in attitudes affects interpersonal relationship among students. For example, Amir and Bizman (1973) stated that individuals generally make friends with others similar to themselves and especially those similar in attitudes. And Feman (1975) also stated that status affects students' interpersonal relationship.

### **2.5.2. Ethnicity and Interpersonal Relationships**

Inter ethnic interaction refers to how individuals or groups form relationship with others. Most researches in the area confirmed that in group and out group interaction has different form. Taylor and Jaggi, (1974) found out that members of an ethnic group are ethnocentric

which results people will share positive attitudes and stereotypes about their own ethnic group members compared to members of other ethnics.

Stephone and Rosenfield (1978) have studied the effects of desegregation on the interethnic attitudes and contact using Blacks Whites and Mexican Americans and they found out that there is strong positive correlation between attitudes toward own ethnic group members and negative correlations toward other ethnic groups.

On the other hand, Hassan (1978) who measured the prejudice of college students against each other found out that the attitude of each community was favorable toward itself and unfavorable towards others. Crooker and Schwartz (1985) who studied on prejudice also have come up with similar result.

Further more in a study conducted in Malaysia to explore patterns of social interaction between different ethnic groups of students. Najeemah (1996) has found out that 74.3 percent of the students reported that they always study and discuss learning materials with their own ethnic group and only 1.4% reported that they study or discuss with different ethnic groups.

Even in our context, Demewoz (1997) on his study pointed out that students revealed own ethnic favoritism or bias and peer preferences of own ethnic members. And In Ethiopia ethnic identity played a significant role not only in determining people's interaction but also denotes the social and political role of the country (Abreham, 1983 cited in Demewoz, 1997)

### **2.5.3. Gender and Interpersonal Relationship**

Several research findings explained that students prefer to interact with their similar gender group. For example, Lockheed (2004) had conducted an experimental research to see the effect of gender segregation using 38 fourth- and fifth-grade classrooms. In this study teachers were encouraged to utilize small, mixed-sex instructional groups to promote gender integration and reduction of gender stereotypes. Then it is found that students in experimental classrooms engaged in more same-sex interactions than students in control classrooms, and boys in experimental classrooms had greater preference for working in same-sex groups and rated same-sex classmates more positively than cross-sex classmates. Finally, it concluded that students had preferred to establish relationship with similar sex groups.

Brenda, Tiffany, Cami, Tory and Shay (1998) have also studied interpersonal interaction among adolescent students and found out that they felt more comfortable during same-sex interactions than during opposite-sex interactions. Halliman and Texeria (1987) have also studied peer intimacy of same-sex and opposite-sex friendships among students using Intimacy Scale for 480 Israeli. The majority rated their same-sex best friend and the remaining rated their opposite-sex best friend on intimacy level. Though the result shows gender difference, Females reported a greater level of intimacy with their same-sex friend than did males.

#### **2.5.4. Religiosity and Interpersonal Relationship**

Research findings demonstrated that there is a positive correlation exists between religious beliefs and prejudice. Daniel (1993) found a positive relationship between amount of religious involvement and amount of prejudice based on a review of thirty eight studies conducted from 1940 to 1990. Similarly, Schwarzwald (1992) found the same result; in the army soldiers who had previously attended religious school expressed greater intolerance to other groups than those who had attended secular schools.

In addition, *Taylor and Jaggi*, (1974) used Muslim and Hindus students as their study subjects and found out that significant differences emerged among the two groups. The Hindus as well as the Muslims responded more favorably to their religious groups than to the out group members.

From the above reviews it can be learnt that the types of interaction peoples have with others can be determined by their identity similarity or difference and gave some highlights regarding the connection of social identity and interpersonal relationship.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Design of the Study**

Since the purpose of this study was to assess the relationship between social identity and interpersonal relationship of university students, correlation survey research design was employed.

#### **3.2. Target Population**

The target Population of this study was all third and fourth year undergraduate regular students attending their studies in the main campus at Addis Ababa University during the academic year of 2009/2010. Although there are many campuses of this university, the researcher selected the main campus for reasons of convenience and accessibility to conduct the study. Since the students come from all corners of the country and there is no doubt that the campus is a place where diversified forms of identities were observed those were included as variables besides having homogenous population with other branches. Third and fourth year students were also selected on the assumption that the students could have stayed for at least a year and half in the university and they would get an opportunity to establish close living, working conditions, and other forms of interpersonal relationship that would give a fair picture of the study.

According to the information obtained from the registrar office, a total of 4203 (Male= 2951and Female=1252) third and fourth year regular undergraduate students were attending their education within the main campus during this academic year.

### 3.2.1. Research Participants

The target samples for this study were 400 (113 of them were female) Third and Fourth year undergraduate regular students who were selected through multi stage cluster sampling method.

Table1: Demographic information of participants, (N=338)

<b>Subjects</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Sex	Female	98	30.5
	Male	240	69.5
Religion	Orthodox	218	64.5
	Protestant	75	22.2
	Muslim	32	9.5
	Others	13	3.8
Ethnic background	Amhara	133	39.3
	Oromo	103	30.5
	Tigre	82	24.3
	Others	20	5.9
Academic Year level	Third year	192	56.8
	Fourth year	146	43.2
Department	Geography and Environmental Science	79	23.4
	History	80	23.7
	Political Science	90	26.6
	Sociology and Social Anthropology	89	26.3

### **3.3. Sampling Techniques**

Probability sampling techniques was used to obtain the research participants from the population. The researcher selected the research participants by using multi stage cluster sampling procedure since members of the target population exist in a sub divided cluster groups like faculties, departments, year levels, and sections. Then, faculty of social science out of a total of six faculties found in main campus was selected randomly through lottery method. In the faculty of social science, there are eight departments and four of them were selected by the same procedure in order to manage the data collection process.

### **3.4. Data Collection Instruments**

After the researcher decided to use questionnaires as data collection tool, it was important to check the reliability and validity of the questions. Keeping in mind these criteria, the researcher had developed and administered questionnaires having three sets of items. The first set consisted of items concerning demographic characteristics of respondents. The second part contains items for measuring social identity and the third part contains interpersonal relationship of respondents using self-report scale.

### **A) Social identity measurement Scale**

Social identity items are adapted from Aspects of Identity Questionnaire (AIQ-IV) which is designed to measure individual's social and personal identity (Cheek, 2002). It is a self report type which consists of 41 items. Then after a thorough study of the measures followed by modifications, reductions, and additions of items were made, the researcher had adapted 26 items measuring social identity.

The response format for the questionnaire has a five –point Likert type scale with response ranging from 1 [Never important to my sense of whom am I] to 5 [Extremely important for the sense of whom am I].

### **B) Interpersonal relationship measurement scale**

The researcher adapted the interpersonal relationship scale from the intergroup interaction self report scale which was previously developed and used by Plant, Butz, & Taratakovsky (2009). Again after a thorough study of the measures followed by modifications, reductions, and additions of items were made as the above social identity measurement scale, the researcher had developed questionnaire consisted of 26 items in order to measure different dimensions of interpersonal relationships which prevailed among students in their academic and social life in the university.

### **C) Scoring of the scales**

For the scoring of social identity, first the items were sub-divided into three sub categories in order to measure gender, ethnic, and religious identities of the respondents. The scores of each sub-component was obtained by summing the items carried the weights of 1 through 5. Each sub-component had the following items gender identity 9, ethnic identity 10, Religious identity 7. Therefore, gender identity has a minimum score of 9 and maximum of 45, ethnicity has minimum 10 and maximum score of 50, and finally religious identity has minimum score of 7 and maximum of 35. The highest mean score in the sub-scale is interpreted as the highest contribution for explaining individuals' sense of who he/she is or his construction of identity. And it would be rated in the following ways.

- 1 = Never important to my sense of who I am. (NI)*
- 2 = Slightly important to my sense of who I am. (SLI)*
- 3 = Somewhat important to my sense of who I am (SI)*
- 4 = Very important to my sense of who I am (VI)*
- 5 = Extremely important to my sense of who I am (E I)*

The Interpersonal relationship scale consisted 26 items and the minimum possible score could be 26 and maximum 130. More score means more tendency of the respondent prefer to interact with his similar identity group as rated on a five point Likert type scales as follows.

- 1= strongly disagree (SDA)*
- 2= Disagree (DA)*
- 3= having no idea /undecided (NI)*
- 4= Agree (A),*
- 5= strongly agree (SA).*

#### **D) Validity test**

Demonstrating the validity of instrument is very essential. Thus, the validity of the instruments is assessed using content validity. To conduct this validity test, the instruments were given to five evaluators/judges, who were asked to determine the appropriateness of each item. The two evaluators were qualified instructors from Addis Ababa and Jimma Universities and the other three were sociologist, Social worker, and a language teacher who work in various organizations. They evaluated the items on a three point scale. If they think the item measures the variable under question, they check "yes". If they are uncertain, they check "?" and if they believe the items does not measure the variable, they check "No". The judges also gave their suggestions on other aspects of the questionnaire. Finally, important improvements were made on the instruments based on suggestions and comments forwarded by them. For instance, two difficult, three vague, and five very sensitive and two items that have no or little relevance for the purpose of the study are discarded.

#### **E) Reliability test**

A Pilot test was also conducted to measure the reliability of the items. Before the pilot study had been conducted to avoid difficulty in English language, translations of items were made by two post graduate students

from the department of foreign languages. One of them translated the items from English to Amharic while the other translated the items from the Amharic back to English. The minor differences that appeared in the forward and backward translations were smoothed out by the researcher and translators jointly. Then the final Amharic versions of the items were prepared for Administration.

Finally, the Amharic version of the instrument was pilot tested on 50 (17 female and 33 male) randomly selected students from Adama University. The researcher had selected the setting owing to the homogeneity of the population under study and to avoid forewarning effect due to communication. The same procedure for data collection and scoring were used as described in section 3.5 initially, questionnaires having 41 items for social identity with three major sub-components and 36 for interpersonal relationship were distributed for the participants. Accordingly, a scale analysis on SPSS 13.0 has revealed 26 items for social identity and 26 items for interpersonal relationship were reliable and the remaining was excluded (i.e. values less than 0.7) The reliability estimate for each variable scale i.e. gender, ethnicity, religiosity, and interpersonal relationship had a reliability estimate of  $r = (.821)$ ,  $(.831)$ ,  $(.873)$  and  $(.812)$  respectively using Chronbach Alpha method to see the

internal consistence of the items to be measured. The results showed there is high internal consistence.

### **3.5. Data collection Procedure**

The researcher together with his research assistants administered the questionnaire after getting the consent of the instructors and students. In all cases, the participants were provided with a brief explanation about the study and asked to fill out the questionnaire individually. They were also assured that their responses would be kept in strict confidentiality, and would never be revealed to any third party. Besides, respondents had been informed that participation is on a voluntary basis. Finally, the questionnaire was administered to 400 participants but 30 questionnaires did not return and 32 respondents did not fill completely the questionnaire as a result only 338 filled questionnaires were used for analysis purpose. The researcher had collected the data without encountering series problems that affect the data collection process.

### **3.6. Variables treated in the study**

**Independent variables:** also called the *predictive variables*, these are Social identity elements like gender, ethnicity, and religiosity .And these three independent variables were measured in terms of their importance

for the sense of who one is or the variables contribution for the construction of individual's social identity.

Each independent variable has separate items though similar steps have been used for their measurement using a 5 point Likert type scale ranging from 1 [Never important to my sense of who am I] to 5 [Extremely important for the sense of who am I]. The mean score of each Independent variable items were used as a respective measure value.

**Dependent Variable:** also called the *criterion variable*, the dependent variable is the Interpersonal relationship values of each student which is obtained from the mean of scores drawn from all items prepared to measure students interaction with their own similar identity groups using a 5 point Likert type scale ranging from 1 [strongly disagree] to 5 [Strongly Agree]

### **3.7. Methods of Data Analysis**

The responses obtained from the respondents were analyzed using a Statistical Package for Social Scientists (SPSS) version 13.0

Descriptive statistics was employed to analyze the extents and variations of scores of the measures or variables considered in the study. Correlation analysis was employed since the researcher is interested to examine the linkage between different dimension of social identity variables like

gender, ethnicity, and religiosity of students with their interpersonal relationship.

In addition, step-wise regression analysis was employed in order to come up with a powerful predictor variable and to explain the degree to which the independent contribution of the predictor variables on the criterion or dependent variable. Test of significance for all cases were performed at the alpha level of .05.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

Analysis of the results obtained from participants with the use of tables as well as the discussion of the results in comparison with previous research findings are the concern of this section.

#### 4.1. RESULTS OF THE STUDY

##### 4.1.1. Descriptive data on the independent and dependent variables

Descriptive analysis was used to provide an overall picture of the measures scores in the study

Table 2: Descriptive Statistics (Means and standard deviations) of the study Variables

Variables	Levels	Mean of Interpersonal relationship	Standard Deviation	N
Gender identity	High	26.3	9.05	246
	Low	18.4	4.39	101
Ethnic identity	High	37.6	10.82	205
	Low	25.3	7.02	134
Religious Identity	High	26.6	9.14	280
	Low	17.3	4.99	64

The data presented in Table 2, indicated the mean score difference in interpersonal relationship between respondents with high and low level of gender identity is statistically significant. Students with high level of gender identity have a mean score ( $x= 26.32$ ) of interpersonal relationship which is significantly higher than respondents possessing low level of gender identity ( $x= 18.44$ ). Similarly, respondents with high level of ethnic identity have mean interpersonal relationship of ( $x= 37.55$ ) which was also significantly greater than the mean interpersonal relationship of respondents with low level of ethnic identity ( $x= 25.29$ ). The mean score of interpersonal relationship difference between respondents with high and low religious identity was also found statistically significant.

#### **4.1.2. Results of correlation analysis**

One of the basic research questions of the study was to check whether there exist relationship between predictor variables (gender, ethnic and religious identities) and interpersonal relationship of students as a criterion or dependent variable. Therefore, the researcher used Pearson correlation coefficient method of data analysis as shown in Table 3.

Table 3: Inter correlations among predictors and criterion variables

Variables	Intercorrelations			
	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	Y
Gender identity (X <sub>1</sub> )	1.00			
Ethnicity (X <sub>2</sub> )	.300**	1.00		
Religiosity(X <sub>3</sub> )	.266**	.283**	1.00	
Interpersonal relationship (Y)	.473**	.599**	.440**	1.00

\*\* Significant at 0.01 level

The inspection of Table 3 enables us to answer the basic question of the study. As can be observed from the correlation results, significant and positive relationships were obtained for all different sub-components of social identity variables and interpersonal relationship variables under study and the results were as follows: [(r=0.473, N=338,  $p<.01$ ,)] between gender identity and interpersonal relationship, [(r =0.599, N=338,  $p<.01$ , two-tailed)] between ethnicity and interpersonal relationship, and [(r=0.44, N=338,  $p<.01$ , two-tailed)] between religious identity and religious based interpersonal relationship.

In general, the pattern of correlations among predictor and criterion variables confirm the presumed idea of significant relationship for the predictor and criterion variables under consideration.

Once the correlation analysis among the predictor and criterion variables was examined the next task would be exploring the predictive power of each independent variable on the dependent variable. Therefore, step-wise regression analysis was conducted.

#### **4.1.3. Results of step-wise regression analyses**

After investigating the relationship between the predictor and the criterion variables, Step-wise regression analysis was conducted to discern out the relative contribution or the predictive power of each independent variable (Religion, gender, and ethnic identities) on the dependent variable (Interpersonal relationship). As a result, all the predictor variables were entered in the model step-by-step beginning from the variable with high correlation with the predicted variable. Furthermore, the researcher tested for the more powerful predictor of interpersonal relationship

Table 4: Summary of step-wise regression analysis results in predicting the criterion variable from the predictor variables

Variables entered	Un standardized Coefficients		Standardized coefficients	R	R <sup>2</sup>	Change in R <sup>2</sup>
	B	SEB	β			
Ethnic Identity	1.244	0.91	.599	.599	.358	.358
Ethnic identity,	1.043	.088	.502	.673	.453	.095
Gender identity	.902	.118	.325			
Ethnic identity,	.931	.086	.448	.710	.504	.051
gender identity,	.769	.115	.275			
Religious identity	.890	.152	.240			

To assess the independent contribution of predictor variables in the variation of criterion variable or students' interpersonal relationship, step-wise regression analysis was conducted. As shown in Table 4, when all independent variables were entered in to the regression equation, ethnic identity appeared to be the first variable to be displayed alone in the model. The result indicated that ethnic identity accounted for 35.8% (R<sup>2</sup>=.358)

The inclusion of Gender identity in to model 2 was also resulted in an additional 9.5 % ( $R^2$ =change =.095) of the variance explained in the interpersonal relationship of students.

Religious identity was also identified to be important variable in explaining the variance in the interpersonal relationship of students. As can be seen in Table 4, its inclusion in model 3 resulted in the increment of 5.1 % ( $R^2$  change= .051) of the variance being explained.

Finally, when we see the overall contribution of these variables, the three variables gender, ethnicity, and religious identities were accounted for 50.4% of the explained variance in the interpersonal relationship of students.

Besides, among the three independent variables ethnic identity with standardized beta coefficients of ( $\beta = .448$ , and  $p < .001$ ) has a larger effect on the criterion variable of the respondents.

Since, this study aimed to answer research questions like exploring the predictive power of each independent variable and identifying the strongest predictor variable. The following results were obtained.

The independent contribution of each of the predictor variables namely, gender, ethnic, religious identities found to be significant to the criterion variable.

Among the predictor variables ethnic identity accounted for the highest variation on the criterion variable followed by gender identity and religious identity.

## **4.2. DISCUSSION**

### **4.2.1. Gender identity and Interpersonal relationship**

The results of this study regarding the relationship between gender identity and interpersonal relationship showed that a positive and significant relationship was found between gender identity and interpersonal relationship ( $r=.473$ ) obtained from a correlation matrix result. It implies that students' gender identity or the feeling he/she has for maleness or femaleness has a direct connection in determining the relationship they have with others. Male students have a tendency to attract with their similar sex and female students also favored female students. In line with this, the similarity-attraction paradigm suggests that individuals tend to be attracted to those similar to themselves (Byrne, 1971).

The result of step-wise regression analysis showed that gender identity is a significant predictor of interpersonal relationship and it accounted for 9.5% of the variance in the interpersonal relationship of students.

The result of this study was also consistent with the findings of Lockheed (2004) who indicated that students had greater preference for work with same sex class mates more positively than opposite sex. Similarly, Hallima and Texeria (1987) found out in their study that students feel comfortable when they interact with similar sex groups than their opposite sex groups. And as a result most of the time they prefer to interact with same-sex classmates. Therefore, It can be observed that the perception, feelings, and beliefs that the students have toward their maleness or femaleness have a direct relationship by predicting the types of their interaction with same-sex or opposite-sex friends.

#### **4.2.2. Ethnic Identity and Interpersonal relationship**

Regarding the relationship between Ethnic identity and interpersonal relationship of the respondents, the analysis in this study disclosed that statistically significant positive relationship exists between students' ethnicity and interpersonal relationship with own groups. The result showed that students tend to possess strong feelings of ethnic identity and

a favorable judgment of their own ethnic group while comparing with others (out-group).

This finding was in agreement with previous works. For example, Jenkins (1996) suggested that a person, who is ethnocentric to his own ethnic group, makes a positive evaluation of the in-group, is most likely to be prejudiced to some out-groups, and to make its negative evaluation. Therefore, this tendency has an implication on the day to day activities of students by creating social distance among learners again which may limit their interactions in group works, class participation, peer relations, and the outcome of learning.

This finding was also in line with numerous researches conducted on the area. Taylor and Jaggi (1974) in their study subjects found out that the majority of ethnic groups have ethnocentric attitude which makes people to share positive attitudes and stereotypes about their own ethnic group members compared to members of other ethnics.

Similarly, Stephone and Rosenfield (1978); Hassan (1978); Crooker and Schwartz (1985) identified that there is strong positive correlation between attitudes toward own ethnic group members and negative correlations toward other ethnic groups.

This finding is also consistent with the study made by Najeemah (1996) that the majority of students have strong positive relationship with their own ethnic groups. Additional findings from stepwise regression analysis indicated that ethnicity predicts students' interpersonal relationship independently and positively. It accounted for the largest proportion in explaining the variance in the interpersonal relationship for about 35.8 percent. The finding is not surprising since previous studies also explained it adequately. For instance, according to Weigert (1986) ethnicity plays a huge role in determining social interaction because it regulates the way the environment is perceived by providing a foundation for what is right and acceptable. And it becomes a medium through which every experience is measured and thus controls what effect it has on an individual's identity.

Moreover, the reason why ethnicity was strongly related to interpersonal relationship may be, as Ross (2007) explained, because ethnic identity encompasses variety of elements like having common descendant and shared history, and sharing certain cultural traits such as dress, art, music, food, literature, and language. And even in Ethiopian society context, ethnicity and identity are overlapping concepts (Habtamu, 1998). So, when we speak of ethnicity, we are also speaking of identity. Therefore, the largest proportion of variance was accounted for by

ethnicity, relative to other independent variables, in predicting interpersonal relationship in this study.

### **4.2.3. Religiosity and Interpersonal relationship**

The study also seeks to address for the research question whether there is relationship between religious identity and interpersonal relationship. And, the result displayed that there is statistically significant and positive relationship between religiosity and interpersonal relationship among students. The results of step-wise regression analyses also indicated that the religiosity of students accounted for 5.1% of the total variance in interpersonal relationship. As high score on religious identity scale indicates higher religious identity, this result implies that individuals who had higher religious identity had higher intimate relationship with their own similar religious groups of students.

The result of this study seems compatible with Taylor & Jaggi, (1974) who demonstrated the effect of similarity in religion toward own group favoritism. Conversely speaking, the above mentioned findings and ethnocentrism theories tell the tendency to prefer to interact with own identity groups increases the tendency to develop negative attitude toward others. In relation to this, Daniel (1993) and Schwarzwald (1992) found out positive correlation between the amount of involvement in religious beliefs and prejudice.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATION**

This chapter is devoted to the presentation of summary of major findings, conclusions made, and recommendations forwarded on the basis of the findings presented in the previous chapter.

#### **5.1. Summary**

The general purpose of the study was to assess the linkage between social identity and interpersonal relationship among Addis Ababa University students. To achieve this, various aspects of social identity, such as gender identity, ethnic identity and religious identity, were examined separately to determine their relationship to students' interpersonal relationship. In general the study raised the following research questions:

1. Is there any relationship between ethnicity, gender identity, religiosity and Interpersonal relationship?
2. Do gender, ethnic, and religious identities have independent effect on interpersonal relationship? If so, which of them have stronger effect?

The data collected, through a questionnaire, from 338 students who were selected through both probability and non-probability sampling techniques, were analyzed by using Pearson Product Momentum Correlation, and step-wise regression analyses techniques. Consequently, a thorough interpretation and discussion of the results were made in the previous chapter.

- One of the major aspects of social identity that determine students' interaction with others is their gender identity or the feeling they have regarding their maleness or femaleness. To determine this relationship Pearson Product Moment Correlation Coefficient was used and found an index of  $r = .473$ , indicating a significant positive relationship between gender identity and interpersonal relationship of the students.
- In this research, another important determinant of social identity with respect to interpersonal relationship was found to be the attitude that one has toward both one's own ethnic group and other ethnic groups. Many researchers on this area believe that a person's ethnic identity can play a major role in determining the way one perceives his or her environment, including their interaction with members of their own group and members of other ethnic group, by providing a foundation for what is right and acceptable. Similarly, in the present study, the

relationship between students' ethnic identity and their interpersonal identity determined and found a correlation value of  $r = .599$ . This indicates a significant positive relationship between the student's ethnic identity and their interpersonal relationship.

- In addition to gender identity and ethnic identity, the role of religious identity in determining the relationship between social identity and interpersonal relationships has been examined by many researchers. Accordingly, in this study the students' religiosity was identified to determine its relationship with their interpersonal interaction. The results of Pearson Product Moment Correlation ( $r$ ) show a value of 0.440, suggesting a significant positive relationship between religiosity and interpersonal relationship among students.
- Regarding the contribution of each independent variable on the variation of the dependent variable and to determine the powerful predictor, step-wise regression analysis was conducted and the result showed that gender identity independently contributed  $R^2$  of 9.5%, ethnicity contributed  $R^2$  of 35.8%, and religious identity accounted for 5.1 % of the variance on interpersonal relationship. Hence, Ethnic identity found to be the powerful predictor of the dependent variable.

## **5.2. Conclusions**

Based on the summary of the findings made above, the researcher draws the following conclusions:

1. The results of the present study showed that there is a significant positive relationship between the student's gender identity and their interpersonal interaction
2. The findings also indicated a significant positive correlation between the student's ethnic identity and their interpersonal interaction.
3. The result of this study further revealed a significant positive relationship between students' religiosity and their interpersonal interaction.
4. Though there may be variation in magnitude, in all cases the relationship between independent variables and dependent variable (gender, ethnicity, and religiosity with interpersonal relationship) was positive and significant.

These showed that most of the time students establish interpersonal interactions based on similarity of the three studied identities that implies students have limited interaction with out-group members.

### **5.3. Recommendation**

Based on the conclusions made above, the researcher forwards the following suggestions.

1. The findings of this study showed students prefer to establish relationship with their similar sex groups, indicating a limited interaction with opposite sex friends. This tendency is likely to create social distance between the two sex groups which may limit their interactions in group works, class participation, peer relations, and the outcome of learning. Therefore, students should recognize the significance of positive interaction with opposite sex students in creating favorable class room conditions. The university's gender office, together with other concerned bodies, should design intervention programs in order to improve opposite sex relations and integration that facilitate the learning process and better academic achievement.
2. The study also revealed that students' interaction is prominently based on ethnic background. Such preference to interact only with members of one's ethnic group can lead to the development of ethnic prejudice and discrimination which may result in ethnic conflict. Therefore, the students who are coming from various ethnic backgrounds should be oriented and given opportunities

with respect to inter-ethnic relations through various techniques, such as by preparing cultural festivals in the campus, challenging, and openly discussing the issue of ethnicity and the significance of inter-ethnic interaction.

3. In this research, students' inclination to make social interaction with those students who follow the same religious group was also found. This tendency can limit the students' interaction with members of other religious group. Therefore, efforts should be made by the university in creating awareness about religious diversity, various social skills, tolerance, respect, and equality of various religious groups.

4. Different demographic characteristics such as length of duration in the campus, age, parental academic and social status and so on might determine the relationship between students' social identity and their interpersonal relationship. Therefore, further researches should be conducted to examine the effects of these variables on student's level of social interaction.

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# Appendices

## **Appendix- A**

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
INSTITUTE OF PSYCHOLOGY**

### **Questionnaire**

This questionnaire is part of a research titled, the relationship between Social Identity and Interpersonal Relationships among AAU Students.

Right at the outset, I would like to assure you that your responses will be used only for research purposes and will be kept confidential.

Thus, since the quality and success of this study depend on the validity and reliability of the information that you provide, therefore, you are kindly requested to supply your genuine responses to each item of the questionnaire/ scale.

Thank you, in advance, for your cooperation and timely responses.

No need to write your name.

**PART-ONE**

**BACKGROUND/DEMOGRAPHIC INFORMATION**

**Direction:** Please complete the following with the appropriate information on the space provided in front of the item

1. Sex: \_\_\_\_\_

2. Religion: \_\_\_\_\_

3. Ethnic background: \_\_\_\_\_

4. Educational information:

Faculty \_\_\_\_\_

Department \_\_\_\_\_

Year \_\_\_\_\_

## PART TWO

### 2.1. Social identity measure

**Direction:** Please read each item carefully and consider how it applies to you. Then, fill the table below next to each item by choosing a number from the scale.

1 = Not important to my sense of who I am. (NI)

2 = slightly important to my sense of who I am. (SLI)

3 = somewhat important to my sense of who I am (SI)

4 = Very important to my sense of who I am (VI)

5 = extremely important to my sense of who I am (E I)

S/No	Items	NI (1)	SLI (2)	SI (3)	VI (4)	EI (5)
1.	My sex, being a male or female					
2.	My sex roles that I perform					
3.	Societal beliefs concerning my sex					
4.	The proverbs or sayings society has concerning my sex.					
5.	Demonstrating activities that reflect my sex					
6.	Being acceptance of my maleness or femaleness					
7.	The unique characteristics I share with same sex.					
8.	The attitude I have toward opposite sex.					
9.	The attitude others have toward my sex group.					
10	The Places where I lived or grew up					
11	Being a member of the ethnic group I belong					
12	The understanding, feelings, and participation that I have toward my ethnic groups.					
13	My pride in my ethnic group.					
14	My mother tongue					
15	My accent or dialect					
16	The unique cultural dresses, music, food ,literatures, and other cultural heritages that reflect my ethnic group					
17.	The beliefs, values, past history and other cultural practices that I experienced from my ethnic group					
18	The lessons I learnt about my ethnicity from my ancestors, families, Community, media, and other sources					

<b>S/No</b>	<b>Items</b>	<b>NI</b>	<b>SLI</b>	<b>SI</b>	<b>VI</b>	<b>EI</b>
		<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
19.	What others think of or view my ethnic group					
20.	The values and moral standards that I learnt from my religion					
21.	The participation I have in religious programs/rituals.					
22.	Being a member of my religion					
23.	My commitment to the religion I belong.					
24	The lessons I learnt from my religion or the teachings of my religion					
25	The scriptures I read and practice					
26	The attitude of others toward my religion					

## 2.2. Interpersonal relationship measure

**Direction:** In the following statements indicate your level of agreement or disagreement for each statement in a scale of (1) through (5) by putting a tick mark ("X") in front of your choice on number listed in the table below.

- 1= strongly disagree (SDA);
- 2= Disagree (DA),
- 3= having no idea / undecided (NI),
- 4= Agree (A),
- 5= strongly agree (SA).

S/No	Statements	SD (1)	DA (2)	NI (3)	A (4)	SA (5)
1.	It is difficult for me to establish social relationship with opposite sex					
2.	I prefer to interact with similar sex teachers.					
3.	Most of the time I am isolated from opposite sex interaction					
4.	I sit together with similar sex students					
5.	I can easily developed interpersonal relationship with opposite sex					
6.	I express my feelings and desire openly to similar sex friends					
7.	I am interested to participate in gender club because I get friends of similar sex					
8.	I prefer to do group works with similar sex.					
9.	I prefer to live with my own ethnic groups.					
10.	I am not interested in becoming friends with individuals outside of my ethnic groups.					
11.	I feel closer to students of my culture than others					
12.	Some ethnic groups do not seem to interact with others.					
13.	I believe some ethnic groups are so sensitive about their ethnicity that makes me relationship difficult to establish with them.					
14.	I found it difficult to discuss some social issues with other ethnic groups					
15.	I prefer to work my assignments together with my ethnic group					

S/No	Statements	SD (1)	DA (2)	NI (3)	A (4)	SA (5)
16.	Most of the time I sit together with my similar ethnic groups.					
17.	I can easily interact when my teacher is from the ethnic group I belong					
18.	Similarity of mother tongue is important to establish friendship					
19.	I prefer if all my classmates are from the religion I belonged					
20.	I do not like to discuss some issues with students of other religious group					
21.	I usually establish interpersonal relationship with students of similar religion.					
22.	I believe students should have dormitory service with their similar religion.					
23.	Students should establish friendship based on similarity of religious affiliation					
24.	I believe I get better service from similar religious groups					
25.	Students from some religion do not seem interested in becoming friends					
26.	I feel closer to students of my religious group than others					

# Appendix-B

## አዲስ አበባ ዩኒቨርሲቲ ስነ-ምህጻናትና ቢህሽሪያል ሳይንስ ኮሌጅ የሳይኮሎጂ ጥናት ተቋም

### መጠይቅ

19ዚህ መጠይቅ ዓላማ በአዲስ አበባ ዩኒቨርሲቲ ተማሪዎች የማህበራዊ ማንነትና የእርስ በርስ ግንኙነቶች መካከል ያለ መያያዝን ለማጥናት የሚሠራ ምርምር አንድ አካል ነው። ምላሽዎ በምንም መልኩ ለሌላ አካል ፈፅሞ ይፋ አይደረግም ስለዚህ ጥናቱን የተሳካ ለማድረግ ግልፅና እውነተኛ ምላሽዎን እንዲሞሉ ይጠየቃሉ።

“ትክክል” ወይም “ስህተት” የሚሆን መልስ ስለሌለ የሚመስልዎትን በታማኝነትና በግልፅኝነት ይመልሱ።

ለትብብርዎ በቅድሚያ አመሠግናለሁ።

ስም መጻፍ አያስፈልግም

**ክፍል አንድ**

**I. አጠቃላይ መረጃ**

መመሪያ: እባክዎ ከዚህ በታች በተተዉት ባዶ ቦታዎች ትክክለኛውን ምላሽ ይስጡ

- 1. ስታ \_\_\_\_\_
- 2. ሀይማኖት \_\_\_\_\_
- 3. ብሔር \_\_\_\_\_
- 4. የትምህርት መረጃ
  - ፋኩልቲ \_\_\_\_\_
  - ዲፓርትመንት \_\_\_\_\_
  - ዓመት \_\_\_\_\_

**ክፍል ሁለት**

**2.1. የማህበራዊ ማንነት መለኪያዎች**

መመሪያ፡- ከዚህ በታች በሚገኘው ገበታ ውስጥ የተለያዩ የማህበራዊ ማንነት መለኪያዎች ተዘርዝረዋል። እርስዎም እነዚህን የማህበራዊ ማንነት መለኪያዎች በንባቡ ከፊት ለፊት በሚገኘው ቦታ ተገቢውን ቁጥር ይስጡ። ቁጥሮቹ የሚይዙት ትርጉም ከዚህ ቀጥሎ እንደተመለከተው መሆኑን ያጠኑ።

1. ለማንነቴ ፈፅሞ አያስፈልገኝም።
2. ለማንነቴ በጥቂቱ ያስፈልገኛል።
3. ለማንነቴ በከፊል ያስፈልገኛል።
4. ለማንነቴ በጣም ያስፈልገኛል።
5. ለማንነቴ እጅግ በጣም ያስፈልገኛል።

ተ.ቁ	የማህበራዊ ማንነት መለኪያዎች	1	2	3	4	5
1	የታዩ (ወንድ/ሴት መሆኔ)					
2	የታዩን በሚገልፁ እንቅስቃሴዎች ላይ ያለኝ ችሎታ					
3	ማህበረሰቡ ስለሴትነቴ ወይም ወንድነቴ ያለው አጠቃላይ እምነት					
4	ስለየታዩ በማህበረሰቡ የሚነገሩ አባባሎች					
5	የማክናውናቸው ወይም የምተገብራቸው የታዩ ሚናዎች					
6	ለየታዩ ያለኝ አቀባበል					
7	ከተመሳሳይ የታ ጋር የምጋራቸው ልዩ ባህሪያት					
8	ለተቃራኒ የታ ያለኝ አመለካከት					
9	ሌሎች ለኔ የታያላቸው አመለካከት					
10	የምኖርበት ወይም ያደኩበት ቦታ					
11	ያለሁበት ብሄር አባል መሆኔ					
12	ስለብሄሪ ያለኝ ግንዛቤና ስሜት እንዲሁም ብሄሪን በሚያንፀባርቁ ነገሮች ያለኝ ተሳትፎ					
13	በብሄሪ የሚሠማኝ ኩራት					
14	የአፍ መፍቻ ቋንቋዬ					
15	የአካባቢዬ አነጋገር ወይም ዘዬ					

ተ.ቁ.	የማህበራዊ ማንነት መለኪያዎች	1	2	3	4	5
16	ብሄራዊ የሚያንጻግርቁ ልዩ ልዩ ባህላዊ ልብሶች፣ ሙዚቃ፣ ምግብ፣ ስነ-ጽሑፍ የመሳሰሉት					
17	ስለብሄራዊ ያገኘቸው ያለፉ ታሪኮች፣ እምነቶች፣ እሴቶች እና ሌሎች ባህላዊ ተውራቶች					
18	ከቤተሰቦቹ ከቀደመው ትውልድ ከማህበረሰቡ ከሚዲያና ከመሳሰሉት ስለ ብሄራዊ የተነገሩና የተማርኳቸው ነገሮች					
19	የሌላ ብሄር አባላት ስለብሄራዊ ያላቸው አመለካከት					
20	ከኃይማኖቱ ያገኘዋቸው እሴቶችና የሞራል ደረጃዎች					
21	ስለኃይማኖቱ በሚያስተምሩኝ ዝግጅቶች ውስጥ ያለኝ ተሳትፎ					
22	አሁን ያለሁበት ኃይማኖት አባል መሆኔ					
23	በኃይማኖቱ ያለኝ ጽናት					
24.	ከምክተለው ኃይማኖት ያገኘቸው ትምህርቶች					
25.	ስለኃይማኖቱ የተማርኩት ትምህርቶች ቅዱሳን መጻሕፍት ደግማዎች የመሳሰሉት					
26.	ሌሎች እኔ ስላለሁበት ኃይማኖት ያላቸው አመለካከት					

## 2.2. የእርስ በርስ ግንኙነት መለኪያዎች

መመሪያ፡ ከዚህ በታች ለተገለፁት አረፍተ ነገሮች ምን ያህል እንደሚሰማሙ በቁጥር ከ1 እስከ 5 በተመለከተው ስኬል ላይ የተስማሙበትን ምርጫ የ"X" ምልክት በማድረግ ያሳዩ። ቁጥሮቹም የሚይዙት ትርጉም እንደሚከተለው ነው።

1. ፈፅሞ እልስማማም (ፈ.አል)
2. አልስማማም (አል)
3. አልወስንም (አልወ)
4. እስማማለሁ (እስ)
5. በጣም እስማማለሁ(በእስ)

ተ.ቁ	የእርስ በርስ ግንኙነት መለኪያዎች	1 (ፈ.አል)	2 (አል)	3 (አልወ)	4 (እስ)	5 (በእስ)
1.	ከተቃራኒ ያታ ጋር የእርስበርስ ግንኙነት በቀላሉ መመስረት እችገራለሁ።					
2.	በያታ ከሚመሳሰሉኝ መምህር ጋር መቀራረብን እመርጣለሁ።					
3.	በግቢው ውስጥ ከተቃራኒ ያታ ጋር ብዙም ቅርብት የለኝም					
4.	በክፍል ውስጥ በያታ ከሚመሳሰሉኝ ጋር እቀመጣለሁ።					
5.	በቀላሉ ከተቃራኒ ጾታ ጋር መቀራረብ እችላለሁ					
6.	ከጾታዬ ተመሳሳይ ለሆኑ ተማሪዎች ጋር ፍላጎቴን በቀላሉ እገልጻለሁ					
7.	ከተመሳሳይ ያታ ጓደኞችን ስለሚያገናኘኝ በስርአተ-ያታ ክበባት ብሳተፍ ጥሩ ነው ብዬ አስባለሁ።					
8.	የቡድን ስራን ከተመሳሳይ ያታ ጋር መስራትን እመርጣለሁ።					
9.	በብሄር ከሚመሳሰሉኝ ተማሪዎች ጋር መኖርን እመርጣለሁ					
10.	ከብሄራ ውጪ ከሆኑ ተማሪዎች ጋር ጓደኝነት መመስረት ፍላጎት የለኝም					
11.	በባህል ከሚመሳሰሉኝ ተማሪዎች ጋር የበለጠ እቀራረባለሁ።					
12.	ብዙ ተማሪዎች ከብሔራቸው ውጪ ከሆኑ ተማሪ ጋር ጓደኛ ለመሆን አይፈልጉም።					

ተ.ቁ	የእርስ በርስ ግንኙነት መለኪያዎች	1 (ፈአል)	2 (አል)	3 (አልወ)	4 (እስ)	5 (በእስ)
13.	አንዳንድ ብሔሮች ስሱ ስለሆኑ ዓደኝነትን ለመመስረት አስቸጋሪ ነው።					
14	ከብሔራዊ ውጪ ከሆኑ ተማሪዎች ጋር አንዳንድ ማህበራዊ ጉዳዮችን በግልጽ መነጋገር ያስቸግረኛል።					
15	የሚሰጠንን የቤት ስራ ከብሔራዊ ተማሪዎች ጋር አብሮ መስራትን እመርጣለሁ					
16	በክፍል ውስጥ በብሔር ከሚመሳሰሉኝ ተማሪዎች ጋር አብሮ መቀመጥን እመርጣለሁ					
17	ከመምህራ በብሔር ብንመሳሰል በቀላሉ እንግባባለን ብዬ አስባለሁ					
18	የአፍ መፍቻ ቋንቋ መመሳሰል ዓደኝነት ለመመስረት አሰፈላጊ ነው					
19	ሁሉም የክፍሉ ተማሪዎች የሀይማኖቱ ተከታዮች ቢሆኑ እመርጣለሁ					
20	የሌላ ሀይማኖት ተከታይ ከሆኑ ተማሪዎች ጋር አንዳንድ ጉዳዮችን መወያየት አልፈልግም።					
21	የሀይማኖት መመሳሰል የእርስ በርስ ግንኙነት ለመመስረት ጠቃሚ ነው					
22	ከመኝታ ቤት ዓደኞቹ ጋር አንድ አይነት ሀይማኖት ተከታይ ብንሆን እመርጣለሁ					
23	ብዙውን ጊዜ በካምፓስ ያሉ ተማሪዎች ዓደኝነት የሚመሠረቱት ሀይማኖትን መሠረት አድርገው ነው።					
24	የተሻለ አገልግሎት ለማግኘት የሀይማኖት መመሳሰል ይረዳል ብዬ አስባለሁ					
25	የአንዳንድ ሀይማኖት ተከታይ ተማሪዎች ከሌላው ጋር መቀራረብ አይፈልጉም።					
26	ከሀይማኖቱ ተከታዮች ጋር ስገናኝ ቅርበት ይሠማኛል።					

## Appendix –C

### Results of the pilot study

1. Reliability of the instrument (Inter- items reliability) using cronbach alpha was calculated using SPSS version 13.0

2.Results of the pilot study (Inter items reliability) for items measuring social identity values less than cronbach alpha level of 0.70 excluded from the main study.

Item No.	Alpha coefficient ( Cronbach alpha )	Item No.	Alpha coefficient ( Cronbach alpha )
1	.781	22	.403*
2	.885	23	.728
3	.620*	24	.720
4	.830	25	.801
5	.675*	26	.654*
6	.881	27	.680*
7	.879	28	.882
8	.880	29	.883
9	.878	30	.883
10	.789	31	.654*
11	.543*	32	.889
12	.537*	33	.882
13	.879	34	.433*
14	.880	35	.506*
15	.821	36	.884
16	.813	37	.497*
17	.453*	38	.881
18	.884	39	.882
19	.604*	40	.662
20	.816	41	.489*
21.	.455*		

\*= Items dropped

Results of the pilot study (Inter items reliability) for items measuring Interpersonal relationship of students

Item No.	Alpha coefficient ( Cronbach alpha )	Item No.	Alpha coefficient ( Cronbach alpha )
1	.881	22	.403*
2	.867	23	.728
3	.776	24	.720
4	.874	25	.801
5	.895	26	.632*
6	.498*	27	.680*
7	.879	28	.882
8	.880	29	.873
9	.878	30	.881
10	.611*	31	.553*
11	.769	32	.889
12	.537*	33	.654 *
13	.879	34	.800
14	.880	35	.703
15	.882		
16	.780		
17	.883		
18	.884		
19	.823		
20.	.610*		
21.	.867		

\*= Items dropped

### Summary of inter items reliability results for each sub- scale Variable

<b>Variables</b>	<b>Number of items</b>	<b>Alpha Coefficient (Cronbach alpha value)</b>
Gender identity	9	.821
Ethnicity	10	.831
Religiosity	7	.873
Interpersonal relationship	26	.812

## DECLARATION

I, the undersigned candidate declare that this thesis is my original work. The sources used for the thesis are adequately acknowledged.

Dereje Bekele



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Candidate's Signature

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

Dame Abera (Ato)

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Advisor's Signature